

# 2024-2025 ANNUAL REPORT

The Pyramid Model is an evidence-based system that supports teachers, caregivers and families to help young children develop healthy social and emotional skills that will serve them throughout their lives.



## Vision

The Pyramid Model practices are embedded in the Monadnock community to intentionally support the social and emotional development of all young children and their families.

## Mission

The Monadnock Community Pyramid Model Leadership team supports the implementation of The Pyramid Model in our community through/by providing supplemental supports and braiding initiatives. The Leadership Team's work benefits children, families, and early childhood professionals in the Monadnock Region.

With funding through:

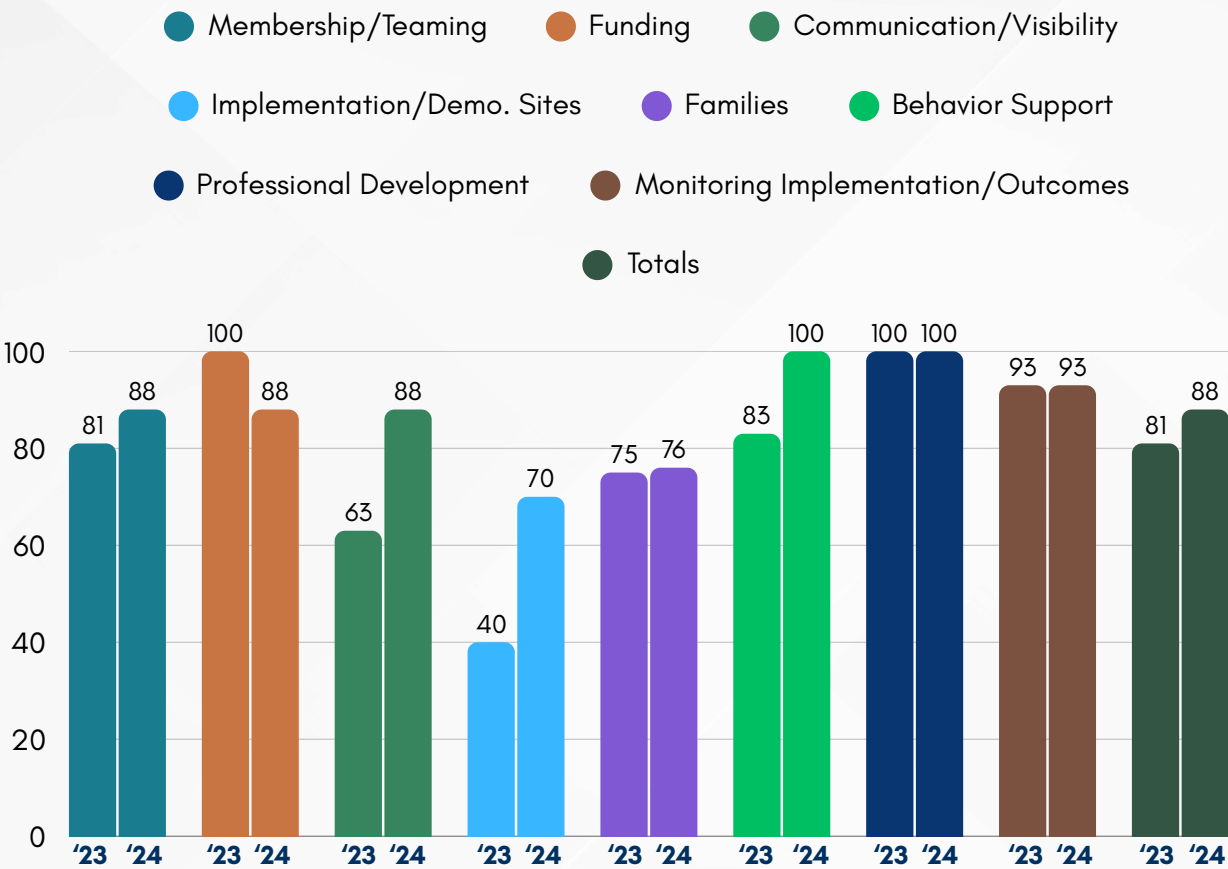


Monadnock  
**UNITED WAY**



# BENCHMARKS OF QUALITY

Each year, the Leadership Team completes the Community-Wide Benchmarks of Quality (BoQ). The results help to determine priorities for action planning. This graph compares the 2023 and 2024 results.



# PROFESSIONAL DEVELOPMENT

One of the strengths of MCPM is Professional Development.  
This year, we saw a dramatic increase in participation in  
our Professional Learning Community opportunities!

