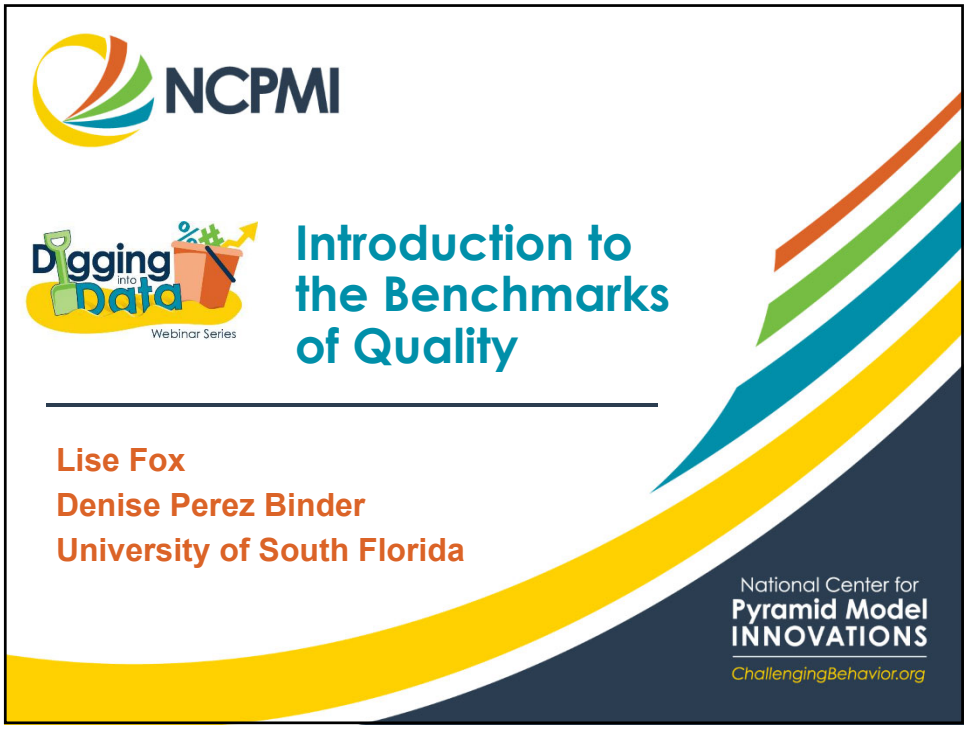
NCPMI
Digging into Data
Webinar Series
Introduction to the Benchmarks of Quality
Lise Fox
Denise Perez Binder
University of South Florida
National Center for
Pyramid Model
INNOVATIONS
ChallengingBehavior.org

Agenda
Why Data?
Benchmarks of Quality
Making Program-Wide Decisions
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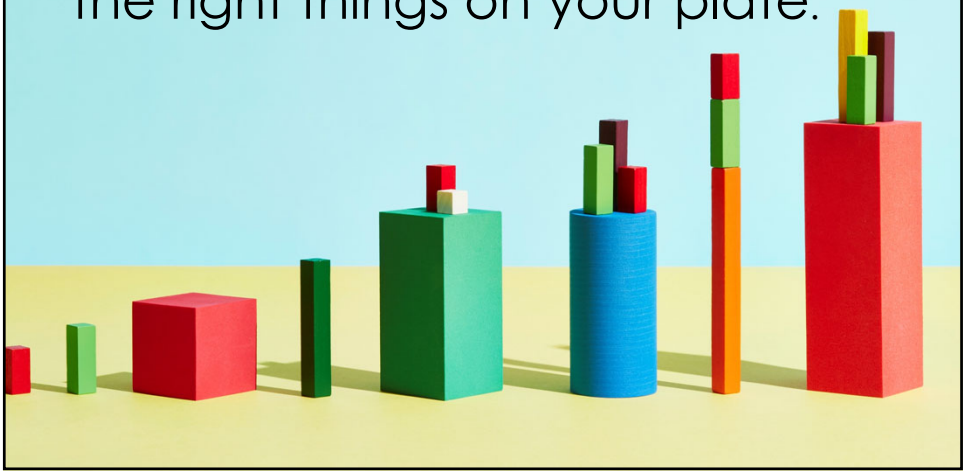
Data is not about adding more to your plate. Data is about making sure you have the right things on your plate.



