

New York
Pyramid Model
State



Promoting Social & Emotional Competence in New York's Young Children

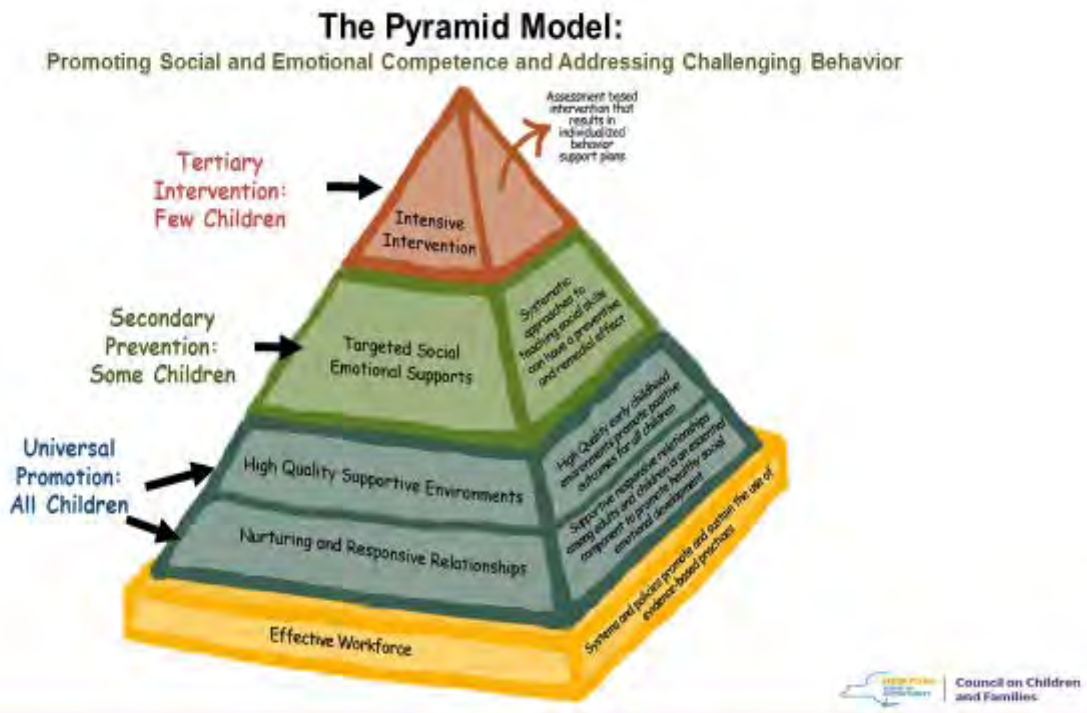
TEACH. COACH. CHANGE.

2019 Progress Report

New York State Pyramid Model Leadership Team



April 2019



Vision

All New York State infants, toddlers, young children and their families will be supported in their social-emotional development to promote their success in school and life.

Overview

Social and emotional well-being sets the foundation for the development and learning of infants, toddlers and young children. Experts in child care, education, health care, family support and mental health have collectively identified the critical need to support and teach families with young children social and emotional skills. In response, in 2015, the New York State Council on Children and Families collaborated with public and private agencies to provide additional early childhood professional development opportunities. The **New York State Pyramid Model State Leadership Team (SLT)** was formed to promote the statewide use of the Pyramid Model, an evidence-based framework proven to be an effective approach to building social and emotional competence in early care and education programs.

The Pyramid Model is a framework for implementing a multi-level system of support for children from birth to age 6 and their families in diverse settings. The Pyramid Model framework is consistent with the public health and mental health models of promotion, prevention and intervention.

In early childhood, relationships are key change agents. Program-wide implementation of the Pyramid Model is a relationship-based professional development framework that is child-and family-centered. The Pyramid Model addresses the implementation drivers outlined in implementation science research: competency, leadership, and organization.

To meet the social and emotional development of young children in early childhood care and educational settings, the SLT works collaboratively to:

- ▲ Increase the number of early childhood trainers and coaches;
- ▲ Provide professional development to the early childhood workforce;
- ▲ Support partnerships between practitioners and parents;
- ▲ Support the implementation and sustainability of the Pyramid Model;
- ▲ Evaluate the effectiveness of the Pyramid Model in New York State; and
- ▲ Eliminate the suspension and expulsion of children under 5-years-old in New York State.

The Pyramid Model aligns with many other New York State early childhood initiatives. For more information about these initiatives, see [Appendix A](#).

STATE LEADERSHIP TEAM

Statewide implementation of the Pyramid Model is led by the New York State Council on Children and Families, with support from many agencies. [See [Appendix B](#).] The State Leadership Team (SLT), which held its kickoff meeting in April 2015, works collectively to advance and sustain the implementation of the Pyramid Model. SLT members have committed staff that participate in training events, coaching initiatives and modified policies and practices to better support the social-emotional development of young children in early care and education settings.



2018 Membership NYS Pyramid Model Leadership Team

Using the Benchmarks of Quality

SLT Benchmarks of Quality is used to assess progress and determine future actions. As the bar graph illustrates, there were improvements in implementing the Pyramid Model.