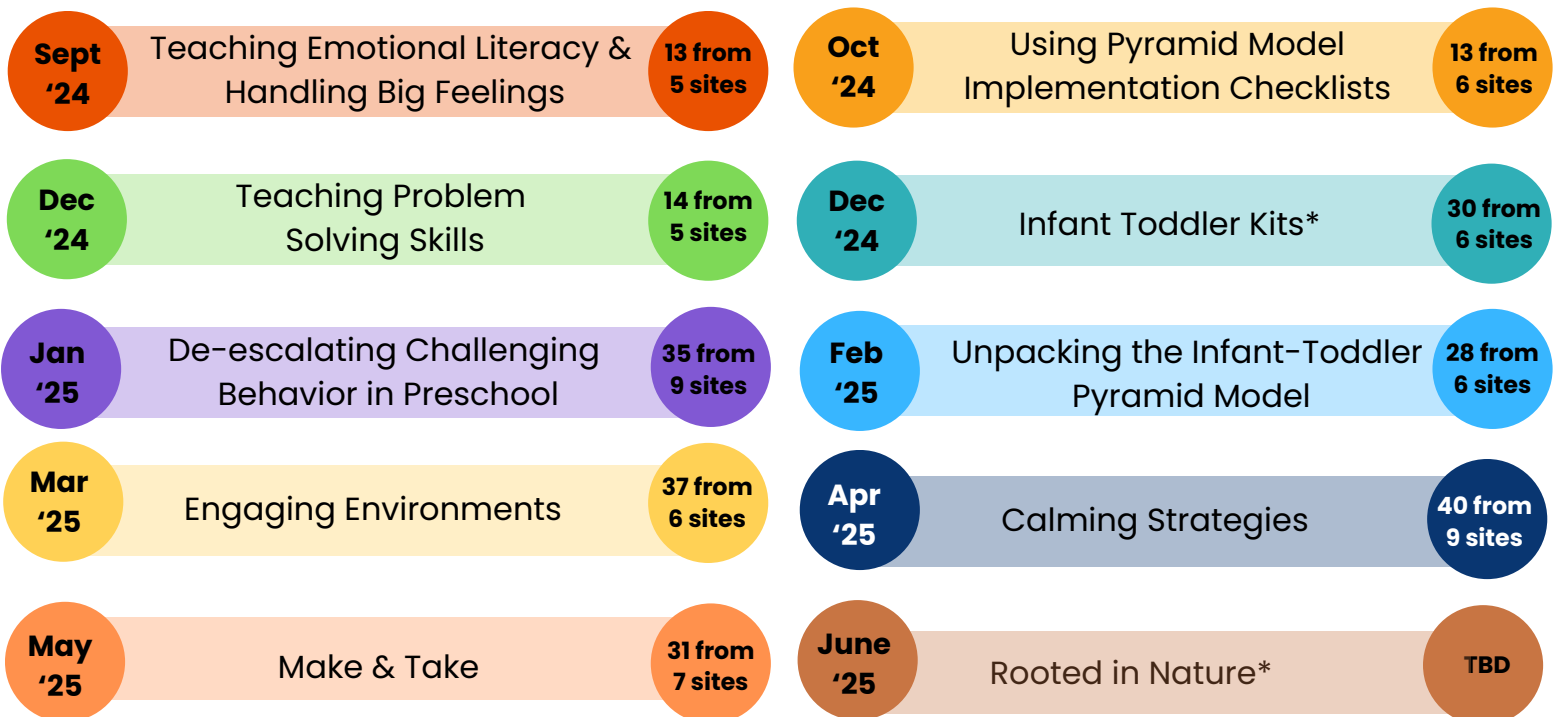


## PD Summer '24



# of Participants

## Professional Learning Community Sessions



\*In partnership with the Child Care Expansion Grant

*"The PLCs are supportive, uplifting and the content is always pertinent to teaching and caring for young children. Examples can come right back to the classroom."*

PLC Participant

## Reflective Practice

Reflective practice work in early childhood education is the process of examining emotional reactions to charged situations. It is the practice of considering the intersection of what we have experienced and what the young child and family are experiencing. Through this work, we build deeper compassion for ourselves and the children and families we work with and broaden our ability to sit with the innate challenges of everyday life.

Monadnock Community Pyramid Model stepped ahead of the curve and brought this practice to our educators as awareness of the need for it grew. We developed an infrastructure group that supports consultants who provide reflective practice and successfully held a series of groups sessions in 2 childcare centers. In addition, we developed one community group of members from different centers to be held virtually.