Data Are More Than:

- Required Reporting
- A "gotcha" or punishment

A Data-Decision Making Approach: Some Basic Assumptions

- Clear vision is established
- Outcomes are identified
- Fidelity and outcomes are measured
- Data are summarized and used
- Data collection AND ANALYSIS is an ongoing process

Organizing For an Effective Problem Solving Conversation

A key to collective problem solving is to provide a visual context that allows everyone to follow and contribute

Time

Newton, J. S., Todd, A. W., Algozzine, K., Horner, R. H., & Algozzine, B. (2009). The Team Initiated Problem Solving (TIPS) Training Manual. Educational and Community Supports, University of Oregon, unpublished training manual.

Why Pyramid Model?

Positive implementation outcomes

- Children improve social/emotional skills
- Teachers work effectively with all children including those with challenging behaviors and/or disabilities
- Program effectively prepares children for Kindergarten
- Program builds responsive relationships with each child and family

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The Goal

Fidelity of implementation
that leads to outcomes for children, families, providers, and programs.

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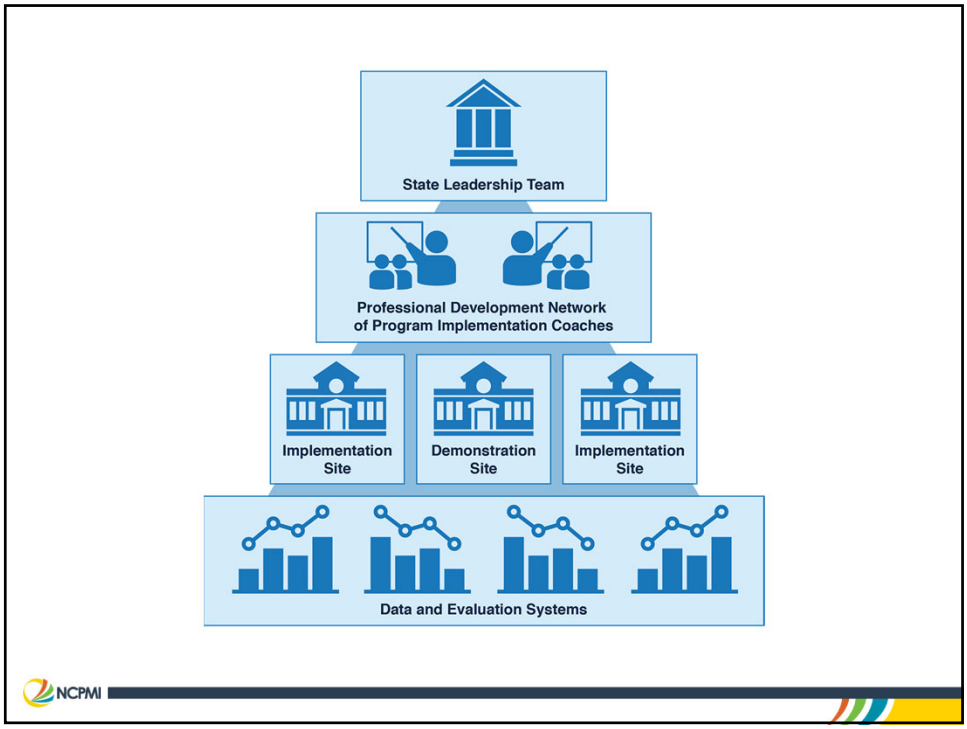
Pyramid Model Data Decision-Making Tools

Program Fidelity Tools can help teams understand…

- What progress have we made in our program-level implementation?
- What are our strengths in establishing the implementation infrastructure needed to support practice implementation?
- What are missing elements that need improvement for supporting practice implementation?



Introduction to the Benchmarks of Quality

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Early Childhood Program-Wide PBS Benchmarks of Quality

- Completed by each program's leadership team
- Assess progress along the seven critical elements of implementation
- Initial administration provides teams with a baseline
- Guides teams to develop initial implementation plans.
- Updated annually (at minimum)
- Each question is rated on a 0 (not in place) to 2 (in place) scale.

