

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



## Data Considerations for All:

- ▶ Did the same, or substantially the same, team provide time 1 and time 2 data? Different team members may have a different perspective on the level of completion of implementation components, being more or less rigorous. Consider developing an orientation or another way to train new members that includes an introduction to the Pyramid Model and the leadership team and a review of the Early Intervention (Part C) BOQ and action plan.
- ▶ Were there any major state or agency/program changes during the year? Consider how these changes might have impacted scores. For example, was there a high level of practitioner or practitioner coach turn over? Add a goal to address these changes.
- ▶ Were there major initiatives that diverted the team’s attention and resources from Pyramid Model implementation? For example, was a new curriculum or new standards introduced? Consider a goal linking Pyramid Model with other program initiatives.

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 Early Intervention (Part C) BOQ.	<p>If this is your first Early Intervention (Part C) BOQ, what elements and indicators are a priority?</p> <p>Are the benchmarks that are not in place part of the same element (e.g., family engagement)?</p> <p>Do indicators that are not in place have a common theme (e.g., family engagement or data)?</p>	<p>Prioritize benchmarks for action.</p> <p>Prioritize critical elements that have many benchmarks not in place.</p> <p>Review benchmarks across critical elements for what needs to be added. Identify and/or develop materials, policies, and initiatives to address. Get input from practitioners and families.</p>
During subsequent evaluations, use BOQ graphs and data to determine if critical elements are continuously missed or overall implementation is decreasing based on BOQ scores.	<p>Are there sufficient resources for implementation (e.g., enough and stable personnel, training, coaching)?</p> <p>Is this a training issue? Are there gaps in professional development? Is there a process for training new practitioners and practitioner coaches?</p> <p>Have we allocated sufficient time for leadership team and coaching meetings, training, etc.?</p>	<p>Include an action plan goal and steps for increasing or redistributing resources. Prioritize areas that are most critical for implementation.</p> <p>Review and revise the professional development plan to ensure all practitioners are being trained in Pyramid Model practices. Add training as needed.</p> <p>Consider shorter but more frequent meetings, training etc. Include online activities (e.g., training, meetings) to decrease travel. Identify what can be completed through email.</p>

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<p><i>During subsequent evaluations, use BOQ graphs and data to determine if critical elements are continuously missed or overall implementation is decreasing based on BOQ scores.</i></p>	<p>Are implementation issues due to lack of commitment?</p> <p>Is there buy-in by practitioner coaches, practitioners, support staff, administrators, and families?</p> <ul style="list-style-type: none"> <li>▶ What are the issues affecting buy-in?</li> <li>▶ Have practitioners changed substantially?</li> <li>▶ Are all practitioners trained?</li> <li>▶ Are you sharing program data with practitioners and families so they are aware of successes and problems?</li> <li>▶ Are there enough practitioners and practitioner coaches to implement?</li> <li>▶ Do practitioners have the resources needed to implement with fidelity?</li> </ul>	<p>Survey practitioners to assess continued buy-in and issues related to buy-in. Buy-in could change as practitioners change or because problems have developed with resources.</p> <p>Address buy-in programmatically:</p> <ul style="list-style-type: none"> <li>▶ Provide an overview of the model for all practitioners</li> <li>▶ Provide more ways practitioners can communicate questions and concerns</li> <li>▶ Identify a process for regular review of data with all practitioners</li> <li>▶ Review practitioner turnover for ideas for retention</li> <li>▶ Review coaching logs. Consider adding practitioner coaches, if needed, to reduce the number of practitioners supported by each practitioner coach.</li> <li>▶ Develop implementation materials that can be used agency/program-wide.</li> </ul>
<p>Identify the critical elements that are partially in place by looking at the graphs on the Excel Summary and Graph data pages and the completed Early Intervention (Part C) BOQ.</p>	<p>Are implementation issues due to lack of commitment, resources, professional development, or data collection efforts?</p> <p>Are there elements that are pivotal to our program moving to the “next level” of implementation fidelity?</p> <p>What elements are most important to our agency/program, our issues, or current status?</p>	<p>Identify reasons for partial implementation to address resources, availability of professional development and data collection methods/protocol as noted in LTA for elements that are not in place.</p> <p>Develop action steps to address pivotal elements.</p> <p>Review goals, mission, state or district directives, and other initiatives. Prioritize action plan goals to address multiple issues.</p>
<p>Identify the critical elements that are fully in place by looking at the graphs on the Excel Summary and Graph data pages and the completed Early Intervention (Part C) BOQ.</p>	<p>What are goals or initiatives to be implemented that might adversely affect implementation of the Pyramid Model?</p> <p>Are elements sufficiently in place that we can work on increasing the quality of implementation?</p> <p>Are all parts of the system described and documented for sustainability?</p>	<p>Identify ways that the Pyramid Model will link with other agency/program initiatives so that full implementation is sustainable.</p> <p>Identify your mission, vision, and priorities for the year. Revise if needed.</p> <p>Share new mission with practitioners and families for input.</p> <p>Identify areas without documentation and add so others will be able to sustain and recreate the system.</p>