## Tabling Events

MCMP partnered with Early Childhood Region 1 to bring Pyramid Model materials and information to several local libraries. Teachers who implement Pyramid Model facilitated the tabling events typically during scheduled story times at the libraries.

We also set up tables at the The Keene Family YMCA Harvest Celebration and Healthy Kids Day. Tucker Turtle even made an appearance to the delight of many young children!



“

Quotes from parents who attended:  
“These resources are great!”

“Great information to have access to. Thank you for sharing!”

“Thanks! We needed help with the bedtime routine!”

”

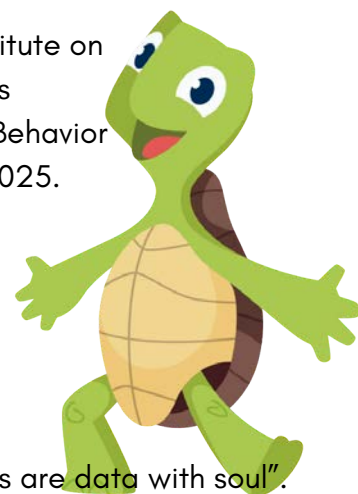
## 2024 Data Summit



Celebrating the 2024 Super Friends, Deirdre McPartlin and Keene State College, for supporting the Monadnock Community Pyramid Model by thoughtfully managing the US Dept. of Education Congressionally Funded Community Projects Program.



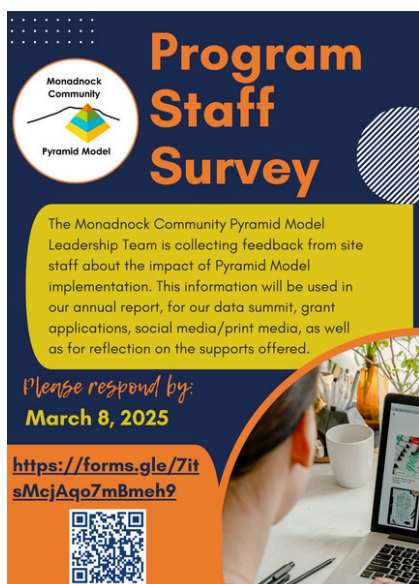
Through various funding resources, members of the MCPM Leadership Team were able to attend the National Training Institute on Effective Practices Addressing Challenging Behavior Conference in April 2025.



## Program Partners

Research professor and author, Brené Brown says that “stories are data with soul”. With that concept in mind, we asked each implementation site to help us tell “the story of Pyramid Model in our Community”. The next several pages highlight stories from the 7 GSQ programs across our region. In addition to those programs, MCPM also partners with other programs implementing Pyramid Model practices in the Monadnock Region.





**60%**

Survey Responses from 110 staff from 7 GSQ Sites

**74%**

Attended MCPM PLC or Training this year

**99%**

Report that children are demonstrating improved social emotional skills

**99%**

Report that they are better able to address challenging behaviors

**97%**

Report that children are demonstrating improved social emotional skills

**100%**

Report that they feel more prepared & have strategies they can use and they are more confident.

- “
- I've been able to gain knowledge and strategies that have been successful for others and now using them in my own classroom continuing that successes.
  - I enjoy collaborating and having discussions with other local educators on topics that are current. I enjoy going to the various centers and seeing their classrooms and gaining new information or materials for my own class.
  - I feel like the Pyramid Model has brought cohesiveness to our work and our program. We are all learning the same verbiage, strategies and supports together.
  - Implementing the Pyramid Model in our center has changed the way our teachers see challenging behaviors. It used to be that teachers would come to me and say "Johnny won't behave!" but now they come and say "Johnny is struggling with the drop off transition. I'm thinking he needs a visual schedule that I can have here and share with his parents." They now have more confidence and empowerment to solve issues and communicate with families!
  - The Pyramid Model has completely changed my classroom and my teaching. It has brought more positive talk into the classroom and with my students (catching the good instead of always looking at the challenging behavior).
- ”



**Top 3 supports participants would like us to offer:**

1. **More Trainings**
2. **More PLCs**
3. **More Book/Article Groups**



# FAMILY ENGAGEMENT SURVEY

**New Hampshire PYRAMID MODEL**  
Promoting Social Emotional Competence in Your Preschool Program

## We want to hear from New Hampshire families of young children!

**Purpose:**  
Our program is participating in Granite Steps for Quality (GSQ), a statewide voluntary system for NH licensed child care programs that promotes and acknowledges continuous quality improvement in childcare programs. We were awarded a Step on the Pyramid Model Pathway.

**Goal:**  
A key component to of the Pyramid Model framework is building strong connections and partnerships with family members. It is our goal to engage with family members to inform the work we do and to ensure we are achieving positive outcomes. The purpose of this survey is to gather your feedback to help us better understand family perspective and plan steps for improvement, if needed.