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Critical Elements of Program-Wide Implementation

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Early Childhood Program-Wide PBS Benchmarks of Quality *(continued)*

Critical Elements	Benchmarks of Quality	Check One: Not in Place (0)	Partially in Place (1)	In Place (2)
Monitoring Implementation and Outcomes	35. Data are collected, summarized with visual displays, and reviewed by the leadership team on a regular basis.			
	36. The program leadership team monitors implementation fidelity of the components of program-wide implementation and uses data for decision making about their implementation goals.			
	37. The program measures implementation fidelity of the use of Pyramid Model practices by classroom teachers and uses data on implementation fidelity to make decisions about professional development and coaching support.			
	38. The program collects data on behavior incidents and program actions in response to behavior and uses those data to address child and teacher support needs.			
	39. Behavior incident and monthly program action data are analyzed on a regular basis to identify potential issues related to disciplinary action bias.			
	40. Program-level data are summarized and shared with program staff and families on a regular basis.			
	41. Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement.			

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Capturing the Data

Early Childhood Program-Wide PBS Benchmarks of Quality

Program Name: Sunshine School
Location: Tampa, FL
Team Members: Anna, Delilah, Nick, Rebecca

Not In Place = 0, Partially In Place = 1, In Place = 2

Critical Elements	Benchmarks of Quality	10/1/2021	Date 2	Date 3	Date 4	Date 5
Establish Leadership Team	1. Team has broad representation that includes at a minimum a teacher, administrator, a member who will provide coaching to teachers, and a member with expertise in behavior support, and a family member. Other team members might include a teaching assistant, related service specialists, a community member, and other program personnel.	2				
	2. Team has administrative support. Administrator attends meetings and trainings, is active in problem-solving to ensure the success of the initiative, and is visibly supportive of the adoption of the model.	2				
	3. Team has regular meetings. Team meetings are scheduled at least 1x per month for a minimum of 1 hour. Team member attendance is consistent.	1				
	4. Team has established a clear mission/purpose. The team purpose or mission statement is written. Team members are able to clearly communicate the purpose of the leadership team.	2				
	5. Team develops an implementation plan that includes all critical elements. A written implementation plan guides the work of the team. The team reviews the plan and updates their progress at each meeting. Action steps are identified to ensure achievement of the goals.	2				
	6. Team reviews and revises the plan at least annually.	2				
Staff Buy-In	7. A staff poll is conducted in which at least 80% of staff indicate they are aware of and supportive of the need for a program wide effort for (a) addressing children's social emotional competence and challenging behavior, (b) using culturally responsive practices, and (c) addressing implicit bias.	1				
	8. Staff input and feedback is obtained throughout the process - coffee break with the director, focus group, suggestion box. Leadership team provides update on the process and data on the outcomes to program staff on a regular basis.	1				

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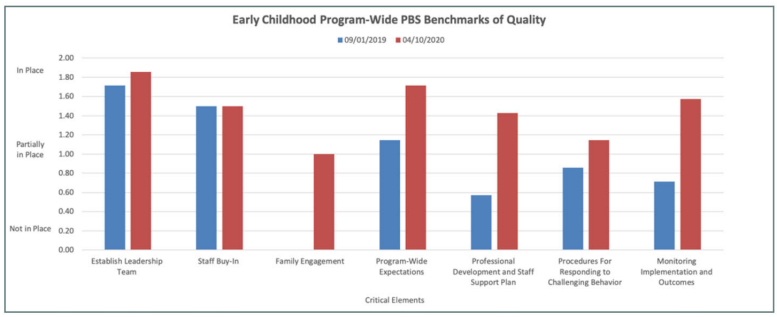
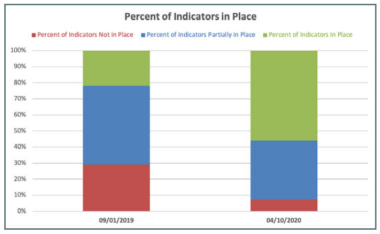


