LEADERSHIP TEAM

Program-Wide Supports *for* Pyramid Model Implementation

Implementation Manual

Resources • Tools • Records

COACHING TOOL   DATA TOOL   TEAM TOOL

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Acknowledgement

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Program-Wide Supports
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Introduction to Program-Wide Supports for Pyramid Model Implementation

Introduction Contents

Introduction to Program-Wide Supports for Pyramid Model Implementation

Program-wide supports for Pyramid Model Implementation or Program-Wide Positive Behavior Support refers to a systemic effort within a program to implement the Pyramid Model with fidelity. In program-wide implementation, a leadership team guides the implementation of the critical elements or infrastructure of supports that are necessary for implementation of the Pyramid Model. The leadership team, with representation from program administrators and practitioners, is engaged in an ongoing process of supporting implementation of the Pyramid Model and using data-based decision-making to guide implementation efforts and monitor outcomes.

This manual provides the leadership team with resources, forms, and ideas to guide the program-wide implementation of the Pyramid Model. We have designed the manual so that teams can use it to store their documentation of implementation and encourage teams to bring it to every team meeting.

Although there are national data that identify disproportional preschool discipline practices based on race and gender, implementation of the Pyramid model creates an environment in which EVERY child feels good about coming to school. Therefore, within this manual and during training we will make specific references to issues, activities, information, and strategies that programs can use to address equity.

Each section of the manual provides information about the critical components of program-wide implementation and sample forms and documents that might be used by the team. These forms and documents are located in the Leadership Team Resource File that is a companion to the manual.

This manual will be used by the leadership team in the initial training to provide an introduction to all of the program-wide critical elements. The leadership team will use it as a guide as they develop their first Leadership Team Implementation Plan and return to the manual as they update the plan.

At the end of each section of the manual, we provide a case study on the Sunshine Park Zoo School. This case study provides an illustration of how one program began their implementation journey. We encourage teams to review the case study for ideas about how an early care and education program approached their implementation activities.

> Your Leadership Team Resource File can be accessed through this link:
>
> http://challengingbehavior.cbcs.usf.edu/docs/Leadership_Team_Resource_File.zip

Program-Wide Implementation

The program-wide implementation model ensures that programs are attending to both the use of evidence-based practices (i.e., Pyramid Model practices) by teaching staff and the development of the infrastructure to support the durable implementation of those practices. Programs that have adopted this model have reported the following outcomes:

» Reductions in child challenging behavior

» Increases in children's social skills

» Increased satisfaction of program staff and families

» Increases in teachers' competence and confidence in their ability to support children

» Increases in teachers' competence and confidence in their ability to collaborate with families

» Changes in classroom and program climate

» Sustained implementation of the Pyramid Model

The following are the critical elements of the program-wide approach

Leadership Team

The leadership team meets monthly and guides the implementation of the program-wide approach. The team is comprised of a program administrator, representation from the teaching staff, an individual who can provide coaching and support to teachers, the individual who serves as a behavior specialist, and a family member (some individuals might fill more than one of these roles). The team ensures the following are in place: a process for providing individualized behavior supports to children with behavior challenges, professional development and support to teachers, a plan for family participation, and a process for using data to make decisions to guide implementation.

Staff buy-in

All classroom staff must agree that they are willing to participate and become involved in the implementation. The leadership team monitors and supports staff buy-in on an ongoing basis.

Family engagement

A variety of mechanisms are used to establish partnerships with families in the implementation of the model by including the diverse perspectives of families in the development of the implementation plan, sharing information, providing families with information and support in guiding children's development of social and emotional skills, and collaboratively teaming to support individual children.

Program-wide expectations

The adoption of program-wide expectations provides a shared focus and shared language for describing behavior expectations to children, staff, and families. Program expectations are developed with input from families and program staff. Program-wide expectations are posted in the program and classrooms and shared with families. Staff members acknowledge engagement in the expectations by providing developmentally appropriate feedback and reinforcement to children.

Classroom implementation of the Pyramid Model

Teachers are supported to understand and implement the Pyramid Model practices in their classrooms. A fidelity observation tool is used to identify teacher strengths and needs followed by action planning to identify goals for supporting teachers in reaching fidelity criteria.

Professional development and staff support plans

All classroom staff have the training and coaching/support needed to effectively implement the Pyramid Model practices. The leadership team also develops strategies to provide ongoing support to staff as they implement the model.

Procedures for responding to challenging behavior

The leadership team develops policies and procedures for providing support to staff to address challenging behavior. This includes working in partnership with families, providing a mechanism for support in crisis situations, developing a problem solving process for children with emerging challenges, and providing a system for identifying children who need a behavior support plan developed through a team driven process.

Monitoring implementation and outcomes

Data-based decision-making is a pivotal component of the program-wide approach. The team will gather and review data on implementation and outcomes and make decisions related to those data.

Benchmarks of Quality: Consensus Decision-Making for Program-Wide Implementation

The Early Childhood Program-Wide PBS Benchmarks of Quality provides the leadership team with a tool to examine the critical elements needed for program-wide implementation and the indicators or benchmarks needed to achieve those elements. The leadership team will be initially guided to use the tool by an external coach that introduces each area of implementation and encourages the team to examine current implementation status, score the tool, and then develop an action plan for implementation (described in future sections as the Leadership Team Implementation Plan). An excel spreadsheet will provide the team with a summary of implementation for each of the critical elements and can be used to track progress.

> **TEAM TOOL**
>
> The Early Childhood Program-Wide PBS Benchmarks of Quality is used by the leadership team to identify elements to address on the implementation plan.

We encourage the leadership team to use the Benchmarks of Quality at regular intervals (e.g., every three months) to gain an overall consensus assessment of their implementation status. When the Benchmarks of Quality is used in this manner, the team has the opportunity to see their progress over time in implementation and to review areas that require implementation planning.

Pyramid Model Resources

There are many resources on the Pyramid Model and program-wide implementation that are helpful as you begin your implementation journey.

> **TEAM TOOL**
>
> Check out the website of the National Center for Pyramid Model Innovations. The "Pyramid Model Basics" resources includes the following two brief articles that explain the program-wide approach and Pyramid Model. These are resources that can be shared with staff to deepen their understanding of this work:
>
> 1. Using the Pyramid Model to Address Suspension and Expulsion in Early Childhood Settings
> 2. Implementing Positive Behavioral Intervention and Support: The Evidence-Base of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children

The following web site is an important resource and will provide many materials that can be used by the leadership team and program staff for implementation.

National Center for Pyramid Model Innovations
http://challengingbehavior.cbcs.usf.edu

Glossary of Terms

Behavior – Behavior refers to actions of a person that can be observed and measured. Generally, this manual discusses challenging behavior, which can be defined as any repeated pattern of behavior that interferes with or is at risk of interfering with optimal learning or engagement in pro-social interactions with peers and adults.

Behavior Incident Report (BIR) – A written document that outlines the events surrounding an episode of challenging behavior. This form includes critical information about the behavior itself, the circumstances that led up to the behavior, and the response and consequences for the behavior.

Behavior support practices – Procedures intended to increase positive and prosocial behavior and to minimize challenging behaviors; including, but not limited to, individualized behavior support plans.

Bias – Any pattern of response towards one individual or group that is based on characteristics or criteria that are not relevant to the situation.

Culturally responsive practices – Cultural responsiveness is an awareness of the various cultures represented by a program's population and effort to align practices with the values and beliefs of these cultures. Practices and products that are culturally responsive are communicated in a way that is both understandable and relevant to constituent groups.

Data-based decision making – An ongoing process in which data are collected and analyzed in an effort to improve individual supports and/or program functioning.

Evidence-based practice – Interventions or supports that have published research documenting their effectiveness. Practices that are considered evidence-based are ones that have been demonstrated as effective within multiple research studies that document similar positive outcomes.

Family engagement – Overt actions and efforts that are intended to inform families and/or obtain feedback from families regarding either program-wide initiatives or individualized supports for their child.

Fidelity – Fidelity refers to the degree in which an intervention or practice is delivered as intended. Fidelity can be measured and compared to previous or future efforts to deliver the intervention or practice.

Mission – An agreed-upon brief statement summarizing the overarching purpose of the program or a particular initiative.

Operationalize – This term is generally used when discussing behavior (i.e. operationalized definition of behavior) and refers to the development a definition that can be agreed upon and observed by multiple outside observers and measured in some way (e.g., number of events, length or severity of event).

Practice-based coaching – Coaching that is focused on the implementation of specified practices. Practice-based coaching occurs in the context of a collaborative partnership and uses a cyclical process of action planning, observation, reflection and feedback for supporting teachers' use of effective teaching practices.

Problem solving – An organized process in which a team analyzes a problem, develops a course of action to address the problem, implements the course of action, and then evaluates whether they have sufficiently addressed the problem. This process is cyclical in that the team can then evaluate current status and re-evaluate a course of action accordingly.

Program-wide implementation – Program-wide adoption of the Pyramid Model refers to a systemic effort within a program to develop and maintain support in all environments and for all children. A program-wide adoption model ensures that programs are attending to both the adoption of evidence-based practices and the development of the infrastructure to support the durable implementation of those practices.

Progress monitoring – Assessments and other data that are conducted and reviewed for the purpose of evaluating behavior change over time.

Notes

Program-Wide Supports
for Pyramid Model Implementation

Leadership Team

Leadership Team Contents

Leadership Team

The leadership team is the group of people at each program who will be responsible for guiding and monitoring the implementation of the Pyramid Model throughout the program. The team commits to meet monthly as they develop processes to address all critical elements of program-wide implementation over the next 2-3 years. The team is comprised of (a) a program administrator, (b) representation from the teaching staff, (c) an individual who can provide coaching and support to teachers, (d) the individual who serves as a behavior specialist, and (e) a family member who can bring the diverse perspectives of families in the program to team discussions (some individuals might fill more than one of these roles). The team ensures the following are in place: a process for providing individualized behavior supports to children with behavior challenges, professional development and support to teachers, a plan for family participation, and a process for using data to make decisions to guide implementation.

Team Members

The leadership team always includes an administrator, a teacher, the person on site who has behavior expertise and will guide the behavior support process, the team member who will be responsible for summarizing evaluation data, and the staff member(s) who will provide professional development and classroom coaching, and a family member. It is possible that team members might serve in multiple roles (e.g., classroom coaching and guiding the behavior support process).

Roles of the Leadership Team

Administrator:

- Team must include a person in the program who can allocate resources, establish and change policies and procedures, make programmatic decisions.

Teacher:

- The team must include at least one classroom teacher as a consistent member. If the program serves multiple age groups, we recommend including a teacher representative from the major types of classrooms (e.g., infant room, toddlers, preschool) . Teams might also consider the inclusion of a teaching assistant as a team member.

Classroom Coach:

- Collaborates with teachers to ensure classroom implementation of all Pyramid Model practices.
- Collaborates with leadership team to ensure ongoing support of classroom teachers.
- Provides ongoing technical assistance and coaching to classroom teachers.
- Works to develop a strong collaborative relationship with classroom teachers.
- Collaborates with teachers to develop individualized implementation goals and action plans.

Behavior Specialist:

- Supports the development and implementation of individualized behavior support plans.
- Collaborates with Classroom Coach and teacher to collect behavior data for team decision making.
- Collaborates with team to determine individualized prevention, replacement, and responding strategies.

Family Member

- Supports team in understanding the diverse perspectives of families in the program.
- Promotes the development of family engagement strategies that are culturally responsive.

Data Coordinator

- Prepares data reports for leadership team meetings
- A member of the leadership team is given the role of data coordinator (this role might be in addition to the roles described above).
- The leadership team data coordinator ensures that data are brought to leadership team meetings and data decision-making is a standing agenda item.

Leadership team members must commit to meeting on a monthly basis to ensure implementation of Pyramid Model with fidelity across the program. The leadership team is responsible for developing the following:

- Team mission statement related to program-wide implementation,

- Development of a written implementation plan,

- Monitoring the implementation plan,

- Regular communication with program staff,

- Designing and implementing family engagement strategies,

- Designing and implementing professional development strategies, and

- Collecting and analyzing program data.

TEAM TOOL

The Leadership Team Implementation Plan form provides you with a place to identify team members and roles, note your team ground rules, write out your mission statement, and list your implementation plan steps.

The leadership team might function as a core team and have "supporting" members sit in on particular meetings depending on action plan goals they are working on (e.g., additional team members from the community or community agencies participate on action plan goals related to disproportionality or family engagement).

Characteristics of Successful Teams

Team Members…

- Are Committed to the Teamwork!
  Are committed to the concept that working together leads to increased and improved outcomes.

- Understand the Goals of the Team!
  Have a clear understanding of the team's mission and goals. They work to keep all meetings focused and purposeful.

- Understand their Individual Roles, Functions, and, Responsibilities!
  Attend all team meetings, engage in action planning, and consensus decision making. Team members remain flexible and ready to share roles and functions including leadership. All members assist others to ensure successful completion of the team's goals.

- Are Willing to Communicate!
  They are willing to listen to one another and respect other's thoughts and ideas. Team members feel comfortable exchanging feelings, thoughts, and ideas with others.

- View Team Performance Evaluation as Constructive!
    They appreciate feedback because they realize that it may benefit their efforts in the future.

- Respect the Confidentiality of Team Meetings!
    They protect the confidentiality of what is shared within team meetings so that team members are comfortable sharing information and engaging in problem solving discussions.

Team Meetings

The leadership team must keep the agenda organized to facilitate the most efficient monthly meeting possible. We encourage the team to identify ground rules for team meetings and to assign roles for shared work. Roles that might be assigned or rotated are team leader or meeting facilitator and a recorder to take meeting minutes. In addition, you should identify one team member to be responsible for bringing program data to the meeting and guiding the data decision-making discussion. At each meeting, the team will review the Leadership Team Implementation Plan, examine data, and evaluate progress of implementation goals. The team leader will ensure each meeting has a set agenda prepared and that all members stay focused to said agenda. The team recorder will keep detailed meeting minutes that include all critical implementation goals discussed. The meeting minutes should be shared with all team members on a regular basis and carefully maintained for future reference.

These tools (provided in the Leadership Team Resource File) are used in every team meeting:
- Team Agenda
- Team Meeting Minutes
- Leadership Team Implementation Plan

TEAM TOOL

Team Meeting Agenda Items

1. **Agenda Review** – review what will be discussed and the time for each item. Ask team members for any additional items.