STATEWIDE LEADERSHIP TEAM BENCHMARKS OF QUALITY IN PLACE (2)



MASTER CADRE TRAINERS ARE SELECTED AND TRAINED

With the assistance of the New York Association for the Education of Young Children (NYAEYC) and support from SLT members, there are 37 Master Cadre trainers who consistently provide Pyramid Module trainings. The Master Cadre trainers are a mix of professionals working in Child Care Resource and Referral agencies, private consultants, Quality Improvement specialists or Infant Toddler Specialists. All Master Cadre trainers are registered in the New York Works for Children professional development system and recognized as Verified Trainers in the Aspire Registry.



A Master Cadre booklet, written in October 2016, details the expectations for Master Cadre trainers. This booklet can be found at:

http://nysecac.org/files/3315/2061/9721/Implementation_Guide_2018.printversion.pdf

ACCOMPLISHMENTS in Building a Trainer Core for the Pyramid Model 2015-2018!

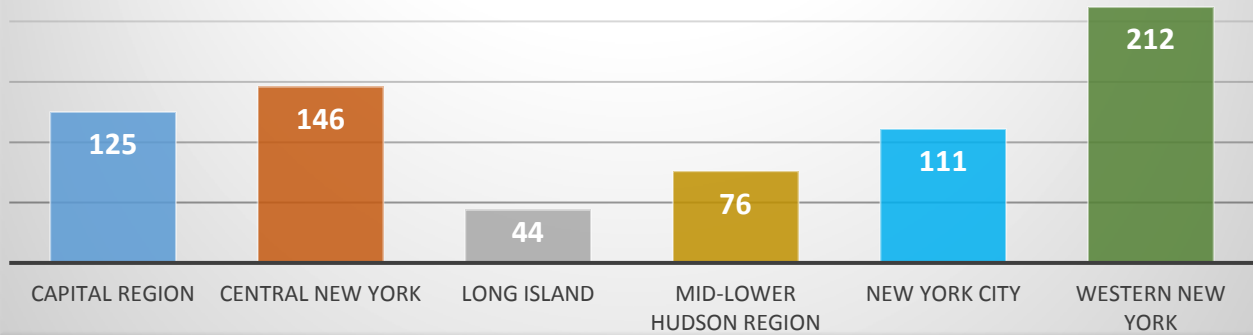
In the first year of implementation:

- ▲ 37 Master Cadre become verified trainers on 8 Pyramid Model modules.
- ▲ 46,383 hours of training are completed.
- ▲ 50 programs are implementing the Pyramid Model to fidelity.
- ▲ 375 Pyramid Model classrooms implementing to fidelity.

As of March 2019, a total of 684 trainings have been completed. This increases the number of training by 139.

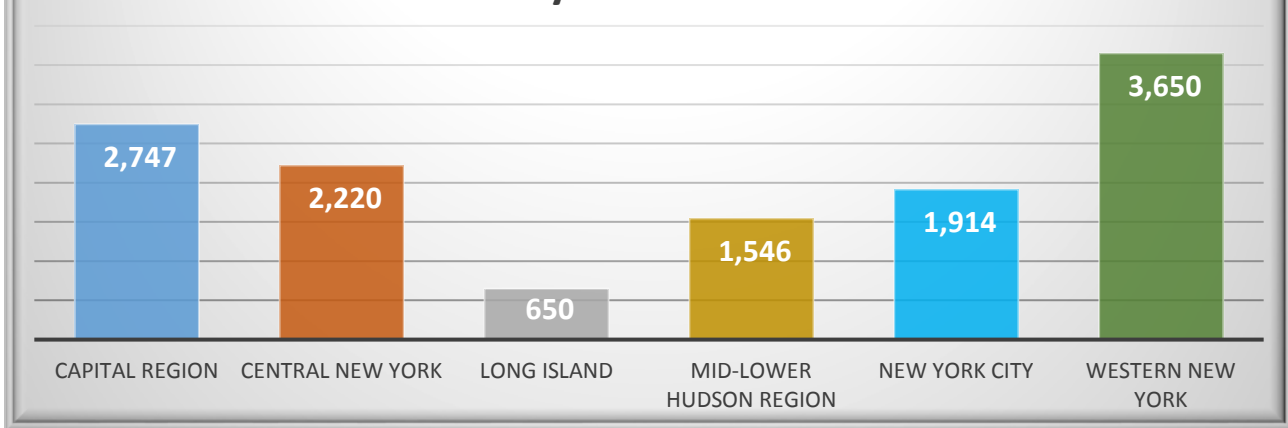


Total Number of Trainings by Region July 2016 - March 2019



Below is a graph that identifies the 12,700-people trained broken down by region. This equates to an additional 2,907 people trained.

