



MARYLAND PYRAMID MODEL

ANNUAL REPORT **2023**



Table of Contents

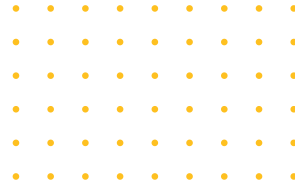


Table of Contents	2
Glossary of Terms	3
PM Background	4
Maryland's PM State Leadership Team	5
Maryland's PM SLT Accomplishments	6
Equity in the work	7
2023 Trainings	8
Introducing the PM Sites	9
PM Implementation Site Evaluation	10
Looking Forward to 2024	11
Thank you	12

Glossary of Terms



PYRAMID MODEL (PM) The PM is a framework of evidence-based practices for promoting young children's healthy social and emotional development.

Teaching Pyramid Observation Tool (TPOT) for Preschool Classrooms- The TPOT is a tool that measures the fidelity of implementation of Pyramid Model practices in the preschool classroom (ages 2-5), based on observation by a trained observer and an interview with the teacher.

Teaching Pyramid Infant-Toddler Observation Scale (TPITOS)- The TPITOS is a tool that measures the fidelity of implementation of Pyramid Model practices in infant and toddler classrooms (ages birth-3), based on observation by a trained observer and an interview with the teacher.

BENCHMARKS OF QUALITY (BOQ) BOQ is used by a Leadership Team to assess progress and plan future actions so that PM practices are available for providers and families.

STATE LEADERSHIP TEAM (SLT) A team of cross-agency representatives responsible for planning and supervising all aspects of the PM including funding, policy initiatives, data-based decision making, training and coaching.

NCPMI The National Center for Pyramid Model Innovations (NCPMI) is funded by the Office of Special Education Programs to improve and support the capacity of state systems and local programs to implement the PM.

NATIONAL PYRAMID MODEL CONSORTIUM

The Pyramid Model Consortium promotes equity and inclusion through the dissemination, sustainability, scale-up and high-fidelity use of the PM for Promoting Social Emotional Competence in Infants and Young Children.

Infant Early Childhood Mental Health Consultation (IECMHC) A prevention-based approach that pairs a mental health consultant with adults who work with infants and young children in the different settings where they learn and grow, such as child care, preschool, home visiting, early intervention and their home.



PM Background

The Pyramid Model for Social Emotional Competence in Infants and Young Children is an evidence-based framework for promoting and supporting healthy social emotional development for all children. The PM takes a tiered public health approach to providing universal supports to all children to promote wellness, targeted supports to those at risk, and intensive interventions for those who need them, all supported by an effective workforce. The PM supports adults within a range of settings and disciplines, including early intervention providers, early educators, families and other professionals.



This work has been supported through dedicated funding by the Division of Early Childhood within Maryland's State Department of Education and dependent on the many committed professionals working across early childhood settings.