2. **Celebrations** – start your team meeting with celebrations of program, teacher, child, or family outcomes.

3. **Data Review** – review data, engage in problem solving discussions, identify action steps, persons responsible, and dates for completion.

4. **Classroom Coach Report** – classroom coach reports on coaching progress, discusses any issues or needs.

5. **Behavior Specialist Report** – behavior specialist reports on behavior support, discusses any issues or needs in the support of children and teachers

6. **Implementation Plan** – review current items, update with progress notes. Discuss items that need action steps and identify actions, persons responsible, and dates for completion.

7. **Next Meeting** – confirm day and time for next meeting.

Team Responsibilities

The leadership team members must commit to engaging in a 2-3 year implementation process to achieve full implementation. Among other initial tasks, team members will develop a mission statement that will allow team members to describe the purpose and desired outcomes of the initiative to all other stakeholders (e.g., other staff, families). Team will make a plan for implementation, professional development and maintaining communication with staff and families. As the program progresses in their implementation, the team will continuously monitor and evaluate data at every stage.

Case Study

Sunshine Park Zoo School

The Sunshine Park Zoo School enrolls 105 children ages 1-5 years. The school is in the same neighborhood as the City Zoo. The leadership team completed the Early Childhood Program-Wide PBS Benchmarks of Quality and developed the following plan during the Leadership Team Implementation Academy.

This program has a large leadership team that includes administrators (Program Director, Assistant Director), a classroom coach, and 2 teachers. Many of the teachers have attended training workshops on some of the Pyramid Model practices. However, this is the program's first year for developing a leadership team and initiating program-wide training. The program will receive consultation from a local technical assistance and training professional who will support them as their external coach.

Leadership Team Implementation Plan 1

Program Name: _Sunshine Park Zoo School_   Date: _August 11, 2016_

Address: _11 W. Sligh Ave Tampa, Fl 33604_   Phone: _813-938-8888_

Administrator: _Dana P._   Email: _dana@sunshinepark.com_

External Coach: _Anne W._   Email: _annew@stateTA.com_

Team Roster		
Name	*Team/Program Role*	*Email*
Dana P.	Team Leader/Program Director	Dana@sunshinepark.com
Misha V.	Behavior Coach/Assistant Director	Misha@sunshinepark.com
Chris M.	Preschool Teacher	Chris@sunshinepark.com
Sara C.	3's Teacher	Sara@sunshinepark.com
Lucia M.	Classroom Coach/Data/Resource Specialist	Lucia@sunshinepark.com

Meeting Dates											
AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
11th	15th	13th	12th	8th	12th	23rd	15th	19th	17th		
Meeting Time: *1pm – 2pm*						Meeting Location: *Main office room 1a/b*					

Meeting Ground Rules	
We will come to consensus	*We will share ideas*
We will start and end on time	*We will be respectful of others' ideas*
We will honor confidentiality	

Team's Mission Statement
Our leadership team will work collaboratively to support all children, staff, and families in implementing and maintaining positive practices that foster children's social and emotional skills and school readiness.

Case Study

Leadership Team Implementation Plan

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	*Confirm meeting dates/time/location for the rest of the school year. Agree on regular agenda format.*	1. Review current staff meeting schedule for conflicts	*All Team Members*	*September 1st*
		2. Review current team meeting schedule for conflicts	*All Team Members*	*September 1st*
		3. Formally reserve room for dates/times	*Dana*	*September 1st*
		4. Formalize meeting dates/time/location and send to all team members	*Dana*	*September 1st*
		5. Review agenda templates from training	*All Team Members*	*September 15*
		6. Come to consensus about template for team agenda and minutes	*All Team Members*	*September 15*
		7. Identify a family member to participate on the team (seek one of the family members who speak Spanish to help us strengthen our partnerships with the Spanish speaking families).	*Dana*	*October 30*
		8. Revise child discipline policy and disseminate to families	*All team members*	*November 12 - revise* *January 2 - families receive policy update*
Staff Buy-In	*Staff input is solicited as part of planning process; staff are informed of the initiative and asked to provide feedback*	1. Introduction PowerPoint presentation at staff meeting, to include commitment poll.	*Dana and Misha to develop draft for team to review by 9/15*	*September 30th*
		2. Teacher conferences between lead teachers and coach to talk through any concerns about PW Implementation	*Each Individual Teacher*	*Following presentation*
Family Engagement	*Family engagement is supported through a variety of mechanisms including home teaching suggestions, information on supporting social development, and the outcome of the initiative. Information is shared through variety of formats.*	1. Dana is going to speak to Ms Perez about possibly joining the leadership team. Team agrees she would be a great resource.	*Dana*	*September 1st*
		2. Playground party to introduce expectations to children and families	*Planning committee: Dana, Lucia, Sara*	*October 23rd*
		3. A section in each monthly newsletter that highlights an expectation, what we are working on in school, and how they can make it work at home	*Misha*	*Monthly; begin in October*
		4. Animal & Book of Expectations to go home with children (Spanish and English) • recruit teachers for small group work • small groups create one book each send books to printer	*Dana*	*Ongoing; first book ready for playground party in Oct.*
		5. Dana will poll a minimum of three families to get their input on developed expectations. (Perez, Patel, and Lee)	*Dana*	*September 15th*

Leadership Team Implementation Plan 3

Critical Element	What is the problem/issue/task to be addressed?	Action Step/Activity	Persons Responsible	Follow-Up or Completion Date
Program-Wide Expectations	*Expectation and rules posters needed for front entry and playground.*	1. *Create new entry way expectations poster – Big/color/Spanish and English*	*Lucia*	*October*
		2. *Get custodial staff to hang in determined spot*	*Misha*	*October*
		3. *Survey staff for ideas for playground rules – email blast*	*Dana*	*October 1*
		4. *Come to consensus on playground rules*	*All Staff*	*October 10*
		5. *Make playground poster*	*Lucia*	*Complete in time for playground party*
Professional Development and Staff Support Plan	*Send 3 teachers to practitioner training and begin coaching process with Lucia.*	1. *Schedule practitioner training with Anne*	*Dana/Anne*	*September 1*
		2. *Schedule subs for Sara, Chris, Lucia, and two additional teachers to attend training*	*Dana*	*September 1*
		3. *Review Coach/Teacher agreement*	*Lucia*	*August 30*
		4. *Complete TPOTs*	*Lucia*	*September 30*
Procedures for responding to Challenging Behavior	*Train all staff to collect BIR data. Collect and review data on children with 5 or more BIRs in one month.*	1. *Review flow chart for getting individualized support and finalize*	*Team*	*September 15*
		2. *Share final flowchart document in staff meeting where we do BIR training*	*Misha*	*October 1*
		3. *Ask Anne to conduct BIR training with all staff*	*Dana/Anne*	*October 1*
		4. *Ask Anne to train Misha to enter BIR data into excel*	*Misha /Anne*	*September 15*
		5. *Disseminate copies of BIR report form to all staff*	*Misha*	*October 1*
Monitoring Implementation and Outcomes	*Collect, analyze and share data regularly. Team will have all available data at every team meeting to make decisions on action plan goals.*	1. *Collect team data (BoQ)*	*Lucia*	*Quarterly*
		2. *Collect TPOT data*	*Lucia*	*August - October*
		3. *Lucia will update team on data and action steps completed towards goals*	*Lucia*	*Monthly at tame meetings*

Early Childhood Program-Wide PBS Benchmarks of Quality — 1

Program Name: _Sunshine Park Zoo School_   Location: _Tampa, Florida_   Date: _August 11, 2016_

Team Members: _Dana, Misha, Chris, Sara, Lucia_

Critical Elements	Benchmarks of Quality	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.		X	
	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.	X		
	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.	X		
	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.	X		
	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.	X		
	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.	X		
	7. Team reviews and revises the plan at least annually.	X		
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.	X		
	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.	X		
Family Engagement	10. Family input is solicited as part of the planning and decision-making process. Families are informed of the initiative and asked to provide feedback on program-wide adoption and mechanisms for promoting family involvement in the initiative (e.g., suggestions box, focus group).	X		
	11. There are multiple mechanisms for sharing the program wide plan with families including narrative documents, conferences, and parent meetings to ensure that all families are informed of the initiative.	X		
	12. Family involvement in the initiative is supported through a variety of mechanisms including home teaching suggestions, information on supporting social development, and the outcomes of the initiative. Information is shared through a variety of formats (e.g., meetings, home visit discussions, newsletters in multiple languages, open house, websites, family friendly handouts, workshops, rollout events, access to staff with bilingual capacity).	X		
	13. Families are involved in planning for individual children in a meaningful and proactive way. Families are encouraged to team with program staff in the development of individualized plans of support for children including the development of strategies that may be used in the home and community.	X		

Case Study

Early Childhood Program-Wide PBS Benchmarks of Quality — 2

Critical Elements	Benchmarks of Quality	Not in Place 0	Partially in Place 1	In Place 2
Program-Wide Expectations	14. 2-5 positively stated program-wide expectations are developed.			X
	15. Expectations are written in a way that applies to both children and staff. When expectations are discussed, the application of expectations to program staff and children is acknowledged.		X	
	16. Expectations are developmentally appropriate and linked to concrete rules for behavior within activities or settings.	X		
	17. Program staff and families are involved in the identification of the program-wide expectations that address needs, cultural norms and values of the program and community			X
	18. Expectations are shared with families and staff assist families in the translation of the expectations to rules in the home.	X		
	19. Expectations are posted in classrooms and in common areas in ways that are meaningful to children, staff and families.	X		
	20. Strategies for acknowledging children's use of the expectations are developmentally appropriate and used by all program staff including administrative and support staff (e.g., clerical, bus drivers, kitchen staff).	X		
Professional Development and Staff Support Plan	21. A plan for providing ongoing support, training, and coaching in each classroom on the Pyramid Model including culturally responsive practices and implicit bias is developed and implemented.	X		
	22. Practice-based coaching is used to assist classroom staff with implementing the Pyramid Model practices to fidelity.	X		
	23. Staff responsible for facilitating behavior support processes are identified and trained.	X		
	24. A needs assessment and/or observation tool is used to determine training needs on Pyramid Model practices.	X		
	25. All teachers have an individualized professional development or action plan related to implementing Pyramid Model and culturally responsive practices with fidelity	X		
	26. A process for training new staff in Pyramid Model and culturally responsive practices is developed.	X		
	27. Incentives and strategies for acknowledging staff effort in the implementation of Pyramid Model practices are implemented.	X		
Procedures for Responding to Challenging Behavior	28. Teachers have received training related to potential bias when responding to behavior challenges and have strategies to reflect on their responses to individual children	X		
	29. Program staff respond to children's problem behavior appropriately using evidence-based approaches that are positive, sensitive to family values, culture and home language, and provide the child with guidance about the desired appropriate behavior and program-wide expectations.		X	
	30. A process for responding to crisis situations related to problem behavior is developed. Teachers can identify how to request assistance when needed. A plan for addressing the child's individual behavior support needs is initiated following requests for crisis assistance.	X		
	31. Teachers have opportunities to problem solve with colleagues and family members around problem behavior. Teachers are encouraged to gain support in developing ideas for addressing problem behavior within the classroom (e.g., peer-support, classroom mentor meeting, brainstorming session).		X	

Early Childhood Program-Wide PBS Benchmarks of Quality — 3

Critical Elements	Benchmarks of Quality	Not in Place 0	Partially in Place 1	In Place 2
Procedures for Responding to Challenging Behavior —Continued—	32. A team-based process for addressing individual children with persistent challenging behavior is developed. Teachers can identify the steps for initiating the team-based process including fostering the participation of the family in the process.	X		
	33. An individual or individuals with behavioral expertise are identified for coaching staff and families throughout the process of developing and implementing individualized intensive interventions for children in need of behavior support plans.	X		
	34. Strategies for partnering with families when there are problem behavior concerns are identified. Teachers have strategies for initiating parent contact and partnering with the family to develop strategies to promote appropriate behavior.	X		
Monitoring Implementation and Outcomes	35. Data are collected, summarized with visual displays, and reviewed by the leadership team on a regular basis.	X		
	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.	X		
	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.	X		
	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.	X		
	39. Behavior incident and monthly program action data are analyzed on a regular basis to identify potential issues related to disciplinary action bias.	X		
	40. Program-level data are summarized and shared with program staff and families on a regular basis.	X		
	41. Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement.	X		

Leadership Team Notes

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Leadership Team Notes

Program-Wide Supports *for* Pyramid Model Implementation

Staff Buy-In and Support

Staff Buy-In and Support Contents

Staff Buy-In and Support

The vast majority of teaching staff must agree that they are willing to participate in the implementation of the Pyramid Model. It is the responsibility of the leadership team to provide information to all staff regarding program-wide implementation. They will conduct a staff survey to ensure a minimum of 80% of staff clearly understands and are bought in to the change process and the Pyramid Model. The leadership team creates a plan for monitoring and supporting staff buy-in on an ongoing basis.

Initial Introduction

The leadership team will plan an initial informational presentation or event (see sample agenda provided below) that provides facts to all staff members on the critical features of program-wide implementation and what their personal commitment will be. The event may include video, family concerns, teacher concerns, child outcome summaries, discussions, etc. The presentation should conclude with a staff survey or vote (see ballot from Sunshine Park Zoo School) that anonymously captures the total number of staff members who agree to implement the Pyramid Model and culturally responsive practices program-wide.

> **Sample Agenda for Staff Initial Information Meeting**
>
> 1. Why focus on social-emotional development?
> 2. What are your biggest challenges? – Open discussion
> 3. Why are culturally responsive practices important?
> 4. What is the Pyramid Model?
> 5. How does the Pyramid Model work?
> 6. What are the benefits to our program?
> 7. All staff votes/handout ballots

If the initial poll does not yield at least 80% of staff ready to adopt the initiative program-wide then the leadership team must find different ways to present information or resources to address staff concerns.