Total Number of People Trained by Region July 2016 - March 2019



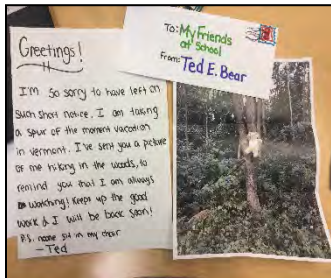
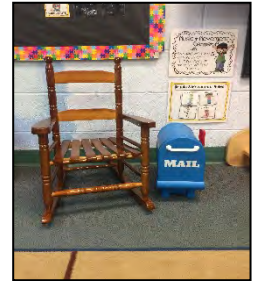
Pyramid Model Implementing Program Highlights Whispering Pines (Cohort 1)



“Several of our classrooms have made the Pyramid Model aspects a part of their regular lesson planning. Social emotional based small groups and center times focus at least one formal lesson each week on Pyramid Model aspects, focusing on feelings, waiting, problem solving, yoga, friendship, etc. Classroom book orders continue to have theme related story choices, but an increase in books that can be used to shape social emotional lessons has been noted. Social emotional story times and lessons have become an integral part of the weekly schedule in our classrooms. Each Classroom has a TED mascot to remind children and staff of our overarching themes and to integrate these throughout the day.”

Anecdote from a Whispering Pines Preschool Teacher and Coach:

“A very simple change that has led to a very significant impact on overall classroom and individual student behaviors: As a coach and a teacher, I have changed my use (and witnessed the change in other classrooms that have done the same) of my visual daily schedule. One of the outcomes of coaching sessions has led to more emphasis on the functional use of a fluid visual classroom schedule. Some simple changes in the display, materials, and child friendly photos used during classroom group and transition times, have led to a decrease in problem behaviors during transitions, the ending of favored activities, and the inevitable changes that daily schedules need to be able to make accommodations for.



Classrooms have made the schedules more visible and child friendly in use, with displays that are made for teachers and children to manipulate the list of daily activities with hands on activities. Teachers have put more emphasis on planned times during each day to allow for review and child participation with the schedule. The increase in the opportunities for the students to engage in discussions and activities with the daily schedules have led to decreases in problem behaviors during transitions and increases in cooperative behaviors of all students, even those with IFSP goals that include areas of social emotional growth, independent

behavior in classroom, displaying understanding of routine, ability to wait/move/participate/cooperate in large group settings, and other appropriate ready to learn behaviors. The focus on making the schedule more of an integral part of the learning day and a more fluid, changeable, hands on display with child participation has led to creating more effective and successful transitions with the youngest of learners in my own toddler classroom and some of the neediest of learners in a special education four year old classroom that I have coached and been fortunate enough to witness the positive change.”

NancyB, MS Educational Psychology/Special Education

To read more see Attachment D.