1. What's working?  
2. What's not working?  
3. What's important for our families?

Please choose one of the options below to complete the survey.  
Only one response per family is requested.

Survey takes 10 minutes or less to complete.

Using your smartphone, scan the QR code below.

Type the below address into your web browser:  
<https://www.surveymonkey.com/r/NS633294>

If unable to complete online, Request a paper version from your child's teacher or administration.

All responses due by Monday, March 17, 2025

NEW HAMPSHIRE DHHS  
DEPARTMENT OF HEALTH & HUMAN SERVICES

THANK YOU

PTAN

123

Survey Responses from all 7 GSQ Sites in the Monadnock Region

4+

Aggregate Scores from all MCPM GSQ Sites are between 4.27 and 4.88 on a scale of 1 to 5

I love how well the Pyramid Model works and how the teachers help me take those skills home to my child.

I believe that proactive supports and strategies implemented throughout the program promote positive engagement and behaviors for my child!

Feelings charts have worked great and we're using at home!

- Positive Solutions for Families (PSF) is an evidence-based, family-friendly workshop series for families of children ages 2-5 years
- 2024 - Train the Trainer for PSF Facilitators held
- Spring 2025 Surveyed families for interest
- May sessions at TCLC - 7 parents attended
- Offering additional series at other sites in 2025

**Positive Solutions for Families**



Granite Steps For Quality

New Hampshire's Quality Recognition and Improvement System

Eligible child care programs and family child care sites are able to apply for the Pyramid Model pathway on Granite Steps for Quality (GSQ). GSQ is NH's Quality Recognition and Improvement System (QRIS), a voluntary system that promotes and acknowledges continuous quality improvement. MCPM provides resources to augment the GSQ resources for sites in the Monadnock Region.

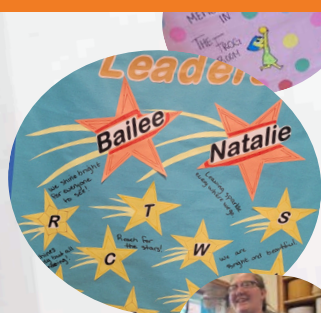
PTAN Program coaches, provided through funding from GSQ, help programs build the infrastructure to implement Pyramid Model program-wide. MCPM supplements those coaching services.



## Keene Day Care Center



Learning to Play, Playing to Learn



## KEENE DAY CARE CENTER PROGRAM-WIDE EXPECTATIONS ARE:

Be kind

Be curious

Be helpful

Be respectful

Be playful

As Teacher Appreciation week was approaching, we decided to plan lots of fun activities, with a focus on our program-wide expectations. It was a light-hearted and creative way to incorporate our core values into a week that is all about recognizing and thanking our staff for the amazing important work they do every day.

Throughout the week, they were **respectful** by creating door decorations for the other classrooms, they were **curious** by going on a treasure hunt, they were **kind** by appreciating something about their co-workers, they were **helpful** by making a decoration for the talent show, and they were **playful** by doing an extra playful activity in their classroom with their children. **The grand finale** of the week was a school-wide talent show — **KDCC's Got Talent**.

**YES, PROGRAM-WIDE EXPECTATIONS REALLY DO WORK FOR EVERYONE IN ALL SITUATIONS, AND WHAT A FUN WAY TO SEE IT IN ACTION - ALL WHILE BUILDING TEAM SPIRIT AND SHARING IN JOYFUL PLAY.**

**Keene**  
STATE COLLEGE

## Child Development Center



In August, I was concerned about my daughter's transition from the Toddler Room to preschool. I emailed her teacher to check in, and this was the response:

Hi,  
Just a super quick update and a couple of things that you can talk with [Jane] about. She had a good day practicing so many things. She was seeking sensory play today. Please let her know that I told you that she noticed... let's focus on those positives!!

1. [Jane] was kind...by practicing waiting her turn to get some water from the hose and letting other children have a turn
2. [Jane] was safe...because she blew sand away from her friends so they would not get hurt by the sand getting in their eyes
3. [Jane] was kind... when she tapped on a friend at circle time because the friend accidentally sat in her spot. She wanted it back and instead of using her feet, she tapped and gave her message. The child heard and moved right away. It worked!

[Jane] now comes home talking about ways she is safe, helpful, and kind to her teachers and peers. She displays her notes proudly on the refrigerator and asks me to read them to her. When I comment on how she is helpful at home, she exclaims, "I'm being a green owl!" The work began in the classroom and the PWEs are reinforced daily by her teachers, but seeing my daughter make these connections at home has been remarkable.