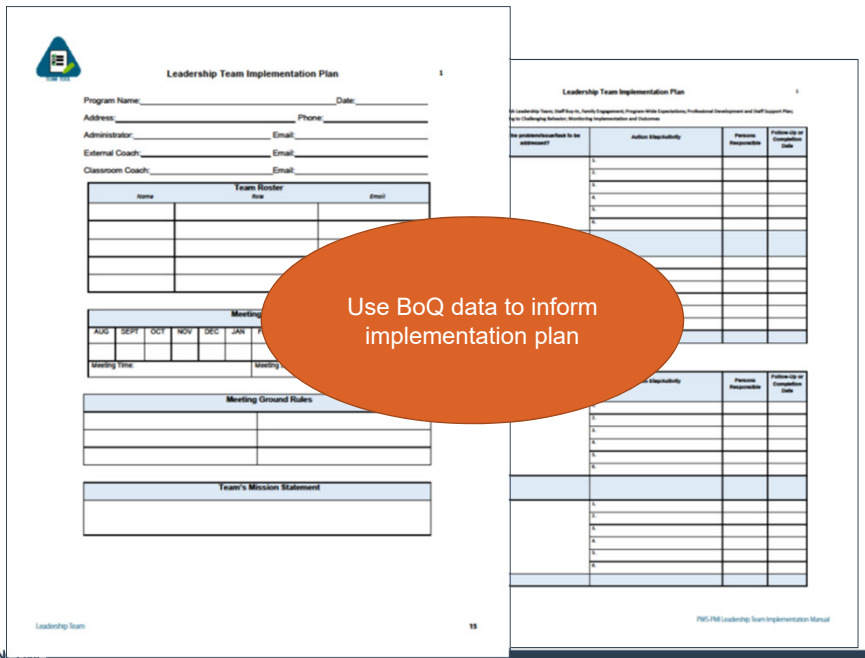


	09/01/2019	04/10/2020
Percent of Indicators Not in Place	29%	7%
Percent of Indicators Partially in Place	49%	37%
Percent of Indicators In Place	22%	56%

	4/10/20 # of Indicators		
	Not in Place	Partially in Place	In Place
Establish Leadership Team	0	1	6
Staff Buy-In	0	1	1
Family Engagement	1	2	1
Program-Wide Expectations	0	2	5
Professional Development and Staff Support Plan	1	2	4
Procedures for Responding to Challenging Behavior	1	4	2
Monitoring Implementation and Outcomes	0	3	4

Benchmarks Not In Place:

			13			
					26	
						34



Use BoQ data to inform implementation plan

Making Program-Wide Decisions

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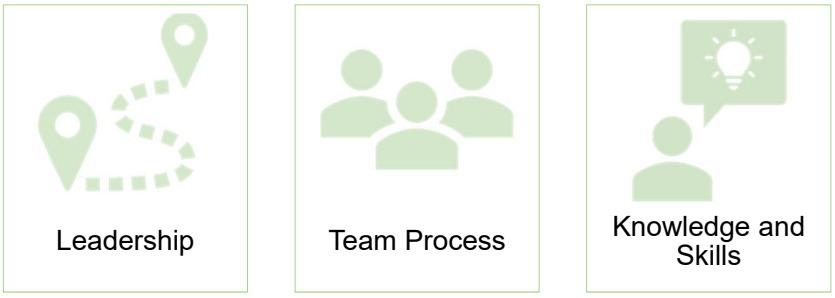
Data Decision-Making : It Takes a Team



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Monthly Team Meeting

- Data Coordinator → Reviews Data & Prepares
  - Patterns and trends
  - Highlights critical data
  - Selects graphs and tables to share

Team can focus on Action Planning during the monthly team meeting

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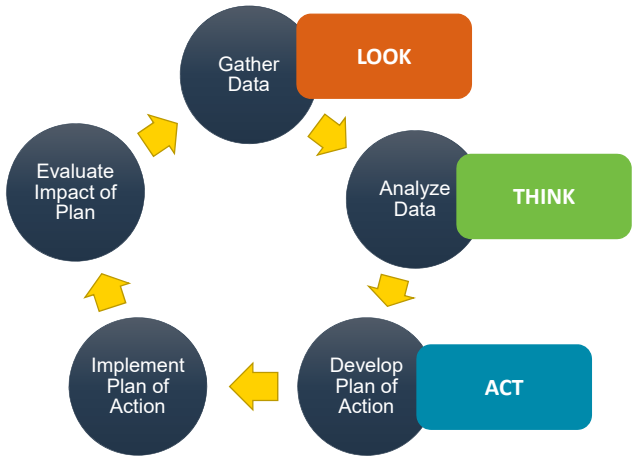
Data Decision-Making Cycle



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Look-Think-Act Process

LOOK → THINK → ACT

Look

Examine data for trends and meaningful associations

In the "Look" step, the leadership team should refrain from jumping to an inference about the data. In the initial review, the team should identify what they see factually without coming to conclusions.

