

Abstract

Title: Scaling Up Pyramid Model (PM) Implementation in Preschool and Kindergarten Classrooms

Type: Mid-Phase

Absolute Priorities: Absolute Priority 1: High-Needs Students; Absolute Priority 3: Social and Behavioral Competencies. We also address Absolute Priority 2: Improving Early Learning and Developmental Outcomes

Grade Levels: Pre-K, Kindergarten

Project Description: The project will expand the use of the PM, a rigorously evaluated framework for promoting social, emotional, and behavioral competence. The goals of the project are to scale up the PM to two districts and expand implementation to both Pre-K and K classrooms serving high needs students. We will develop and refine materials and support strategies to build the capacity of district personnel to support teachers to implement the PM with fidelity, modify PM products and practices for use in Kindergarten, and replicate the intervention in rural school districts. The evaluation will employ a RCT.

Summary of Objectives and Outcomes: The project has 6 goals with objectives and activities designed to result in materials, strategies and supports that may be used to replicate and test the PM in other districts.

Special Features: Use of an observational system to monitor fidelity; scale up of PM to address significant need for continuity of social-emotional practices from Pre-K to K; team with a history of multi-site collaborations and successful conduct of over a dozen early childhood RCTs; support for district sustainability from Year 1

School districts: Metropolitan Nashville Public Schools (MNPS) and neighboring district(s) to be determined.

Total # of students served in intervention: 430 Pre-K and 430 Kindergarten children in 43 schools will be in the intervention group

Partner organizations: MNPS, Additional District(s) TBA, Vanderbilt, University of South Florida, University of Colorado- Denver, SRI

Years 1 and 2 Sites: Schools in MNPS with Pre-K and K classrooms will be in the evaluation in Years 1 and 2