



Pyramid Model Early Intervention (Part C) Benchmarks of Quality

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Program Name _____ Location _____ Date _____

Team Members _____

Critical Elements	Implementation Components	Check One		
		Not in Place	Partially in Place	In Place
Leadership Team	1. The Leadership Team has broad representation that includes at a minimum an administrator, a Part C Early Interventionist (hereafter: practitioner), parent, and a practitioner coach. Other team members might include related-service specialists, and other program personnel. The team includes representation from critical stakeholders, partners, and resources.			
	2. The Leadership Team has administrative support. An administrator (a) attends meetings and trainings, (b) connects the team with other resources and initiatives, (c) is active in problem-solving to facilitate parents' and caregivers' competence in supporting their child's social emotional competence, (d) is visibly supportive of the implementation of the Pyramid Model, and (e) ensures budgeting and professional development opportunities are available to result in high-fidelity implementation of the Pyramid Model.			
	3. The Leadership Team has regular meetings. Team meetings are scheduled at least once per month for a minimum of one hour. Team member attendance is consistent. Team establishes meeting ground rules, agendas, and other logistics for effective team meetings.			
	4. The Leadership Team has established a clear mission and purpose related to program-wide, high-fidelity implementation of the Pyramid Model practices. The team purpose or mission statement is written and accessible to all families and practitioners.			
	5. The Leadership Team's effort to improve the implementation of Pyramid Model is visible in supervision guidance, materials, and procedures. Team members communicate clearly the purpose of the Leadership Team.			

Pyramid Model Early Intervention (Part C) Benchmarks of Quality (continued)

Critical Elements	Implementation Components	Check One		
		Not in Place	Partially in Place	In Place
<i>Leadership Team (continued)</i>	6. The Leadership Team develops implementation goals for each of the indicators across the critical elements and uses data to guide the development of an Action Plan. The team reviews the Action Plan and updates their progress at each meeting. The steps of the Action Plan are identified to ensure achievement of implementation and sustainability goals.			
Staff Readiness and Buy-In	7. The Leadership Team provides practitioners with information on the importance of social emotional competence and the Pyramid Model, which facilitates practitioners' awareness of the need for program-wide implementation of the Pyramid Model.			
	8. The Leadership Team develops and implements a process to establish practitioners' buy-in and commit to focus on program-wide implementation. Practitioners are supportive of the need for program-wide implementation of the Pyramid Model.			
	9. The Leadership Team develops and uses a process to ensure all practitioners are aware of and regularly review the implementation goals. Practitioner input and feedback are obtained throughout the implementation process.			
Family Engagement	10. The agency/program solicits family input as part of the planning process. Families are informed of the program-wide goals for supporting child social emotional competence and are asked to provide feedback on implementation and mechanisms for promoting family involvement and engagement.			
	11. The agency/program uses multiple mechanisms to share the program's implementation goals with families including narrative documents, parent handbook, and individual discussions to ensure that families are informed of the implementation goals and plans.			
	12. The agency/program ensures practitioners receive support (e.g., training and coaching) in identifying family priorities, resources, and concerns and coaching families guided by their priorities, resources, and concerns.			
	13. The agency/program ensures practitioners have access to a resource list for referrals to additional supports to assist families and caregivers with risk factors, family or personal challenges, and home environment issues.			
Building Staff Capacity	14. The agency/program develops and implements a plan for providing ongoing professional development and practice-based coaching on the use of Pyramid Model, culturally responsive practices, and evidence-based family coaching practices.			

Pyramid Model Early Intervention (Part C) Benchmarks of Quality (continued)

Critical Elements	Implementation Components	Check One		
		Not in Place	Partially in Place	In Place
<i>Building Staff Capacity</i> (continued)	15. Practitioner coaches are identified and trained in practice-based coaching.			
	16. Practitioner coaches use practitioners' reflections on needed support, implementation fidelity checklists, home visit observations, and interviews to identify implementation goals collaboratively with practitioners.			
	17. The agency/program develops and implements a process for training new practitioner coaches and practitioners.			
	18. The agency/program provides professional development and coaching for practitioners with guidance on supporting children and families who have complex needs.			
Providing Interventions to Children with Persistent Challenging Behavior	19. The agency/program provides professional development and coaching for practitioners focused on supporting parents and caregivers in responding to children's challenging behavior appropriately using Pyramid Model practices.			
	20. The agency/program identifies an individual or individuals with behavioral expertise who will guide staff and families throughout the process of developing and implementing individualized intensive interventions for children in need of behavior support plans (for children who have severe, persistent challenging behavior).			
	21. Agency/program policies and procedures support the use of functional behavior assessments (FBA) and the development of written behavior support plans for children who have severe, persistent challenging behavior.			
	22. The agency/program ensures practitioner coaches or behavior experts coach practitioners in implementing FBAs with families in homes (or caregivers in centers) for children in need of behavior support plans.			
	23. The agency/program ensures practitioner coaches guide practitioners in using effective family coaching practices to support caregiver implementation of the behavior support plan with fidelity.			
Monitoring Implementation and Outcomes	24. The Leadership Team collects data, summarizes data with visual displays, and reviews data on a regular basis.			
	25. The agency/program develops and implements a process for training practitioners to conduct regular social emotional screenings (and practitioners have access to a strong social emotional screening tool) to identify children with social emotional needs.			

Pyramid Model Early Intervention (Part C) Benchmarks of Quality (continued)

Critical Elements	Implementation Components	Check One		
		Not in Place	Partially in Place	In Place
<i>Monitoring Implementation and Outcomes (continued)</i>	26. The agency/program measures implementation fidelity (practice checklists) of the use of effective coaching practices by practitioner coaches and the use of effective family coaching and Pyramid Model practices by practitioners.			
	27. The agency/program uses practitioner coach and practitioner fidelity data to make decisions about professional development and coaching support.			
	28. The agency/program monitors the family’s use of effective practices or specific intervention plans developed with practitioners that promote child social emotional competence.			
	29. The agency/program monitors child social emotional competence. The agency/program trains practitioners in administering a curriculum- based assessment that includes a social emotional domain to identify targeted interventions and to make decisions about intervention and instructional support.			
	30. The agency/program summarizes and shares program-level data with families.			