



Implementing the Pyramid Model Community-Wide: Benchmarks of Quality 2.0

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The Community-Wide Benchmarks of Quality (CW-BoQ) was developed to provide Community Leadership Teams (CLT) with a tool to identify the critical elements for implementing the *Pyramid Model for Promoting the Social and Emotional Competence of Infants and Young Children* within early childhood education and care programs across the community. This tool might be used by a regional entity that has oversight for early childhood education programs in an area (e.g., county, service district), by a school district or Head Start grantee that has classrooms across multiple schools and programs, or by a community-level cross-sector team that has been formed to implement and scale-up Pyramid Model implementation. The CLT will work to establish program-wide Pyramid Model implementation sites that will be guided by their own program level leadership team (referred to as a Program Leadership Team). Program Leadership teams use a different Benchmark of Quality Tool designed for program-level implementation (see <https://challengingbehavior.cbcs.usf.edu/Implementation/Data/index.html>)

A Community Leadership Team (CLT), with the support of a Program Implementation Coach, brings service providers and families together to build a shared vision and awareness throughout the community of the importance of young children's social emotional competence and the Pyramid Model. No one program is expected to “do it alone.” The CLT helps with information and resource sharing among programs and agencies and provides guidance and information on policies and procedures that promote high fidelity implementation of the Pyramid Model and appropriate responses to children's behavior.

The membership of the CLT should include key stakeholders such as practitioners, family members, program implementation coach, administrators from program agencies (e.g., Head Start, childcare, school district, early childhood mental health), and other organizations invested in promoting social-emotional skills of young children. CLT's are advised to keep the size of the team manageable (e.g., 15 members) with members who are making a commitment to collaborate and guide implementation and scale-up. Additional stakeholders might become workgroups, advisors, or committees to the CLT.

In many states, community teams might also be established by or connected to a State Pyramid Model Leadership Team (SLT) that is guiding statewide implementation of the Pyramid Model. Teams using this tool are advised to identify if they are in a state with a SLT and to advise the SLT that they have convened a community team. CLT's that are established within states with a SLT should meet with the SLT to identify what resources are available to support their work and to share information and data on their implementation progress.

The CLT uses the Community-wide Benchmarks of Quality (CW-BoQ) to assess their status related to implementation and scale-up of the Pyramid Model and to identify items for action planning. The scope of work represented by the CW-BoQ is ambitious and provides guidance on critical elements that will be established over a period of multiple years using implementation science for the systematic process of building the capacity of early childhood care and education programs to implement and sustain the Pyramid Model. The CLT is guided in their implementation work by a Program Implementation Coach (this person might also be referred to as a Program Coach or Systems Coach) who provide the CLT with the information, strategies, tools, and technical assistance for their work.

Implementing the Pyramid Model Community-Wide: Benchmarks of Quality 2.0*

Community Team Members: _____

Location: _____ Date: _____

Critical Elements	Benchmarks of Quality	Score		
		Not in place 0	Needs Improvement 1	In Place 2
Community Leadership Team Membership and Teaming	1. The Community Leadership Team (CLT) has representation from key stakeholders (e.g., practitioner, family members, program administrators) and program agencies (Head Start, childcare, school district, early childhood mental health, and other organizations) invested in promoting the social-emotional skills of young children. The CLT includes member(s) that represent the diverse families in the community.			
	2. The CLT includes members that can assist in outreach to programs serving children and families who may be historically marginalized and increase the diversity of children and families who receive services from Pyramid Model programs.			
	3. A team member has been identified as the Community Leadership Team Coordinator. A process has been established for the identification of a new coordinator when needed.			
	4. The CLT has established a clearly written mission that addresses the community-wide implementation of the Pyramid Model. Team members can clearly communicate the purpose of the CLT.			
	5. Members of the CLT have clear roles and responsibilities, including a data coordinator, for contributing to the functioning of the team and achievement of the mission. The CLT uses effective teaming strategies to ensure meetings are productive and builds a sense of ownership among all team members.			
	6. The CLT establishes a process for the recruitment of diverse members and orientation of new members.			
	7. The CLT develops a written action plan that addresses all critical elements and guides the work of the team. This plan includes strategies for sustainability and scale-up for community-wide implementation of the Pyramid Model. The team reviews the plan and updates their progress at each meeting.			
	8. The CLT meets at least monthly.			

*Revised with permission. Jack, S. & Fox, L. (2010). Implementing the Pyramid Model community-wide: Benchmarks of Quality.