Think

Ask questions related to the data that might help with interpretation

In the "Think" step, the team engages in a discussion to make interpretations about the data. The team begins to identify their inferences or conclusions based on the data that offer evidence for those conclusions.

Act

Make decisions as a team and identify the action plan needed to put the decisions in place

In the "Act" step, the team identifies actions that will be implemented in response to conclusions from the data. Steps might include multiple actions (e.g., the provision of professional development, changes in program procedures, etc.), the collection of additional data, and/or a decision to continue to monitor a particular situation or data set.

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Look-Think-Act

Guiding data decision-making!

Early Childhood Program-Wide PBS
Benchmarks of Quality

LOOK THINK ACT

Early Childhood Program-Wide PBS
Benchmarks of Quality

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Data Considerations

- Did the same, or substantially the same, team provide time 1 and time 2 data?
- Were there any major state or program changes during the year?
- Were there major initiatives that diverted the team's attention and resources from Pyramid Model implementation?

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Look-Think-Act *in Action*

Look	Think	Act
What do we see?	**What are the data showing? What influences these data?**	**Consider these actions**
Identify the critical elements that are not in place by looking at the graphs on the Excel Summary and Graph data pages and the completed PWBOQ.	If this is your first PWBOQ, what elements and indicators are a priority? Are the benchmarks that are not in place part of the same element (e.g., family engagement)? Do indicators that are not in place have a common theme (e.g., family engagement or data)?	Prioritize benchmarks for action. Prioritize critical elements that have many benchmarks not in place. Review benchmarks across critical elements for what needs to be added. Identify and/or develop materials, policies, and initiatives to address. Get input from staff and or families.

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Putting It All Together!

Under The Sun Preschool is located in Sunnyburg, FL. They currently enroll 45 children ages 2-5 in 4 classrooms. Each classroom has a lead teacher and usually an assistant. Administrator Lily, is struggling to keep staff employed. Staff regularly complain about children's behavior, lack of family support, and just overall frustration. Lily decided to take a small team to Program-wide Pyramid Model training and they are excited and committed to make some changes across their center.

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Leadership Team Implementation Plan

Program Name: Under The Sun Date: 11-11-2021

Address: Sunnyburg, FL Phone:

Administrator: Miss Lily Email:

External Coach: Mr Carson Email:

Team Roster

Name	Team/Program Role	Email
Lily W.	Administrator/ Note Taker	
Carson B.	Program Coach/ Time Keeper	
Ava	3's Teacher/ Facilitator	
Isabel	4's Teacher/ Data Coordinator	

Meeting Dates

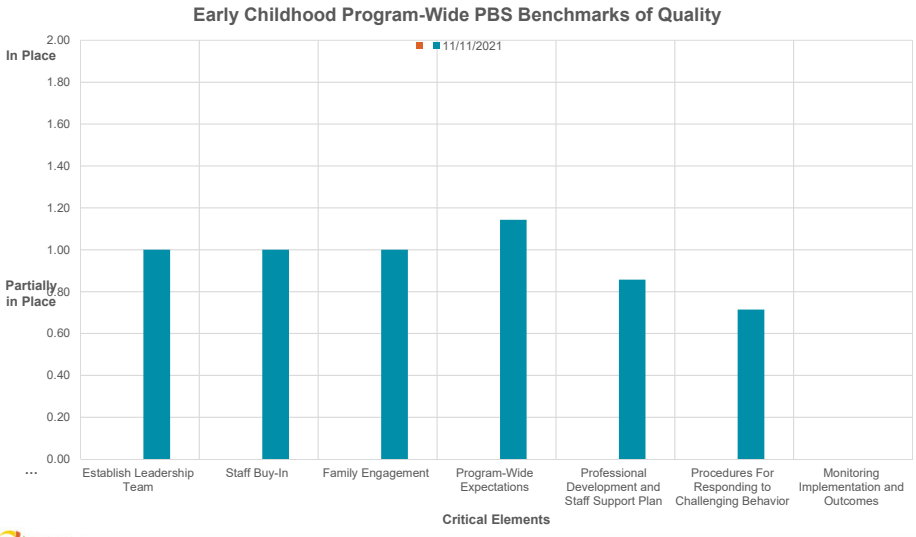
AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
			11	9	13	10	10	14	12	9	14