**Whispering Pines Programs for
Young Children**
Pyramid Model Cohort 1
Program Expectations

Try our hardest and do our best
Engaged and kind
Discover and learn



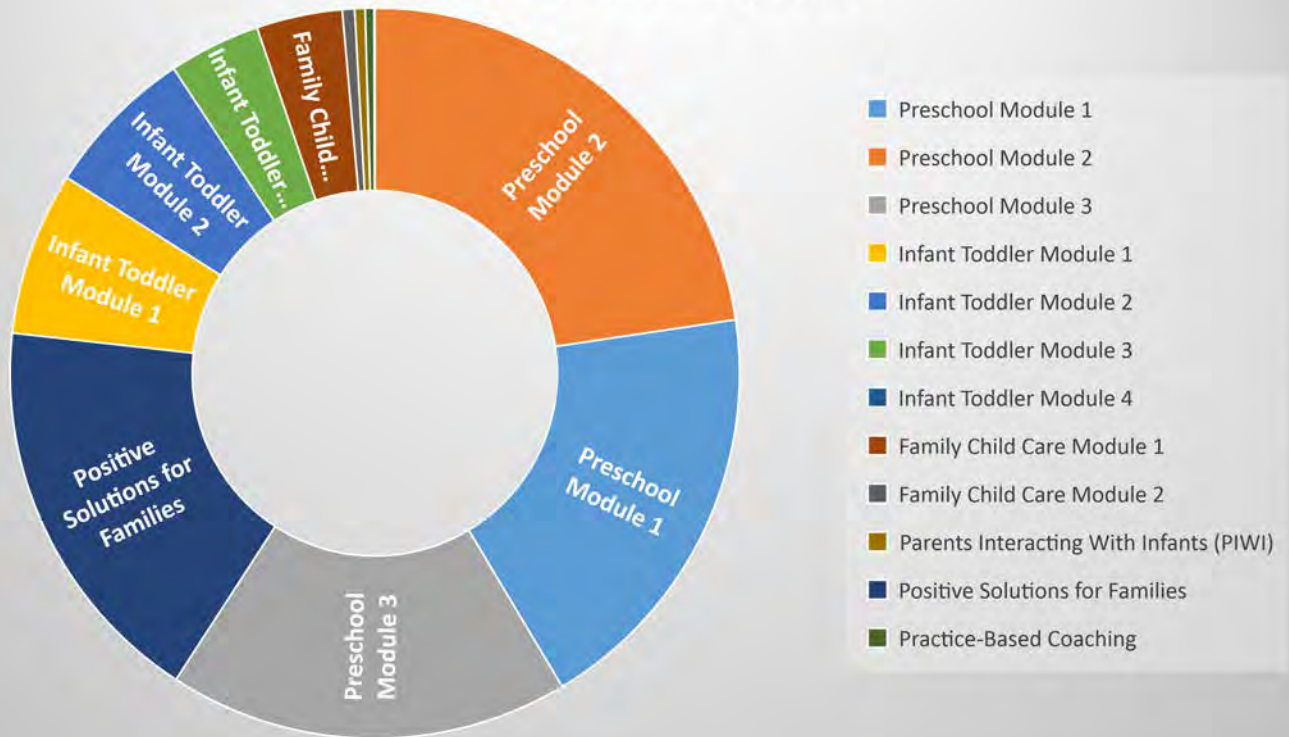


Promoting Social & Emotional Competence in New York's Young Children

Our Theme for 2018-2019



Pyramid Module Trainings July 2016 - March 31, 2019



New York State's Program-Wide Implementation

In 2016, NYS began to select programs to implement the Pyramid Model. Programs were selected based on the program's long-term (multi-year) commitment to changing the culture of their programs to more effectively support children's social-emotional development. This commitment involves all staff, from administrators to teachers, and requires the program to identify a behavior specialist, a data collector and an internal classroom coach.

Members of the SLT, Master Cadre and the PBIS team selected early childhood programs to implement the Pyramid Model within their programs.

Cohort	Year of Implementation	Number of Programs
Cohort 1	December 2016	15
Cohort 2	March 2017	21
Cohort 3	December 2018	12
Cohort 4	2019	

For more information on Pyramid Model Implementation see **Appendix C** and the Implementation Guide, available at:

http://www.nysecac.org/files/3315/2061/9721/Implementation_Guide_2018.printversion.pdf

Cohort Benchmarks of Quality

Currently, on average, 76% of the programs in Cohort 1 are at full implementation. The two areas in which most of the implementing programs struggles are in the following Critical Elements:

Strategies for Teaching and Acknowledging the Program-Wide Expectations 58%

Monitoring Implementation and Outcomes 59%

There are 10 programs in which their Benchmarks of Quality exceed 75% and four programs are above 65% and one program is at 63%, still higher than the two Critical Elements listed above.

Cohort 2 programs are averaging 56% of full implementation. There are only two programs in which their Benchmarks of Quality exceed 75% and five programs are above 65%.

Shared Financial Support for The Pyramid Model

Including our fifth year, \$3.8 million has been dedicated towards implementing the Pyramid Model. Of the total funding, SLT team members and other organizations have dedicated \$1.3 million of in-kind services to ensure Program-Wide Implementation in New York.

Shared Funding April 2015 - March 2020

Funding Year	Amount
Year 1	\$1,226,355
Year 2	\$318,064
Year 3	\$664,981
Year 4	\$606,650
Year 5	\$466,673
Grand Total	\$3,282,723

In 2015, initial funding for the implementation of the Pyramid Model was provided by the New York State Council on Children and Families, the New York State Head Start Collaboration Project, and New York State Project LAUNCH (Linking Actions for Unmet Needs in Children's Health). Since then, the New York State Education Department, the New York State Office of Children and Family Services, the New York State Office of Mental Health, New York State United Teachers, and the federal Early Childhood Comprehensive Systems Impact project have helped fund the Pyramid Model. Additional agencies around the state have also provided tremendous in-kind support.

Funding has allowed for statewide Pyramid Model implementation to occur in all regions of the state. In Year 5 of implementation, funding has been allocated to:

- ▲ Develop a Pyramid Model Data System: This system will allow Data Collectors to enter implementing data (Benchmarks of Quality, the BIRs, the TPOT and TPITOS scores, coaching logs, and ASQ S/E2) into the system, which will provide the programs with an easy means for recording, receiving and analyzing their data. This will support the Program-Wide Leadership team decision making process. In addition, CCF staff will be able to generate and analyze data

from the implementing programs. For both the implementing programs and CCF, the system will provide a more effective method for measuring the implementing of the Pyramid Model.

- ▲ Child Care Resource and Referral Pyramid Model Hubs: There are three Pyramid Model Hubs that will be piloted in three areas of the state by the following CCR&Rs:
 - Capital District Child Care Coordinating Council
 - Child Care Council, Inc. (Rochester)
 - Child Care Resources (Rockland)

These Hubs will serve vulnerable communities and support early childhood care and education programs (child care, Head Start, Early Head Start, schools with PreK, 4410s, Family Child Care providers) within their region who are interested in implementing the Pyramid Model. These Hubs will be created for Community-Wide implementation of the Pyramid Model to fidelity, with the intent being to increase local coordination of services that support the early childhood community as well as support best practices.

- ▲ Pyramid Model Community-Wide Implementation Technical Assistance: Community-Wide Leadership Teams (CWLTT) will be formed in two identified communities and receive Technical Assistance:
 - Child Care Resource Network (Buffalo)
 - Child Care Council of Nassau (Long Island)

The two programs will receive Technical Assistance so they can learn how to become a Pyramid Model Hub. The CWLTTs will be coached by two qualified Master Cadre coaches who have been specially trained in Pyramid Model Implementation.