We Don't Agree! Ideas for Next Steps

If the initial staff program-wide (PW) introduction presentation and poll did not yield 80% of your faculty ready to begin implementation, here are some ideas to try and get them on board:

1. Meet with individual or small groups of teachers to discuss goals of PW implementation

2. Have the leadership team compile a list of teacher's concerns

3. Have the leadership team brainstorm ideas to address specific concerns

4. Consider reframing the information given in the initial presentation

   a. Highlight supports that will be provided to staff

   b. Communicate to staff their personal responsibilities related to implementation

   c. Emphasize the team's commitment to a 2-3 year process for implementation (not just another new thing)

The Leadership Team Resource File provides you with the overview video on implementing the Pyramid Model, sample slides for a presentation, and a sample ballot. The team should review and revise for presentation to the program.

TEAM TOOL

Staff Input and Feedback

After the initial staff introduction, the leadership team must develop a process for regularly checking in with staff to ensure consistency with implementation over time. All staff should have opportunities to examine the program's implementation plan, data, and provide ideas to the leadership team whenever they desire. Staff should feel comfortable implementing all parts of the plan and can easily explain the importance of the Pyramid Model to families and outside observers.

Ideas to Nurture Staff Commitment

1. Invite staff to participate in leadership team meetings to share concerns/celebrations.

2. Get buy-in by meeting with each classroom team individually and with the big group.

3. Conduct buy-in surveys 2x a year and discuss the results at leadership team meetings to make needed changes.

4. Highlight stories of child, teacher, and family benefits from the model in newsletter, announcements, or in meetings.

5. Program administrator does random acknowledgements with a small token (e.g., note pad, highlighter, flower for desk, magnet, or coupon for free breakfast).

6. Share data on implementation progress and outcomes on a regular basis.

7. Hold meetings for teachers and staff to share their perspectives and ideas on a regular basis.

8. Provide a resource and materials library in a central location.

9. Provide presentations on the program's effort and outcomes at local or regional meetings. Invite teachers and other staff to present with leadership team members.

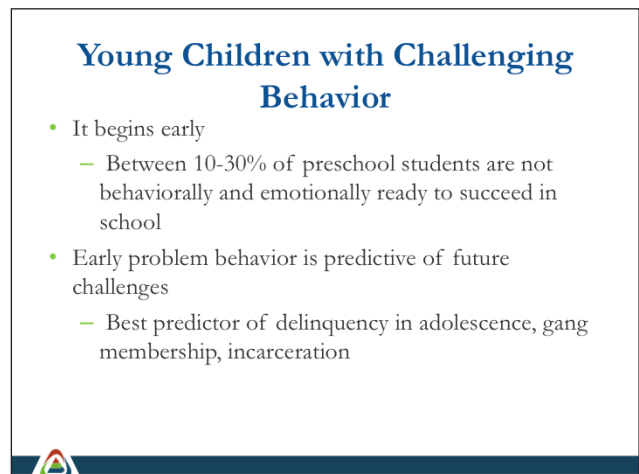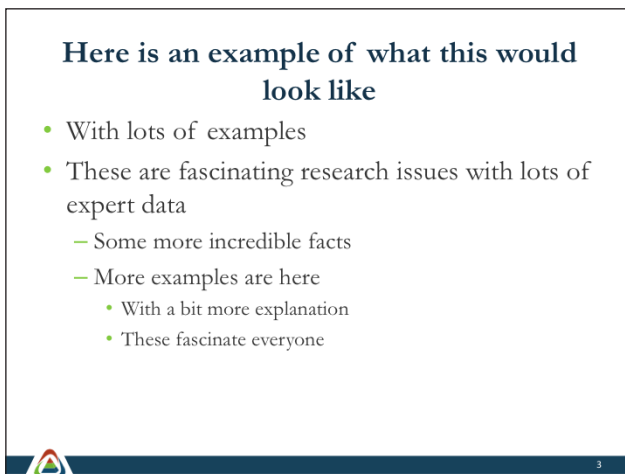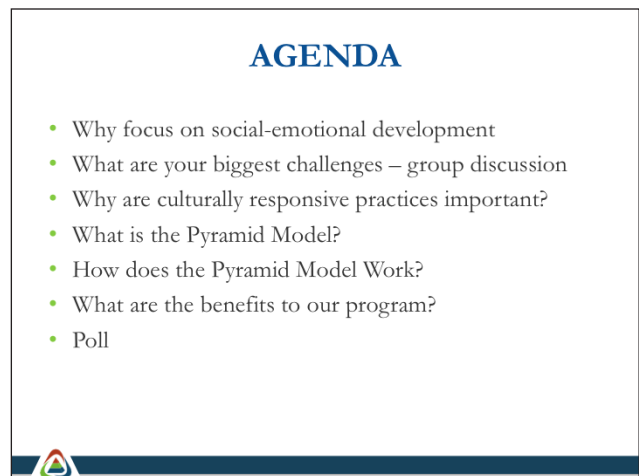*Adapted with permission from FLPBIS.org*

Case Study

Sunshine Park Zoo School

The Sunshine Park Leadership team decided to do an overview presentation of Program-wide Pyramid Model to their entire staff at their September staff meeting. Almost everyone on staff has been to at least one Pyramid Model training sponsored by the local Children's Board, but implementation within classrooms is not in place.

The team developed an agenda for the overview and each team member presented a section. Lucia copied ballots that were provided to staff members at the beginning of the meeting. After the presentation, staff were asked to place their completed ballots into a box as they exited the room.

In addition to the initial buy-in presentation and vote, the leadership team plans to have ongoing conversations with all staff members, possibly in small groups or open discussions at monthly staff meetings to maintain buy-in over time. Anne, external coach, will help with booster trainings and resources to strengthen buy-in as needed.

Slides Shared during the Staff Overview

**SUNSHINE PARK
ZOO SCHOOL
SWINGING INTO PYRAMID MODEL**

AGENDA

- Why focus on social-emotional development
- What are your biggest challenges – group discussion
- Why are culturally responsive practices important?
- What is the Pyramid Model?
- How does the Pyramid Model Work?
- What are the benefits to our program?
- Poll

Here is an example of what this would look like

- With lots of examples
- These are fascinating research issues with lots of expert data
  – Some more incredible facts
  – More examples are here
    • With a bit more explanation
    • These fascinate everyone

3

Young Children with Challenging Behavior

- It begins early
  – Between 10-30% of preschool students are not behaviorally and emotionally ready to succeed in school
- Early problem behavior is predictive of future challenges
  – Best predictor of delinquency in adolescence, gang membership, incarceration

Young Children with Challenging Behavior

- Early educators are challenged
  - Preschool teachers report that children's disruptive behavior is the single greatest challenge they face
  - Preschool children are three times more likely to be expelled for behavioral issues than children in K-12
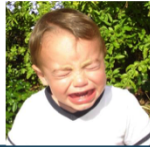
Key Social Emotional Skills

- Confidence
- Capacity to develop good relationships with peers and adults
- Concentration and persistence on challenging tasks
- Ability to effectively communicate emotions
- Ability to listen to instructions and be attentive
- Ability to solve social problems

What do children do when they don't have each of these skills?

Challenges

Some Basic Assumptions

- Challenging behavior usually has a message- I am bored, I am sad, you hurt my feelings, I need some attention.
- Children often use challenging behavior when they don't have the social or communication skills they need to engage in more appropriate interactions.
- Behavior that persists over time is usually working for the child.
- We need to focus on teaching children what to do in place of the challenging behavior.
- An ounce of prevention is worth a pound of cure

"**If a child doesn't know how to read, *we teach*.**

If a child doesn't know how to swim, *we teach*.

If a child doesn't know how to multiply, *we teach*.

If a child doesn't know how to drive, *we teach*.

If a child doesn't know how to behave,

**   *we….….   …….teach?   ……punish?***

Why can't we finish the last sentence as automatically as we do the others?"

Tom Herner (NASDE President) Counterpoint 1998, p.2)
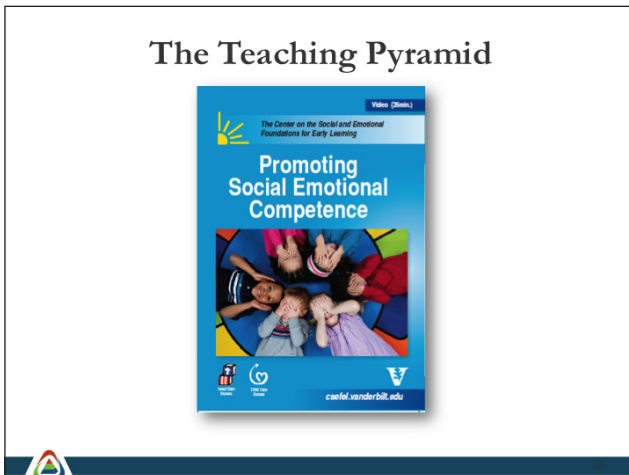
Culturally Responsive Practices

- National data show patterns of racial and gender disproportionality in preschool suspension and expulsion

- For optimal development and learning of all children, educators must accept the legitimacy of children's home language, respect (hold in high regard) the home culture, and promote and encourage the active involvement and support of all families, including extended and nontraditional family units
  (NAEYC 1995, 2)

What is the Pyramid Model?

Tertiary Intervention: Few Children

Secondary Prevention: Some

Universal Promotion: All Children

Intensive Intervention

Assessment based intervention that results in individualized behavior support plans

A Framework of Evidence-Based Practices

Nurturing and Responsive Relationships

Effective Workforce
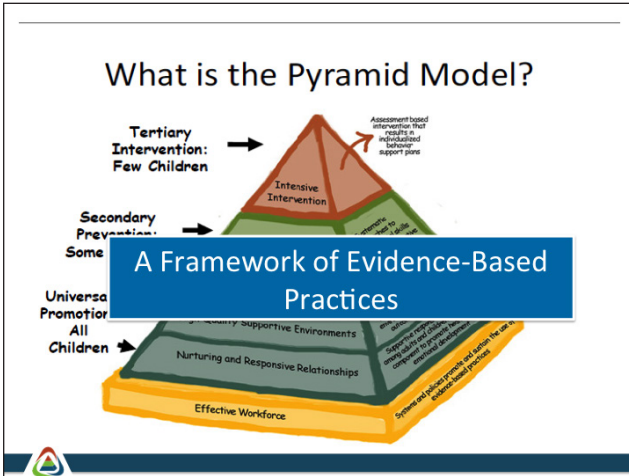
The Goal of the Pyramid is to Promote Children's Success By:

- Creating an environment where EVERY child feels good about coming to school.

- Designing an environment that promotes child engagement.

- Focusing on teaching children what To Do!
  - Teach expectations and routines.
  - Teach skills that children can use in place of challenging behaviors.

The Teaching Pyramid

Video (35min.)

The Center on the Social and Emotional Foundations for Early Learning

Promoting Social Emotional Competence

csefel.vanderbilt.edu

Foundation: Effective Workforce

The foundation for all practices in the Pyramid Model are the systems and policies necessary to ensure a **workforce** that is able to adopt and sustain the evidence-based practices.

Effective Workforce

Nurturing and Responsive Relationships

- Foundation of the pyramid
- Essential to healthy social development
- Includes relationships with children, families and team members

High Quality Environments

- Inclusive early care and education environments
- Comprehensive system of curriculum, assessment, and program evaluation
- Environmental design, instructional materials, scheduling, child guidance, and teacher interactions that meet high quality practices as described by NAEYC and DEC

Case Study

Targeted Social Emotional Supports

- Developing Friendship Skills
- Expressing and understanding emotions
- Self-regulation and problem solving
- Explicit instruction
- Increased opportunities for instruction, practice, and feedback
- Family partnerships
- Progress monitoring and data-based decision-making

Individualized Intensive Interventions

- Comprehensive interventions across all settings including home and community
- Assessment-based
- Collaborative team
- Skill-building
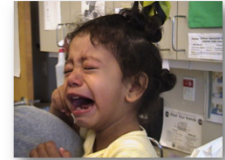
Process of Individualized Positive Behavior Support

Step 1: Establishing a collaborative team and identifying goals

Step 2: Gathering information (functional assessment)

Step 3: Developing hypotheses (best guess)

Step 4: Designing behavior support plans

Step 5: Implementing, monitoring, evaluating outcomes, and refining plan in natural environments

Leadership Team

Data Decision

Continuo Professio Develop including co

Systems to Identify and Respond to Individual Child Needs

Program-Wide Expectations

Supports for Pyramid Model Practice Implementation

How do we do it?

- It takes leadership
- It takes time
- Teachers need support
- It takes a team

Outcomes for Children

- Growth in social and emotional skills
- Decreases in overall disruptive behavior in the classroom
- Reduction in child challenging behavior
- Increases in social interactions between children
- Increases in child engagement in learning opportunities

Happy

Outcomes for Teachers and Staff

- Shared language for communicating expectations
- Improved capacity to teach social and emotional skills
- Improved capacity to address challenging behavior
- Ability to support families to promote social and emotional skills
- Feeling supported by program in efforts to address challenging behavior
- Positive relationships with families around issues related to challenging behavior
- High fidelity programs report that NO children are asked to leave due to behavior

Excited

Outcomes for Families

- Teaming between family and teachers for intervention strategies
- Parents report feeling more supported in preventing and addressing challenging behavior
- Decreases in parent concerns about safety and behavior

Proud

For More Information…

Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)
www.challengingbehavior.org
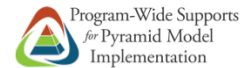**Center for Social Emotional Foundations for Early Learning (CSEFEL)**
www.vanderbilt.edu/csefel/
The Pyramid Model Consortium
www.pyramidmodel.org

Poll

- Our team really wants to commit to implementing Pyramid Model across our program.
- But we want your input!
- Please complete the survey at your table and leave in the box on your way out.

THANK YOU!

Program-Wide Supports *for* Pyramid Model Implementation

Please take a moment to give us input on how you feel about implementing the Pyramid Model program-wide.

❑ I feel very confident about program-wide implementation. Let's commit to doing this.

❑ I like the idea of program-wide implementation and would be interested in learning more.

❑ I like the idea of program-wide implementation, but do not feel I can make a commitment to it at this time.

❑ I don't feel that program-wide implementation will be beneficial and would rather not participate in this process.

Poll and Sunshine Park Zoo School Results

Please take a moment to give us input on how you feel about implementing the Pyramid Model program-wide.