Meeting Time: 4:00pm Meeting Location: Ava's Room

Meeting Ground Rules

Team's Mission Statement

LOOK: *Under The Sun Baseline*



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LOOK

	# of Indicators		
	Not in Place	Partially in Place	In Place
Establish Leadership Team	2	3	2
Staff Buy-In	1	0	1
Family Engagement	1	2	1
Program-Wide Expectations	2	2	3
Professional Development and Staff Support Plan	2	4	1
Procedures for Responding to Challenging Behavior	2	5	0
Monitoring Implementation and Outcomes	7	0	0

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THINK

Early Childhood Program-Wide PBS Benchmarks of Quality — 1

Program Name: Under The Sea Preschool Location: Sunnyburg, FL Date: 11-11-2021

Team Members: Lily, Carson, Ava, and Isabel

Critical Elements	Benchmarks of Quality	Check One: Not in Place 0	Partially in Place 1	In Place 2
Establish Leadership Team	1. Team has broad representation that includes at a minimum a teacher, administrator, a member who will provide coaching to teachers, a member with expertise in behavior support and a family member. Other team members might include a teaching assistant, related service specialists, a community member, and other program personnel.	1		
	2. Team has administrative support. Administrator attends meetings and trainings, is active in problem-solving to ensure the success of the initiative, and is visibly supportive of the adoption of the model.	2		
	3. Team has regular meetings. Team meetings are scheduled at least 1x per month for a minimum of 1 hour. Team member attendance is consistent.	2		
	4. Team has established a clear mission/purpose. The team purpose or mission statement is written. Team members are able to clearly communicate the purpose of the leadership team.	1		
	5. Program has a child discipline policy statement that includes the promotion of social and emotional skills, use of positive guidance and prevention approaches and eliminates the use of suspension and expulsion.	1		
	6. Team develops an implementation plan that includes all critical elements. A written implementation plan guides the work of the team. The team reviews the plan and updates their progress at each meeting. Action steps are identified to ensure achievement of the goals.	0		
	7. Team reviews and revises the plan at least annually.	0		
Staff Buy-In	8. A staff poll is conducted in which at least 80% of staff indicate they are aware of and supportive of the need for a program wide effort for (a)addressing children's social emotional competence and challenging behavior, (b) using culturally responsive practices, and (c) addressing implicit bias.	2		
	9. Staff input and feedback is obtained throughout the process – coffee break with the director, focus group, suggestion box. Leadership team provides update on the process and data on the outcomes to program staff on a regular basis.	0		

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ACT

Leadership Team Implementation Plan 2

Critical Elements: Establish Leadership Team; Staff Buy-In, Family Engagement; Program-Wide Expectations; Professional Development and Staff Support Plan; Procedures for Responding to Challenging Behavior; Monitoring Implementation and Outcomes

Critical Element	What is the problem/issue/task to be addressed?	Action Step/Activity	Persons Responsible	Follow-Up or Completion Date
Establish Leadership Team	Need to finalize our mission statement with all staff input	Get our draft from training in writing	Lily	11-15
		Get a copy of the draft out to staff	Ava	11-18
		Collect staff input/suggestions	Isabel	11-29
		Come to consensus on final mission	Team	12-9
		Share final version with staff	Ava	12-10