- ▲ Positive Solutions for Families Parent Workshops (30-session series): Supporting families is an essential part of the Pyramid Model. A series of six workshops, called Positive Solutions for Families, has been developed to help parents to promote positive and effective parenting behaviors. Positive Solutions for Families promote children's social and emotional development and address the challenging behavior and mental health needs of children. The series of Parent Workshops are broken up into six sessions using the Parent Workbook for Positive Solutions for Families. In-between sessions, parents will do the homework and practice the skills at home. These sessions are direct to parents at implementing programs.
- ▲ Parents Interacting with Infants (PIWI): PIWI focuses on practices for supporting infant and toddler development by expanding on and strengthening parent-child interactions and relationships. This module emphasizes parent-child interaction as both the focus and context for understanding and promoting children's development. PIWI can support professionals who work with home visiting, parent-child groups and socializations in a variety of settings including Early Intervention and Early Head Start. This one-day workshop provides an overview of PIWI. During the second day, participants will learn about, discuss and practice all components of PIWI,

including the philosophy, dyadic interactions and strategies, triadic strategies, and Developmental Observation Topics (DOT). Videos, strategies and resources will be shared to demonstrate PIWI in action in a variety of settings.

- ▲ Behavior Specialist: For five implementing programs who could not pay to have a Behavior Specialist will have one. The Behavior Specialist is important for a program. They provide support to children with persistent challenging behavior. The Behavior Specialist is responsible for guiding the team's problem solving and intervention support for children who need individualized interventions. The Specialist has experience in function-based problem solving and assists in supporting the Leadership Team to gather and synthesize information to determine antecedents, behaviors and maintain consequences. The Specialist facilitates the team planning process to determine individualized prevention, intervention and response strategies to address challenging behavior. Additionally, the Behavior Specialist assists the team in analyzing data that measures a child's progress and this person may also serve as the Data Collector.

- ▲ Pyramid Model Consortium TA: In Year 5 we will continue to receive technical assistance from the Pyramid Model Consortium to continue statewide implementation.

Appendices

Other State Efforts Aligned with the New York State Pyramid Model

	Effort and Website
NYS Early Childhood Advisory Council (ECAC)	The ECAC strategic plan includes an intention to advance the statewide Pyramid Model training on social-emotional development: www.nysecac.org .
NYS Office of Children and Family Services (OCFS)	Child Care and Development Fund (CCDF) Plan recognizes the Pyramid Model as the approach to address children's social-emotional development and includes funding to support the Pyramid Model rollout: http://ocfs.ny.gov/main/childcare/stateplan/ .
NYS Education Department	Promotes positive school climates by implementing Positive Behavioral Interventions and Supports (PBIS): www.nyspbis.org and http://www.p12.nysed.gov/specialed/publications/2015-memos/preschool-suspensions-expulsions-memo-july-2015.pdf .
New York City Department of Education	Issued jointly with the NYC Administration for Children's Services, the Statement on Positive Behavior Guidance in Pre-K for All and EarlyLearn NYC Programs. http://schools.nyc.gov/NR/rdonlyres/0C9C8A8A-3FE4-4F7D-A880-DD3D86B3C94D/0/StatementonPositiveBehaviorGuidance.pdf .
New York Works for Children	The home of the state's integrated professional development system for the early childhood and school age workforce, including the Aspire Registry, the early childhood workforce registry and statewide training calendar, and state resources for the field. The Aspire Registry is a resource to keep track of early childhood professional career information (i.e., coursework, continuing training, coaching and work experience). http://nyworksforchildren.org/Home.aspx .
ECAC/Early Intervention Coordinating Council Joint Task Force Guidance on Social-Emotional Development	The document, "Meeting the Social-Emotional Development Needs of Infants and Toddlers," provides guidance on evidence-based practices for addressing the social-emotional development of children from birth to age three and how to access further support when needed. https://www.health.ny.gov/publications/4226.pdf .
The Office of Head Start	The updated Head Start Performance Standards (effective as of November 2016) reflect the latest research on early education, and help ensure that all Head Start programs produce the best possible outcomes for the children and families they serve. https://eclkc.ohs.acf.hhs.gov/policy
NYS Association of Infant Mental Health	The formation of a mental health endorsement/credential for professionals working with infants: http://www.nysaimh.org/ .
NYS Department of Health	The provision of evidence-based services for children with social-emotional development and mental health issues through the redesign of New York's Medicaid Program and the First 1,000 Days of Medicaid: https://www.health.ny.gov/health_care/medicaid/redesign/first_1000.htm .
NYS Board of Regents Early Childhood Workgroup Blue Ribbon Committee	Recommendations to transform New York's early care and education system, improve outcomes for the State's youngest learners and ensure they are ready for kindergarten and beyond: http://www.nysed.gov/news/2017/board-regents-early-childhood-workgroups-blue-ribbon-committee-presents-budget .