☐ I feel very confident about program-wide implementation. Let's commit to doing this.
38 of 45 staff = 84%

☐ I like the idea of program-wide implementation and would be interested in learning more.
7 of 45 staff = 15%

☐ I like the idea of program-wide implementation, but do not feel I can make a commitment to it at this time.
0 of 45 staff = 0%

☐ I don't feel that program-wide implementation will be beneficial and would rather not participate in this process.
2 of 45 staff = 4%

Staff Buy In and Support Notes

Program-Wide Supports *for* Pyramid Model Implementation

Promoting Family Engagement

Promoting Family Engagement Contents

Promoting Family Engagement

Families play a vital role in program-wide implementation of Pyramid Model including culturally responsive practices, both in their capacity as experts on their own child and as implementers of proactive support in the home and as advisors and consultants in the development of resources within the program itself. A variety of mechanisms can and should be used to establish partnerships with families in the implementation of the program-wide work. The team will seek to learn about families diverse cultures and perspectives, promote the family's capacity to enhance their children's social and emotional competencies, provide opportunities for families to give input and feedback regarding the program-wide implementation plan, and work with each family to support their individual child. The family member on the leadership team can help the team in their development of family engagement strategies and guide the team in understanding family perspectives. You will find ideas for family input into the development of expectations in the section titled: "Program-wide Expectations" on page 41. This section provides ideas for family engagement on all aspects of implementation.

Family Introduction

All staff should be involved in introducing the implementation plan and program-wide expectations to families. Introductions should include information on the importance of social-emotional development, the provision of materials and resources that families might use, specific teaching strategies that will be used at school, and complementary strategies families can use at home. The leadership team will plan an introduction that can be delivered in multiple formats to reach all families served by the program. This introduction might include a conference night event, workshops, a video presentation, a family handbook, a newsletter, and other mechanisms that would ensure all families know about the program-wide implementation effort and the expectations that are a focus for the program. When strategies for family engagement are designed, the leadership team should reflect on designing strategies that will reach all families. Those strategies might include offering materials in a family's primary language, connecting with community members who are trusted messengers of diverse cultural groups in the program, facilitating participation in program events and activities by having interpreters available for families, or structuring events so they are engaging to the diverse families in the program.

Use the Leadership Team Implementation Plan to list strategies for informing families about program-wide implementation, gaining family input and feedback, and promoting ongoing family engagement.

TEAM TOOL

Rolling Out the Initiative: Strategies for Informing Families

Develop a brochure to describe the implementation of the Pyramid Model. Send the brochure home, include it in the parent handbook, and review it with parents during parent/caregiver conferences.

Create a family friendly storybook that explains the initiative and includes photos of the classroom, program, and children. Offer written material in the languages of the families in the program.

Create parent posters of the expectations to send home — or fridge magnets, chore charts, etc. Use images that represent the diverse ethnicity and cultures of children in the program

Put a banner up that announces the effort (e.g., "Together We Can") in the center. At the same time implement the other ideas to create a big splash.

Make buttons that say "Ask me about the Pyramid Model." Have staff wear the buttons and be ready to explain the new initiative.

Adopt a symbol (e.g., bees, heart, hands). Send a symbol home and describe the initiative on the back. Send symbols home for a week and include a tip on the reverse side.

Create a coloring sheet that explains the initiative and have the child color or draw a picture and then send home.

Take a photo of the child and include on a handout that explains the initiative. For example, the handout could be titled "Learning to Be a Friend" and include the child's picture and some ways that will be worked on in preschool. At the bottom of the handout, you can develop a few sentences that describe the initiative. This could become a series to be used for each of your expectations. With the child's photo, the parent will want to put it up at home.

Host an open house where parents are encouraged to drop in at any time that day or night and set up an activity where the child can introduce the parent to the initiative. Make sure the parent also goes home with written material.

Host a family roll out event or playground party – The family roll out event could include community partners (e.g., community librarian discusses "be responsible" and families invited to sign up for library cards; soccer players discuss "be a team player"; firefighter discusses "be safe" and teach children to stop-drop-roll) or fun activities for families to do with their children related to your expectations.

Small Group Family Meetings – Host small group family meetings in community sites that are gathering locations for families from diverse cultural groups. Connect with community leaders to co-host the meeting.

Family Input and Feedback

After the initial family introduction, the leadership team will develop a process for regularly checking in with families to gain their input and seek their feedback on implementation and family supports. This process must include a mechanism to provide regular updates to all families as implementation progresses. All families should have opportunities to examine the program's implementation plan, ongoing data regarding the implementation and effectiveness of program initiatives as well as their individual child progress, and provide ideas to the leadership team whenever they desire. Programs should support families so that they feel comfortable talking about the Pyramid Model and program implementation and can easily explain the importance of the program to other families or outside observers.

TEAM TOOL

The family engagement section of the NCPMI website provides resources that will be helpful in promoting family engagement:

1. Chapter on family engagement
2. Family backpack connections (English and Spanish)
3. Articles for helping families implement Pyramid Model practices

Maintaining Family Engagement

It is important that the leadership team continuously addresses family engagement as a program goal. The family representative on the leadership team can assist in the development of strategies that will foster connections and continuous communication with all families in the program. Teachers should be inviting families to participate in the development of goals and interventions for their children and developing reciprocal relationships with families that include providing information, strategies, and materials for families to use at home. The leadership team should consider implementing strategies and resources that support the development of reciprocal relationships with families by program staff. Family engagement strategies that might be used program-wide include: providing resources and materials in the languages used by families in the program, requiring all teachers to use a two-way communication system to report daily to families on the progress of each child; the provision of special programs and training that meet family information and support needs; parent newsletters that include information on the program, expectations, and teaching social skills; the development of resources that teachers can use to support families in teaching social and emotional skills at home; the use of social networking to provide families with information and strengthen connections with the program; examining the program physical environment to make sure the program is welcoming and culturally/linguistically responsive; partnering with community agencies that can provide supports and services to families with needs; and the creation of visual displays (representing the racial and ethnic diversity of families in the program community) that foster a home-school partnership.

Keeping Families Involved: Fostering Home/School Partnerships

Send home "look at me" notes that provide a photo of their child engaging in the expectations.

Create a newsletter that is related to the initiative and provide families with general parenting tips, ways to support social development, and ideas about teaching expectations at home.

Provide families with children's books that teach social skills. Put a bow on the book and a gift tag in your initiative's symbol shape.

Provide families with "homework" assignments to practice social skills with family members at home (e.g., "give each person in your family 3 compliments"). A template for these assignments could be designed using the symbol (e.g., heart, hand, bee) of your initiative.

Host classroom and program celebrations of success and invite families to participate.

Display the expectations in your entryway and put up photos of the children and program staff engaging in expectations. Encourage families to submit pictures of families and children engaging in the expectations in the community and post them as well.

Encourage families to submit stories about their child using the expectations at home. They can write them down or share them with a staff member. Put the stories in a jar and then have a drawing each month/week for a prize (e.g., children's book, interactive toy, restaurant gift certificate). Collect the stories and create a newsletter to share with all or create a bulletin board and post.

At every family/teacher conference, share information on the initiative and the progress of the child.

Have children make books about the skills they are learning to take home. Include photos of the child in the book so that it will be treasured by the family.

Send home tip sheets on how to promote the expectations at home in home routines. Make sure the tip sheets are in the languages of children in the program and include visuals that represent the racial and ethnic diversity of the program.

Send home personal notes that comment on the family strengths and efforts in supporting their child's development (e.g., "Just wanted to share with you that I know you are working hard to teach Jamesha how to be a friend. Because of you, she is a wonderful child"). Provide your teachers with a list of sample notes to make this easier for them to do.

Family night event where the families experience "A day in the life of a PreK child." Each room introduces a major activity (large group, small group, centers, outdoor play). Families rotate. Each activity begins with an introduction to expectations and rules for the activity.

Provide a rule/expectation matrix for families to use at home.

Host a monthly family activity — Calendars of events are given to families at beginning of the year. Events might include family breakfast brown bag (grab and go breakfast with an explanation about Pyramid Model and expectations in the bag); planting a butterfly garden (working together) at the center; Lion's Club vision screening for children; and fire department presentation that illustrated "being safe."

Provide a family resource table with backpack connection and other articles that family members might find of value.

Set up a chalkboard wall where families and teachers write messages in colored chalk within a designated area about what the child did to meet an expectation at home or in the program.

Partnerships with Families in Providing Individual Supports to Children

In addition to family engagement in program-wide implementation, the leadership team has a responsibility to ensure that families are engaged as partners in the development and implementation of any individualized supports required for their child.

The following strategies and recommended for establishing and maintaining a collaborative relationship for addressing individual supports related to behavior and social-emotional development:

- **Recognize that support for families** doesn't just occur when a child needs more targeted or individualized intervention. All parents can benefit from information to help their child to gain social emotional skills and acquire new behaviors.

- **Provide positive stories and examples** of the child's behavior on a daily basis. Just like their children, families will benefit from hearing more about what is going right than what is going wrong.

- **Use family-friendly information** such as the Backpack Series to provide families with resources to increase social emotional skills and reduce challenging behavior.

- **Provide all information in the family's primary language**. Translate written information. Provide translators at meetings and events.

- **Use simple language** that is easy for family members to understand. Avoid the use of terminology, lingo, and acronyms that might confuse and potentially alienate a parent.

- **Provide families with guidance** in how to translate and implement supports that are used in the program at home and in the community, as needed or requested.

- **Recruit input from families** when developing behavior supports. Recognize that parents are experts on their own child and may have knowledge that can inform support in the program as well as in the home. Remember to consider family values and cultural practices when identifying strategies.

- **If a child needs individualized behavior support, build home components** into the plan. Ensure that these are a good fit for the home and that the parent has sufficient support to learn and practice skills related to the home plan.

- **Model interactions and provide coaching** for family members as needed to ensure fluency.

- **Communicate information in a variety of ways.** Find alternative ways to present written information for family members who are not able to read.

- **Learn about community resources** that might be helpful and share information with the family.

Sunshine Park Zoo School

After receiving staff buy-in and staff feedback on program-wide expectations; the leadership team creates posters for all classrooms and common areas for the program. Because the school includes several families whose primary language is Spanish, they have made posters in both English and Spanish. The implementation plan also includes activities related to introducing Pyramid Model to families. There is an information bulletin board where parents sign their children in and out each day, and the team will begin to place Pyramid Model information on the board starting October 1st. Chris and Dana are getting materials ready to post and will make sure they have a Spanish translation for all the materials that are offered to families. Sara and Lucia are creating a brochure that will be sent to families explaining the initiative. The team will also send home the expectation book (a Spanish and English version) that Chris and Dana are creating after the bulletin board goes up.

The leadership team is also planning a playground party for all families on October 23rd. During the party the team will give brief presentation on the Pyramid Model and the focus on promoting social and emotional skills to the families. The team will also use this time to share the program-wide expectations and reveal all the posters. After the short presentation, the team will serve refreshments, provide play activities to children and have discussions with the families. All program staff members will be attending the playground party. Families will be invited to the playground party through a flyer that is posted on the information bulletin board, sent home with children, and posted on the program web site.

Promoting Family Engagement Ideas

Cómo ayudar a su niño a reconocer y comprender el miedo

Brooke Brogle, Alyson Jiron y Jill Giacomini

Serie de Conexión Mochila

El miedo es una emoción humana sana y normal. Todos experimentamos el miedo de vez en cuando...

Sobre esta serie

El Modelo de la Pirámide

Más información

www.challengingbehavior.org

(Sticky note: Strategies for families)

Teaching the Bees At Home

Be a Friend
- Have your child make a list of their friends. Write the names down. Then ask your child to describe why he or she likes that friend. This will help your child understand the behaviors that make a good friend.
- Use the words "Be a Friend" when teaching your child to be polite, to share toys, or to be thoughtful. The more you say the words, the more likely your child will be to remember the expectation.

Be Safe
- Being safe describes using tools the right way, using safety skills in the community, and using safe health habits. You might remind your child to "be safe" before washing hands and then explain that handwashing kills germs that can make you sick. When cleaning up toys, you can tell your child "be safe" and explain that if a toy is on the floor, someone might step on it and get hurt or hurt the toy.
- Being safe is important when you are with your child in the community. When shopping, remind your child that you expect her to hold your hand so she can "be safe." Your instructions might sound like this "When we are shopping, we need to hold hands. Why do we hold hands? So we can be safe. When you hold my hand, I always know where you are. You are safe and Mommy is happy."

Be a Team Player
- At home, a team player, can describe helping with chores and being cooperative. You can create a job chart and discuss it with your child. Tell your child, "In a family, we all need to be a team player. We all have jobs. Mommy's job is to cook dinner. Sissy's job is to put dishes in the dishwasher. Let's think of a job for you. You could put the forks on the table or get the drinks. What job can I put on the chart for you?".

(Sticky note: Expectations flyer for families)

(Sticky note: Parking lot signs for family interest)

(Sticky note: Family Social & Emotional Lending Library)

Magnificent Manatee
Family Newsletter

This has been such an exciting year as a class! Ms. Jesse and I are so proud of all our magnificent manatees and the amazing things they have done. We ended our month with a wonderful friendship day, celebrating "let's be friends" and had a great time in water play days!

We are excited to present our manatees in the End of the Year Program on the 6th. Most of our students will be with us throughout the summer, but a few manatee friends are leaving so we hope to see you at the Summer Splash event on June 7th to say goodbye. Thank you to all our amazing parents that have helped out this year, we also appreciate the gifts received during teacher appreciation week, thank you, thank you.

Activities for the next 3 months of summer:
Father's day crafts, summer water play days, and lots of summer crafts.
Our book for the summer is Rainbow Fish.

Summer Birthdays!
Mateus June 12, Parker June 23, and
Mackenzie June 24
Veronica July 16 and Elijah July 23

Zoo School Reminders!
- Donations needed over the summer: packets of underwear (boys and girls), baby wipes, juice, and parent helpers on water play days (tba).
- Since we are outdoors quite often in the Florida sun, please apply sunscreen prior to arriving to zoo school.
- Due to new Florida Licensing requirement sippy cups must be labeled with child's first and last names.

Reminder Dates:
June 6 Pre K 3 Concert 6:30pm
June 7 last day of regular school year
June 10 first day of summer session
July 4th School Closed
August 7 International Friendship Day
August 9 last day of summer session

P.W.P.B.S.! Understand what your child is feeling! Validating their feelings can lead your child on the path to better behavior...