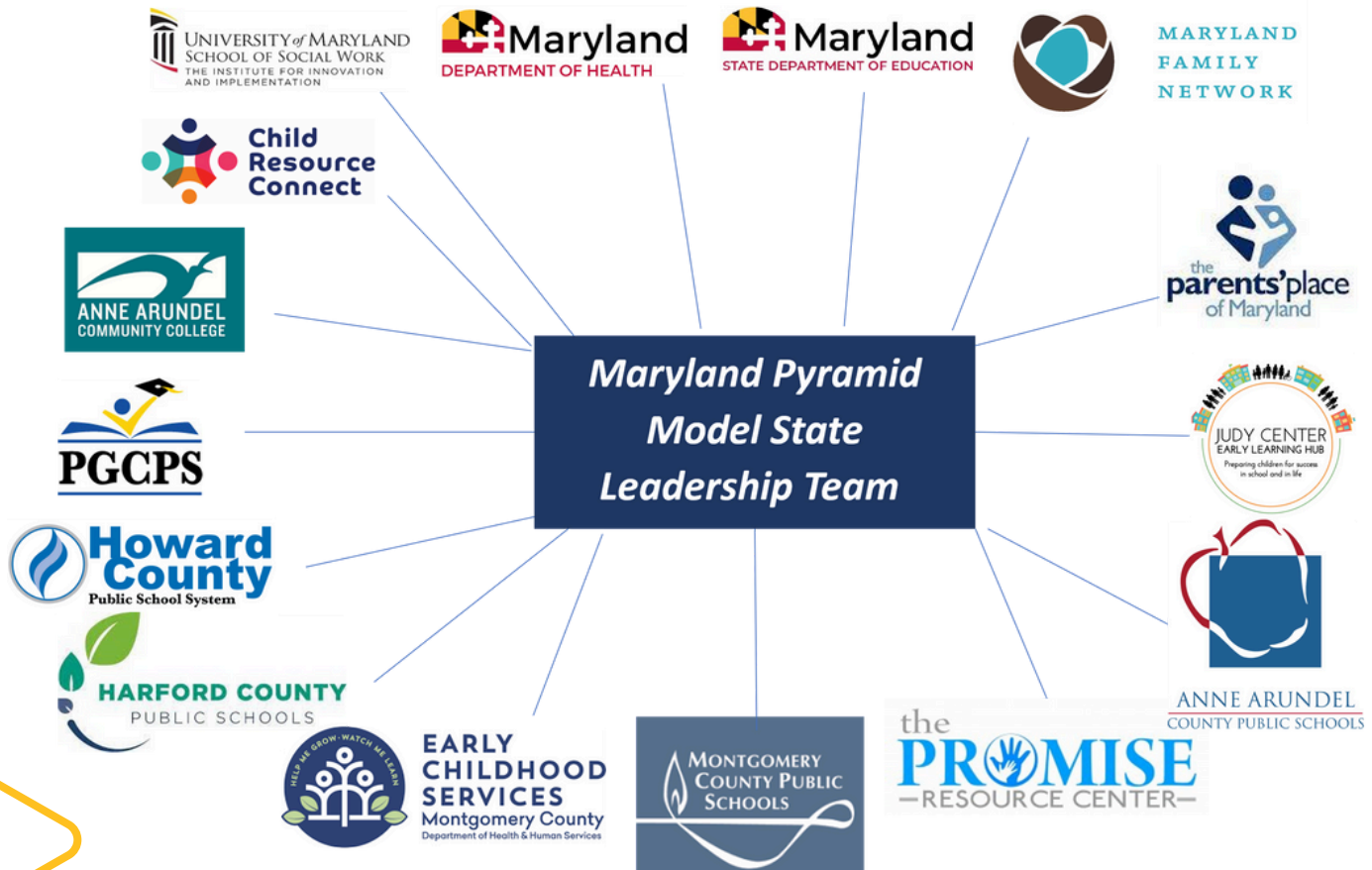
The Parent Infant Early Childhood (PIEC) team at the University of Maryland School of Social Work serves as the hub of this work.

Image from the National Center for Pyramid Model Innovations (NCPMI);
<https://challengingbehavior.org/pyramid-model/overview/basics/>

Maryland's PM State Leadership Team

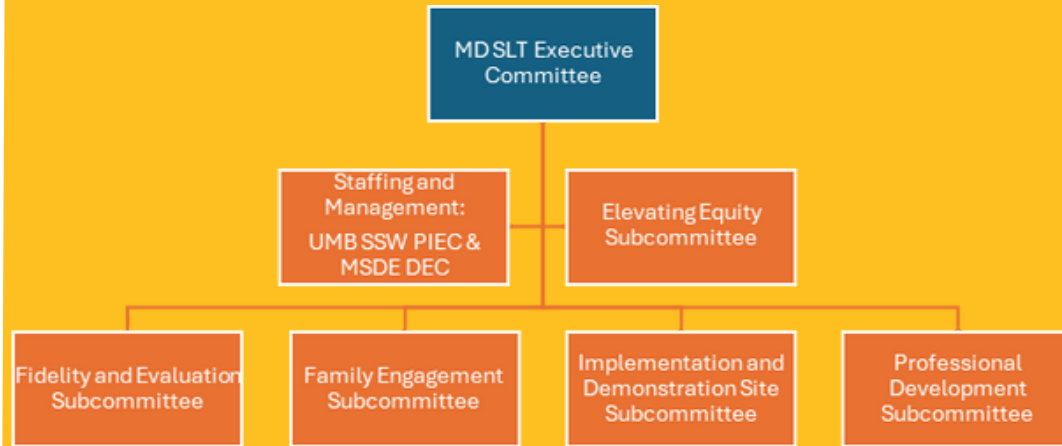
The PM State Leadership Team (SLT) is a collaborative group of state leaders representing a variety of regions, disciplines, and early childhood settings across Maryland. The graphic below shows the agencies represented on the SLT as of 2023. The full SLT meets quarterly to review local and statewide progress on PM implementation and plan activities that advance the work throughout the state. For details about the SLT's bylaws, membership, and vision statement please see here: <https://www.mdpyramidmodelselfel.org/maryland-state-leadership-team>.

