Pyramid Model Framework Workgroup Notes

Jul 20, 2023

Join Zoom Meeting

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Meeting ID: 857 3146 9328

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+16468769923,85731469328# US (New York)

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**Workgroup Members Present:** Sarah Moore, Dana Childress, Cori Hill, Anne Brager, Deana Buck, Ariel Chambers, Leslie Pakula, Jaylene Trueblood, Jill Yates, Christy Harrison, April Birchfield

**Workgroup Members not Present:** Deana, Gabrielle

**Welcome and Introductions-**  No introductions needed

**Review of Last Meeting** -Our last meeting was [3/29/23](https://docs.google.com/document/u/0/d/1aZ3Auj7zbgfihI3RMi5-tP4j6O1ybbhLKBMt-XDXED0/edit). Reviewed PM Basics.

**Orientation to our task**:

**Background**

*State Identified Measurable Result*: *Increasing the percentage of infants and toddlers who substantially increase their rate of growth in the area of positive social-emotional skills (including social relationships) by the time they exit early intervention*

**Objectives to Consider and Current Status:**

Broad Improvement Strategy 2: Identify and implement evidence-based service delivery practices to promote positive social-emotional development for all eligible infants and toddlers and provide effective intervention to address delays and concerns:

1. Explore available evidence-based practices to support positive social-emotional development and social relationships (e.g., Pyramid Model, PIWI, FAN, DEC Recommended Practices) in order to identify a core practice that will be implemented statewide

· Completed- Pyramid Model chosen

2. Once an evidence-based practice is identified for statewide use, develop an implementation plan including professional development activities and resources needed to support implementation

· Workgroup members are working to familiarize themselves with the Pyramid Model to assist with developing an implementation plan. This includes understanding the key features and adult learning strategies/principles.

3. Develop/adapt/adopt and implement a fidelity measure and process for expected service delivery practices

4. Identify and implement additional professional development and/or other supports needed to sustain the use of expected service delivery practices with fidelity

**Quick review of Pyramid Model Basics**

-Reviewed [PM document](https://drive.google.com/file/d/1DdsMrzXRh0htbb8AkS0QikW_VJ69Cr-n/view?usp=drive_link) which Seth has cleaned up and may be shared. Also used this [PPT](https://docs.google.com/presentation/d/1tluH__BsKg6Z2H97KuosmFCgjckSZT2W/edit#slide=id.g2523e517d58_0_0).

 -Discussed which children would fall into which levels of the pyramid

 -Children of all ages fall into one of these categories

 -5 principles for using the PM in Part C

 1. Culturally responsive communication and relationship building practices

 2. Family coaching strategies that meet needs of all caregivers

 3. Build caregiver’s confidence and competence

 4. Provide families with knowledge and skill related to responsive caregiving, nurturing, and responsive relationships

 5. Supports the family using tools that prevent challenging behavior, address existing challenging behaviors, and support their child’s healthy SE development

 **-We are already doing all of this in Virginia Early Intervention! This is NOT a new buzzword/”flavor of the month”**

 -Discussed Key practice areas of PM Framework

 1. Build partnerships with families

 2. Promote SE Development

 3. Dyadic relationship indicators

 4. Fam Centered coaching

 5. Supporting families of children with persistent challenging behaviors

 6. SE assessment

**Action Items and Discussion**

-Focus on adult learning principles. Dana used these [slides](https://docs.google.com/presentation/d/1kA39_XIJ8wPnC9WOyBsYP9hiXKfYXigZ/edit?usp=drive_link&ouid=104666568424832795608&rtpof=true&sd=true) and we worked about ½ way through. Will pick up discussion at the August meeting.

-What do we need to know to support ALL early interventionists to understand the Pyramid Model and how to implement it in practice?

**-Key Points From Slides/Discussion:**

 **Adult Learning 101:**

1. Internal motivation is important for adults to learn new skills
2. Often, initiatives focus on the “what” and “how” when rolling out
3. Adults need to understand why they are using a new practice
4. Adults need opp’s for practice and reflection
5. Not likely to change based on a single training

**Assumptions of Adult Learners**

1. Self Concept – When we get older, our concept of who we are (self-concept) shifts from dependence towards independence and self-direction.

2 Adult Learner Experience – As we grow and experience more life, we accumulate knowledge based on this experience that then becomes a more valuable resource for future learning. By the time we are adults, we have an abundance of experience to draw upon across a variety of contexts.

3. Readiness to learn – Our readiness to learn becomes more oriented to the developmental tasks of our social and work related roles.

4. Orientation to Learning – As adults, our perspective changes from one of postponed application of knowledge to immediate application, and as such our orientation shifts from one of subject-centered to one of problem-centered.

5. Motivation to Learn – As we mature, the motivation to learn is internal

**Adult Learning Principles**

1. Make concepts relevant and useful

2. Adults learn best when new knowledge is built on prior knowledge and experience

a. How does the Pyramid Model (PM) connect with current practices? How are you already using this in your practice? – MAKE THESE CONNECTIONS CLEAR SO THEY SEE VALUE IN THIS FRAMEWORK

b. We (Virginian EI providers) have a lot of strengths already in our current approaches (see “5 primary principles for using PM in EI”)

 i. Where do we need to build?

1. Prevention

2. Identification – How do we determine which kids are eligible based on SE?

3. Improving confidence and competence in ALL practitioners to address SE issues OR be able to connect with other practitioners who can address these concerns

4. Lots of discussion here – we will revisit this

3. Adults learn best when they understand why they are learning, why it is important, and how to use it

a. Within the PM:

I. What: Framework of EB practices to address challenging behaviors

II. Why: Promote SE development and prevent challenging behaviors

4. Possibly need to think about:

a. Doing more training across the workforce in SE development – the qualitative components

b. What does eligibility look like?

c. If more are eligible, how do we develop the workforce capacity to serve them?

**Next Meeting:** 8/17/23; Christy will switch with Dana to be the notetaker.

| **DATE (10:30AM-12:00PM)** | **NOTETAKER** |
| --- | --- |
| ~~6/15/23~~ | ~~Deana~~ |
| ~~7/20/23~~ | ~~Ariel~~  |
| 8/17/23 | Christy |
| 9/21/23 | Dana |
| 10/19/23 | Sarah  |
| 11/16/23 | Jaylene |
| December 2023 | SKIP-NO MEETING |
| 1/18/24 | Jill  |
| 2/15/24 | April  |