Pyramid Plus is embedded thoroughly in our program. Watching the kids "speak" Pyramid is exciting. They get out the solution kit themselves and take circle breaths without prompting. We use it with our staff too, which has promoted better communication! We have two more staff going to training this fall; it’s really just part of what we do and we budget for it.

-Martha Meier, Executive Director, Carriage House Early Learning Center
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 fifth 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 and the only, 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 programs to broaden the reach of the Center. Our goal is to have certified trainers and coaches available to serve 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!

Geneva Hallett, Director and Barbara J. Smith, Principle Investigator

Pyramid Plus Staff: Johanna Berry Wasser, Robin Levy, Jessica Carroll (joined Sept, 2012), Jess Schnittka (joined Feb, 2013), Laurie Fowler Beckel (through June 2013), Ben Riepe (joined June, 2013), Phil Strain, and Julie Walden.

We would like to thank the following organizations for their support of the Pyramid Plus Center
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Map of Colorado Counties Benefitting from Pyramid Plus Services ............................................ 44

*Back row (left to right): Jess Schnittka, Robin Levy, Jessica Carroll; Front row (left to right): Ben Riepe, Geneva Hallett, Barbara Smith; Via Skype: Johanna Berry Wasser*
I. Summary of Key Accomplishments to Date

- Over 1,700 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.

- Sixty-four (64) people certified state-wide as Pyramid Plus Trainers and Coaches, with 30 current candidates expected to complete their certification in 2014.

- 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 monthly with an average rating of just over “4” on meeting evaluations (out of a possible 5) with an average attendance of 70%.

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

- Hundreds 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.
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 statewide 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”.

![Pyramid Plus Approach Diagram](image-url)
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

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://www.brookespublishing.com/store/books/sandall-69674/index.htm

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

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. http://www.brookespublishing.com/store/books/dunlap-70151/index.htm
The Pyramid Plus Center’s Trainer and Coach Certification is one of the Center’s scale-up and sustainability initiatives. Pyramid Plus Certification brings its value of building local capacity to reality. The certification process ensures that Colorado has the capacity to train and coach the Pyramid Plus Approach content and practices with fidelity and over time (sustainability).

Pyramid Plus enrolled the first individuals for Trainer and Coach Certification in February 2010 (2010 Cadre). Since that time, four cadres have participated in Certification and 64 people have been certified (29 Trainers and 35 Coaches). Twelve people have achieved both Trainer and Coach Certification (*). Additionally, it is expected that 30 more Trainers and Coaches will be certified by July 2014.

I am so grateful to have gone through the Pyramid Plus Approach Training and to become a Certified Trainer. It is refreshing to be able to promote something that I believe in whole heartedly and have the skills to teach. This certification gives me the key to encouraging healthy development of children, supporting families, and guiding early childhood professionals. Using these practices and tools, I feel like I can now contribute on a much larger scale to our society’s future.