The **Mission** of the Maryland Pyramid Model State Leadership Team (SLT) is to develop, evaluate and sustain a statewide collaborative effort, guided by national models, that supports the local implementation of the Pyramid Model framework. This work is rooted in fidelity within a variety of early childhood programs and settings across communities within the state. We are committed to actualizing this work with deep intentionality around addressing equity and the needs of BIPOC (Black, Indigenous, and People of Color) students, educators, families, and communities as referenced in our Equity Statement.



PM State Leadership Team Subcommittee Accomplishments

The SLT is comprised of five subcommittees that meet monthly to advance PM work based on the results of their sections of the Statewide Benchmarks of Quality (BOQ). Four of the subcommittees and their 2023 accomplishments are described below. The fifth subcommittee, Elevating Equity, overarches the other subcommittees in the SLT structure to represent its cross-cutting influence and shared membership across the other subcommittees.



Professional Development

- Made preparations to bring the new Pyramid Model curriculum to the state of Maryland

Implementation Sites

- Reviewed applications for and selected programs to participate in the Pyramid Model Implementation Site Pilot Program
- Continued creating an implementation guide for program wide Pyramid Model Implementation

Family Engagement

- Continued creating a guide to family engagement in PM for child care providers

Fidelity and Evaluation

- Planned and executed evaluation activities for the implementation site pilot, including distributing staff buy-in and readiness surveys to participating programs, interviewing Program Directors, and coordinating initial completion of BOQs and TPOT/TPITOS assessments.



Equity is at the heart of our work

In recognition of the historical, systemic and current racial inequities that exist throughout all levels and layers of our society, we acknowledge that our youngest citizens are too often exposed and harmed. We know this delivers a lasting impact on their social and academic trajectories, the most detrimental of which are higher rates of suspension and expulsion among young black, indigenous, and people of color (BIPOC) before they enter kindergarten, which begins the preschool to prison pipeline. We believe that practices that promote social and emotional awareness and skills in both children and adults, like the PM, can serve to significantly correct and address these realities. Recognizing this, the Maryland PM SLT commits to implementing the PM through a culturally responsive and anti-racist lens.

For the full version of our SLT equity statement, please visit
<<https://www.mdpyramidmodelsefel.org/mission-vision-and-equity-statements>>

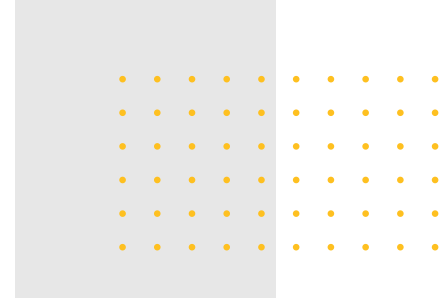


In 2023, the Elevating Equity Subcommittee focused on reviewing the Characteristics of White Supremacy Culture and critically analyzing ways in which these characteristics are perpetuated in our work and how we can decenter these practices to create a more inclusive Pyramid Model program in Maryland. Some recommendations that have come out of this work include:

- 1) Getting training for the SLT in systems thinking;
- 2) Analyzing any documents produced by the SLT through a lens of dismantling White Supremacy Culture Characteristics;
- 3) Expanding our definition of Pyramid Model implementation to include all programs who are implementing the Pyramid Model in unique and different ways.

The Elevating Equity Subcommittee also planned and delivered our annual equity retreat in July 2023 with a focus on reducing suspension and expulsion practices.

At-A-Glance: 2023 Trainings



In 2023, we continued to deliver both in-person and online trainings in a variety of Pyramid Model-related practices and related measurement tools. The number of individuals trained is as follows:

4,335

PM-related trainings
(e.g., Infants and
Toddlers, Preschool)

573

Part C Early Intervention
trainings

27

Practice Based
Coaching trainings

29

TPOT and TPITOS
assessors certified

27

ASQ-3 and ASQ-SE
assessors certified

47

Positive Solutions for
Families facilitators
trained and engaged in
follow-up coaching