Tools in our classroom work wonders at home!
- Don't forget positive words: Praise them when they are being patient or helpful. "I appreciate how you are being so patient".
- Try using first and then communication phrases "first we are going to clean up and then we can play a game".
- The timer! Find an hour glass timer that they can flip during transitions of clean up, playtime, or bedtime routines! Works magic to help them to get the job done.

Best regards,
Ms. Sharon and Ms. Jesse

This month's theme: Summer Fun

(June) Father's Day craft, Sand art sensory & Sunflowers for the first day of summer

(July) Fourth of July "Fireworks" craft and colors of the American Flag

(August) International Friendship Day and End of the Year party (tba)

PWPBS: Creating art together and sharing in fun builds friendship!

PWPBS Expectations
Be a Friend
Be Safe
Be Respectful

June – August 2013

(Sticky note: Expectations in Newsletters)

PBS Weekly Challenge
Please color in one flower each time you complete a challenge.

Make Good Choices
Pick up your toys

This challenge is due back by Friday, May 7th.
Name _____

(Sticky note: Home Implementation Activity)

Program-Wide Supports *for* Pyramid Model Implementation

Program-Wide Expectations

Program-Wide Expectations Contents

Program-Wide Expectations

The adoption of program-wide expectations provides programs with a shared focus and shared language for describing behavior expectations to children, staff, and families. Program-wide expectations are posted throughout the program in common areas and classrooms, and information about the expectations is provided to families. Staff acknowledge children's engagement in the expectations by providing developmentally appropriate instruction with multiple and varied learning opportunities and meaningful feedback. After program-wide expectations are identified, teachers develop rules for activities that align with the expectations.

Expectations vs. Rules

Expectations	Rules
General ways you want people to act. They will apply to all children and all adults across all settings.	Will help to clarify expectations for specific settings. They may only apply in certain settings.
Example Expectations: Be Respectful Be Polite Be Safe Be Responsible Be a Team Player Be Honest Be Peaceful Be Friendly	**Example Rules:** Keep hands and feet to yourself Walk with your group Use listening ears Use kind words

Expectation and Rule Development

Program-wide expectations are broad concepts that should apply to all people and in all settings. Expectations are developed with input from families and staff. Expectations will be developmentally appropriate for the children served in the program and will apply to all adults as well as children. They will be stated in positive terms as to maintain focus on what children are supposed to be doing. They will be limited in number, 5 or fewer, and be broad enough in scope that they affect all aspects of behavior. Visual reminders should be posted throughout the program including in hallways, playground, classrooms, entry ways, and the program lobby. When possible, teams should consult behavior data when developing program-wide behavior expectations and should consider the skills children need instruction around. Leadership teams might have ideas of expectations they would like to adopt, but the formal adoption should happen only after families and staff have an opportunity to provide input on the final expectations. This can happen during a whole group meeting, which might include the purpose of program-wide expectations and generate ideas for teaching and acknowledging expectations.

The team works to link expectations to clarifying rules for common areas (hallways, playground, buses, etc.). Rules should be limited in number, positively stated, and help children exhibit expectations in specific settings. Leadership team members may create rules for common areas but teachers must be involved in creating classroom rules. The expectation/rule matrix is created by the leadership team and teachers to identify rules that align to each expectation within every setting. When identifying rules for settings, it is important to limit the number of rules to 5 or fewer.

TEAM TOOL

The expectation/rule matrix should be developed for the common settings in the program. Teachers will also develop an expectation/rule matrix for the classroom.

Expectation/Rule Matrix

Expectations	Playground	Hallway	Bus/Van	Classroom
Be Safe	• Use walking feet • Bikes on the path only	• Use walking feet • Eyes on teacher	• Walk up and down steps • Buckle up • Stay in seat	• Use walking feet
Be a Friend	• Ask to play • Take turns	• Greet your friends	• Say Hello and Goodbye	• Help each other • Take turns
Be Respectful	• Clean up	• Inside voices • Give each other space	• Inside voices	• Inside voices • Listening ears

Teaching and Acknowledging Expectations

Once expectations and rules are posted with visuals that are meaningful for all children served in the program, they must be concretely taught and systematically reinforced. All staff will use a variety of teaching strategies to ensure all children know the program-wide expectations and how to demonstrate the corresponding rules. Teachers will develop activities to introduce children to the rules, post rules in the classroom, provide instruction on rules in a variety of activities, and provide feedback to children on following rules and expectations. Implementation of teaching strategies should be monitored and adapted for individual children as needed. Families are given information regarding expectations and rules and how to apply the concepts at home and in the community.

Teaching Expectations/Teaching Rules

Expectations are broadly stated and apply to everyone. They are usually big concepts, such as "be respectful," that need to be operationalized by rules. However, children learn the expectations because the adults in the environment (and sometimes their peers) use the language of expectations when talking to children and provide descriptive feedback to children when they meet the expectations. For example, program staff might teach expectations by the following:

> "Isabel, you picked up all the blocks. You cleaned up all by yourself. You were being respectful of our classroom by picking up the toys."

> "Adrian, I see that you offered Kristoff a turn with the funnel. You are being a good friend."

> "Jonah, I see that you washed your hands before snack. It is good to wash hands before we eat. It helps us be safe."

The leadership team, with input from staff, will develop a program wide system for acknowledging children who are meeting program-wide expectations. The leadership team will also make sure that the selected acknowledgement system is a cultural fit with the families in the program. The acknowledgement system should be developmentally appropriate and should allow opportunities for any staff person, including cooks, bus drivers, etc., to acknowledge any child at any time. Teachers will receive training on how and when to deliver acknowledgement to children and team members will monitor appropriate use of the system. Families should also receive information on the established reinforcement/acknowledgement system and examples of how they could apply it at home or in the community. The team also is responsible for developing a system for recognizing staff who are working to appropriately teach expectations to children and families throughout the program. Staff should be included in the development of their acknowledgement system.

The leadership team should write out their plans for teaching and acknowledging expectations on the Implementation Plan. Don't forget to include strategies for sharing acknowledgements with families. See sample in the Leadership Team Resource File.

TEAM TOOL

Acknowledging Expectations

Acknowledgement is important in the program as it can:

- Shift focus of attention from teachers and staff to what we want children to do (rather than focusing on correction).
- Increase child understanding of the expectations and how they are enacted within various activities and settings.
- Prompt adults to maintain their focus on the expectations.
- Strengthen child appropriate behavior.
- Create a positive and joyful program climate.

Acknowledgement should be:

- Meaningful to young children.
- Individualized based on child preferences for acknowledgement.
- Developmentally and culturally appropriate.
- Frequent.
- Delivered with enthusiasm.
- Paired with descriptive feedback (emphasis on the behavior "You are a team player, you helped Johanna with the blocks," versus "Good job Mikey!").
- Linking behavior to the program-wide expectation.

Ideas for acknowledging young children:

- State what the child did and link to the expectation ("Charlie is being respectful, his hand is up because he wants to share.").
- Give child a "thumbs up" or similar gesture when you are unable to verbally acknowledge.
- For children who are dual-language learners, use primary language or a word in primary language as you provide feedback (e.g., "¡Vaya! You work together to clean-up. You are great team players.").
- In addition to words, staff can give a hug, do the happy dance, provide a sticker or stamp.

Cautions about staff acknowledgement of children:

- Acknowledgement should not include reprimands (e.g., "Henry, look at Emily. She is cleaning up. Why aren't you being a team player?").
- Acknowledgement should not involve tangible rewards that only some children receive (e.g., treasure box, special activity, candy).
- Acknowledgement should not involve taking away rewards, activities, or access to peers (e.g., "I am taking away one of your green cards, you did not come to circle promptly.").

Tasks for the leadership team

1. Discuss how acknowledgement is currently used in your program:
   a. Are teachers and staff frequently acknowledging children? Is the ratio at 4 acknowledgment statements for every 1 corrective feedback?
   b. Do staff have concerns or perspectives about acknowledgement that prevent them from using acknowledgement statements (e.g., believe that the curriculum prevents use of descriptive feedback, believe that acknowledgement is external motivation and needs to be avoided, etc.)?
2. Decide what you will encourage teachers and staff to do by:
   a. Operationalizing your expectations for acknowledgement.
   b. Developing a rationale for encouraging acknowledgement that will resonate with program staff (e.g., "How full is your bucket?").
3. Decide how you will discuss the importance of acknowledgement and encourage its use through:
   a. Staff training with time for discussion about issues and development of a commitment for action.
   b. Staff reminders for implementation.

Public Acknowledgement

- They help keep everyone focused on the expectations.
- They are "visible" and communicate the shared focus to everyone in the program (i.e., staff, families, visitors).
- They build enthusiasm and investment.
- They are great for family engagement and creating a home-school link.

Ideas for public acknowledgement:

- Create a symbol that links to your mascot or expectations, when children meet the expectation, write their name on it and post on a bulletin board.
- Paint a tree in the lobby or a common area in the program. Put leaves on the tree when children meet an expectation. The leaves could change seasonally and be sent home when taken down.
- When posting the symbol, put outside the classroom door. Eventually, all the classrooms will be connected by the symbols.
- Put the acknowledgement on a star. Post the stars on the ceiling of the classroom or common area.
- Complete an acknowledgement happy gram that the child takes home to the family.
- Take a photo of the child engaging in the expectation. Write on the photo what the child did or the expectation that was met. Post on a bulletin board or in a common area. Send photo home with children at end of the month.
- Provide an object (e.g., pom-pom, heart) to a child when engaging in the expectation. Acknowledge the child and guide the child to place the object in a jar. When the jar fills, the entire program or classroom has a celebration. The celebration is about the collective effort to engage in expectations.

Cautions about public acknowledgement:

- Be cautious about setting up a system where some children are not publicly acknowledged. Make sure all children receive an acknowledgement at some point.
- Do not include reprimands, loss of objects, loss of privileges or activities, loss of publicly posted acknowledgement, loss of celebration, or threats in the system.
- Be thoughtful about the systems you develop and the cultural fit with the families in your program.

Tips for public acknowledgement systems:

- Tokens and tickets are not meaningful to very young children. Avoid systems that require the child to collect enough of a token to receive a later reward.
- Staff often get bored with systems over time and stop participating. Consider designing a public display that changes periodically.
- Make sure your system is designed so that everyone can participate, not just classroom staff. For example, if using a piece of paper (e.g., HappyGrams) for public posting, make sure everyone has blank ones and there is an accessible area where they can be posted (e.g., outside the classroom versus inside; lobby bulletin board).
- Design a system that has an explicit component for family engagement (i.e., sending something home with child, inviting families to program celebrations).

Tasks for the leadership team

1. Discuss how public acknowledgement can be used in your program.
2. Discuss how teachers and families can be involved in designing a public acknowledgement system.

3. Discuss the diverse cultures of your families and the development of acknowledgement systems that will be valued and meaningful for all children and families
4. Develop action plan for the public acknowledgement system including:
    a. Who will develop?
    b. How will staff members be encouraged to participate?
    c. How the system will stay "fresh"?
    d. How families will be engaged?

Acknowledgement is for Staff Too!

Your public acknowledgement system should also include acknowledgement of staff members. After all, the expectations apply to all adults in the program.

Staff acknowledgement ideas:

- Acknowledge all staff to encourage their implementation efforts. Consider bringing coffee and doughnuts and placing in the breakroom with a note related to program-wide implementation (e.g., "Our thanks to YOU for being a team player!").
- Provide a thank-you lunch or afternoon break. Make sure you tie it to your implementation effort or your program-wide expectations (Be a friend – This is a treat to acknowledge all that you do to support our children and families).
- Create a public acknowledgement board and encourage staff to acknowledge each other. Place the board in the break room or work room.
- Start each staff meeting with a public recognition of staff members with a specific example of their effort and the expectation that was met. Make sure that you are equitable across all staff members (e.g., include kitchen staff, janitor, bus drive, etc.).
- Have staff nominate a staff member each quarter to recognize the staff member who has worked hard on an aspect of your implementation. Put their photo on the bulletin board, web site, or in newsletter. Provide with a small gift, token, or privilege (e.g., parking space). Tie the recognition to one of your expectations.

Tasks for the leadership team:

1. Determine how you will publicly acknowledge staff members.
    a. Make sure your system will include all staff in the program.
2. Discuss strategies to make sure that interest in the system stays fresh, interesting, and appealing to staff.
3. Create an action plan for developing, implementing, and maintaining the system.

The leadership team should decide on their strategies for acknowledging staff for engaging in expectations and the steps needed to begin using the strategies. The plan for staff acknowledgement should be included on the Leadership Team Implementation Plan.

TEAM TOOL

Sunshine Park Zoo School

These are our expectations for children, staff, and families. We are working hard to:
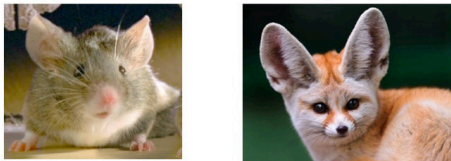1. Be Respectful
2. Be Safe
3. Be a Friend

You are my Sunshine

Be Respectful: Gentle Hands andTake Turns

Be Respectful: Quiet Voices and Listening Ears

Be Safe: Walking Feet and Feet on the Ground

Be Safe: Keep your Buddy and Clean Up

Sunshine Park Zoo School

Sunshine Park Zoo School developed program-wide expectations when the school opened, but they did not do much with them. They also had 6 expectations and wanted to shorten the list. The leadership team reviewed program-wide expectations at their August program-wide implementation team training and decided they needed to get more family and staff input on the expectations. After the staff overview presentation and successful buy-in vote, the leadership team sent an email to all program staff announcing the results of the poll and requesting feedback or edits on the expectations. The leadership team also created a "Tell us what you think" bulletin board in the lobby to get family feedback on the expectations. They used a white board and asked parents to comment on the expectation by writing a note or to move a "thumbs-up" magnet next to the expectations that they thought were important. Many of the families used the thumbs-up magnets with their children to make their selection. The leadership team revised the expectations in response to feedback, verified that program staff were in agreement on the amended expectations, and created posters of expectations for every classroom and for all common areas. Lucia added the expectations to the school's website and Facebook page along with a short description of the program's commitment to positive approaches to behavior support. Chris and Dana created an expectation book (in English and Spanish) that will be shared with families and provided to each classroom for teachers to share with children.

