“As the everyday stressors of life increase and lead to increasing challenging behaviors, Pyramid Plus has provided additional skills necessary to work with [children’s] behaviors. ECE professionals, in our Center, are experiencing less burn out and more "joy" [and have] the confidence to share strategies with children and parents.” Survey respondent affiliated with a Pyramid Plus Demonstration Site
The overall goal of the Pyramid Plus Center is to increase the high fidelity use of evidence-based, early childhood social emotional and inclusive practices in early care and education settings through the promotion and integration of:

- the Pyramid Model for Promoting Social and Emotional Competence of Infants and Young Children- a tiered promotion and prevention model developed by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) and the Technical Assistance Center on Social Emotional Intervention (TACSEI);
- the SpecialQuest Birth-Five Approach to Early Childhood Inclusion of children with or at risk for disabilities
- as well as other related evidence-based inclusion practices

Key initiatives of the Pyramid Plus Center are to:
- Provide a system to prepare, support and certify high quality trainers, coaches and sites in the Pyramid Plus Approach
- Provide training, technical assistance (TA) and resources to programs and communities throughout Colorado
- Facilitate state policy and systems development to plan for sustainability and state-wide scale-up

Core Values

Our core values are:

- The content of our TA efforts must be based on the best available evidence and be affordable, feasible, acceptable and effective across diverse populations of children, families, communities and programs, including typical early childhood settings
- The outcomes of TA efforts must be valued by families as well as by the community at large
- Our work must be collaborative, building on and embedding with the work of others
- Families, community leaders and program personnel including administrators and direct service personnel play a vital role in the design, implementation and evaluation of the Center’s efforts
- Practices intended to improve social, emotional, and behavioral competence and promote inclusion are designed primarily to enhance competencies rather than remediate problems of children, families, and personnel

For more information about the Pyramid Plus program, or to sign up for the Pyramid Plus e-mail newsletter, please visit www.pyramidplus.org.
Greetings!

As we enter our fourth year of operation, we want to thank all the people, programs, communities, funders, Pyramid Plus State Team members and other partners for their support. Through these collaborations, Pyramid Plus has learned, adapted, responded and better served Colorado’s children, families and early childhood professionals.

Research indicates that both social emotional competence and inclusion are foundational for school readiness. Pyramid Plus has been created to address both of these issues in Colorado. Colorado is the first state in the nation to fund such a center!

Our vision is to build the capacity of communities and early care and education programs state-wide to use evidence-based approaches with fidelity, thereby improving all of Colorado’s young children’s social emotional competence and opportunities for inclusion. In addition to providing trainings state-wide, Pyramid Plus is building the competence of Colorado’s early childhood personnel through a network of certified trainers, coaches and sites to broaden the reach of the Center. Our goal is to have certified trainers and coaches available to every early care and education program throughout Colorado.

Our approach reflects best practice in the professional development and implementation science literature including providing opportunities for people to see the practices in action and learn from others (demonstration sites, implementation communities and programs) and to receive on-site individualized coaching. **Our core value is to build the internal capacity of programs and communities. Everything we do reflects that value.**

We welcome your ideas, participation and partnership in our vision of improving the social, emotional and behavioral outcomes and inclusion opportunities for all of Colorado’s young children!

Barbara J. Smith, Director

Barbara J. Smith, Director and the Pyramid Plus Staff: Geneva Hallett, Laurie Fowler Beckel, Johanna Berry Wasser, Robin Levy-Conti, Jessica Carroll, Phil Strain, Julie Walden and Jill Giacomini

*We would like to thank the following organizations for their support of the Pyramid Plus Center*
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I. Summary of Key Accomplishments to Date and Overall Impact (2009-2012)

- Over 1,500 people intensively trained state-wide in the Pyramid Plus Approach. Trainees evaluated the training as being high quality and producing gains in their knowledge and skills. Additionally we have provided: training to coach and trainer certification candidates, webinars and conference sessions to hundreds, and Pyramid Plus trainer candidates have provided parent trainings in many communities.

- Thirty Seven (37) people certified state-wide as Pyramid Plus Trainers and Coaches, with 25 current candidates expected to complete their certification in 2013.

- Four programs certified as Pyramid Plus Demonstration Sites providing data to the Center on the effects of adopting the Pyramid Plus Approach with high fidelity as well as providing tours and information state-wide so others may replicate their work.

- Five communities selected as Implementation Communities with their own Pyramid Plus programs, coaches and trainers.

- An interagency, collaborative Pyramid Plus State Policy Team that meets nearly every month with an average rating of just over “4” on meeting evaluations (out of a possible 5) with an average attendance of 75%.

- EC personnel showed significant gains on a measure of their high fidelity use of the evidence-based practices.

- Hundred’s of children throughout the state benefitting directly from Pyramid Plus programs, coaches and trainers; and thousands more benefitting indirectly from the professionals and families that received training.

In the Spring of 2011, a survey was sent to 251 Pyramid Plus Training attendees, State Policy Team members, certification candidates and administrators and leadership team members at Pyramid Plus demonstration sites, implementation communities and outreach partner to obtain perceptions of the impact of the Center’s services.

Survey respondents

A total of 251 individuals received the link to the online survey. There were 83 respondents for a response rate of 33% which is near the average response rate for an email survey. The majority of respondents had attended a Pyramid Plus training (i.e., 82%). Forty-five percent of the respondents were involved in Pyramid Plus certification as a coach or trainer and 37% were affiliated with a demonstration site or Implementation Community.

- Over 95% agreed or strongly agreed that Pyramid Plus trainings had a positive impact on professionals’ and parents’ abilities to support young children’s social, emotional, and behavioral development and inclusion.

- 93% of respondents familiar with certification agreed or strongly agreed that Pyramid Plus certified trainers and coaches will be highly qualified to support the knowledge and practice of others to promote young children’s social emotional competence and inclusion.
Pyramid Plus

II. Our History and Approach

In October 2009, The Colorado Department of Human Services (CDHS) Divisions of Child Care, Behavioral Health and Developmental Disabilities / Early Intervention Colorado announced a state-wide collaborative effort to improve the social, emotional and behavioral competence of all infants and young children and the inclusion of children with disabilities in all early childhood settings. Through a competitive process, The University of Colorado Denver, School of Education and Human Development, was selected to implement the initiative and Pyramid Plus: The Colorado Center for Social Emotional Competence and Inclusion was launched.

Pyramid Plus Approach

Our conceptual approach is a tiered model that focuses on: 1) providing all children the support they need to experience social, emotional and behavior success and high quality inclusive services, 2) providing intentional teaching to promote social, emotional and behavioral success and inclusion to those children needing additional support, and 3) providing individualized, intensive interventions for those children with serious, persistent challenging behavior and other learning needs. Our practices integrate the following evidence-based models: the Pyramid Model for Supporting Social Emotional Competence and Addressing Challenging Behavior in Infants and Young Children, Prevent Teach Reinforce (PTR) the SpecialQuest Birth–Five Approach, and other evidence-based inclusion practices, specifically: Learning Experiences-An Alternative Program for Preschoolers and Parents (LEAP), and Building Blocks for Teaching Preschoolers with Special Needs, creating the “Pyramid Plus Approach”.