230*

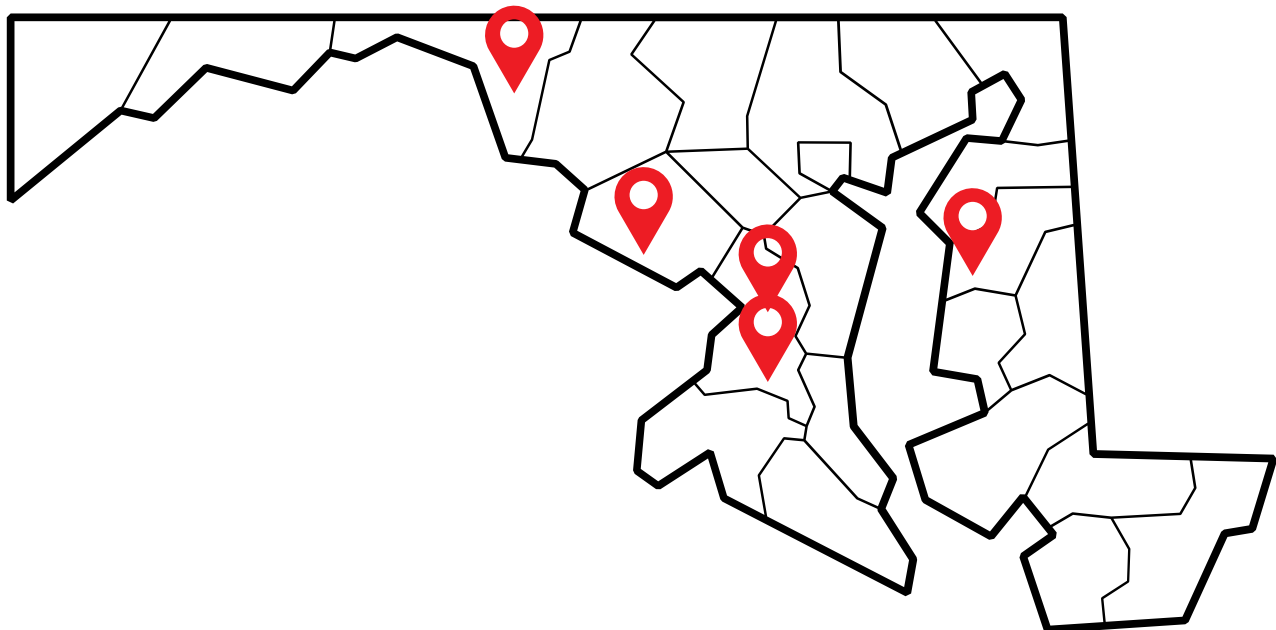
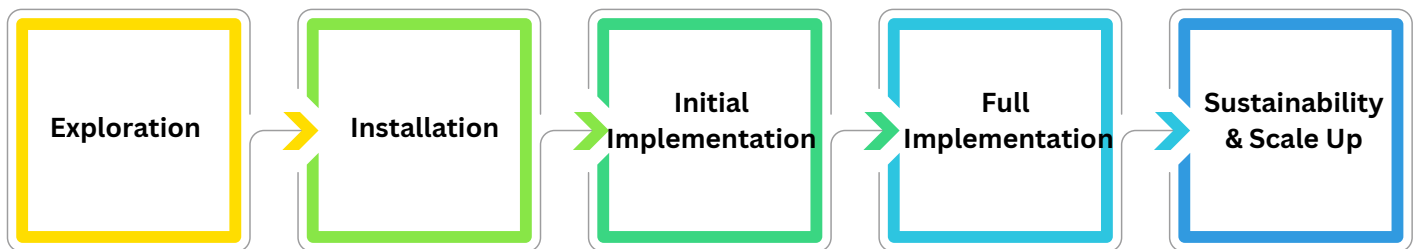
family members participated in a Positive Solutions for
Families session

*This is a sum of the number of participants in each session. Returning family members who completed more than one session in the 6-part series are counted as unique participants.



MD's 1st Cohort of PM Implementation Sites

In early 2023, our pilot implementation sites were selected, based on a review of applications and self-reported readiness to engage in the work. Once our five sites were selected (as depicted in the pins below and on page 10), our implementation activities began. Our implementation and evaluation activities are guided by the National Implementation Research Network (NIRN) framework, which emphasizes sustainability of practices. Our team's adaptation of the model is outlined below. By the end of 2023, all sites were in either in the installation or initial implementation stage, identifying classrooms to coach, starting to collect initial baseline data, and establishing local leadership teams.



Our PM Implementation Sites

Greenbelt Children's Center

Prince George's County; Greenbelt, MD

"Additionally, engaging in this pilot could help support our family engagement as we attempt to educate the families..."