Case Study

Once the expectation books are developed and sent out, the next step for the leadership team is to introduce the expectation and rule matrix to staff and discuss how to develop positive classroom-specific rules that are aligned with the expectations. The team decides to do this as part of an October staff meeting. In addition, the leadership team will lead an activity with staff to create an expectation/rule matrix for the school's common areas. The leadership team determined that the playground should be the first common area to receive a rules poster. The team decides to acknowledge staff who were diligent about posting and teaching expectations and rules in the classroom with notes on a positive shout out board in the teacher work room.

Below you will see some of the classroom rules that were developed by the Leaping Lizards classroom. Quiet voices and gentle hands are linked to the expectation of being respectful, and walking feet is linked to the expectation of being safe.

Be Friends: Be a Buddy and Play Together

Be Friends: Kind Words and Helping Hands

Quiet Voices

Listening Ears

Gentle Hands

Walking Feet
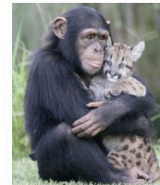
The teacher shout out board was designed with an animal theme and displayed in the teacher lounge. The classroom coach made a bulletin board with a bee hive and then put a pocket with bee notes in the pocket. The bulletin board was in the break room for staff. Staff were encouraged to use the bee notes to write down their observations of other staff members engaged in the expectations (Be Friends, Be Respectful, Be Safe).

Program-Wide Supports *for* Pyramid Model Implementation

Professional Development and Staff Support Plan

Professional Development and Staff Support Plan Contents

Professional Development and Staff Support Plan

The Pyramid Model is a framework of evidence-based practices that promote social emotional competence, prevent social emotional delays, and address challenging behavior. To gain the full benefits of the model, all staff should be implementing these Pyramid Model practices with fidelity.

It is the responsibility of the leadership team to provide the professional development experiences and ongoing supports that will assist all classroom staff in understanding and implementing the Pyramid Model practices. There are several critical elements that will require discussion, planning, and implementation by the leadership team:

1. **All classroom staff in the program should receive training and coaching** in Pyramid Model practices.

2. **New staff should be provided with an overview of the approach** within the first month of joining the program. Following the overview, new staff should be enrolled in the next practice training workshop that is offered.

3. **The Teaching Pyramid Observation Tool (TPOT™) should be used by the program to assess teachers' use of Pyramid Model practices** and to identify practices to strengthen. These data should then be used by the leadership team to determine what training might be needed by teachers and who needs more individualized coaching, to track growth in practice implementation, and to identify areas for additional training.

4. **The leadership team should include team members who have been trained to provide practice-based coaching (PBC) to support teachers** in becoming proficient in their use of the Pyramid Model practices. The leadership team will identify who will receive coaching, the frequency of coaching visits, and will review implementation progress data (i.e., TPOT scores) gathered by the coach.

5. **Although all teachers might not receive coaching at the same time (due to coaching workload constraints), all teachers should have an individualized professional development plan** that includes the implementation of Pyramid Model practices. This plan might be informed by a teacher's self-assessment of needs using the Inventory of Practices published by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL), use of implementation checklists posted on NCPMI, and/or TPOT scores.

6. **The leadership team should use TPOT data, teacher needs assessment or self-assessment, and child outcome data** to plan group training events. Workshops and in-service training should be determined by identifying common areas of need that are identified on these tools.

Staff Training

The leadership team must ensure all classroom staff in the program receive training in Pyramid Model practices. Along the same lines, new staff should be provided with an overview of the approach within the first month of joining the program. Following the overview, classroom staff should be enrolled in the next practice training workshop that is offered. At monthly leadership team meetings, the team should review data (e.g., TPOT data, needs assessments, child progress monitoring) to plan group training events. Workshops and in-service training should be determined by identifying common areas of need that are identified on these tools.

> Leadership teams can track staff training on the staff training log provided in your Leadership Team Resource File. Place your staff training log in your Leadership Team Implementation Manual.

TEAM TOOL

Staff Acknowledgement and Incentives

The leadership team also develops strategies to provide ongoing support to staff as they implement the model. The implementation of the Pyramid Model with fidelity by all staff is an ambitious effort and takes time and commitment. It is important for the leadership team to provide support, acknowledgement, and incentives to staff as they continuously improve their implementation of Pyramid Model practices.

Practice-Based Coaching

The leadership team should include team members who have been trained to use Practice-Based Coaching (PBC) to support staff in becoming proficient in their use of the Pyramid Model practices. PBC refers to a cyclical process of coaching that includes three major components: goal setting and action planning, focused observation, and reflection and feedback. These components are delivered in the context of a collaborative relationship between coach and staff. At least one on-site staff must be trained to use PBC and should track their activities using the coaching log. Tools and forms that will be used by the coach are as follows:

1. **Teacher-Coach Agreement.** A written agreement between the coach and teacher is recommended. The agreement allows the teacher and coach to discuss mutual expectations of the coaching relationship and make a commitment to collaborate.

> The leadership team should determine the content of the teacher-coach agreement and how the teacher-coach agreement will be presented to teachers (a sample is provided in the Leadership Team Resource File). List your decisions on the Leadership Team Implementation Plan.

COACHING TOOL

2. **Teaching Pyramid Observation Tool (TPOT).** Used by coach to assess teacher strengths, needs, and growth in implementation in Pyramid Model practices.

3. **Teacher Action Plan.** Used by coach to record coaching goals and guide coaching activities. Teachers and coaches collaboratively determine goals and steps that are included on the action plan.

4. **Focused Observation Notes.** Might be used by coach during observation.

5. **Coaching Log.** Coaching log provides relevant information and data on who receives coaching, duration of coaching, frequency of coaching, and the coaching strategies that are used. These are used by the leadership team to understand and plan for coaching resource allocation.

The coach log is completed by persons providing coaching to teachers. The data from coach logs are summarized and use for data decision-making (provided in the Leadership Team Resource File).

COACHING TOOL

Preparing the Teacher for Coaching

Teachers should feel supported by the coaching experience. Coaching is not intended to be an evaluation or criticism of teaching practices or classroom management. We recommend that teachers are not coached by the individual who is also conducting the employee's performance evaluation. The leadership team will want to discuss the process of coaching with all teachers and describe how coaching will be provided, who will received coaching, and the coaching process. In this meeting, the team might share the overview video on practice-based coaching that illustrates the core elements of the model. Teachers might be anxious about coaching and should have a time to ask questions and receive reassurance that the coaching process is a support to them and not an evaluative process.

Decisions for the Leadership Team:

1. **Determine who has been trained and how staff will get trained.** The staff training log (see sample) will help the team to track the training that has been offered and who has participated.

2. **Identify how you will approach coaching implementation.** Will all teachers receive coaching or will you start with a few? What will be the frequency of coaching observations and debriefing sessions for teachers who receive coaching? Use the coach assignment form to track coaching assignment, frequency, and duration.

The leadership team should determine who receives coaching and track coaching supports using the coaching assignment form. Place your coaching assignment form in your Leadership Team Implementation Manual.

TEAM TOOL

3. **Determine how and when new staff will receive an orientation** to the Pyramid Model approach followed by deeper training for classroom staff in Pyramid Model practices.

4. **Determine how staff members might be acknowledged** for their efforts towards implementation. Who will be responsible for acknowledgement? When will acknowledgement occur?

Considerations for the Training of All Program Staff

1. **Training materials in the Pyramid Model are available on the NCPMI web site.** These materials can be used by consultants to the program or trainers from the program to provide intensive training on the practices. The training materials offer content for 4 full days of content. However, in your program it is likely that you will not have 4 full days available for staff training. Consider breaking the content down into meaningful units that can be used within the training time you have available.

2. **Provide explicit training on culturally responsive practices and implicit bias as they related to implementing the Pyramid Model.** Work with your external coach to identify resources to provide this as a professional development event and consider how addressing culturally responsive practices and implicit bias will be part of ongoing professional development and coaching.

3. **Many programs offer a short training workshop on a regular basis to their classroom personnel.** For example, a brief (15 – 30 min) training could be offered during a staff meeting. In another program, a workshop was offered on two consecutive days during naptime with half the staff attending on one day and the other half attending the next.

4. **After staff have been trained initially, the leadership team should consider what training should be offered throughout the year.** The decision about topics for a workshop should come from needs assessments completed by staff, TPOT data that show areas of need, or an examination of the action plans of teachers who are receiving coaching.

5. **Training events are more effective when they provide staff with materials that facilitate immediate implementation of the practices.** Consider "make and take" workshops or the provision of the classroom materials that staff will need to get started.

6. **Programs might consider a self-study orientation to the Pyramid Model** for new staff that is completed after hiring. The program could provide the short article that describes the model (available on challengingbehavior.org) and a copy of the program's behavior or discipline policy statement along with the DVD overview video on the Pyramid Model and ask the new staff member to read the information and watch the video. Following the video, the program might consider providing the overview video reflection sheet for completion by the staff member and discussion with a program leader.

Acknowledge Staff as They Implement Practices

1. **A program has posted a stars poster in the staff break room.** Program administrators and teachers use star-shaped notes to write a note about another staff member's effective use of a Pyramid practice. The notes remain up for a month and then the process begins again. Examples of notes are: "Congrats to Jennifer for her great program newsletter entry on teaching rules!"; "I love the 'be a friend' bulletin board in Peter's classroom, great idea."; and "Feeling proud of the teachers who shared their ideas for teaching social skills at the workshop."

2. **A program director asks teachers to send her Pyramid success stories at the end of the week** if they have one to share. These might be an activity that went well, an interaction with a family that was notable, the use of skills by children, a child's progress, etc. The program director reviews what is sent and then uses them in her Monday Morning Message email to all program staff.

3. **Whenever a supervisor or coach visits a classroom, they leave a note on the teacher's desk** that provides praise or gratitude related to teaching practices, the classroom, or children's engagement.

4. **A standing agenda item** (5 minutes) at staff meeting is a classroom practice show and tell. A staff member is invited to share an activity or material that is being implemented in their classroom. The classroom coach identifies who is selected to do the show and tell.

5. **A program administrator creates a bulletin board** for parent night that highlights each classroom team and an exciting element in their classroom.

6. **In the monthly program newsletter,** a classroom team is highlighted along with how they are implementing the Pyramid Model in their classroom.

Using the Teaching Pyramid Observation Tool

The Teaching Pyramid Observation Tool (TPOT™, Hemmeter, Fox, & Snyder, 2014) provides a tool that can be used by programs to assess preschool (ages 2-5 years) teachers' implementation of the Pyramid Model practices. The TPOT is used to gain information on teacher strengths and needs related to practice implementation and to document teacher change in practices as a result of training, coaching, or other forms of professional development. In addition, the TPOT can be used by the leadership team to identify the overall status of the program (by examining scores across teachers) in the implementation of practices and identify common needs for professional development.

The TPOT is administered by a trained TPOT assessor. This training is typically provided to persons who provide classroom coaching in the program. The training to use the TPOT is a 2-day workshop that includes scoring a video of a classroom. Trainees must meet a reliability score of 80% in the workshop to be certified to use the TPOT. After attending training, the TPOT authors encourage new users of the TPOT to conduct several TPOTs with another trained TPOT assessor to practice and check reliability.

The TPOT involves a 2 hour classroom observation and a 20 minute interview with the lead teacher. The observation is scheduled for a time when the TPOT assessor can see a teacher-directed activity (e.g., opening circle, small group), 2 transitions from one activity to another, and a child-directed activity (e.g., centers). The TPOT will provide scores on three subscales that examine the implementation of Pyramid Model practices: key practices, responses to child behavior incidents, and red flags. The key practices subscale is used to summarize the teacher's strengths and needs related to the Pyramid practices related to: schedules and routines, transitions, conversations with children, promoting child engagement, providing directions, teaching behavior expectations, collaborative teaming, teaching friendship skills, teaching emotional literacy, teaching problem solving, collaborative teaming, connecting with families, supporting family use of Pyramid Model practices, and interventions for children with persistent challenging behavior. The responses to child behavior incidents is scored if a behavior incident occurs during the observation and provides an assessment on if classroom staff respond to child challenging behavior by using all three of the essential practices. The red flag subscale identifies the use of practices that have a relationship to higher levels of classroom disruptive behavior. The red flags are practices that need immediate remediation so that Pyramid Model practices can be effectively used.

The TPOT is used at the beginning and end of the school year or is used when a teacher is new to the program. The initial TPOT data will be used by the classroom coach in the identification of potential action plan goals that will serve as the focus of coaching activities. The leadership team will want to examine individual teacher TPOT scores to understand the current status of teachers in the implementation of Pyramid Model practices and the across teacher averages to see if there are key practice areas that should be the focus of training events. Leadership teams might wish to conduct the TPOT more frequently so that they can see changes in practice that result as teachers received professional development and coaching support.

List the training workshops that are offered, you can add to the list as they are scheduled.

Sample Staff Training Log

Staff		Training Event/Date Trained					
Name	Position	Pyramid Overview	Relationships	Environments	Teaching Social Emotional Skills	Addressing Challenging Behavior	Bias and Addressing Behavior
Emily N.	Assistant Director/coach	9/6/16	9/25/16	10/7/16	10/21/16	11/1/16	11/10/16
Ashley A.	Van Driver/cook	6-Sep	N/A	N/A	N/A	11/1/16	11/10/16
Erin R.	Teacher	6-Sep	9/25/16	10/7/16	10/21/16	11/1/16	11/10/16
Chris T.						11/1/16	11/10/16

List staff members currently employed and then add to list; some staff might not need more than an overview (e.g., cook) while others will need specialized training.

Sample Coaching Assignment Form

Teacher	Coach	Start Date	End Date	Notes
Judy	Alice	9/1/16	11/2/16	Bi-weekly coaching; follow-up after intensive coaching through monthly Community of Practice
Kara	Alice	9/8/16	11/9/16	Bi-weekly coaching; follow-up after intensive coaching through monthly Community of Practice
Christopher	Alice	9/1/16	12/10/16	Bi-weekly coaching; follow-up after intensive coaching through monthly Community of Practice
Marie	Alice	11/10/16		Bi-weekly coaching
Claire	Alice	11/17/16		Bi-weekly coaching

As teachers are assigned a coach, you enter their name, who will coach, and start date.