**New York State Pyramid Model Leadership Team
Organizational Members 2018**

Achievements PLLC
Capital District Child Care Coordinating Council
Docs for Tots
Early Care & Learning Council
Head Start Region II Technical Assistance Network
National Center for Quality Teaching and Learning, Region II Liaison
New York Association for the Education of Young Children (NYAEYC)
New York Center for Child Development
New York Early Childhood Professional Development Institute, CUNY
NYC Administration for Children's Services, Division of Early Care and Education
NYC Department of Education, Division of Early Childhood Education
NYC Department of Health and Mental Hygiene, Bureau of Children, Youth and Families
NYS Association for Infant Mental Health (NYSAIMH)
NYS Council on Children and Families
NYS Department of Health, Bureau of Early Intervention
NYS Department of Health, Bureau of Maternal and Child Health
NYS Department of Health, Division of Family Health
NYS Early Childhood Advisory Council
NYS Education Department, Office of Early Learning
NYS Education Department, Office of Special Education
NYS Education Department, Regional Special Education Technical Assistance Support Centers (RSE-TASC)
NYS Head Start Collaboration Office
NYS Office of Children and Family Services, Child Protective Services
NYS Office of Children and Family Services, Division of Child Care Services
NYS Office of Mental Health, Division of Children and Family Services
NYS Parenting Education Partnership (NYSPEP)
NYS United Teachers (NYSUT)
NYU Community Technical Assistance Center
Positive Behavior Interventions and Supports (PBIS) Consultant
Prevent Child Abuse New York
Professional Development Program, State University of New York at Albany
Pyramid Model Consortium
Rochester Childfirst Network

Pyramid Model Implementation

Steps

Build your Agency Leadership Team

Create Implementation Plan

Teachers attend Module Training for the ages they teach (Infant/Toddler or Preschool)

Infrastructure

- Leadership Team Members
- External Leadership Coach
 - Internal Coach
 - Administrator
 - Data Collector
 - Behavior Specialist
 - Teacher Representative

- Identify number of implementation classrooms for the first year.
- Set up monthly Leadership Team meeting dates.
- Complete training plan (see form).
- Complete baseline Benchmarks of Quality (see form).

- Positive Solutions for Families
 - Involve families in buy-in
- Parents Interacting with Infants
- Start using new strategies in classrooms, and involve parents at home!

Events & Trainings

This team attends an Implementation Kick-Off Event.

Internal coach must attend training Modules for age group (I/T or Preschool) and then attend training for Practice Based Coaching.

Reliability Training
 TPITOS = Infant/ Toddler
 TPOT = Preschool

Data Collection

- **Teachers** are responsible for completing *Behavior Incident Reports* and giving them to the **Data Collector**.
- The **Internal Coach** is responsible for classroom coaching – *Coaching Logs* are given to the **Data Collector** for tracking at least once a month.
- *Benchmarks of Quality* should be completed at the beginning of implementation and then bi-annually.

Whoever attends the TPOT and/or TPITOS should complete Modules 1, 2, and 3 for the respective age group prior to the reliability training(s). The same person can do the TPOT and TPITOS.

For more resources, visit
<http://www.nysecac.org/ecac-initiatives/pyramid-model/>



Pyramid Model Cohort Highlights 2018

Please complete the following form with your program's Leadership Team. Make sure to send a copy to your Leadership Coach and Vicki Robert (vicki.robert@ccf.ny.gov).

Name of Program: Whispering Pines Preschool Date: 2/21/19

Name of person completing this form: N. Burke

Please let us know which of the following you would like to proudly share with others who are implementing the Pyramid Model (Cohort 1-3, and NYS Leadership Team).

1. **Hiring procedures that include the Pyramid Model:**

2. **Lesson planning tools that include the Pyramid Model:**

Several of our classrooms have made the Pyramid Model aspects a part of their regular lesson planning. Social emotional based small groups and center times focus at least one formal lesson each week on Pyramid Model aspects, focusing on feelings, waiting, problem solving, yoga, friendship, etc. Classroom book orders continue to have theme related story choices, but an increase in books that can be used to shape social emotional lessons has been noted. Social emotional story times and lessons have become an integral part of the weekly schedule in our classrooms. *Each Classroom has a TED mascot to remind children and staff of our overarching themes and to integrate these throughout the day. See Attachment TED in Every Classroom.*

3. **Parent Handbook that includes the Pyramid Model:**

Whispering Pines Preschool has developed and utilized a parent friendly Pyramid introduction pamphlet. The informative flyer is currently part of a welcome packet that the classrooms give to parents at our beginning of the year open house. This packet is followed up with take home items that focus on Pyramid Model type social emotional development activities. These take-home activities are outlined in number 9 of this survey, as a change that our agency has made to better support our children and their families. Each of our program buildings also have Pyramid banners prominently displayed near each entrance to promote families asking questions about the Pyramid.

4. **Coaching outcomes (an anecdote) from a teacher about a habit they changed since starting to receive Practice Based Coaching:**

Anecdote from a Whispering Pines Preschool Teacher and Coach:

A very simple change that has led to a very significant impact on overall classroom and individual student behaviors: As a coach and a teacher, I have changed my use (and witnessed the change in other classrooms that have done the same) of my visual daily schedule. One of the outcomes of coaching sessions has led to more emphasis on the functional use of a fluid visual classroom schedule. Some simple changes in the display,

materials, and child friendly photos used during classroom group and transition times, have led to a decrease in problem behaviors during transitions, the ending of favored activities, and the inevitable changes that daily schedules need to be able to make accommodations for. Classrooms have made the schedules more visible and child friendly in use, with displays that are made for teachers and children to manipulate the list of daily activities with hands on activities. Teachers have put more emphasis on planned times during each day to allow for review and child participation with the schedule. The increase in the opportunities for the students to engage in discussions and activities with the daily schedules have led to decreases in problem behaviors during transitions and increases in cooperative behaviors of all students, even those with IFSP goals that include areas of social emotional growth, independent behavior in classroom, displaying understanding of routine, ability to wait/move/participate/cooperate in large group settings, and other appropriate ready to learn behaviors. The focus on making the schedule more of an integral part of the learning day and a more fluid, changeable, hands on display with child participation has led to creating more effective and successful transitions with the youngest of learners in my own toddler classroom and some of the neediest of learners in a special education four-year-old classroom that I have coached and been fortunate enough to witness the positive change. Nancy B, MS Educational Psychology/Special Education

5. **A successful parent activity night related to the Pyramid Model:**
6. **Behavior support procedures including the Pyramid Model when more support for the child is indicated:**
Whispering Pines Preschool is utilizing the ASQ forms in all of our classrooms and the results have been used in combination with classroom teacher observation and data to provide additional support to students at risk of needing additional behavioral supports. We have examples of students who have received additional services and evaluations, including Functional Behavioral Evaluations and Behavior Plans that have allowed for formal changes in the program supports given to individual students in need. The information gathered from the ASQ results and the behavior incident data from the classroom teacher, were valuable tools in creating individual behavior plans that have been and continue to be extremely effective plans in reducing the problem behaviors and increasing positive learning behaviors for these individual students and their classrooms.
7. **An anecdote from a parent who is trying Pyramid Model practices at home:**
8. **Something your program changed to better support children and families since starting implementation:**
 - ▲ During our Beginning of the Year Open House Events, each of our families was introduced to the Pyramid Model with the above attached Parent Information Pamphlet. This is a great way to begin the process of having an open dialog and activity enriched social emotional development program that unites the efforts between school and home.
 - ▲ Our Beginning of the Year Open House Event was also the perfect time to introduce our families to TED. Each classroom in the agency was gifted a teddy bear on our staff conference day. His name, TED, is an acronym and represents our program wide expectations (Try our hardest and do our best. Engaged and kind. Discover and learn.). TED and our staff members all have t-shirts that are made with our TED program wide expectations and TED E BEAR picture logo on them. He has become an important member of our classrooms and often joins activities, field trips, events, and lesson times during the school day. He has even started traveling to student homes to help further our efforts to connect home and school. See Attachment-TED in every classroom.
 - ▲ At the beginning of the school year (within the first month), ASQ's were used in all of our classrooms and teachers filled out one for each student given parent feedback and participation. Including the parents for

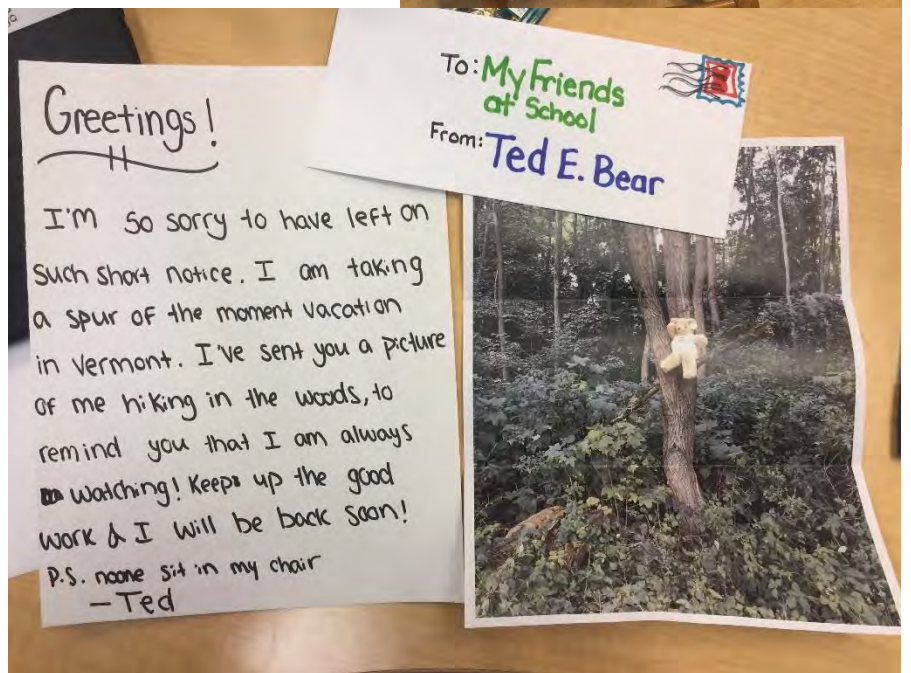
feedback on some of the assessment responses provided an opportunity to discuss social emotional development needs and the use of Pyramid Model practices at home and school. It also provided for an open dialogue between the teacher and the parent, a necessary component to make the needed provisions to students' programs and to support individual behavioral needs.