Kiddie Academy of Kent Island

Queen Anne's County; Stevensville, MD

"We are seeking support to create a school wide language to deal with challenging behaviors..."



Head Start/Early Head Start of Washington County

Washington County, MD

"We are proud of the fact that we have managed to continue to move forward with PBIS/Pyramid Model initiatives even through the COVID-19 Pandemic."



Rainbow Child Development Center

Prince George's County; Bowie, MD

"Post pandemic we can see the impact on the children emotionally and I am excited for the additional support to help our children and to help our teachers."

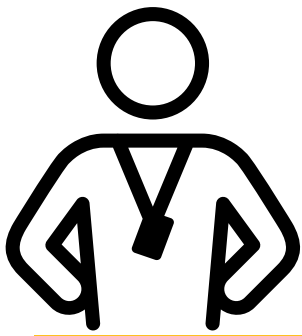


Bradley Hills Presbyterian Nursery School

Montgomery County; Bethesda, MD

"While overwhelmingly we are a school where the majority of children are considered privileged, the reality is affluence doesn't prevent a child from having developmental or cognitive challenges."





Meet Our Implementation Site Coaches



What do our coaches do?

- Establish and support the PM Program Leadership Team within participating child care programs
- Deliver training and individualized coaching to staff
- Conduct observations using fidelity measurement tool(s): TPOT and/or TPITOS
- Enter data about training, observation, and coaching interaction
- Attend a monthly community of practice facilitated by the PIEC team



"I am most excited for the opportunity to work collaboratively to personalize the Pyramid Model resources to meet the demographics of the program..."

Michele Hall



"Pyramid Model is not just something else to do in the classroom, it is about establishing classroom practices that help children learn and use necessary social skills."

Janiecka Brown



"I look forward to continuing to wrap our youngest learners in another layer of intentional support in collaboration with their families and teachers."

Maimunah Marah



"I am excited about the pyramid model implementation because I get to help and guide people. I am passionate about helping others succeed."

LaToya Harper-Williams



"Working this last year as a Pyramid Model Coach has been very exciting. The teachers have implemented strategies in their classrooms supporting the children..."

Joan Johnson



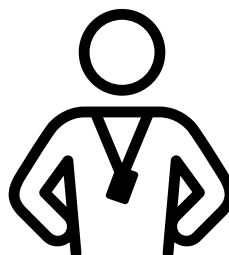
"I am excited about being a Pyramid Model program coach because of my deep commitment to the field and enthusiasm for collaborating with childcare providers..."

Tracy Gomer



"Pyramid Model practices are such powerful tools for teachers and programs to have in their toolkits."