Critical Elements	Benchmarks of Quality	Score		
		Not in place 0	Needs Improvement 1	In Place 2
Funding	9. The CLT identifies funding sources to cover activities for at least three years including funds that are cost-shared, braided, layered, or from coordinated resources.			
	10. The CLT identifies the fiscal resources needed to support new implementation sites including additional program implementation coaches for sustainability, and scale-up.			
	11. The CLT identifies resources to support implementation sites to attend training, purchase materials, and assist with other expenses related to implementation.			
	12. The CLT considers the needs of low-resource programs and identifies strategies and resources for supporting their participation.			
Communication and Visibility	13. The CLT develops and provides awareness presentations to recruit early childhood programs (e.g., centers, schools, family childcare homes) to become implementation sites.			
	14. The CLT engages in community outreach to programs and neighborhoods that serve children and families from historically marginalized groups. Outreach efforts include building partnerships with community leaders and using cultural brokering strategies to increase participation from these programs.			
	15. Dissemination strategies are implemented to ensure that diverse stakeholders and communities are kept aware of activities and accomplishments (e.g., website, newsletter, conferences).			
	16. The CLT develops a written communication process for regular feedback from staff who are charged with Program-Wide Pyramid Model Implementation, including program implementation coaches and implementation sites.			
Implementation and Demonstration Sites	17. The CLT establishes readiness criteria that are used in the recruitment and selection of new implementation sites.			
	18. The CLT implements a process to identify and select new implementation sites. This process should include an intentional plan to expand the diversity of programs that are included and recruit programs that serve children and communities that are historically marginalized.			
	19. CLT develops formal agreements for programs participating in the initiative as implementation sites . The agreement includes the criteria for a Program Leadership team, at least one practitioner coach, and the collection of data.			
	20. CLT has a recruitment and selection process for demonstration sites and partners with them to provide data that demonstrate effectiveness of Program-Wide Pyramid Model Implementation. These sites serve as a model for interested community programs, policy makers and other stakeholders and support scale-up of Pyramid Model efforts. Demonstration sites are selected from implementation sites.			
	21. The CLT establishes a recruitment schedule for new programs to expand the number of implementation sites in the community.			

Critical Elements	Benchmarks of Quality	Score		
		Not in place 0	Needs Improvement 1	In Place 2
Families	22. The CLT provides guidance and information to programs on effective family engagement and partnerships that includes guidance on equity, anti-racist, and anti-bias practices.			
	23. The CLT develops mechanisms for family members to provide feedback at least annually on the quality of Pyramid Model implementation experienced by their children.			
Behavior Support	24. The CLT develops guidance or a policy statement for community programs to eliminate the use of exclusionary and harsh discipline practices and encourage the use of the Pyramid Model to promote social and emotional skill development and prevent challenging behavior.			
	25. The CLT identifies community resources for the provision of behavior supports, mental health services, and other specialized services that might be needed to assist children with social, emotional, and behavioral support needs and their families.			
	26. The CLT establishes a process for implementation sites to access assistance for the provision of behavior supports for children with persistent challenging behavior.			
Professional Development	27. The CLT uses a professional development network of program implementation coaches who work directly with program leadership teams for program-wide implementation of the Pyramid Model.			
	28. The CLT ensures that the professional development network of program implementation coaches have training and technical assistance competence in the Pyramid Model, collaborative teaming, practice-based coaching, data decision-making, culturally responsive practices and addressing implicit bias in early childhood programs and classrooms.			
	29. The CLT supports the provision of training in Pyramid Model practices, anti-bias and culturally responsive practices, the inclusion of children with or at-risk for disabilities, practice-based coaching, behavior support facilitation, data decision-making tools, and training program-wide leadership teams in the implementation process.			
	30. A program implementation coach is available to meet regularly with each emerging program leadership team and as needed with established teams.			
	31. The CLT provides refresher trainings and opportunities for networking with peers from existing teams.			
	32. The CLT guides implementation sites in identifying resources to support the provision of practice-based coaching to practitioners for the high-fidelity implementation and sustainability of the Pyramid Model.			

Critical Elements	Benchmarks of Quality	Score		
		Not in place 0	Needs Improvement 1	In Place 2
Monitoring Implementation and Outcomes	33. Training, materials, and support are available to program implementation coaches and implementation sites on the data collection process, data submission, data analysis, and data-based decision-making for improving outcomes for children, families, practitioners, programs, and communities.			
	34. The CLT develops and implements a process for gathering data from participating sites on their fidelity of implementation and outcomes.			
	35. The CLT establishes a process to systematically collect and review data on the use of exclusionary or harsh discipline practices by participating sites and receives data from sites that is disaggregated by gender, race, ethnicity, DLL, and IEP status.			
	36. Implementation site data are reviewed to target future community-wide professional development needs.			
	37. The CLT action plan is updated as needed based on the ongoing data-based outcomes to support scale-up and sustain of Pyramid Model implementation.			
	38. The CLT prepares an annual evaluation report that includes a summary on the extent to which program-wide implementation is being achieved and sustained, the impact of program-wide implementation on child, practitioner, and program outcomes, and the impact of training and coaching.			
	39. The CLT engages in celebration and acknowledgement of outcomes and accomplishments annually with community stakeholders and implementation sites.			

Acknowledgements

This document was adapted from the following tools:

Early Childhood Technical Assistance Center and the National Center for Pyramid Model Innovations (2020). Community Indicators and Elements of High-Quality Inclusion (field review). https://challengingbehavior.cbcs.usf.edu/docs/indicators_inclusion_community.pdf

Fox, L., Hemmeter, M.L., & Jack, S. (2006). *Early Childhood Program-Wide Positive Behavior Support Benchmarks of Quality*. Tampa, Florida: University of South Florida.

PBS District Readiness Checklist 1.12.09.doc – *FLPBS: RtIB Project at University of South Florida*. (from Heather George via email communication).

PBS Implementation and Planning Self-Assessment (2002). Center on Positive Behavioral Interventions and Supports. (retrieved from PBIS.org)