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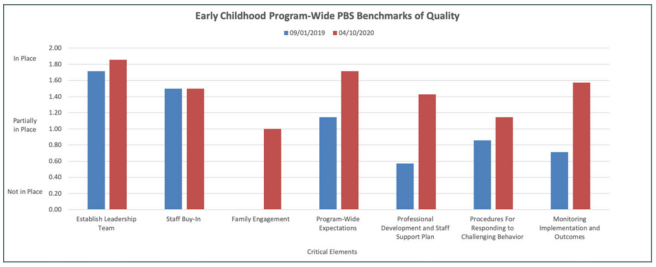
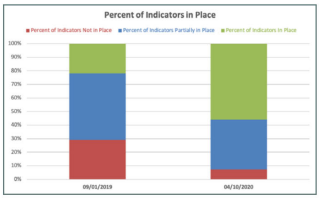
Scenario 2

Look





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4/10/20	# of Indicators		
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Establish Leadership Team	0	1	6
Staff Buy-In	0	1	1
Family Engagement	1	2	1
Program-Wide Expectations	0	2	5
Professional Development and Staff Support Plan	1	2	4
Procedures for Responding to Challenging Behavior	1	4	2
Monitoring Implementation and Outcomes	0	3	4

Benchmarks Not In Place:						
			13			
					26	
						34

Implementation Planning

Critical Element	What is the problem/issue/task to be addressed?	Action Step/Activity	Persons Responsible	Follow-Up or Completion Date
Staff Buy-In	*Comments in the suggestion box indicate staff may lack buy-in*	Review staff survey and update questions for more specificity about beliefs and implementation	*Team*	*11.1.(next team meeting)*
		Update and disseminate survey using google forms	*Anna*	*11.8*
		Aggregate responses and review	*Anna will aggregate and team will review*	*12.2 (team meeting)*

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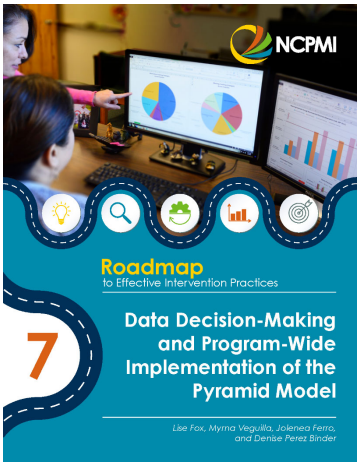
Pyramid Model Data Roadmap



- Provides guidance on all Pyramid Model tools
  - What, When, Who, Why

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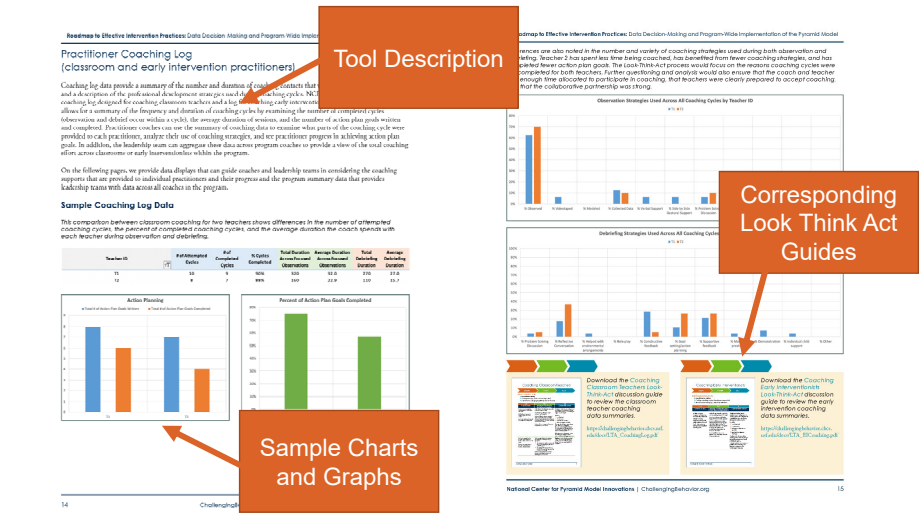
Using the Roadmap



Share!

