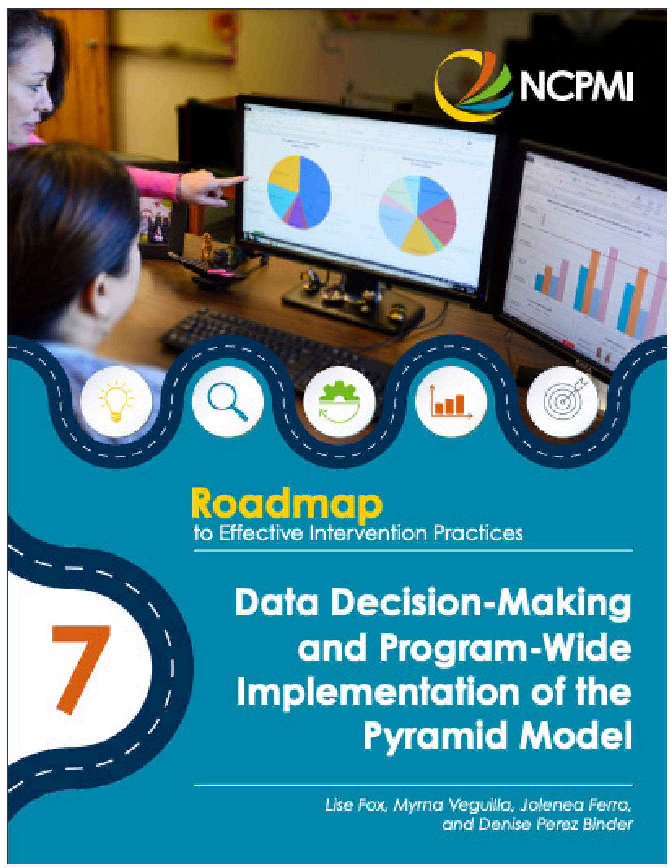
Pyramid Model Program Leadership Team: Data Coordination Responsibilities

All implementation sites should be collecting data on an ongoing basis to make effective data-based decisions. At the program level, data are identified to provide information about quality, high-fidelity implementation of the Pyramid Model and to assess whether implementation is resulting in effective outcomes. The use of data allows teams to make decisions that improve implementation, identify needed supports, and deliver appropriate and successful interventions.

Depending on the tool, data should be reviewed by a variety of staff to ensure that Pyramid Model practices, coaching, and program implementation are reliably accomplished and analyzed for decision-making. For example, coaches can use data from the Teaching Pyramid Observation Tool (TPOT) to work with the teacher to identify goals and strengths, address needs, and track growth in practice implementation. The coach might also review and analyze data from the Behavior Incident Report System (BIRS) to identify needed coaching or other professional development supports of classroom teachers.

At the program level, the Program Leadership Team (PLT) is charged with examining data on a monthly basis to analyze progress, problem-solve, and make decisions that address implementation at the program, classroom, and child level. Teams are guided to identify a team member who will gather data summaries and coordinate the monthly review of Pyramid Model data. The data coordinator ensures that data review is a standing meeting agenda item, provides data reports, and identifies and creates data displays for PLT analysis and interpretation.

The data coordinator role may be filled by any member of the PLT, but preferably by a team member who is interested and knowledgeable about data, proficient in using Excel workbooks, and has strong organizational skills. This person should have time allocated within their job duties to complete the monthly data responsibilities for the PLT. They might be supported in reviewing and summarizing data for the PLT by the Program Implementation Coach, the Practitioner Coach, and behavior support staff. Data coordination tasks are facilitated using the Look-Think-Act discussion guides for specified data tools and the Behavior Incident Report System: Data-Based Decision-Making Guide. The **Roadmap to effective intervention practices: Data decision-making and program-wide implementation of the Pyramid Model** guides accurate and meaningful data collection and usage for all of the Pyramid Model tools used within classroom and early intervention programs. In addition, training is available for the use of the BIRS (used in classroom programs) through webinars and videos.



Following is a list of data-related responsibilities for the PLT data coordinator. All the tools and resources needed for these data decision-making activities can be found on the **NCPMI Data Decision-Making section** of our website.

I. Complete data quality checks to ensure data are accurate and complete.

- Identify any problems with missing data. Work with the PLT to address why this occurred and how it can be remediated. For example, the data coordinator reviews TPOT data entry and speaks with the practitioner coach if there are any missing data.
- Assess whether all appropriate staff received training on the data-tools and forms for which they are responsible.
- Ensure that forms are completed correctly (e.g., all boxes checked, correct unique identification codes, etc.).
- Ensure that tools are completed in a timely manner as scheduled.