“\[quote\]We have seen positive growth in our education staff and their ability to share strategies with parents. The staff that use the Pyramid Plus strategies regularly state “IT WORKS!!”\[quote\]
~Survey respondent affiliated with a Pyramid Plus demonstration site

• 97% of respondents familiar with certification agreed or strongly agreed that Pyramid Plus certified programs, communities, and/or outreach partners serve as exemplary models of collaboration, leadership, and effective practice.

• 90% agreed or strongly agreed that the lives of Colorado’s families and children have been improved because of the work of Pyramid Plus.

• 90% agreed or strongly agreed that early childhood professionals in Colorado have become more effective and confident in dealing with young children’s challenging behaviors because of the work of Pyramid Plus.

• 83% agreed or strongly agreed that Colorado’s early childhood programs have adopted more evidence-based social, emotional, behavioral and/or inclusive practice because of the support given by Pyramid Plus.

• 95% indicated that there is a need for more Pyramid Plus supports and practices state-wide.

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• 95% indicated that there is a need for more Pyramid Plus supports and practices state-wide.
The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children is a conceptual framework of evidence-based practices developed by two national, federally-funded research and training centers: The Center for the Social and Emotional Foundations for Early Learning (CSEFEL) and Technical Assistance Center on Social Emotional Intervention (TACSEI). Based on evaluation data over the last ten years, the Pyramid Model has shown to be a sound framework for early care and education systems.

Center on the Social Emotional Competence for Learning Early (CSEFEL). CSEFEL is focused on promoting the social emotional development and school readiness of young children birth to age 5 through the Pyramid Model for Promoting Social Emotional Competence in Young Children. The website includes extensive, user-friendly training materials, videos, and print resources which are available directly from this website to help early care; health and education providers implement this model.  www.vanderbilt.edu/csefel

Technical Assistance Center on Social Emotional Intervention (TACSEI). TACSEI takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates FREE products and resources related to the Pyramid Model to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day.  www.challengingbehavior.org
The focus of **SpecialQuest Birth–Five** is on inclusion for children with disabilities ages birth through five and their families. SpecialQuest Birth–Five, builds upon the relationship-based SpecialQuest approach which is designed to touch the “head, heart, and hands” of families and professionals working together to create inclusive communities for young children with disabilities. The website includes information for States and local communities to collaborate to provide high-quality, inclusive services for young children with disabilities and their families. [www.specialquest.org](http://www.specialquest.org)

**Building Blocks for Teaching Preschoolers with Special Needs.** This approach is aimed to increase the competence, confidence and effectiveness of early childhood personnel to include children with disabilities. The book outlines strategies for adapting typical early childhood settings and activities to meet the needs of children with disabilities. This site has a lot of resources for any professional working in early childhood education.  
[http://depts.washington.edu/hscenter/about](http://depts.washington.edu/hscenter/about)

**Learning Experiences- An Alternative Program for Preschoolers and Parents (LEAP).** The goal of this model is to enhance evidence-based practice through utilizing strategies originally developed to effectively include children with autism in inclusive early education settings. These additional strategies and planned opportunities have been proven effective with all children in promoting engagement, and social emotional skills, while also reducing challenging behaviors.  
[www.pelecenter.org](http://www.pelecenter.org)

**Prevent-Teach-Reinforce: The School-based Model of Individualized Positive Behavior Support (PTR).** This systematic approach for positive behavior support has shown to be effective. This collaborative approach involves developing skills with all team members. Its prescriptive process provides great consistency and increased child outcomes.  

### III. Certifying Pyramid Plus Trainers and Coaches

The Pyramid Plus Center has created a process for certifying trainers and coaches. As one of our **scale-up and sustainability initiatives**, the **Pyramid Plus certification system brings to reality our value of building local capacity**. This certification system ensures that Colorado has a cadre of individuals located throughout the state (scale-up and local capacity) who can train and coach the Pyramid Plus Approach and practices with fidelity and over time (sustainability).

Pyramid Plus enrolled the first individuals for trainer and coach certification in February 2010 (2010 Cadre), and again in June of 2010 (2011 Cadre) and in June of 2011 (2012 Cadre). Our current 2013 Cadre of 18 candidates were enrolled in June of 2012. **As of July 2012, 37 certifications have been awarded to 31 people across Colorado.** Six people have achieved both Trainer and Coach certification (*). We expect to certify approximately 25 more Trainers and Coaches by July 2013.
**Pyramid Plus Certified Trainers:**

- Kelly Miller, Denver Health/Denver Great Kids Head Start
- Lisa Matter, Community Trainer/Arapahoe Early Childhood Council
- Ben Riepe, Aurora Creative Options Head Start *
- Susan Hill, Community Trainer/Arapahoe Early Childhood Council
- Janis Pottorff, Family Connects/Northrange Behavioral Health
- Katherine Bucca, Bal Swan Children's Center Broomfield
- Ellen Coker, Larimer County Early Childhood Council
- Virginia Kile, Early Childhood Special Educator/Montrose *
- Robin Snyder, Norwood Preschool Director
- Sheryl Shushan, Grand Early Childhood Council
- Robin Levy-Conti, Pyramid Plus Center *
- Chris Henager, Fremont County Head Start *
- Lisa Sadar, Larimer County Early Childhood Council
- Jessica Carroll, Pyramid Plus Center *
- Jane Maloney, Gunnison ReIJ School District Child Find Coordinator
- Elizabeth Lowe, Summit County Professional Development Coordinator/CCR & R
- Nan Hardy Kortz, Early Childhood Consultant *

**Pyramid Plus Certified Coaches:**

- Kelly Miller, Denver Health/Great Kids Head Start
- Ben Riepe, Creative Options Head Start Aurora *
- Patti Williardson, Bal Swan Children's Center Broomfield
- Dee Gilmore, Bal Swan Children's Center Broomfield
- Virginia Kile, Early Childhood Special Educator/Montrose *
- Mia Wilson, Kids First Resource and Referral Agency in Aspen
- Sandra Contreras, Creative Options Head Start Aurora
- Robin Levy-Conti, Pyramid Plus Center*
- Heather Montonati, Prime Time Early Learning Center
- Jessica Carroll, Pyramid Plus Center*
- Diane Kirkwood, Bal Swan Children's Center Broomfield
- Jason Marsh, Sewall Child Development Center
- Eva Jankovsky, Kids First
- Chris Henager, Fremont County Head Start*
- Nan Hardy Kortz, Early Childhood Consultant*
- Sophie Berkley, Growing Potential LLC
- Lesha Groves, Denver Options
- Jeanne Teske, Creative Options Head Start Aurora
- Diane Jacobson, Grand Beginnings/East Grand School District
- Jenny Garner, Colorado Bluesky Enterprises Early Intervention Services
Certified Trainers and Coaches were honored during a reception sponsored by Lakeshore Learning in April during the Pyramid Plus Spring Training in Denver.