- Be sure teachers and families celebrate progress
- Use bulletin boards, newsletters or displays
- Add on as you put more critical elements in place

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About
Pyramid Model
Implementation
Training & Technical Assistance
Pyramid Nation
Implementation / Data Decision-Making
Data Decision-Making
Data decision-making is a foundational element of the Pyramid Model.
State leadership teams use data decision-making when examining statewide implementation components and outcomes for local programs, practitioners, and children.
Programs use data decision-making to examine their implementation of the Pyramid Model, practitioner implementation of Pyramid Model practices, and outcomes for families and children.
Download the Decision-Making Guide
Roadmap to Effective Intervention Practices: Data Decision-Making and Program-Wide Implementation of the Pyramid Model
Data Decision-Making Tools
These tools and spreadsheets provide coaches, program leaders, and practitioners with data gathering tools and displays that facilitate data decision-making.
State Leadership Team Tools
State Leadership Team Benchmarks of Quality
Program Coaches
Classroom & Program Tools
Early Childhood Program-Wide PBS Benchmarks of Quality v. 2.0
Teaching Pyramid Observation Tool (TPOT) for Preschool Classrooms
Teaching Pyramid Infant Toddler Observation Scale (TPITOS)
Classroom Coaching Contacts
Behavior Incident Report System (BIRS)
Early Intervention Program Tools
Pyramid Model Early Intervention (Part C) Benchmarks of Quality v1.0
Early Intervention Practitioner Coaching Contacts
Early Interventionist Pyramid Practices Fidelity Instrument (EIPPFI)
Community Leadership Team Tools
Community-Wide Benchmarks of Quality
Other Data Resources
Videos & Webinars
General Resources
Program-Wide
Data Decision-Making
Equity
Family Engagement
Mental Health Consultation
Do you #LovePyramidModel? Share
COVID-19 Pandemic
Emergencies and National Disasters: H
Access resources to support families in helping young children cope with the challe
updated as we obtain more resources.
Go to Page
The National Center for Pyramid Mode

Digging into Data
Webinar Series
Deep dive into data decision-making tools
Practitioner/Classroom Coaching Log
TPOT and TPITOS
Early Interventionist Pyramid Practices Fidelity Instrument (EIPPFI)
Community-Wide Benchmarks of Quality
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References

- DaSy: The Center for IDEA Early Childhood Data Systems. (2021, June 4). *Data governance toolkit: Introduction to data governance.* https://dasycenter.org/data-governance-toolkit/introduction-2/
- FPG Child Development, UNC. (2021, September 29). *Building data skills to lead for equity.* [Video]. https://hml.fpg.unc.edu/Play/17411
- IDEAs That Work Resources. (2021, September 13). *Kate Grannemann, Sherry Franklin, Cindy Weigel: B17_Building a culture of data use with a focus on equity* [Video].YouTube. https://youtu.be/7k7Z6FdzKlQ

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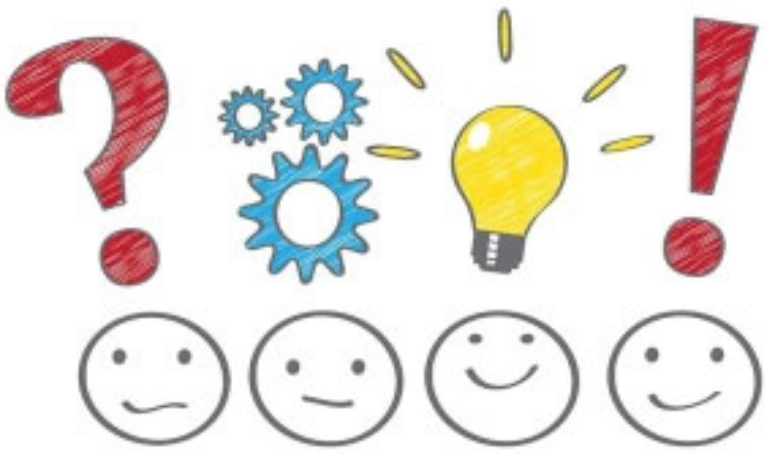
Questions



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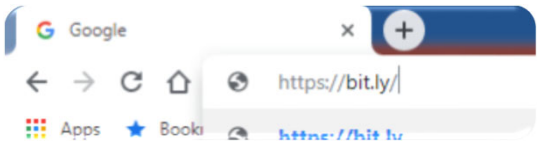
Survey and Certificate

Recording Viewers

- Type URL during the presentation into a web browser window
- *URL is case sensitive*



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