A NOTE FROM YOUR TEACHER...

DATE \_\_\_\_\_



# Relationships



In addition to Rise Child Care being a GSQ implementation site, Rise for baby and family Family-Centered Early Supports & Services is one of 3 NH FCESS programs to pilot Pyramid Model this year!



To build strong relationships with children and families, all teachers:

- Get on the floor and play with children
- Talk with children on their level
- Hold and comfort children
- Problem solve with children and recognize children's emotions throughout the day
- Have conversations with caregivers at pick-up and drop off times
- Ask families about the children and provide resources to families

Strong relationships:

- Build trust between teachers, children, and families
- Provide a comfortable environment for children to learn and play
- Help families feel confident in the teachers' ability to meet their child's needs
- Increase open communication between teachers and caregivers, especially for difficult conversations
- Reduce challenging behaviors because the children trust they are safe, heard, valued and understood

## Individual Supports

In my classroom, we use a daily routine that has pictures to represent our day, so the children are provided with predictability. Some children are non-verbal or speak English as a second language. We have created, with help from the Pyramid Model, individual visual boards to better support these children. We've been implementing these individual schedules for a few months and since doing so, these children are starting to willingly participate in our circle time activities and songs. Beforehand, circle was stressful for them, they refused and were upset. It's been so beneficial for the classroom as a whole and these children are thriving due to this support.

~Steffanie Conlan - Preschool Teacher





# Problem Solvers!



Problem Solvers!

Alyssa, a teacher at the Winchester Learning Center, observed children using the problem solving visuals on their own!

When she asked them to reflect on their experience, one child said "I thought and thought and thought" to find a solution.

This is a great example of Pyramid Model practices in action!

Alyssa taught a skill, provided visuals and practice, children tried the strategy, the teacher helped them reflect and provided positive descriptive feedback to the children!



The Children's Learning Center  
CHESHIRE MEDICAL CENTER



At TCLC, we are dedicated to fostering strong partnerships with parents and creating a supportive community for children.

We actively engage families through unique programs like Tucker Travels, where children in every classroom get to bring Tucker home with a book to read together and a journal to share their adventures.

Our new lending library offers parents practical kits designed to address challenging behaviors at home. Additionally, we share teaching strategies focused on building emotional resilience and nurturing social-emotional growth.

Guided by our Pyramid Model vision, we strive to bring children, staff, and families together, integrating strong social-emotional development for all.

Through these initiatives, we ensure that every child and family is supported and empowered to thrive.



NURTURING HEARTS AND MINDS SINCE 1974

# The Power of Visuals!

The I Feel/ I Need board has been a valuable tool in my classroom to help students with challenging behaviors or when they are experiencing big feelings.

I happened upon this tool at a PLC event where other teachers came together to discuss challenging behavior in the classroom. We created our own version of simple feeling cards and simple pictures for needs.

I shared the positivity, independence and pride students have shown using this board with families. I created a home version and made it available for those interested to facilitate tricky meltdowns or big feeling moments.

Melissa-Lead Teacher



The 'I feel, I need' board has been a huge success in our home. Our son has a hard time with intense emotions. He tends to feel emotions deeply, but doesn't always know how to express them appropriately in the moment. This tool has helped him take time to process what he is feeling and express what he needs so he can regulate his emotions and move forward. When we see him starting to get frustrated, we simply suggest he get his board. He now looks at it independently and then he brings it to one of us and tells us what we can do to help improve the situation and make him feel better. Now that he has successfully been using this tool for some time, he has even had the thought to use it with his baby brother when he is sad and crying.

Carolyn- Mom of 3



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Keene**

THANK  
YOU!



**MCPM was awarded a Success by Six mini-grant to purchase five Pyramid Model Infant Toddler Kits. We were able to distribute the kits to support implementation at the following programs: Rise for baby and family Child Care, Keene Family YMCA Child Care, Keene Day Care Center, Winchester Learning Center, and Keene State College Child Development Center.**

"Meddy Teddy quickly became a little classroom buddy the children absolutely adore! He's a fun and comforting friend who helps them feel calm, connected, and ready to learn. As a teacher, I've found Meddy to be an amazing way to guide toddlers through their emotions, physical coordination, and mindfulness."

Kayla Hoyt, Keene Family YMCA Teacher

**MCPM has been partially funded this year through the US Department of Education Congressionally Funded Community Project Program in partnership with Keene State College and Monadnock United Way.**

**Keene**  
STATE COLLEGE



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**We are grateful to Rise for baby and family for being our fiscal agent.**