-LJ Werner, Pyramid Plus Certified Trainer
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<thead>
<tr>
<th>Certified Trainer</th>
<th>Agency</th>
<th>County</th>
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<tr>
<td>Johanna Berry Wasser*</td>
<td>Pyramid Plus Center</td>
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<td>Katherine Bucca</td>
<td>Bal Swan Children’s Center</td>
<td>Broomfield</td>
</tr>
<tr>
<td>Tanya Campbell</td>
<td>Southern Ute Montessori Head Start / Early Head Start</td>
<td>La Plata</td>
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<tr>
<td>Jessica Carroll*</td>
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<td>Ellen Coker</td>
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<td>LJ Ferebee</td>
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<td>Sara Flansburg</td>
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<td>Chris Henager*</td>
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<tr>
<td>Susan Hill</td>
<td>Early Childhood &amp; Early Childhood Special Education Consultant; ECE Faculty- Arapahoe Community College</td>
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<tr>
<td>Kristy Whitaker*</td>
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<td>El Paso</td>
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*People who have achieved both Trainer and Coach Certification.*
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<td>Sophie Berkley</td>
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<td>Jessica Carroll*</td>
<td>Pyramid Plus Center</td>
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<tr>
<td>Beth Cole</td>
<td>State Office of Early Childhood, Division of</td>
<td>Boulder</td>
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<td></td>
<td>Community and Family Support</td>
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<td>Sandra Contreras</td>
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<td>Jill Dixon</td>
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<tr>
<td>Eva Jankovsky</td>
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<td>Mia Wilson</td>
<td>Kids First</td>
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Pyramid Plus has experienced many “lessons learned” since the Field Test Cadre of 2010 and the Center has refined its recruitment strategy and certification system based on those lessons. Data from those candidates who successfully completed, as well as from those candidates who withdrew from certification, indicate that Candidates with program and/or community support are much more likely to complete the rigorous certification process. The Center’s current recruitment strategy ensures important infrastructure and vision elements are present at the community and program level. For example, as a result of feedback from the 2011 Candidates, the Pyramid Plus Center modified and streamlined the certification process 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 the Center’s ability to continue to scale-up across the state in a consistent manner. As a result of feedback from the 2012 and 2013 Candidates, the Pyramid Plus Center modified its Trainer and Coach Certification Handbooks, making them more specific and comprehensive, as well as “green.” Updated Certification Handbooks were disseminated to Candidates and all Certified Trainers and Coaches on thumb drives, allowing access to all Certification policies and documents as well as the Pyramid Plus Approach content. This action allows candidates and Certified Trainers and Coaches immediate access to the most up-to-date Certification information and promotes their ability to support programs and communities as the local “Pyramid expert.”

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, Wass, Levy-Conti, Hallett, Wilson, Smith & Strain, 2011). All Candidates must create a professional development plan and are required to deliver an “Introduction to the Community,” a presentation that introduces their communities to the Pyramid Plus Approach and the Pyramid Plus Center.

The 2013 Trainer Candidates participated in either the Pyramid Plus Approach Annual Training or a community training facilitated by a Certified Pyramid Plus Trainer, and Certification Institute. The 2013 cadre of Trainer Candidates trained the Pyramid Plus Approach in their own programs and communities. These Candidates received facilitation and/or preparation support from Pyramid Plus staff and feedback on the “12 Essential Training Skills” scoring rubric.
There were eight Candidates in the 2013 Trainer Cadre from the following counties: Denver, El Paso, La Plata, and Boulder. Demographic data on the 2013 Trainer Candidates who completed their certification in July 2013 are described in the figures below.

**Training, Supporting and Certifying Pyramid Plus Coaches**

The 2013 Coach Candidates participated in a Pyramid Plus Approach Annual Training or a community training facilitated by a Certified Pyramid Plus Trainer, and Certification Institute. A Pyramid Plus Certified Coach must demonstrate proficiency in Pyramid Plus Approach content as well as the coach skills represented in the “Coach Circuit” (Fowler Beckel, Levy-Conti, Stein, Wasser, Wilson, Hallett, Smith & Strain, 2011). All Coach Candidates must create a professional development plan and are required to coach in a setting to demonstrate their coaching skills. In addition to early childhood and preschool settings, Coach Candidates work in home-based settings within Early Intervention Colorado and/or Mental Health programs.

There were ten 2013 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 below.

The Pyramid Plus coaching model is best described as a cognitive-behavioral method that promotes a deep understanding of Pyramid Plus Approach strategies 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 Coach Circuit starts with a Professional Development Plan. This plan along with five
additional coaching activities is evaluated using a skill-based 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’ three times receiving scores on the rubric of at least 80% each time.

Pre- and post-scores on the Teaching Pyramid Observation Tool (TPOT) collected from 2013 Coach Certification Candidates indicate increased high fidelity use of the practices by the providers receiving coaching (coachees) in program based settings (see chart below).