The end date is entered when coaching is completed. Use the notes box to indicate plan for frequency. Add to notes as you end coaching and implement sustainability strategies.

Case Study

Sunshine Park Zoo School

In an effort to ensure professional development of all teachers, the Sunshine Park Zoo School's leadership team decided that they would secure substitutes and send their preschool teachers to three days of training in the Pyramid Model and culturally responsive practices, as provided by their external coach. The trainings were scheduled for three Fridays over the course of one month.

They also decided that coaching would begin with the two teachers on the leadership team, Chris and Sara. The team wanted to get those classrooms to fidelity first as Chris and Sara were very interested in becoming model classrooms and enthusiastic about receiving the coaching support. The team decided that Lucia (their coach) would conduct the Teaching Pyramid Observation Tool (TPOT) with all the preschool classroom teachers (including Chris and Sara) and that the leadership team would review the data to determine which teachers would be next for coaching support.

The leadership team asked Lucia to draft a coaching agreement that they could review and finalize for use with the teachers. In addition, the team decided that they wanted Lucia to develop a draft template for individualized professional development plans that might be used with all staff.

The leadership team discussed how they could acknowledge staff for their implementation efforts. They decided on two strategies to implement immediately and agreed that they wanted to ask staff for their ideas after the initial months of implementation. The strategies that they decided to implement immediately were: 1) Create a staff acknowledgement bulletin board in the staff workroom using the theme "we are all in this together," use funny animal photos to illustrate, and provide guidance to staff on how to acknowledge each other for effort; and 2) Add a classroom practice "show and tell" to the monthly staff meeting agenda by asking one classroom to present (making sure all eventually have a turn) and providing the team with a small token of acknowledgement (e.g., flower, candy bar, pin).

Professional Development and Staff Support Notes

![Program-Wide Supports for Pyramid Model Implementation]

Procedures for Responding to Challenging Behavior

Procedures for Responding to Challenging Behavior Contents

Procedures for Responding to Challenging Behavior

The leadership team develops policies and procedures for providing support to staff to address challenging behavior. This includes providing a mechanism for support in crisis situations, developing a problem solving process for children with emerging challenges, and providing a system for identifying children who need an individualized behavior support plan developed through a team-driven process.

In the Pyramid Model approach, programs set up procedures to ensure that all children will receive the social, emotional, and behavioral support that is needed to be successful. Challenging behavior is not addressed through punishment practices, suspension, or expulsion. The program makes a commitment to ensure that everything possible is done to help the child receive evidence-based positive interventions. Leadership teams may wish to articulate this approach in their program brochure or information, written discipline policy (see sample on the following page), teacher handbook, and family materials.

Revising Your Child Guidance and Discipline Policy

The leadership team should review the program's published child guidance and discipline policy to align as part of their program-wide implementation of the Pyramid Model. While many programs' policies have elements that must be included to meet child care licensing standards, for the program to align with Pyramid Model practices, the policies should include sections or statements that:

1. Endorse the use of a proactive approach to promote social emotional competence;

2. Identify the use of the Pyramid Model practices in a tiered system to promote all children's social and emotional competence, prevent behavior challenges, and provide individualized interventions to children who have behavior support needs;

3. Describe program-wide expectations and how they are used;

4. Provide examples of the strategies that might be used by staff to promote prosocial behavior and reduce behavior challenges;

5. Discuss working in partnership with families to meet children's social, emotional, and behavior support needs; and

6. Describe the program-wide implementation process that includes the use of data decision-making, provision of professional development to staff, and strategies for family engagement as key elements for implementing and evaluating the policy.

Promoting the Use of Developmentally Appropriate and Positive Approaches

All program staff should be trained in how to encourage child appropriate behavior and how to redirect children who have behavior difficulties. All children are likely to have problem behaviors when they are sad, frustrated, angry, don't understand expectations, are overwhelmed, or are tired. Classroom personnel should be guided (and trained) to understand what behaviors might be expected from children at different developmental stages and the responses to use that are developmentally appropriate.

In the preschool classroom, it is expected that teachers will respond to a challenging behavior using all of the following three essential strategies:

1. Teacher implements developmentally appropriate strategies (e.g., redirection, planned ignoring) in response to challenging behavior;

2. Teacher responds to children by stating the expected behavior in positive terms (i.e., what to do) or providing instruction in an acceptable alternative behavior; and

3. Teacher provides positive attention or positive descriptive feedback to the child when the child begins behaving appropriately.

The leadership team should address whether all staff have the training they need to be responsive to children when they have behavior challenges and that teachers are responding in a manner that is supportive and instructive. In addition, the leadership team should examine their data on child behavior incidents (using the Behavior Incident Report system or BIRs) to make sure that teachers respond to behaviors in a manner that is effective and equitable.

Developing a Program Plan for Responding to Crisis Situations

It is expected that at some point, a staff member might feel that a child's behavior is a crisis or that assistance is needed in the classroom to ensure that a child with challenging behavior is safe and not compromising the safety of other children. The leadership team should outline the process that they expect staff members to follow if a crisis was to occur. This plan might be called a "crisis management plan" or "safety net procedures" (see sample below). Once the leadership team develops the plan, all staff must be informed of the steps (verbally and in writing) and trained on the procedures and the occasions that would warrant their use. The leadership team should review the procedures and their use over time to ensure that the plan is being used effectively.

Safety-Net Procedures Crisis Risk Management Plan

When a child has challenging behavior and is a danger to themselves or others:

1. Use the intercom, phone, or loud voice to solicit assistance from another adult. "I need help immediately."

2. Teacher should implement first response de-escalation procedures that might include a verbal, physical, or environmental action. Teachers should verbally validate child's emotional distress (e.g., "I see you are frustrated."). Teachers should not increase or re-assert demands on child (e.g., "You need to pick all of these up.") until child has de-escalated.

    a) **Verbal** – Provide child with direction about what to do (e.g., "Put the sand in the sand box."), direction about appropriate behavior (e.g., "Ask for a turn."), direction to de-escalate ("Take a deep breath."), or validate emotion ("it looks like you are very angry.").

    b) **Physical** – Position yourself between the child and dangerous items and others with whom the child is upset. Interrupt aggressive action with physical guidance (e.g., take block out of hand of child threatening to throw), and guide child to correct action.

    c) **Environmental** – Remove materials from area. Remove children from proximity of the child having challenging behavior. Put a barrier between child and others.

3. If first response strategies are not effective, prevent the child from hurting self or others by:

    a) Removing the other children, but keeping all children within visual range;

    b) Verbally redirecting the child to quiet space in the room;

    c) Demonstrating and encouraging the child's use of the Tucker Turtle strategy; or

    d) Blocking child aggressions or property destruction (without touching child).

4. Person providing classroom assistance will either remove the child (if safe to guide child to leave) from the area or ask the teacher to remove the other children.

5. Person providing classroom assistance will remain with the child until situation de-escalates.

6. After child de-escalates, adult will debrief with child using a developmentally appropriate process and support the child back to the group (e.g., "Let's talk about what happened." "What can you do if this happens again?"). This should include a restatement of program-wide expectations.

7. A Behavior Incident Report and any other required incident reports are completed.

8. Family is contacted by program administrator and informed of the incident.

9. Debriefing meeting with teacher is scheduled to occur at end of the day or following morning. If an individualized support plan has not been developed and is needed, the process will be initiated. If a support plan is in place, it will be reviewed.

Promoting Collaboration and Problem Solving

Program staff members benefit from being able to problem solve with other teachers around classroom management strategies and addressing child challenging behavior. The leadership team can support this process by encouraging teachers to meet with other teachers or by offering planned meetings that provide a forum for teacher collaboration and idea sharing. For example, the program might establish a prevention and problem solving monthly meeting where teachers can discuss classroom issues or children who are struggling with other teachers. In this example, the meeting included a 15 minute training on one strategy that teachers might use in the classroom and then a more open discussion about teacher concerns with teachers being able to share an issue and receive ideas for implementation.

Implementing a Team Process for Behavior Support

The program must have an identified staff member or members who are trained to facilitate the functional assessment and behavior support planning process for children who have persistent challenging behavior. These staff members might be consultants to the program or staff members within the program who have behavioral expertise. These staff members might be referred to as a behavior specialist or behavior coach.

The person(s) filling the role as the behavior specialist is an important member of the leadership team and should attend the monthly meetings as a team member. The behavior specialist should receive training that is specific to the use of an assessment-based team process for the design of an individualized behavior support plan. This training typically includes a core training in a functional approach for addressing child challenging behavior (e.g., CSEFEL modules 3a and 3b) and a training in the procedures in guiding a team to design and implement a plan (e.g., Prevent-Teach-Reinforce for Young Children).

The behavior specialist guides the development and implementation of a behavior support plan; but is not the person who implements the plan. The behavior plan will be implemented by the persons who interact with the child in everyday routines and activities. Thus, the teacher and family are primary team members that are included in plan development and implementation.

The leadership team will develop the "flow chart" for how a teacher can access the support of the behavior specialist and the steps that are taken in the program to ensure that children with intensive behavior support needs are provided with an effective plan. This flow chart should be reviewed with all program staff and program staff should be able to state and follow the steps to gain assistance.

Sample Flow Chart for Behavior Support – Phase 1

Step 1 Initial Identification: Teacher has child with behavior support needs (this might follow one dangerous incident or might be due to behavior that has not responded to classroom procedures).

1. Teacher contacts behavior specialist and provides copies of BIR.

2. Behavior specialist schedules observation and debriefing meeting with teacher

3. Teacher continues to collect BIR data.

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Step 2: Behavior specialist observation and meeting with teacher:

1. Behavior specialist reviews BIR forms

2. Behavior specialist observes during times/activities where behavior is most likely to occur

3. Behavior specialist debriefs with teacher following observation. Teacher and behavior specialist determine next step (selecting one of the paths below). In all paths, teacher continues to monitor using BIR.

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1. Behavior specialist provides teacher with strategies to try (verbal and written). This might also include classroom coaching on how to implement strategies. 2. Behavior specialist and teacher meet to review the effectiveness of strategy implementation and next step.	1. Teacher and behavior specialist decide to continue to monitor BIRs and meet at a future specified time to review child progress.	1. Behavior specialist recommends that a functional assessment process is initiated 2. Teacher and behavior specialist identify who and how the family will be contacted including strategies to use for engaging the family as partner in support plan development.

TEAM TOOL

Your Leadership Team Resource File provides resources for addressing child challenging behavior including:
- References to manuals for implementing a team process
- Tip sheet for teachers
- Classroom routine guide
- Family routine guide

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Sample Flow Chart for Behavior Support: Phase 2
Developing a Behavior Support Plan

Step 1: Functional Assessment:

1. Behavior specialist conducts interview with family and teacher (and others if needed).

2. Behavior specialist conducts additional observation in classroom as needed.

3. Behavior specialist summarizes functional assessment information for review at team meeting.

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Step 2: Team Meeting for Support Plan Development:

1. Team meeting with teacher, family member, and behavior specialist convened.

2. Behavior specialist reviews functional assessment summary and identifies hypotheses with team.

3. Team is guided to brainstorm plan by behavior specialist.

4. After meeting, behavior specialist sends all team members written support plan, action plan for implementation, and data collection forms.

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Step 3: Plan Implementation Support:

1. Behavior specialist meets with teacher to review written support plan and data collection forms.

2. Behavior specialist provides coaching session(s) for teacher on plan implementation.

3. Behavior specialist provides phone call or meeting with family to review behavior support plan and offer support for implementation (if appropriate).

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Step 4: Team Evaluation of Progress:

1. Teacher provides behavior specialist with data collection weekly in first month of implementation.

2. Teacher contacts with weekly updates on child progress in first month of implementation.

3. Team meets to review child progress and make adjustments to plan if needed.

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Supporting Children with Behavior Challenges in Partnership with Families

Families should be full partners in all processes designed to provide individualized supports to a child. Families bring unique knowledge about their child that can be vital to planning effective interventions. Moreover, the program can provide assistance to families for the use of effective social, emotional, and behavioral support strategies at home and in the community.

The leadership team should examine how families will be supported as partners in all activities related to supporting children with challenging behavior. This includes communicating with families, asking for family input, addressing family concerns, providing families with practical strategies to use at home, and making sure that families are a part of team meetings. The leadership team might consider making changes in policies and procedures so that partnerships with families are promoted and supported. In addition, the leadership team might provide training to program staff or provide program staff with materials (e.g., family routine guide, back-pack connections) that help program staff provide information and support to families.
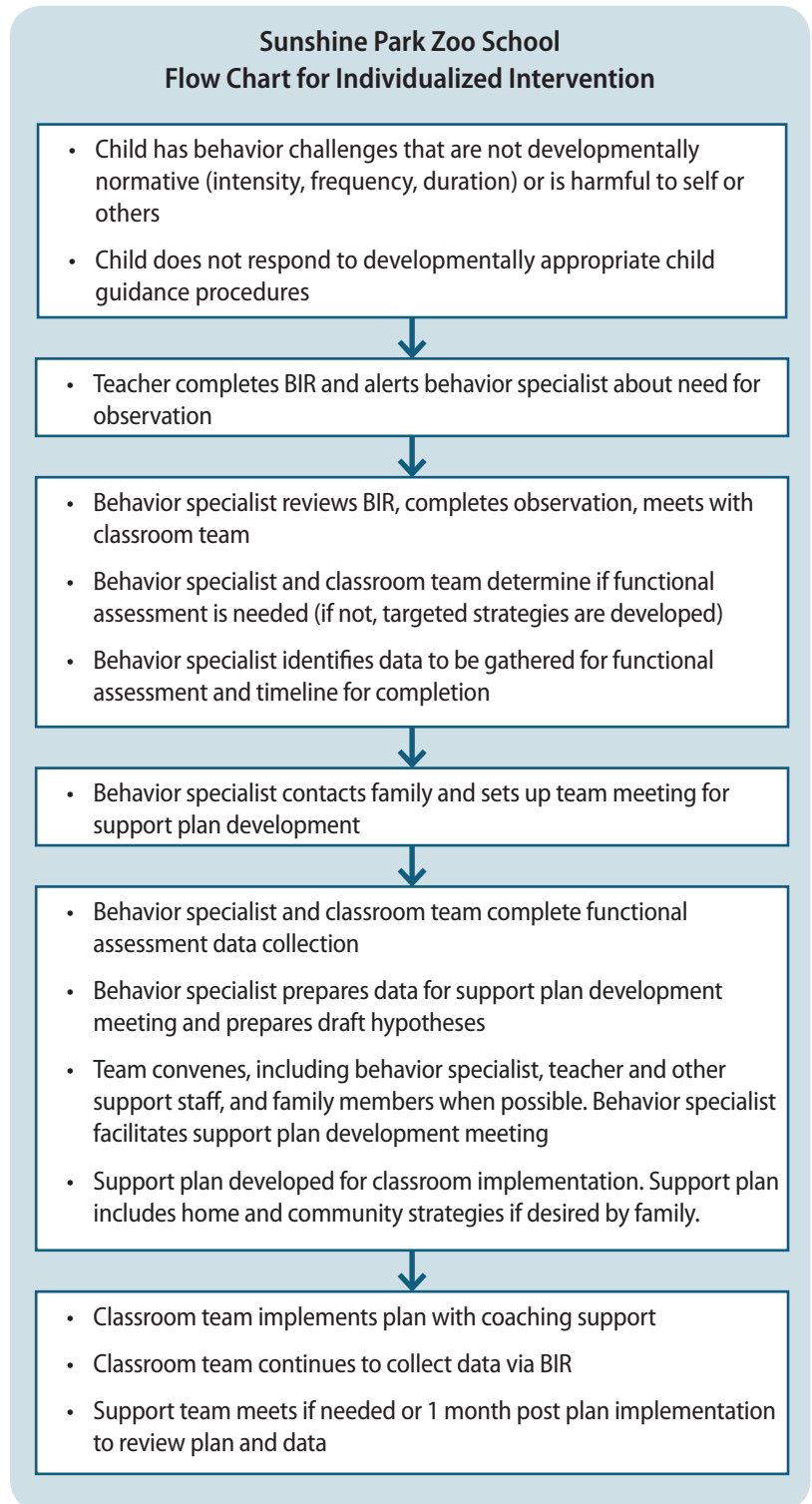
Case Study