Pyramid Plus Certified Trainers Honored

Laurie Fowler Beckel recognizes Pyramid Plus Trainers (from left to right): Lisa Sadar, Robin Levy-Conti, Chris Henager, and Jessica Carroll.

Pyramid Plus Certified Coaches Honored

Laurie Fowler Beckel recognizes certified Pyramid Plus Coaches (from left to right): Dee Gilmore, Dianne Kirkwood, Patti Willardson, Sandra Contreras, Robin Levy-Conti, Heather Montonati, Jessica Carroll.
Pyramid Plus has experienced many “lessons learned” since the Field Test cadre of 2010 and we have refined our recruitment strategy and certification system based on those lessons. Data on and from those who have successfully completed as well as those who have removed themselves from the certification process, indicate that candidates with program and/or community support are much more likely to complete the rigorous process of certification. Our current recruitment strategy ensures important infrastructure and vision at the community and program level are present. Also, as a result of the feedback from the 2011 coach candidates, Pyramid Plus modified and streamlined the coaching certification process including instituting a time requirement of one year to complete the certification process. This allows Pyramid Plus to fully support candidates during their certification process and ensures our ability to continue to scale-up across the state in a dependable and consistent manner.

Training, Supporting and Certifying Pyramid Plus Trainers

Trainer certification candidates must demonstrate proficiency in the Pyramid Plus Approach and the CSEFEL Positive Solutions for Families content as well as proficiency of training skills measured by the “Pyramid Plus 12 Essential Training Skills” (Fowler Beckel, Wasser, Levy-Conti, Hallett, Wilson, Smith & Strain, 2011). Additionally, all candidates have a professional development plan and are required to deliver a Community Overview that introduces their communities to the Pyramid Plus Approach and the Center in order to engage community support and interest.

The 2013 Trainer candidates participated in the Pyramid Plus Approach Spring Training and the Summer Certification Institute. We have eight trainers in the 2013 Trainer Cadre from the following counties: Denver, El Paso, La Plata, and Boulder. Demographic data on the 2013 Trainer Candidates are described in the figures below.

<table>
<thead>
<tr>
<th>2013 Trainer Certification Candidate Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
</tr>
<tr>
<td>ECSC</td>
</tr>
<tr>
<td>School Psychologist</td>
</tr>
<tr>
<td>Ed Coordinator</td>
</tr>
<tr>
<td>EI</td>
</tr>
<tr>
<td>ECMH</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013 Trainer Candidate Highest Level of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA/BA</td>
</tr>
<tr>
<td>BA/BS</td>
</tr>
</tbody>
</table>

2013 Trainer candidates are training the Pyramid Plus Approach in their own programs and communities. These trainers are receiving support from Pyramid Plus staff to prepare for training the Pyramid Plus Approach content receiving feedback on the “12 Essential Training Skills” scoring rubric.

Training, Supporting and Certifying Pyramid Plus Coaches

The 2013 Pyramid Plus Coach candidates also participated in the Pyramid Plus Approach Spring Training and the Summer Certification Institute. A Pyramid Plus Certified Coach must demonstrate proficiency in this content as well as the coaching skills represented in our
“Coaching Circuit” (Fowler Beckel, Levy-Conti, Stein, Wasser, Wilson, Hallett, Smith & Strain, 2011). All Coach candidates have a professional development plan and are required to coach in a setting to demonstrate their coaching skills.

In addition to many early childhood and preschool settings, we have coach candidates working in home-based settings within Early Intervention Colorado and Mental Health programs. We have ten coach candidates from the following counties: Denver, Jefferson, El Paso, San Miguel, Summit, and Weld. Other demographic data on the 2013 coach candidates are shown in the figures below.

Our coaching model is best described as a cognitive-behavioral method that includes a focus on a deep understanding of the strategies of the Pyramid Plus Approach as well as a prescribed series of coaching activities put together into a teaching progression that is called the Coaching Circuit (Fowler Beckel et al, 2011). Each Coaching Circuit starts with a Professional Development Plan. This plan along with the coaching activities is evaluated using a skill-based tool with a scoring rubric. Both the coach candidate and the Certification Reviewer from the Pyramid Plus Center score the rubric. Candidates are required to go through the ‘Circuit’ at least three times receiving scores on the tools of at least 80%.

Pre- and post-scores on the Teaching Pyramid Observation Tool (TPOT) indicate increased high fidelity use of the practices by the teachers’ receiving coaching (coaches) (see chart below).
Pyramid Plus Summer Institute 2012: Frisco

The 2013 trainer and coach certification candidates gathered for the third annual Pyramid Plus Summer Institute in beautiful Frisco, CO, housed in the Summit School District Administration Building. The purpose of the institute was to orient new Pyramid Plus Trainer/Coach Certification candidates to the certification system and procedures in a 4 day training format. There were both plenary sessions and breakout sessions specific to Trainer candidates and Coach candidates during the first three days. On the fourth day, Leadership Teams from across the state were invited to join the candidates for a special presentation on Leadership Strategies for Supporting Children’s Social and Emotional Development and Addressing Challenging Behavior. All eighteen Pyramid Plus Trainer and Coach Certification candidates participated and all received Pyramid Plus Trainer and Coach Certification Handbooks. The presenters were staff Laurie Fowler Beckel, Geneva Hallett, Robin Levy-Conti, Johanna Berry Wasser and Barbara Smith, and Certified Coach Sophie Berkley. The evaluation of Summer Institute included pre- and post-training knowledge of the material covered as well as the overall quality of the institute. The evaluation data indicated participants gained substantial new knowledge and considered the training of high quality (see charts below).
IV. Supporting the Sustainability and Scale-up Pyramid Plus Demonstration Sites

Pyramid Plus supports four programs within the state of Colorado as Demonstration sites. All four programs achieved certification this year as Pyramid Plus Demonstration Sites. The programs are: (1) Bal Swan Children’s Center in Broomfield, (2) Creative Options in Denver/Aurora, (3) Primetime Early Learning Center in Norwood, and (4) Fremont Head Start in Canyon City. Demonstration sites exemplify high fidelity Pyramid Plus practices in social and emotional competencies, inclusion, and managing challenging behavior that are program-wide and sustainable. Each program serves children with differing needs including children eligible for free or reduced lunch, children with special needs, and children supported through Head Start, Early Head Start, and Colorado Preschool Program (CPP).