---

**Pyramid Plus 2014 Cadre Certification Institute: Frisco, Colorado**

The 2014 Trainer and Coach Certification Candidates gathered for the fourth Pyramid Plus Certification Institute in beautiful Frisco, Colorado, at the Summit School District Administration Building. The purpose of the Institute is to orient new Pyramid Plus Trainer/Coach Certification Candidates to the certification process and requirements in a 4 day training format. There were both plenary sessions and breakout sessions specific to Trainer and Coach Candidates during the first three days. The presenters included Robin Levy-Conti, Geneva Hallett, Johanna Berry Wasser, Jessica Carroll, and Ben Riepe with training coordination support from Jess Schnittka. On the fourth day of the Institute, Leadership Team members 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 (CSEFEL Module 4) presented by Barbara J. Smith, Ph.D. In addition to the Candidates, fifteen Leadership Team members attended from El Paso, Larimer, Denver, Fremont, Grand, Summit, and Broomfield counties. The evaluation of 2014 Cadre Certification Institute included pre-and post-training knowledge of the material covered as well as the overall quality of the Certification Institute. The evaluation data indicated Candidates gained substantial new knowledge and considered the training of high quality (see charts on following page).
2014 Cadre Certification Institute Candidates

The 2014 Cadre of eleven Trainer Candidates and sixteen Coach Candidates participated in a Pyramid Plus Approach Annual Training or a community training facilitated by a Certified Pyramid Plus Trainer, and the Certification Institute. The 2014 Trainer Candidates are from the following counties: Denver, Fremont, Grand, Summit, and Pitkin. The 2014 Coach Candidates are from the following counties: Denver, Grand, Summit, El Paso, and La Plata. Demographic data on the 2014 Trainer and Coach Candidates who will complete certification in July 2014 are described below.

I wholeheartedly endorse the Pyramid Plus Coaching model. As a trained life coach, I was profoundly impressed with the power of the Pyramid Plus Coaching Circuit, a coaching model which I have found to be far more impactful than previous coaching models I have used in my work with preschool teachers. My experience as a Pyramid Plus Coach Candidate transformed my work and reignited my passion for the coaching process.

- Mary Estrada, Certified Pyramid Plus Coach
Pyramid Plus Annual Report


IV. Supporting the Sustainability and Scale-up
Pyramid Plus Demonstration Sites

Pyramid Plus supports four programs within the state of Colorado as 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).

In 2013 all four programs reached criteria for certification as Pyramid Plus Demonstration Sites. This was the end result of a three year partnership with Pyramid Plus that resulted in 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.

Below is enrollment, number of classrooms, and range of ages served in all four demonstration programs.

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<thead>
<tr>
<th>Program</th>
<th>Total Enrollment</th>
<th>Number of Classrooms</th>
<th>Ages Served</th>
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<td>183</td>
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<td>3-6 years</td>
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<td>Creative Options</td>
<td>540</td>
<td>26</td>
<td>6 months - 5 years</td>
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<td>Bal Swan's Children's Center</td>
<td>315</td>
<td>29</td>
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</tr>
<tr>
<td>Primetime Early Learning Center</td>
<td>77</td>
<td>5</td>
<td>6 weeks - 12 years</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1115</strong></td>
<td><strong>71</strong></td>
<td><strong>6 weeks - 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](image)

![Racial Composition of Colorado](image)
The goal of Pyramid Plus is to build internal capacity of programs and communities. Our work with programs 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 program 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 program. Currently each program 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 program are paid by that program. Some programs have as many as six Coaches and Trainers. This infrastructure is necessary to achieve and sustain fidelity high quality practices. Please see the 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 3 year period with the “Pre” data collected in fall 2010 and “Post” data collected in spring 2013.

*Improvements in the social relationships of children; **Improvements in child progress; ***Improvements in staff response to problem behavior
**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, and provide data that can identify topics to for staff trainings. By reaching certification status, all programs 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 Pyramid model helped us to create a kind, warm, safe atmosphere for all who entered our class. We were able to remediate many behaviors and helped several children. Thanks Pyramid...couldn’t have done it without you!

- Teacher, Pyramid Plus Demonstration Site

The graph below shows programs’ growth on these key practices over a 3 year period (2010-2013).
Quality Program Indicators (QPI) is a 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 a random selection of programs’ level of QPI adherence in 2010 (pre) versus that now seen in 2013 (post).