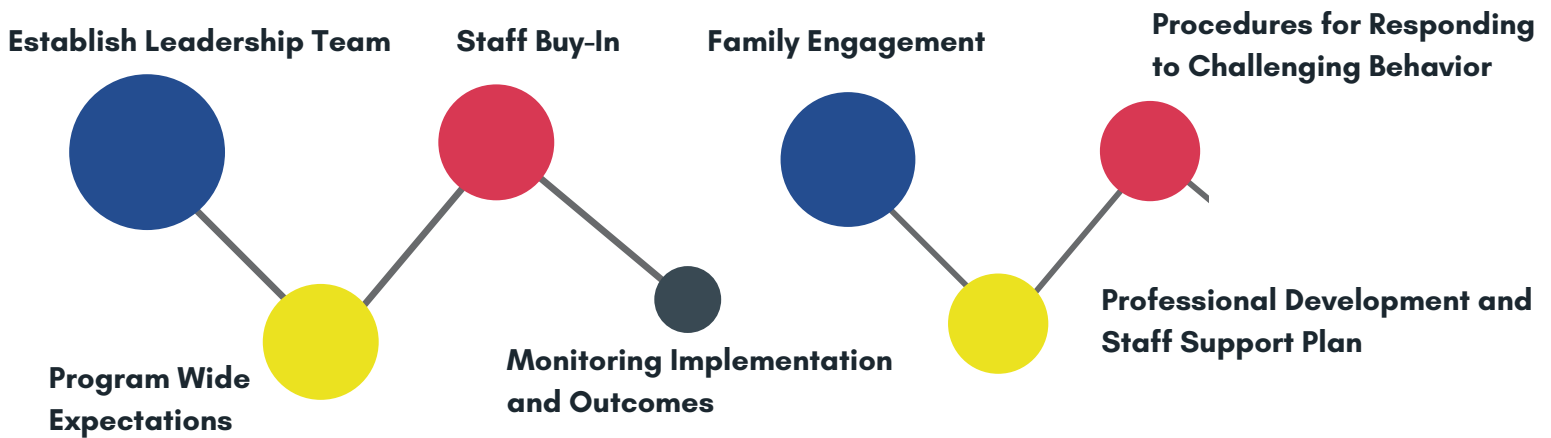
Stephanie Schaefer



Laura Seminario-Thornton

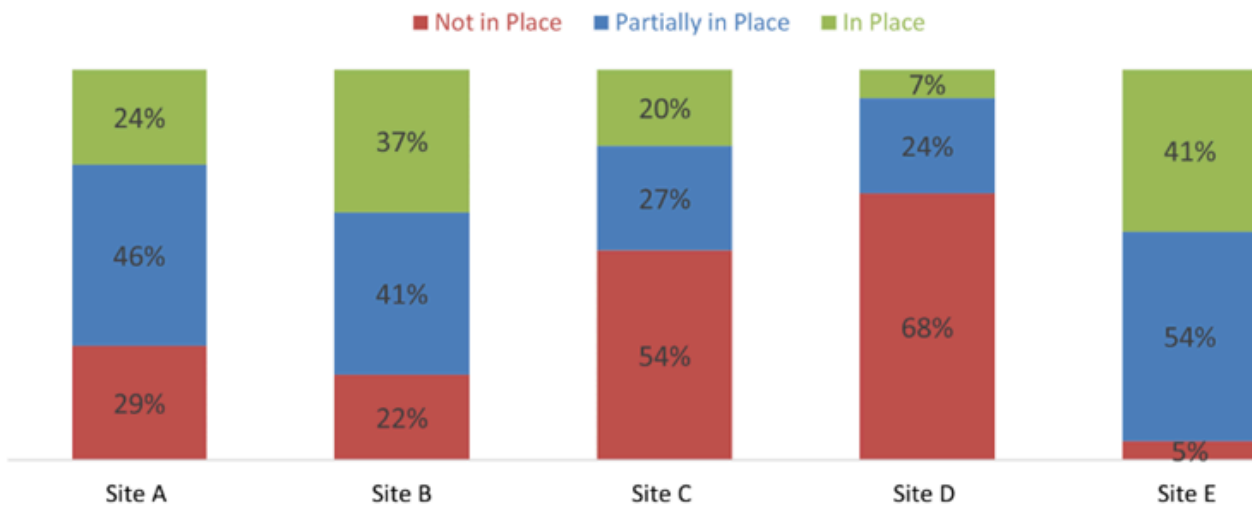
PM Implementation Site Evaluation


The Benchmarks of Quality (BOQ) are checklists used by the leadership teams to assess where they are in the process of implementing evidence-based practices. The benchmarks are designed to help teams move through the stages of implementation and build the systems and supports needed for high-fidelity use of the evidence-based practices. The BOQ is composed of the following critical elements:



At the start of the PM implementation site project, program coaches worked with program leadership to complete the BOQ. Sites varied in the number of BOQ indicators that were in place at the start, with Site E being most experienced with PM and thus having higher scores at baseline, as shown below.

Percent of BOQ indicators in place at start





Thank you for engaging with our Pyramid Model efforts to support the social and emotional needs of our state's youngest learners, as well as their families, educators and caregivers.



Acknowledgements

This state-wide work has benefited from dedicated funding and support from the **Maryland State Department of Education's Division of Early Childhood**, and specifically **Donald Corbin** in his role of guiding and leading this work.

This report was written by the **PIEC Team** at the University of Maryland School of Social Work, with guidance from **MD PM State Leadership Team's Evaluation Subcommittee (Members include: Donald Corbin, Sheila Maness, and Deborah Langer)**.

Report authors include: Ashley Fehringer, Lisa Shanty, Martha Hartlaub, Whitney Smith, Erin Leech

The support from **Rob Corso** and his team within the **National Pyramid Model Consortium**, as well as the collective guidance from **NCPMI**, has helped our team significantly as we work to advance the implementation of the Pyramid Model within our state.



Please get involved!

Visit us at www.mdpyramidmodelsefel.org to sign up for our monthly newsletter, access online trainings, and link to our social media accounts. Or email PIEC@ssw.umaryland.edu to learn about opportunities.

PIEC Team
University of Maryland
School of Social Work
525 W Redwood Street,
Baltimore MD 21201
www.mdpyramidmodelsefel.org
PIEC@ssw.umaryland.edu