- ▲ Development of "take home" book bags, a classroom to family activity, developed around age appropriate literature and paired with social emotional questions and responses that integrate the story and conversation between child and parent. The take home bags foster a relationship between school and home and focus on Pyramid Model social emotional development aspects. The book bags are a fun way to bring school and home together and to foster Pyramid Model awareness and activities at home. Each bag has a book that focuses on feelings and other social emotional areas. The bag also has a list of questions and conversation suggestions that focus on the social emotional aspects of the story, encouraging parents and children to share and converse and participate in extension activities. See Attachment- Book Activity – Pete the Cat.

TED in Every Classroom

Classroom Activity: Each of our classrooms has a TED bear mascot (complete with T-shirt) in their classroom.

Classrooms have created activities throughout the year to reinforce our Pyramid overarching themes.



Book Activity-Pete the Cat

Questions to discuss with your child as you read the book are **in bold**). *Ideas for answers are in italics.* Created by Michelle Haverly - UPK teacher and coach.

What was it that Pete first saw that made him want to be friends with the new kid? *The kid had a red hat and green shoes.*

What did Pete first think when he met Gus? *Gus was different from anyone Pete had ever met! Gus was NOT like Pete, and Pete was NOT like Gus!*

Was it easy for Pete to meet the new kid? *It was not easy. Pete was feeling shy, but he wanted to say hi. Pete kept riding by Gus's house.*

Do you ever feel this way when you meet new kids at school? *Sometimes you might feel scared or shy.*

How did Pete feel about meeting people that are different? *First, he was scared and nervous. Then he made a new friend and felt happy and excited!*

How did Pete and his friends act when Gus could not do the things that were easy for them? *Gus's friends encouraged him to try new things and reminded him that everyone is different and can do different things.*

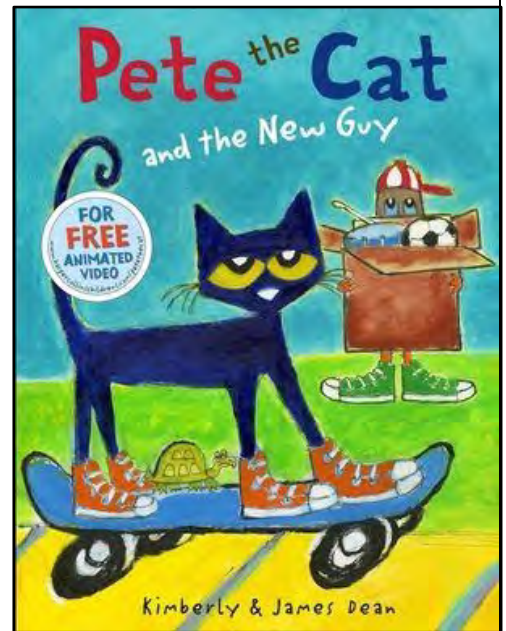
How did Gus act when he couldn't do things that were easy for his friends? *He kept trying, but then got frustrated and said, "it's no fun around here for me."*

Have you ever wished that you could do something that your friend could do? How did you feel? *Child may feel sad/mad/frustrated that they can't do what their friend can do.*

How did the story end? How was each animal important to the band? *Everyone played a different instrument, and all the different instruments made the band sound great!*

Each of the characters in the story all were good at something different besides playing their instrument. What were each of the characters good at? *Use photo cards of characters to discuss how each friend was good at something different, besides playing their own instrument.*

What did you learn from the story? *We are each unique and have different talents. We can't always do what everyone else can do, but we should try our best to try new things. Your best may look different from someone else's best and that is OK! Your friends may have different talents but when you are all together you can do great things, like have a full band!*



Pete the Cat and the New Guy
By Kimberly & James Dean

**New York State Pyramid Model
Cohort 1**

*Supporting Social Emotional Competence in
New York State's Young Children*



OUR PROGRAM SITES

Whispering Pines Preschool at Clara Bacon Elem. School
40 Henrietta Boulevard, Amsterdam, NY 12010

Whispering Pines Preschool –Delanson Site
2841 Thousand Acres Road, Delanson, NY 12053

Whispering Pines Preschool at Schoharie Elem. School
136 Academy Drive, Schoharie, NY 12157

Whispering Pines Preschool at McNab Elementary School
230 West Fulton St, Gloversville, NY 12078

Whispering Pines Preschool –Cobleskill Site
395 North Grand Street, Cobleskill, NY 12043

**Whispering Pines Preschool
PYRAMID MODEL
COHORT 1**



Ask us about the Pyramid !!

**New York
Pyramid Model
State**



Promoting Social & Emotional Competence in New York's Young Children



Social and emotional well-being sets the foundation for the development and learning of infants, toddlers and young children.

The Pyramid Model is an evidence-based framework proven to be an effective approach to building social and emotional competence in early care and education programs.

The Pyramid Model strategies are based on evidence-based best practices in early childhood programs.

But it is more than more than just strong teaching and learning practices

It is also focused on building positive relationships, developing supportive and nurturing environments, teaching social skills, empathy and emotional vocabulary and providing individualized supports when needed.



**PLAY GIVES
CHILDREN
A CHANCE
TO PRACTICE WHAT
THEY ARE
LEARNING.
-MR. ROGERS**



When Pyramid Model strategies and program practices are fully implemented, the school program looks very different as parents, teachers, and administrators are supporting the social and emotional development of the children.