![Quality Program Indicators Chart](image)

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. Programs 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.
V. Providing Training and Technical Assistance

State-wide

Across the four demonstration programs, 24 children were identified at the beginning of the 2012-2013 school year as “at risk” on the ASQ-SE. After being exposed to the high fidelity implementation of the Pyramid Plus practices, 83% were no longer “at risk” at year’s end.

The Pyramid Plus Approach Training Curriculum

The Pyramid Plus Approach Training Curriculum (Wasser, Barton, Hallett, Smith, Wilson, Beckel, Levy-Conti, Strain, & Waldbaum, 2011) was completed in the spring of 2012. Summer and fall of 2012 the training materials were finalized after minor revisions and edits. In addition to the training Power Point slides, handouts, and training video library, the team developed a comprehensive Trainer’s Guide. This guide includes a printing guide, trainer notes and agenda, training materials list per session, and a set of child/family vignettes. All Certified Coaches, Certified Trainers, and Certification Candidates received a “turtle” thumb drive with electronic files of the entire Pyramid Plus Approach Training Curriculum spring of 2013.

The Pyramid Plus Approach Training Curriculum meets 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 of the Pyramid Plus Approach training and who obtain documentation of the full course of training from a Pyramid Plus staff or Certified Trainer will be considered to have met the educational requirements for Early Childhood Guidance Strategies in accordance with Division of Child Care rules regulating licensed child care facilities (CDHS INTERPRETIVIE MEMORANDUM 2011-06).

Continuing Education Units (CEUs) and Continuing Education Course Credits through the University of Colorado at Denver are offered at trainings hosted by the Pyramid Plus Center for an additional cost. Continuing Education Course Credits are transferable at the University of Colorado Denver for the undergraduate or graduate course on social competence and classroom management.
Pyramid Model Framework and Pyramid Plus Approach Training Session Breakdown

Pyramid Plus Approach training is really fun! When I am engaged in learning something new, even if it is difficult, when it’s interactive, it’s fun.
- Laura Merrill, EI Colorado, Pyramid Plus Approach Training participant


On January 31 – February 2 and February 21 – 23 the Pyramid Plus Center hosted its fourth annual Pyramid Plus Approach training at the Hotel Colorado in Glenwood Springs. Despite the wintry weather and loss of electricity (for a short period of time) the training was a success! Participants came from a wide range of locations, including Colorado Springs, Denver, Boulder, Summit, the Western Slope and even Wyoming. In total, 23 participants completed the entire 18 sessions of the Pyramid Plus Approach Training Curriculum. The range of professional roles of the participants varied and included Developmental Interventionists, Directors, Early Childhood Teachers and Teacher Assistants, Paraprofessionals, a Disabilities Coordinator, a Resource Teacher, and a Speech Language Pathologist.

Each member of the Pyramid Plus Center Staff presented during the training and the team enjoyed presenting with Certified Trainers Ben Riepe (Denver) and Kelly Miller (Denver).

As a foster parent I have children come into my home with challenging behavior due to the trauma and abuse they have endured in their home. Taking the Pyramid Plus Approach training this Spring I took away the idea that children act out to escape or gain something. This was my new parenting philosophy and let me tell you, it works! We saw results with our preschooler and kindergartener at home and school. I was a good parent before but now we’re at a whole new level.
- Glenwood Springs Pyramid Plus Approach Training Participant, 2014 Candidate
See the charts below for participant counties, roles and affiliations.

The following graph indicates participants’ level of knowledge both before (pre) and after (post) they received the training content as well as their level of knowledge and comfort in implementing the new skills. The second graph illustrates how participants perceived the overall quality of the training (which includes content, objectives, and facilitator performance).
Pyramid Plus Approach: Glenwood Springs

**Overall Quality of Presentation**

4 Point Rating Scale (1=Strongly Dissagree, 4=Strongly Agree)

**Pre and Post Test Data**

Knowledge Self Assessment (0=None, 3=Extensive)
Mile High United Way Grant – Pyramid Plus Approach Training

On October 19-20 and November 15-17, the Pyramid Plus Center hosted a five-day Pyramid Plus Approach training at the University of Colorado Denver. This training was graciously funded by Mile High United Way. Pyramid Plus partnered with Early Childhood Councils, school districts and other key stakeholders in Adams, Arapahoe, Denver, Douglas, and Jefferson Counties to invite teams from each community. A diverse and lively group of 46 early childhood professionals completed the 18 sessions of the Pyramid Plus Approach training curriculum at no cost.