This year was a pivotal year in that all four programs reached criteria for certification as a Pyramid Plus Demonstration Site. The four programs have partnered with Pyramid Plus for at least 3 years to reach high-fidelity, program-wide implementation. To be certified as a Demonstration site, programs must reach the following fidelity standards: 75% of classrooms at 80% fidelity on the TPOT or TPITOS (teaching practices measure) and QPI (an inclusion measure); Benchmarks of Quality 90%; and an average rating of “4” on Leadership Team.
meeting evaluations. Additionally, the programs sign a memorandum of agreement stipulating that they will provide data to Pyramid Plus, provide tours to visitors, and plan for sustaining the effort and scaling-up to their communities. The programs received their certification and were recognized at a reception sponsored by Lakeshore Learning during the 2012 Pyramid Plus Approach Spring Training in Denver.

Demonstration Programs Honored

Norwood/Primetime Staff (left to right): Kristen Parrino, Kelly Sutherlin, Nikki McCluer, Heather Montonati

Bal Swan Children’s Center Staff (left to right): Jill Culler, Margo Aragon, Dee Gilmore, Diane Kirkwood, Lyn King, Helen Engbrook, Brian Conly, Patti Willardson, Clarissa Villarreal, Linda Garlinghouse
CP of Colorado-Creative Options Staff (left to right): Judy Hamm, Penny Farster-Narlesky, Denny McGihon, Holly Selepouchin, Sandra Contreras, Jeanne Teske, Wendi Edwards

Fremont County Head Start staff (left to right): Jeanne Dohrmann, Nancy Martinez, Cindy Leonard, Chris Henager, Lois Grabowski, Vic Fuhs
Below is enrollment, number of classrooms, and range of ages served in all four demonstration programs.

<table>
<thead>
<tr>
<th>Program</th>
<th>Total Enrollment</th>
<th>Number of Classrooms</th>
<th>Ages Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freemont County Head Start</td>
<td>205</td>
<td>12</td>
<td>3-6 years</td>
</tr>
<tr>
<td>Creative Options</td>
<td>540</td>
<td>26</td>
<td>6 months - 5 years</td>
</tr>
<tr>
<td>Bal Swan's Children's Center</td>
<td>206</td>
<td>16</td>
<td>2-10 years</td>
</tr>
<tr>
<td>Primetime Early Learning Center</td>
<td>78</td>
<td>5</td>
<td>12 months - 12 years</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1029</strong></td>
<td><strong>59</strong></td>
<td><strong>6 months - 12 years</strong></td>
</tr>
</tbody>
</table>

Children with a wide range of needs and racial composition are served within each program as shown below.

**Racial Composition of All Demonstration Programs**

- African American: 8%
- Asian American: 6%
- Hispanic: 2%
- Caucasian: 44%
- Native American: 40%
- Other: 0%

**Racial Composition of Colorado**

- African American: 4%
- Asian American: 3%
- Hispanic: 21%
- Native American: 1%
- Caucasian: 70%
- Other: 1%
The goal of Pyramid Plus is to build internal capacity of programs and communities. Our work with sites reflects this goal by having phases of Pyramid Plus staff support that diminish over time as the program’s fidelity of implementation and sustainability becomes self-sufficient. Multiple levels of support are delivered through technical assistance provided by Pyramid Plus staff. Program-wide support is provided to Leadership Teams and administrators. Classroom and individual child supports are provided through Pyramid Plus certified coaches and trainers in the program with guidance from Pyramid Plus staff. This multi-level approach creates a network of support within each site and builds program-wide sustainability.

**Technical Assistance**

Training and technical assistance (T/TA) from Pyramid Plus staff is provided to each site. T/TA includes support for the administrative team to assist in developing sustainable practices, policies, and program expectations. This includes developing data systems that use data to drive program development, teacher professional development plans, and support for the investment in Pyramid Plus practices. T/TA also includes assisting candidates through the certification process. Support within individual classrooms is carried out by the Certified Coaches within the program who are being mentored and trained by Pyramid Plus staff. Programs also receive support in developing and maintaining a parent training component and plans for extending Pyramid Plus practices into the community. T/TA is also provided to assist programs in developing tour packets and tour practices for others to visit and see their work.
Coaches and Trainers

Congruent with implementation science and the Pyramid Plus goal of internal capacity, programs have their own Pyramid Plus certified coaches and trainers within each site. Currently each site has at least one Pyramid Plus Certified Coach and Trainer to support teachers and staff to fidelity on Pyramid Plus practices, and to support program-wide implementation and parent training. Coaches and Trainers within each site are paid by that site. Some sites have as many as six Coaches and Trainers. This infrastructure is necessary to achieve and sustain fidelity high quality practices. Please see section on Certification for more information.

At the classroom level, each teacher receives feedback from the TPOT/TPITOS assessment and ongoing coaching support from Pyramid Plus Certified Coaches within the program for continuing professional development. Teachers who exhibit exemplary skills and high fidelity in particular areas are also training and working with their peers and co-teachers to assist them in learning these practices. This develops a strong sense of teaming and professional support within each program.

Effectiveness of Pyramid Plus Strategies

Program Level Effects

There are multiple levels of support and data measures that drive successful implementation of high fidelity Pyramid Plus practices. Each level of support has specific data measures and a specific purpose for the data collected.

Leadership Teams. Every demonstration site has an established Leadership Team that meets monthly. Each Leadership Team completes the Benchmarks of Quality twice each year, at the beginning and end of the school year, to measure and track the critical elements necessary for program-wide implementation of evidence-based practices. All items on the Benchmarks are scored on a rating scale that ranges from 0 (not in place), to 2 (in place). Items addressed drive action plans and program development; include team membership and buy-in; data collection systems; program expectations; and systems for hiring and training new teachers. Sites continue to develop systems that will support teachers and overall staff development, data systems to inform program needs, and a continuity of social and emotional competency and inclusion throughout the program. In reaching certification status, all four sites are at 90% or higher on this overall index of full program implementation.
The graph below demonstrates programs’ growth on the Benchmarks of Quality over a 2 year period with the “Pre” data collected in Fall 2010 and “Post” data collected in Spring 2012.

The social validity or value of the Pyramid Plus practices and T/TA to the program is also measured. The graphs below show programs’ ratings on the quality of the TA and practices with “5” representing the highest rating. The first graph reflects opinions about key features of our TA: applied, effective, flexible, generalizable, inexpensive, practical, simple, acceptable, sustainable, and teachable to others. The second graph represents programs’ perceptions about the impact of the TA and practices on child and provider outcomes: improvements in inclusion, social relationships of children, child progress, and staff response to problem behavior. **Pyramid Plus Strategies and services were rated very high on this measure.**
Classroom Level Effects

Each site collects multiple data measures at the classroom level. This data drives professional development plans, informs program needs and training needs and tracks teacher progress on using the Pyramid Plus practices accurately.