II. Collect and summarize system-level data on the implementation of Pyramid Model program-wide.

- The program-wide benchmarks of quality tool should be completed pre-implementation and annually (at a minimum). The PLT might want to complete them more frequently to update their program implementation plan.
  - Early Childhood Program-Wide PBS Benchmarks of Quality
  - Pyramid Model Early Intervention (Part C) Benchmarks of Quality
- Facilitate Look-Think-Act discussions using graphic and table summaries:
  - Graph of critical elements
  - Percent of benchmarks in place
  - Table of percent of benchmarks in-place, partially in-place, not in-place

III. Summarize the implementation of Pyramid Model practices by teachers in classrooms and by early interventionists in the coaching of family members and other caregivers.

- In the first year, compare changes from the beginning assessment to the end of the year assessment. Compare summary data year to year thereafter for:
  - Teaching Pyramid Observation Tool (TPOT) for Preschool Classrooms
  - Teaching Pyramid Infant Toddler Observation Scale (TPITOS)
  - Early Interventionist Pyramid Practices Fidelity Instrument (EIPPFI)
- Facilitate the PLT in the Look-Think-Act discussion of the data. Because the practitioner coaches are using these data, collaborate with them in the preparation of data. Graphic and table summaries may include:
  - Average scores of key practices across teachers or early interventionists
  - Average scores of key practices for individual teachers or early interventionists
  - Total number and changes in Red Flags for each individual teacher and across teachers
  - Indicator patterns across teachers or early interventionists (i.e., common items or indicators not met)

IV. Summarize coaching activities.

- Summarize coaching log data across the practitioner coaches in the program.
  - Classroom Coaching Log
  - Early Intervention Practitioner Coaching Log
- Facilitate the PLT in the Look-Think-Act discussion. Graphic and table summaries might include:
  - Number of teachers or early interventionists receiving coaching, summarized by coach and across coaches
  - Average and range of action plan goals developed and completed
  - Average and range of complete coaching cycles
  - Average and range of time spent in observation and debriefing

V. Summarize specified BIRS data for the PLT using the preparation guidelines found in the *BIRS: Data-Based Decision-Making Guide*.

- Prepare BIR data monthly using the steps on pages 3 and 4 of the *BIRS: Data-Based Decision-Making Guide*. Collaborate with the behavior support staff or coach, who are reviewing the data on a more frequent basis.
  - Review the program level data and review Big Questions to Answer for the current month and across time.
  - Review Think Questions. See pages 17, 21, and 24 of the guide and be prepared to guide the team through the questions that are relevant to the program.
  - Print or prepare to show all of the necessary graphs during the meeting.
  - Prepare a brief data summary including any relevant precision statements.
  - Summarize and highlight critical data, focusing on patterns and trends.
  - Facilitate the Look-Think-Act discussion.
- Prepare data quarterly for the equity review.
  - Use the BIRS Equity Data Review Worksheet (pages 43-45) for each equity alert.
  - Identify the problem. Examine equity alerts and record risk indices (e.g., child composition and risk ratio values).
  - Find the data patterns in incident frequency, problem behavior, and classroom distribution of BIRs for the focal and comparison groups.
  - Look at data within each category (e.g., activity, others involved, possible motivation, response, administrative follow-up) and develop precision statements for the focal and comparison group.
  - Review Think Questions (pages 38 & 39). Be prepared to guide the team through questions relevant to the program data.
  - Prepare a brief summary for the PLT to review.
  - Facilitate the Look-Think-Act discussion of the BIRS Equity Data Review (pages 29-45). This is in addition to the monthly data review.

VI. Management

- Monthly review of the program-wide implementation plan and progress in implementation actions by the leadership team.
- Ensure data review is a standing agenda item for the PLT.
- Submit data to the Program Implementation Coach for your site on the schedule specified by the State Leadership Team.
- Assign unique identifiers for classrooms, teachers, and children as designated by the State Leadership Team.
- Collaborate with the Program Implementation Coach.
- Participate in the annual development of site-level evaluation reports.
- In coordination with PLT and Program Implementation Coach, establish timelines and procedures for data collection and submission.

IDEAs that Work
Office of Special Education Programs
U.S. Department of Education

UNIVERSITY of SOUTH FLORIDA

National Center for Pyramid Model Innovations | ChallengingBehavior.org

This is a product of the National Center for Pyramid Model Innovations and was made possible by Cooperative Agreement #H326B170003 which is funded by the U.S. Department of Education, Office of Special Education Programs. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Pub: 01/21/22