Several members of the Pyramid Plus Center Staff presented including Jessica Carroll, Robin Levy-Conti, and Geneva Hallett. The team enjoyed presenting with Certified Trainers Ben Riepe (Denver), Susan Hill (Denver) and Lisa Sadar (Fort Collins).
Training and Technical Assistance Team

The Pyramid Plus Center Training and Technical Assistance Team continues to receive training requests through the website and Pyramid Plus email. Each requestor received a personal email from the training and technical assistance coordinator, including information on available trainers, upcoming trainings, and instructions for accessing the Pyramid Plus website and e-newsletter.

This year a new feature was added to the Pyramid Plus website for the purpose of connecting individuals throughout the state with available Certified Trainers and Coaches. The web page contains a listing of available Certified Coaches and Trainers grouped by region (as indicated on the region map). The Pyramid Plus Training and Technical Assistance Team anticipates this will help increase the accessibility of training and coaching resources for communities and programs across the state.

Website: Training and Technical Assistance

In 2012-2013, The Pyramid Plus Center hosted its first Pyramid Plus Partner (Demonstration Site) webinar series. Each of the CertifiedSites presented a 30-60 minute web based training. Implementation Community and Demonstration Site Leadership Team Members were invited to participate in the live training. These webinars have been archived on the website and are accessible for anyone to view and listen to at their convenience. See the following link for access to this resource: www.pyramidplus.org/trainingsupport/demo_sites. A description of each webinar is provided on the next page.
<table>
<thead>
<tr>
<th>Date</th>
<th>Host Site</th>
<th>Title of Webinar</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 8, 2012</td>
<td>Norwood/Prime Time Early Childhood Center</td>
<td>Let the Good Times Roll: Rolling Out the Approach with Families</td>
</tr>
<tr>
<td>December 3, 2012</td>
<td>Fremont County Head Start</td>
<td>Institutionalizing Data Collection in the Classroom and Program</td>
</tr>
<tr>
<td>March 11, 2013</td>
<td>Bal Swan Children’s Center</td>
<td>Road Map to Creating Tours</td>
</tr>
</tbody>
</table>

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.

**Positive Solutions for Families Training**

Each Demonstration Site and Implementation Community is required to host at least one parent training per year. The attendees include families of children in center based early childcare and education, families of children with special needs, parents receiving services through child welfare, and foster parents.

**Additional Training**

Pyramid Plus staff also presented at the following state and national conferences:

- Bridging the Gap Conference in Gunnison
- Southwest District of CAEYC Conference in Durango
- Colorado AEYC Fall Conference in Denver
- 10th Annual National Training Institute (NTI): Addressing Challenging Behavior in Florida
- Rocky Mountain Early Childhood Conference in Denver

**Looking Ahead**

In 2013-2014, the Pyramid Plus Center remains determined to increase the scale-up and sustainability of the training and technical assistance offered throughout the state. Through careful and mindful data decision making, the team will be creating a webinar series on topics that are most pertinent to stakeholders. These prerecorded webinars will be available to anyone who visits the Pyramid Plus website or views the Pyramid Plus e-newsletter.

Fall 2013, the Pyramid Plus Center is hosting a six day Pyramid Plus Approach Training in Denver on the University of Colorado Denver Campus. In addition, the Pyramid Plus Center staff is planning an advanced training event for spring to include Prevent Teach Reinforce for Young Children (PTR-YC), Train the Trainer for the Positive Solutions for Families and PIWI trainings, and Leadership Team/Program Wide Implementation training.
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 fourth year of the Implementation Community Initiative, the Pyramid Plus Center again issued a state-wide request for application (RFA). The RFAs were reviewed by the Pyramid Plus staff and a Memorandum of Understanding (MOU) was signed with one community. 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, Denver Early Childhood Council, a second year of technical assistance was provided to La Plata, a third year of technical assistance was provided to the Implementation Communities selected previously: Summit, Grand, and Gunnison.