*The Teaching Pyramid Observation Tool (TPOT) and The Pyramid Infant/Toddler Observation Scale (TPITOS)* measure the fidelity with which teachers are implementing social and emotional teaching strategies, behavior strategies, as well as supportive environments and building relationships. Coaches and supervisors complete TPOT/TPITOS assessments in each classroom at the beginning and end of the school year. Results drive individual teacher development plans, track progress provide data that can identify topics to for staff trainings. **By reaching certification status, all sites are at 80% or higher fidelity on these measures of implementation.** In fact, most classrooms across the 4 demonstration sites are at 90% or higher. Looking more in depth at the TPOT data we can say that teachers across all sites have increased their fidelity of practice significantly and are exemplary in their:

- transitions between activities (indicator #9)
- engaging in supportive conversations with children (indicator #10)
- promoting children's engagement (indicator #11)
- teaching children behavior expectations (indicator #12)
- providing directions (indicator #13)
- using effective strategies to respond to problem behavior (indicator #14)
- teaching social skills and emotional competencies (indicator #15)
- teaching children to express emotions (indicator #16)
- teaching problem solving (indicator #17)
- supporting friendship (indicator #18)
The graph below shows programs’ growth on these key practices over a 2 year period (2010-2012).

Quality Program Indicators (QPI) is measure of inclusive practices within the classroom and is adapted from the LEAP Model. The QPI assesses the degree to which IEP’s and IFSP’s are being integrated into general classroom practices, classroom organization and planning, teaching strategies, teaching communication skills, promoting social interactions, providing positive behavioral guidance, and interactions with children and families. It is measured on a rating scale from (1) needs work to (5) full implementation. This measure is collected by Pyramid Plus T/TA staff at the beginning and end of the year. By reaching certification, all programs are at 80% or greater fidelity on this inclusion measure.

The graph below depicts programs’ level of QPI adherence in 2010 (pre) versus that now seen in 2012 (post).
Individual Child Outcome Effects
Data are also collected at the individual child level to demonstrate the effect of high fidelity Pyramid Plus practices on child outcomes. Sites collect child level social emotional data using the Ages and Stages Questionnaires: Social and Emotional (ASQ-SE).

The Ages and Stages Questionnaires: Social and Emotional (ASQ-SE) is completed by teachers/caregivers at the beginning and end of each school year. This tool measures the social and emotional competencies of young children from ages three to 60 months in eight different age groups. Items on this questionnaire include seven areas of behavior: self-regulation, compliance, communication, adaptive functioning, autonomy, affect, and interactions with other people. These items are scored on a 3-point scale ranging from “most of the time” to “rarely”. An overall score is computed and compared to a cutoff score depending on the child’s age, to identify children whose social and emotional development is “at risk” and they may need additional support in these areas.

Across the four demonstration programs, 20 children were identified at the beginning of the 2011-2012 school year as “at risk” on the ASQ-SE. After being exposed to the high fidelity implementation of the Pyramid Plus practices, 85% were no longer “at risk” at year’s end.

V. Providing Training and Technical Assistance State-wide

The Pyramid Plus Approach Training Curriculum
As described in Section I, the Pyramid Plus Approach Training Curriculum (Wasser, Barton, Hallett, Smith, Wilson, Beckel, Levy-Conti, Strain, English Waldbaum, 2011) was developed in 2011 - 2012 to meet the Center’s goal of integrating evidence based practices for inclusion with those of the Pyramid Model for Supporting Social Emotional Competence and Addressing Challenging Behavior in Infants and Young Children. The Pyramid Plus Approach covers the birth-five age continuum. The practices and examples in the training include a variety of ages and learning environments including center/program, home and community. Pyramid Plus Approach Training includes 18 sessions (approximately 2-4 hours in length) that are designed to be presented in sequential order.

Individuals who have completed the full course (all 18 sessions) of the Pyramid Plus Approach training and who obtain documentation of the full course of training from a Pyramid Plus staff or Certified Trainer, are considered to have met the requirements for Early Childhood Guidance Strategies (ECE 103) in accordance with Division of Child Care rules regulating child care centers and family home licenses. Continue Education Units (CEUs) and Continuing Education Course Credits through the University of Colorado at Denver (UCD) are offered at trainings hosted by the Pyramid Plus Center (for an additional cost). UCD has recently approved the Pyramid Plus Approach Training as transferable for the undergraduate and graduate social competence and classroom management course.
Pyramid Model Modules and Pyramid Plus Approach Training Curriculum

Difference Chart

<table>
<thead>
<tr>
<th>Pyramid Modules</th>
<th>Pyramid Plus Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Audience</strong></td>
<td>Classroom Teachers, Program Administrators, Early Intervention Providers, Mental Health Providers</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Organized around CSEFEL Pyramid modules either Infant/Toddler or Preschool (two separate strands)</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Based on CSEFEL and TACSEI Pyramid modules</td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td>Primarily Center Based</td>
</tr>
<tr>
<td><strong>Training Materials</strong></td>
<td>Accessible from handbook and websites to create your own trainings</td>
</tr>
</tbody>
</table>

Pyramid Plus Approach: Denver, Spring 2012

The Center hosted it’s third annual Pyramid Plus Spring Training at the Hilton Garden Inn in Denver in April and May. The training consisted of 5 full days for 78 participants, including 3 attendees from Campbell County, Wyoming. Presenters were the Pyramid Plus TA Team: Barbara Smith, Johanna Berry Wasser, Robin Levy-Conti, Laurie Beckel, Geneva Hallett, Phil Strain, TACSEI trainer Erin Barton, and several Pyramid Plus certified trainers including, Ellen Coker (Larimer County), Jessica Carroll (Gunnison County), Chris Henager (Fremont County), and Ben Riepe (Denver/Aurora). **Lakeshore Learning hosted a patio reception for all participants and state team members in honor of all of the certified coaches, trainers and demonstration sites.**
Demographics of attendees are shown in the graphs below.

The overall quality of the presentations (content and presenter/facilitator) is always evaluated in a Pyramid Plus training. **The Spring Training evaluation is depicted below and indicates the training was perceived to be very high quality.** Also evaluated is the attendees' knowledge of the content both before and after training. Attendees indicated that their knowledge had increased significantly from the training (see charts below).
Spring Training 2012: Pre/Post Test of Knowledge

Pyramid Plus Approach Spring Training Participants
Pyramid Plus Approach Spring Training Presenters

From left to right: Robin Levy-Conti, Ben Riepe, Laurie Fowler Beckel, Johanna Berry Wasser, Chris Henager, Geneva Hallett, Barbara Smith

Spring Training Volunteers

From Left to Right: Kristen Parrino (Norwood), Elizabeth Lowe (Summit), Nikki McCluer (Norwood), Melissa Romaine (Norwood)
Implementation Communities
All 18 sessions of the Pyramid Plus Approach were delivered in Summit, Pueblo, Grand and Gunnison Counties. La Plata County, a new Implementation Community, completed sessions 1-6 and will complete all 18 by December 2012.