Each Implementation Community agrees to:

- Support 2 trainer and 2 coach certification candidates
- 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 and 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 2012-2013 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>Gunnison</td>
<td>56</td>
<td>5</td>
<td>4 months – 5 years</td>
</tr>
<tr>
<td>La Plata</td>
<td>129</td>
<td>11</td>
<td>6 weeks – 5 years</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>274</strong></td>
<td><strong>22</strong></td>
<td><strong>6 weeks – 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.
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.
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.
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
- 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 ECTAC.
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 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 strengthens 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 association with Laura Merrill, Training and Professional Development Coordinator with Early Intervention (EI) Colorado, 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 children state-wide. These efforts include the following: 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: 2012-2013

Penny Dell  
Early Childhood Initiatives  
Colorado Department of Education

Phyllis Lucas  
Qualistar Colorado

Laura Merrill and Ardith Ferguson  
Early Intervention Colorado  
Colorado Department of Human Services

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

Connie Fixsen  
Division of Child Welfare  
Colorado Department of Human Services

Kathi Wagoner  
Division of Child Care  
CO Department of Human Services

Linda Forrest  
Higher Education Faculty

Molly Yost  
Office of the Lt. Governor

Sarah Hoover  
JFK Partners  
University of Colorado Denver

Claudia Zundel  
Division of Behavioral Health  
Colorado Department of Human Services

Joyce Johnson  
Early Childhood Councils Initiative  
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.

In the summer of 2013, the State Team began a review of their work over the course of nearly eight years. This review resulted in beginning to revise their mission and vision statements, objectives and potential membership to reflect the partnerships with other Pyramid Model and inclusion efforts.

To facilitate the work of the State 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.

Policy Related Materials

To support the work of the State Team as well as others engaged with the Center, Center staff and partners prepare policy-related materials. This year, actions taken by the State Team have included:

- Researched and presented information related to coaching for the 2012 Coaching Summit co-sponsored by the Pyramid Plus State Team, The Pyramid Plus Center, the Colorado Coaching Consortium and the Clayton Early Learning Institute

Pyramid Plus State Policy Team Meeting

- VISION: All early childhood settings support the social and emotional development and inclusion of all children birth through five.
- MISSION: To ensure collaborative professional development occurs that fosters and supports the state-wide, high fidelity use of the Pyramid Model and SpecialQuest Approach, with other related evidence-based practices.
- OBJECTIVES:
  - Objective 1: To ensure high fidelity, sustainable, state-wide implementation of the Pyramid Model and SpecialQuest Approach with other related evidence-based practices.
  - Objective 2: To ensure the Pyramid Model and SpecialQuest Approach is integrated with other related evidence-based practices and incorporated into all early childhood and related interdisciplinary higher education and professional development initiatives.
  - Objective 3: To ensure the public recognizes the Pyramid Model and its evidence-based practices as an effective approach for promoting the inclusion of infants and young children with disabilities.
  - Objective 4: To ensure professionals have access to programs and communities that implement the Pyramid Model and SpecialQuest Approach with other related evidence-based practices.
  - Objective 5: To demonstrate Colorado as the national leader for state-wide implementation of the Pyramid Model and SpecialQuest Approach with other related evidence-based practices.

Date: January 9, 2013
Time: 12:30
Location: Clayton Training Center, 120 More Mainroom; Building Code: 3219
Next Meeting: February 13, 2013

Meeting Objectives:
1. Review the outcomes of a conversation with the Clayton Early Learning Institute.
2. Discuss the need for additional resources.
3. Update on implementation-related activities.

Meeting Agenda:
- 12:30 - Welcome, introductions, updates, agenda and meeting objectives
- 1:00 - Review of the day and future agenda items

Agenda:
- 12:30 - Welcome, introductions, updates, agenda and meeting objectives
- 1:00 - Review of the day and future agenda items

Meeting Endnotes:
- All meeting materials are available on the Pyramid Plus Center website.
- Contact information for key stakeholders:
  - Pyramid Plus Center
  - Statewide Initiatives (including the Dreaming Big, Beyond Expectations, and Colorado’s Blueprint for Success initiatives)
  - Other related initiatives (including the Colorado’s Blueprint for Success)
• Conducted and summarized a follow-up to the 2006 study on removal of children from programs due to challenging behavior (http://www.pyramidplus.org/about)

In 2006, a Colorado study found that 10 out of every 1000 children were removed from licensed and legally exempt early care and education programs, a rate three times higher than the rate of K-12 removals. Furthermore, it was found that challenging behaviors were prevalent and practitioners were largely using ineffective strategies to address challenging behaviors (Hoover et al., 2006).

A 2011 survey was conducted as a follow-up to the 2006 study to determine changes to:
1) Prevalence rates of children with challenging behaviors.
2) Removal rates of these young children.
3) Practices used by practitioners for children with challenging behaviors (Vinh, et.al. 2013)

Major Findings Include:
• In 2006 and again in 2011, hundreds of early care programs provided data on their practices related to young children with challenging behavior.
• Across both time points, a large percentage of respondents indicated that challenging behavior had a negative impact on their staff.
• Across both time points respondents indicated that staff often responded to challenging behavior with strategies that are either not evidence-based and/or are reactive rather than preventive.
• An important exception to the above finding was a sharp increase from 2006 to 2011 in practitioner’s use of “teaching appropriate behavior”, arguably the most impactful prevention practice.
• From 2006 to 2011, the rate at which children were removed from settings for engaging in challenging behavior dropped dramatically from 10 per 1000 children, to 4 per 1000.

Understanding the removal of young children with challenging behaviors from early care and education (ECE) settings is a complex issue and requires collecting data on practices that serve to prevent challenging behavior in the first place (Hoover et al., 2006). It is important to know how many children in Colorado are removed from programs, and whether that number increases, decreases, or stays the same over time. The 2006 survey included recommendations to improve access to high quality ECE environments and reduce the number of removals from settings through the use of evidence-based promotion, prevention, and intervention strategies. Colorado has shown a commitment to the promotion of social, emotional, and behavioral skills in young children, and intervention with best practices when children exhibit challenging behaviors.

While the 2011 survey findings indicate a trend toward improved practices and a reduction in removal, there continues to be a significant concern about children’s behavior as well as a large majority of non-evidence-based practices being used. Two recommendations from the 2011 study are: 1) to increase practitioner’s use of evidence-based practices to promote young children’s social emotional competence, prevent challenging behavior and to address such behaviors effectively when they occur; and 2) to provide mechanisms for periodic data collection and review of removal and expulsion rates, and importantly, the prevalence of the use of evidence-based practices related to children’s social, emotional and behavioral competence.

• Prepared a fact sheet on how the Center uses Implementation Science principles (http://www.pyramidplus.org/about)

• Prepared a fact sheet on outcomes related to high fidelity implementation of the Pyramid Plus Approach (http://www.pyramidplus.org/about)

• Prepared with Penny Dell (CDE), a fact sheet on coordinating the CDE Pyramid Model work with the Pyramid Plus work at the local, community and state level (http://www.pyramidplus.org/about)
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.

Pyramid Plus Website

In January 2010, Pyramid Plus launched a web site: www.pyramidplus.org. There have been nearly 800,000 hits to the site, and over 228,000 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 174 followers with that number growing steadily. Other web sites refer to Pyramid Plus and link to www.pyramidplus.org

“Your site has been very helpful to our community as we try to give the best educational experience to our students as we support their parents in developing skills and knowledge.”