Training Requests
In 2011-2012, Pyramid Plus received 20 training requests through the website and Pyramid Plus email. Each requestor received a personal email from the training and technical assistant coordinator, including information on available trainers, upcoming trainings in the state and a link to the website and e-newsletter. Of those 20 requests, 13 have received training or are in the process of setting up training. The remaining requests have received follow up communication but have not responded to communication attempts or the training is out of the work scope for Pyramid Plus. The following are agencies and locations that benefitted from Pyramid Plus training either from a staff member or certified trainer.

- Colorado Department of Education Resource Nurse Specialists in Denver (8 participants)
- Early Childhood Council of La Plata County in Durango (28 participants)
- San Juan BOCES: Pyramid Model Partnership in Cortez (32 participants)
- Goddard School in Aurora (50 participants)
- Estes Valley Investment in Childhood Success (EVICS), Estes Park Annual Early Childhood Conference (46 participants)
- Boulder Valley School District in Boulder (105 participants received the complete 18 Pyramid Plus Approach sessions)
- Primrose Colorado Conference in Denver (196 participants)

Total of 465 participants trained per the Pyramid Plus training request

Website: Training and Technical Assistance
The Pyramid Plus Center website has been updated to include a resource page designated for families, providers and administrators. This link makes it easier for individuals to locate essential strategies and resources.
The website is updated on a regular basis to announce research articles, upcoming training events, Pyramid Plus partners in the news, and newly certified trainers and coaches.

**Family Training**
Each demonstration site and implement community offered at least one family training series. The attendees ranged from families whose children are in center based early childcare and education, families of children with special needs, and parents receiving services through child welfare and foster parents.

**Conferences**
Pyramid Plus staff also presented at state and national conferences including:

- Bridging the Gap Conference in Gunnison
- Southwest District of Colorado Association for the Education of Young Children (CAEYC) Conference in Durango
- Denver Metro District of CAEYC in Denver
- CAEYC Spring Conference in Denver
- National Training Institute (NTI): Addressing Challenging Behavior in Florida
- Rocky Mountain Early Childhood Conference in Denver
- Colorado Head Start Association in Denver
- National Association for the Education of Young Children (NAEYC) Professional Development Institute in Indiana
- TRIAD Early Childhood Council Conference
- Children’s Corner Learning Center in North West Denver

**Looking ahead**
Pyramid Plus continues to create innovative plans to reach out to more early childhood professionals and families to meet the goals of the Center. In 2012-13, the Pyramid Plus Center plans to add more certified trainers and coaches on the website to increase the accessibility of training and coaching resources to communities and programs across the state. The Pyramid Plus Approach sessions will be delivered in new Implementation Communities. In addition, there is a plan to expand parent/family-training opportunities, including web-based trainings. Lastly, the Center will include recorded webinars for the general public to access via the Pyramid Plus website.

**VI. Partnering with Implementation Communities**
One of the goals of Pyramid Plus is to build capacity and create sustainability throughout Colorado in Implementation Communities and their programs. Work has begun in each Implementation Community with community-wide Leadership Teams, training all 18 sessions of the Pyramid Plus Approach, coaching in classrooms, and collecting community-wide and program data. We have learned the importance of this work from the first Implementation Communities and are excited to expand to other communities throughout the state.

In this second year of the Implementation Community Initiative, the Pyramid Plus Center again issued a state-wide request for proposals (RFP). The RFPs were reviewed by the Pyramid Plus staff and a Memorandum of Understanding (MOU) was signed with two communities. A
Restructuring in one of the communities resulted in their not being able to continue the work this year. In addition to the new Implementation Community, La Plata, a second year of technical assistance was provided to the Implementation Communities selected last year: Pueblo, Summit, Grand and Gunnison.

Each Implementation Community agrees to:

- Support 1 trainer and 1 coach certification candidate
- Establish a community-wide Leadership Team to meet monthly
- Provide the community the full 18 Pyramid Plus Approach sessions
- Select an Implementation Program within the community
- Coach the Pyramid Plus Approach in at least 1 classroom in the Implementation Program
- Collect data from the Implementation Community & Implementation Program

Pyramid Plus provides each Implementation Community:

- Training and Technical Assistance (T/TA) to the trainer and coach certification candidates
- Technical Assistance to the Community Leadership Team
- Provide the 18 Pyramid Plus Approach sessions in the community
- Coordinate data from the Implementation Community & Implementation Program

Below is a table showing enrollment, number of classrooms, and the range of ages in the 2011-2012 Implementation Community Programs.

<table>
<thead>
<tr>
<th>Implementation Community Program</th>
<th>Total Enrollment</th>
<th>Number of Classrooms</th>
<th>Ages Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summit</td>
<td>71</td>
<td>5</td>
<td>2 months – 5 years</td>
</tr>
<tr>
<td>Grand</td>
<td>18</td>
<td>1</td>
<td>3 - 5 years</td>
</tr>
<tr>
<td>Pueblo</td>
<td>120</td>
<td>4</td>
<td>Birth – 3 years</td>
</tr>
<tr>
<td>Gunnison</td>
<td>40</td>
<td>3</td>
<td>4 months – 5 years</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>249</strong></td>
<td><strong>13</strong></td>
<td><strong>Birth – 5 years</strong></td>
</tr>
</tbody>
</table>
Children with a range of needs and racial composition are served within the Implementation Community Programs as shown below.

**Implementation Community Programs: Racial Composition**

- African American: 2%
- Asian American: 0%
- Hispanic: 0%
- Native American: 1%
- Caucasian: 76%

**Implementation Community Programs: Total Percent Children Eligible for Free or Reduced Meals**

- Eligible: 36%
- Non-eligible: 64%

**Implementation Community Programs: Total Percent of Children Served through CPP / Head Start**

- CPP / Head Start: 1%
- Not CPP / Head Start: 99%

**Implementation Community Programs: Total Percentage of Children Identified with Special Needs**

- Identified: 27%
- Not Identified: 73%

Individual child social emotional outcomes for Implementation Community programs are gathered using the ASQ-SE as a pre and post measure (see Demonstration Site section for a description of this tool). **By the end of the year, 60% of the children whose ASQ-SE scores at the beginning of year indicated they were at “at risk”, scored in the typical range.**
Each Implementation Community held a Pyramid Plus Approach Training of all 18 sessions in their community. These trainings were presented by the community training certification candidate along with a Pyramid Plus staff member. Attendees were from Chaffee, Custer, Eagle, Fremont, Grand, Gunnison, Park, Pueblo and Summit counties. Their community roles and the assessment of knowledge gained from the trainings are reflected in the charts below. As indicated in the chart, the attendees felt the training significantly increased their knowledge.