-Anonymous Respondent 6/23/2013 7:56 PM

<table>
<thead>
<tr>
<th>Month</th>
<th>Daily Average</th>
<th>Monthly Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hits</td>
<td>Files</td>
</tr>
<tr>
<td>Jul-13</td>
<td>2264</td>
<td>2128</td>
</tr>
<tr>
<td>Jun-13</td>
<td>2042</td>
<td>1858</td>
</tr>
<tr>
<td>May-13</td>
<td>2034</td>
<td>1843</td>
</tr>
<tr>
<td>Apr-13</td>
<td>2396</td>
<td>2211</td>
</tr>
<tr>
<td>Mar-13</td>
<td>2307</td>
<td>2128</td>
</tr>
<tr>
<td>Feb-13</td>
<td>2256</td>
<td>2101</td>
</tr>
<tr>
<td>Jan-13</td>
<td>2421</td>
<td>2114</td>
</tr>
<tr>
<td>Dec-12</td>
<td>2040</td>
<td>1833</td>
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<td>2105</td>
</tr>
<tr>
<td>Oct-12</td>
<td>2394</td>
<td>2198</td>
</tr>
<tr>
<td>Sep-12</td>
<td>2255</td>
<td>2048</td>
</tr>
<tr>
<td>Aug-12</td>
<td>2084</td>
<td>1922</td>
</tr>
<tr>
<td>TOTALS</td>
<td>26906</td>
<td>24489</td>
</tr>
</tbody>
</table>
# Highlights of the Pyramid Plus Web Site Survey

Response Collection Period 8/1/2012-7/31/2013

## 5. How did you hear about the Pyramid Plus website?

<table>
<thead>
<tr>
<th>Source</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet search</td>
<td>25.3%</td>
<td>21</td>
</tr>
<tr>
<td>E-mail announcement</td>
<td>6.0%</td>
<td>5</td>
</tr>
<tr>
<td>Colleague</td>
<td>36.1%</td>
<td>30</td>
</tr>
<tr>
<td>Linked from another website (please specify below)</td>
<td>20.5%</td>
<td>17</td>
</tr>
<tr>
<td>Conference or workshop (please specify below)</td>
<td>27.7%</td>
<td>23</td>
</tr>
</tbody>
</table>

Other (please specify)
Show Responses

## 9. Overall, how do you feel about the content that is provided by this website?

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Satisfied</td>
<td>56.6%</td>
<td>40</td>
</tr>
<tr>
<td>Satisfied</td>
<td>43.1%</td>
<td>36</td>
</tr>
<tr>
<td>Satisfied Somewhat</td>
<td>1.3%</td>
<td>1</td>
</tr>
<tr>
<td>Not at All Satisfied</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Please Explain
Show Responses

## 10. Overall, how do you feel about the format of the website itself? Do you find this website:

<table>
<thead>
<tr>
<th>User Experience</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very easy to navigate</td>
<td>50.6%</td>
<td>40</td>
</tr>
<tr>
<td>Relatively easy to navigate</td>
<td>49.4%</td>
<td>39</td>
</tr>
<tr>
<td>Relatively difficult to navigate</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Very difficult to navigate</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Please explain
Show Responses


Pyramid Plus eNews

In addition, Pyramid Plus has an E-newsletter, Pyramid Plus News, is distributed to over 700 subscribers every other month. Each newsletter contains updates pertaining to the Pyramid Plus Center in addition to Trainer/Coach Bios and Resource Highlights for practitioners. People can subscribe to this newsletter through the website or by contacting Pyramid Plus. In 2012-2013 an average of 32.30% of newsletter recipients opened the newsletter, which is almost twice the industry average for newsletters (17.6%).
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 used to reach this goal are as follows: 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 maintain or expand the current level of funding and to expand “fee for service” offerings. The Center maintained both funders and funding levels this year.

This report represents Pyramid Plus’ value of using data to improve everything done and to assist in sustaining and scaling up the work. The procedures are 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 so the work can continue to move 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, the accomplishments continue. “I have seen that the movement picks up energy, exponentially, after 3-4 years.

-Survey Respondent in coach certification
Please see the map on the following page which indicates the Pyramid Plus Center work throughout Colorado.
Pyramid Plus Work Across Colorado

As of June 30, 2013

Pyramid Plus in Colorado by County

Map Key

Pyramid Plus Instructors
Certified Trainers
Pyramid Plus
Certified Coaches
Pyramid Plus Candidates
Pyramid Plus Coach

Participations by County

Levels:
- 300-375
- 225-300
- 151-225
- 76-150
- 25-75
- 0

Pyramid Plus Annual Report
For more information, please contact:

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www.pyramidplus.org

Join us on Facebook

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