![Implementation Community Trainings Attendee Job Roles](chart1)

<table>
<thead>
<tr>
<th>Job Role</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Teachers</td>
<td>13%</td>
<td>16%</td>
</tr>
<tr>
<td>Child Care Providers</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Family Members</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Early Interventionists</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Service Coordinators</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Early Childhood Special Education</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Health Care Providers</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Foster Parents</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Faculty</td>
<td>63%</td>
<td>1%</td>
</tr>
</tbody>
</table>

![Implementation Community Training Pre-Post Knowledge Assessment](chart2)

<table>
<thead>
<tr>
<th>Knowledge Assessment</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.7</td>
<td>2.7</td>
</tr>
</tbody>
</table>

Each Implementation Community established a Leadership Team that meets monthly to guide their community work. The Leadership Teams scored themselves on the Benchmarks of Quality, once in the fall and again in the spring to measure and track the critical elements necessary for implementation of evidence-based practices. All items on the Benchmarks are scored on a rating scale that ranges from 0 (not in place), to 2 (in place). Items addressed drive goals and actions. After the fall evaluation, the Leadership Teams set goals for their work and steadily moved toward accomplishing those goals. **The result of the pre and post Benchmarks of Quality are shown below and indicate that the Teams made significant progress in their first year.**
VII. Partnering with Other Organizations

Connecting with other state-wide initiatives related to young children’s social, emotional and behavioral competence and inclusion is an integral part of our work. These initiatives, individuals, programs and communities include:

- Colorado Department of Education (CDE) Pyramid Model work in School Districts
- Colorado Framework in Action meetings and initiatives
- Early Childhood Councils
- work group to map the Pyramid Model with other ECMH efforts
- Early Intervention Colorado
- P-3 Professional Development Task Force
- Healthy Child Care Colorado
- Family Child Care Association
- Early Childhood Mental Health Consultants and Specialists
- Blue Ribbon Policy Council for Early Childhood Mental Health
- Invest in Kids/Incredible Years
- QRIS Next Generation initiative
- Colorado Coaching Consortium and co-sponsoring a coaching summit
- Office of Early Learning and School Readiness
- Expanding Quality in Infant Toddler Care

Additionally, Pyramid Plus staff are key faculty and collaborators with the national centers: CSEFEL, TACSEI and SpecialQuest.

Outreach Partners

Outreach Partners are stakeholder groups that are important to the increased access and sustainability of our work. They represent systems and initiatives in Colorado that support children and families by providing supports and resources that complement those provided by...
Pyramid Plus. Current Outreach Partners include Nurse Consultants through Healthy Child Care Colorado, Early Intervention Colorado, the Colorado Association for Family Child Care, and the Early Childhood Mental Health Consultants through the Early Childhood Mental Health Consultant Infrastructure Committee.

Based on a cooperative process, each Outreach Partner along with Pyramid Plus, explores training and technical assistance supports that might be shared. The Partnership is executed in a manner that will strengthen the work of both Pyramid Plus and the Outreach Partner. Partners work collaboratively to reinforce early childhood professional knowledge around social emotional development, addressing challenging behaviors and inclusion. Examples of Pyramid Plus supporting a Partner’s work include:

- In September 2012 Pyramid Plus participated in a webinar for Early Childhood Mental Health Consultants (ECMHC) from 12 counties across the state who are involved in the Division of Behavioral Health’s ECMHC initiative.
- In association with Laura Merrill, Training and Professional Development Coordinator with Early Intervention (EI) Colorado/ Division for Developmental Disabilities, Pyramid Plus holds monthly EI Learning Community calls for both Certified Trainers/Coaches and Candidates who work in EI. This partnership allows both programs to better understand and support the specific successes and challenges of Trainers and Coaches from the EI community.

VIII. Facilitating State Policy Work

From the beginning, the Pyramid Plus Center has had a focus on state policy work to ensure that the Pyramid Model, SpecialQuest Approach and other evidence-based practices are available to programs and the children state-wide. These efforts include: working with a team of state leaders to build the systems and procedures to sustain current efforts while scaling-up state-wide, preparing policy materials, preparing data reports on need and effective strategies, connecting and building on other initiatives, engaging in public awareness, and creating initiatives for building sustainable supports for programs and communities to improve children’s social emotional competence and inclusive opportunities.

Facilitating a State Policy Team

Prior to 2009 when the Center was funded, there were two state teams related to this work. One focused on implementation of the Pyramid Model and the other on SpecialQuest. The Teams joined together in 2009 to work with the Pyramid Plus Center for sustainability and scale-up of the Pyramid Plus Approach which combines these initiatives. The Pyramid Plus State Policy Team’s work is driven by a vision, mission, objectives and action plans. The State Policy Team meets monthly. The productivity of each meeting is measured by a meeting evaluation completed by each team member. Team members’ evaluation of their monthly meetings has remained high (over “4” on a 5 point scale).
Pyramid Plus State Policy Team – 2011-2012

Penny Dell  
Early Childhood Initiatives  
Colorado Department of Education

Ardith Ferguson  
Early Intervention Colorado  
Colorado Department of Human Services

Connie Fixsen  
Division of Child Welfare  
Colorado Department of Human Services

Linda Forrest  
Higher Education Faculty

Sarah Hoover  
JFK Partners  
University of Colorado Denver

Joyce Johnson  
Early Childhood Councils Initiative  
Colorado Department of Human Services

Laura Merrill  
Early Intervention Colorado  
Colorado Department of Human Services

Phyllis Lucas  
Qualistar Colorado

Sudy Opsahl  
Office of Early Learning and School Readiness  
Colorado Department of Education

Kathi Wagoner  
Division of Child Care  
CO Department of Human Services

Molly Yost  
Office of the Lt. Governor

Claudia Zundel  
Division of Behavioral Health  
Colorado Department of Human Services

State Team Vision, Mission and Objectives

In January 2010, the State Policy Team adopted a vision, mission and objectives that integrate SpecialQuest and the Pyramid Model:

- **VISION:** All early childhood settings support the social and emotional development and inclusion of all children birth through five.

- **MISSION:** To promote a collaborative professional development system that fosters and sustains the state-wide, high-fidelity use of the Pyramid Model and SpecialQuest Approach, with other related evidenced-based practices integrated with relevant Colorado efforts.

**Objective I: Infrastructure:** To develop an infrastructure that fiscally supports the high fidelity, sustained, state-wide implementation of the Pyramid Model and SpecialQuest Approach with other related evidence-based practices.
Objective II: Professional Development: To ensure the Pyramid Model and SpecialQuest Approach with other related evidence-based practices are embedded in all early childhood and related interdisciplinary higher education and professional development initiatives.

Objective III: Public Awareness: To ensure the public recognizes the Pyramid Model as a set of evidence-based practices that promotes the healthy social and emotional development of infants and young children, and the SpecialQuest Approach as an effective approach to promoting the inclusion of infants and young children with disabilities.

Objective IV: Access: To ensure 1) families have access to programs and communities that implement the Pyramid Model and SpecialQuest Approach, with other related evidence-based practices; 2) professionals have access to resources that support the implementation of the Pyramid Model and SpecialQuest Approach, with other related evidence-based practices.

Objective V: Leadership: To demonstrate Colorado as the national leader for state-wide implementation of the Pyramid Model and SpecialQuest Approach, integrated with other evidenced-based practices.

For each of the 5 objectives, The State Policy Team has identified work groups comprised of State Team members as well as other stakeholders to ensure that key voices are reflected in their work. The work groups have developed an action plan for each objective. The action plan indicates the steps needed to achieve the objective, the timeline and team member responsible, resources and potential partners, indicators of success and how the work will be evaluated.

To facilitate the work of the Pyramid Plus State Policy Team, the Pyramid Plus Center staff provides administrative support and team facilitation, develops policy, scale-up, and sustainability materials for the Team, implements the state plan in concert with the Team, and prepares reports and other policy materials.

IX. Ensuring Public Awareness, Sustainability and Scale-up

The Pyramid Plus Center works with the State Policy Team on the public awareness objective: To ensure the public recognizes the Pyramid Model as a set of evidence-based practices that promotes the healthy social and emotional development of infants and young children, and SpecialQuest as an effective approach to promoting the inclusion of infants and young children with disabilities.

In January 2010, Pyramid Plus launched a web site: www.pyramidplus.org. There have been nearly 657,000 hits to the site, and over 187,000 page visits this year. There is a newsroom section of the website that posts Pyramid Plus in news throughout Colorado. Pyramid Plus is on Facebook with 125 followers with that number growing steadily. Other web sites refer to Pyramid Plus and link to www.pyramidplus.org
### Summary by Month

<table>
<thead>
<tr>
<th>Month</th>
<th>Daily Avg</th>
<th>Monthly Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hits</td>
<td>Files</td>
</tr>
<tr>
<td>Jul 2012</td>
<td>999</td>
<td>906</td>
</tr>
<tr>
<td>Jun 2012</td>
<td>2163</td>
<td>1861</td>
</tr>
<tr>
<td>May 2012</td>
<td>1885</td>
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<tr>
<td>Apr 2012</td>
<td>2190</td>
<td>2017</td>
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<tr>
<td>Mar 2012</td>
<td>2350</td>
<td>2175</td>
</tr>
<tr>
<td>Feb 2012</td>
<td>2077</td>
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<td>Jan 2012</td>
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<tr>
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<td>1268</td>
<td>1134</td>
</tr>
<tr>
<td>Nov 2011</td>
<td>2018</td>
<td>1890</td>
</tr>
<tr>
<td>Oct 2011</td>
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<td>1903</td>
</tr>
<tr>
<td>Sep 2011</td>
<td>1947</td>
<td>1819</td>
</tr>
<tr>
<td>Aug 2011</td>
<td>1842</td>
<td>1721</td>
</tr>
<tr>
<td>Totals</td>
<td>23341072</td>
<td>57032</td>
</tr>
</tbody>
</table>
# Highlights of the Pyramid Plus Web Site Survey

**Response Collection Period 1/1/10-7/6/12**

<table>
<thead>
<tr>
<th>Question 9: Overall, how do you feel about the content that is provided by this website?</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Satisfied</td>
<td>43.1%</td>
<td>124</td>
</tr>
<tr>
<td>Satisfied</td>
<td>53.8%</td>
<td>155</td>
</tr>
<tr>
<td>Satisfied Somewhat</td>
<td>3.1%</td>
<td>9</td>
</tr>
<tr>
<td>Not at All Satisfied</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Please answer the question and the number of responses is 21.

| Answered question | 290 |
| Skipped question | 44 |

<table>
<thead>
<tr>
<th>Question 10: Overall, how do you feel about the format of the website itself? Do you find this website</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very easy to navigate</td>
<td>54.9%</td>
<td>161</td>
</tr>
<tr>
<td>Relatively easy to navigate</td>
<td>44.0%</td>
<td>129</td>
</tr>
<tr>
<td>Relatively difficult to navigate</td>
<td>1.0%</td>
<td>3</td>
</tr>
<tr>
<td>Very difficult to navigate</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Please answer the question and the number of responses is 11.

| Answered question | 283 |
| Skipped question | 39 |
In addition, Pyramid Plus has an E-newsletter, *Pyramid Plus News*, that can be subscribed to on the web site or by contacting Pyramid Plus. There are currently over 700 subscribers.
Plan for Sustainability and Scale-up
The goal of The Pyramid Plus Center is to build the capacity of programs and communities state-wide to use evidence-based practices for improving children’s social, emotional and behavior outcomes as well as inclusion opportunities. The major initiatives we use to reach this goal are: providing training and technical assistance, certifying coaches and trainers state-wide, partnering with communities and programs, and building state infrastructure. For instance, certifying trainers and coaches is an ambitious, state-wide effort to ensure quality assurance. These professionals are located throughout the state and engage in sustaining and scaling-up the effort for years to come.

The Pyramid Plus Center staff worked with the State Policy Team to develop a sustainability plan focused on garnering the funding, staffing and other resources to meet the needs of Colorado’s programs and communities. Part of that sustainability plan is to expand partners and funders. This year The Colorado Health Foundation committed funding for an additional three years to work with targeted communities and Early Childhood Councils to build their internal capacity to reach high needs children and families. Child Welfare provided funding to strengthen linkages in Pyramid Plus Implementation Communities between EI Colorado and Child Welfare services for infants and toddlers at risk of or experiencing abuse and neglect. Additionally, the CDHS Division of Child Care continued it’s funding of the Center, and the Temple Hoyne Buell Foundation and Mile High United Way initiated support for the Center. A second component of the sustainability plan is to offer Pyramid Plus services on a fee-for-service basis.

This report represents our value of using data to improve everything we do and to assist in sustaining and scaling up the work. We have procedures to: 1) measure needs in programs and communities, 2) evaluate outcomes of the certification process for trainers and coaches, 3) evaluate the effects of the Pyramid Plus practices on child, teacher and program outcomes, and 4) evaluate the impact and value of trainings and technical assistance.

“NEED...NEED...NEED!!!! Pyramid Plus needs to be refunded!!! We MUST continue forward. It would be devastating to stop this work at this point in time. The forward movement, the momentum would be lost. If Pyramid Plus continues, we can build on our accomplishments. I have seen that the movement picks up energy, exponentially, after 3-4 years."

- Survey Respondent in coach certification
Pyramid Plus Work Across Colorado

Pyramid Plus in Colorado by County
As of October 18, 2012

Color Code-

Pyramid Plus Coaching Candidates
Pyramid Plus Certified Coaches
Pyramid Plus Trainer Candidates
Pyramid Plus Certified Trainers
Pyramid Plus Training Attendees

Pyramid Plus Demonstration Sites and Implementation Community Sites
For more information, please contact

Pyramid Plus: The Colorado Center for Social Emotional Competence and Inclusion
University of Colorado Denver
1380 Lawrence Street, Suite 643
Denver, CO 80204
www.pyramidplus.org
pyramidplus@ucdenver.edu

We would like to thank the following agencies and organizations for support of the Pyramid Plus Center:

[Logos of various organizations]