Sunshine Park Zoo School

During the leadership team implementation training, the program worked on a flow chart for how children who had persistent challenging behavior would receive an individualized behavior support plan. When they reflected on their current system, the team noted that teachers would let the director know when a child was having behavior issues in the classroom that were a concern. The director would determine if the family would be called and if a meeting would be scheduled to discuss what they might do together to address the problem behavior. Some teachers were reluctant to tell the director about children with problems as they felt that it might create the impression that they had poor classroom management procedures or they felt that meeting with the family did not lead to an effective solution for addressing the behavior. In the design of the flow chart, the leadership team wanted to make sure that teachers would be encouraged to use the process that would lead to initiating the individualized behavior support process.

Once the flow chart was developed, the leadership team noted that they needed to explain the process to their teachers and monitor if the process was being used and determine if it was effective. Because the process includes the use of the Behavior Incident Report System, they needed to provide a workshop to teachers on how to complete the BIRS and ensure that the behavior specialist (Misha) was trained on the use of the data entry spreadsheet.

In addition to developing the flow-chart for ensuring children with persistent challenging behavior received an assessment-based behavior support plan, the team felt that it was important to develop crisis procedures for teachers to use when confronted with potentially dangerous behavior. The previous year, a child broke a window when having a tantrum and the teacher was not sure how she was supposed to respond. The team decided that once they drafted the policy, it would be shared with all teachers and placed in the teacher handbook. Below is the crisis policy that they developed. They decided that this would be reviewed every 6 months to make sure that the policy was functional for the program.

Sunshine Park Zoo School
Flow Chart for Individualized Intervention

- Child has behavior challenges that are not developmentally normative (intensity, frequency, duration) or is harmful to self or others
- Child does not respond to developmentally appropriate child guidance procedures

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- Teacher completes BIR and alerts behavior specialist about need for observation

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- Behavior specialist reviews BIR, completes observation, meets with classroom team
- Behavior specialist and classroom team determine if functional assessment is needed (if not, targeted strategies are developed)
- Behavior specialist identifies data to be gathered for functional assessment and timeline for completion

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- Behavior specialist contacts family and sets up team meeting for support plan development

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- Behavior specialist and classroom team complete functional assessment data collection
- Behavior specialist prepares data for support plan development meeting and prepares draft hypotheses
- Team convenes, including behavior specialist, teacher and other support staff, and family members when possible. Behavior specialist facilitates support plan development meeting
- Support plan developed for classroom implementation. Support plan includes home and community strategies if desired by family.

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- Classroom team implements plan with coaching support
- Classroom team continues to collect data via BIR
- Support team meets if needed or 1 month post plan implementation to review plan and data

Case Study

Sunshine Park Zoo School Safety Net Procedures

The following procedures should be used when a child's challenging behavior is harmful to others or could be harmful to himself. In these situations, program staff should remain calm, refrain from becoming confrontational with the child, and place a priority on making children are safe versus controlling the behavior.

1. The staff member should immediately alert the director's office and request assistance to the classroom or area. When help arrives they will assist in guiding the rest of the class and/or provide back-up support to the staff member.

2. The staff member should try to use de-escalation procedures that might include verbal redirection and calming strategies, environmental rearrangement, and physical redirection if necessary. Staff should verbally validate the child's emotional distress (e.g., "I see you are frustrated."). Staff must not increase or re-assert demands on child (e.g., "You need to pick all of these up.") until child has de-escalated.

   a) Verbal – Provide child with direction about what to do (e.g., "Put the sand in the sand box."), direction about appropriate behavior (e.g., "Ask for a turn."), direction to de-escalate ("Take a deep breath."), or validate emotion ("It looks like you are very angry.").

   b) Physical – Redirect the child's movement towards safe, calm areas and away from danger, Interrupt aggressive action with physical guidance (e.g., take block out of hand of child threatening to throw). Guide child to correct action.

   c) Environmental – Remove materials from area. Remove children from proximity of the child having challenging behavior, Put a barrier between child and others.

3. If the de-escalation procedures are not effective, staff may prevent the child from hurting self or others by:

   a) Removing the other children, but keeping all children within visual range;

   b) Verbally redirecting the child to quiet space in the room;

   c) Demonstrating and encouraging child use of the Tucker Turtle strategy;

   d) Physically placing yourself between the child and other children (only if you will not be placed in danger); or

   e) Blocking child aggressions or property destruction (without touching child).

4. If necessary, the person providing classroom assistance will either remove the child (if safe to guide child to leave) from the area or ask the teacher to remove the other children.

5. After child fully de-escalates and is visibly calm, an adult will debrief with child using a developmentally appropriate process and support the child back to the group (e.g., "Let's talk about what happened." "What can you do if this happens again?"). This should include a restatement of program-wide expectations.

6. A Behavior Incident Report and any other required incident reports are completed.

7. The behavior specialist or program director will contact the family and inform the family that the incident occurred.

8. A debriefing meeting with the staff member and teacher will be scheduled for the end of that day or the following morning. If a behavior support plan has not been developed and is needed, the process will be initiated. If a behavior support plan is in place, it will be reviewed.

Program-Wide Supports *for* Pyramid Model Implementation

Using Data for Decision-Making

Using Data for Decision-Making Contents

Data Decision-Making

Data-based decision-making is a pivotal component of the program-wide approach. For effective decision-making, data must include not just outcome-related data, but data regarding processes and fidelity of implementation. The leadership team will gather and review data on implementation and outcomes using tools provided by the Project. The leadership team uses data to monitor their progress towards implementation fidelity, track changes and outcomes, and efficiently pinpoint where efforts should address teacher and child support needs. Data summaries will be used by the leadership team for problem-solving and to identify actions for program improvement and the support of children and teachers. The following tools will be used by the leadership team:

1. **Early Childhood Program-Wide PBS Benchmarks of Quality (EC-BoQ)** is an assessment and progress-monitoring tool to examine program-wide implementation. The Benchmarks is a team tool that is scored by capturing the consensus opinion about the level of implementation of the benchmarks for program-wide critical elements. The tool offers a comprehensive assessment of implementation of Pyramid Model supports at the program level. The tool can be used as often as the leadership team desires, but should be done at least two times a year (e.g., fall and late spring) to provide data that can be used for data-based decision making and action planning.

2. **The Behavior Incident Report System (BIRS)** provides a system to collect and analyze behavior incidents in the program. The system provides an efficient mechanism for gathering information on elements related to child behavior incidents that can be used analytically to make decisions about providing supports to teachers and children within the program. The BIR form is completed by a teacher or staff following a behavior incident that is not developmentally normative or is a cause of concern. The forms are provided to a designated person on staff who enters the data into a spreadsheet. The spreadsheet will provide a monthly summary of program- and classroom-level data that the Leadership team can review. The summary provides data for examining factors related to behavior incidents (child, teacher, activity, behavior type, behavior motivation, and responses to the behavior). In addition, these data provide summative information on the frequency of behavior incidents over time. The data summary is used by the leadership team to understand the patterns of incidents in the program, the strategies that are commonly used in response to behavior, to identify children and teachers who might need additional support, and to monitor program outcomes in reducing the rate of behavior incidents. The BIR will also indicate if there is evidence of disproportionality in BIR reports, suspensions, or dismissals related to child gender, ethnicity, or IEP status. These data summaries assist the leadership team in monitoring how staff might perceive and respond to behavior in a manner that indicates bias or related issues.

3. **The Teaching Pyramid Observation Tool (TPOT)** should be used by the program to assess teachers' current status in implementing Pyramid Model practices and to identify practices to strengthen. These data are used by the leadership team to determine who will receive coaching, track growth in practice implementation by teach, and to identify areas for additional training. It is recommended that programs use the TPOT two times a year to identify initial status of teachers prior to implementing coaching and in the late-spring or at the end of a program year as a measure of teacher growth in practice implementation. Coaches are provided with a spreadsheet to enter TPOT scores. The spreadsheet allows the coach and leadership team to examine each teacher's individual scores and the average scores across all teachers in the program.

4. **Coaching log summary** – Coaching contact data can be summarized through the use of a coaching log and spreadsheet. The coaching log summary allows for an examination of the number and duration of coaching visits that were provided to teachers and a description of the professional development strategies used during coaching contacts. The leadership team can use these data to understand what coaching resources were provided to teachers and can use these data in planning coaching load assignments and effort.

5. **Child-level data** – In addition to program- and classroom-level data, the leadership team should also review child-level data that the program is collecting (e.g., child assessments, progress monitoring data for individual children who have support plans) to monitor child response to intervention and identify what children might need additional support. Programs should also note fidelity of implementation data at the child level to ensure that children receiving individualized support are getting the supports as prescribed.

Confidentiality

The leadership team will be examining program data and making decisions regarding training, support, and implementation supports based on the data that is viewed. It is critical that the leadership team have a discussion about the importance of confidentiality in all data decision-making activities. This becomes particularly sensitive when teachers and family members are included on the leadership team. Leadership teams may wish to address the importance of confidentiality as one of their ground rules.

In addition to making a commitment to keep data decision-making conversations and observations confidential, there are actions that can be taken to protect confidentiality. We strongly encourage the following:

1. Use teacher codes so that TPOT and BIR data are not associated with a particular teacher if someone sees a report. When codes are designed it is important to use a process that is standard in code construction (makes it easier to assign a code) and that a master list of codes is stored in two secured locations.

2. Use child unique identifiers on all Behavior Incident Reports. Program staff will have to be guided on how the unique identifier is assigned and constructed and remember to use the identifier consistently.

Collecting and Preparing Data for Decision-Making

Data are collected by the designated person on the schedule that is determined by the program. Data are entered into a spreadsheet that produces a visual display that is viewed by the leadership team and used for data decision-making.

DATA TOOL

Data Tool	Who Collects	Who Enters	When Collected	Notes
Benchmarks of Quality	Leadership team	Data Coordinator on the leadership team	Team should complete at least 2 times a year	Consensus team tool, Only one score entered
Behavior Incident Report System	Classroom and program staff complete BIR form	Form provided to designated program staff member	Following the incident (by end of the day)	Program staff are trained on how to determine when and how to use the BIR reports
Teaching Pyramid Observation Tool	Classroom Coach	Classroom Coach	Beginning of year and late spring (or similar interval)	Interim TPOTs might also be used to show progress of teacher receiving coaching
Coaching Log	Classroom Coach	Classroom Coach	After every coaching visit	
Child progress monitoring tool	Teacher	Teacher	TBD	Program identifies tools and expectations of teachers for use

Family Engagement and Data Decision-Making

We strongly encourage leadership teams to consider how they can collect information on family engagement with the implementation of the Pyramid Model and family perspectives about the support they receive, the benefits of the approach, ways families would like to be supported, cultural responsiveness of the program, family members' assessment of the quality of communication between the program and families, perspectives about family participation in program decision-making, and other elements. The leadership team should consider the use of a variety of mechanisms to gain family perspectives and input and keep in mind that not all families will be comfortable with all approaches for collecting information. For example, some families might prefer completing an on-line survey while others are comfortable with answering a few questions posed by their teacher during a teacher-family meeting. Other families might be more comfortable sharing their perspectives when in a group with other families. The information you gain from families, whether quantitative (e.g., a response to a survey) or qualitative (shared in a discussion), are all data that the leadership team can use to assess the progress of the program in meeting their family engagement goals and outcomes.

Team Process of Data Decision-Making

Determining how data will be collected and who will enter data is a major task of the leadership team. However, this is only the first step needed for data decision-making. Each of the data tools should be summarized in a manner that the leadership team can use to identify trends or patterns that might inform their decision. We have provided spreadsheets that provide a graphic summary of the major data elements.

Each month, a member of the leadership team should make sure that data are brought to the leadership team meeting and that data are examined. While a data summary for the Benchmarks of Quality and TPOT might only be used two times a year, data from the BIR, coaching logs, and child progress monitoring will be ongoing and can be examined in every meeting.

The visual summary of data can be reviewed by the leadership team using a process of identifying patterns (e.g., change in trends across time, specific activities that are problematic), interpreting what might be learned from the patterns and what other data might be needed for an interpretation, and determining action steps. This process is best conducted by the team as multiple perspectives enhance the process. We have provided some worksheets that the team might use as a guide for their review of the various data tools. These worksheets use a three step procedure for data analysis:

1. Look – Examine data for trends, meaningful associations

2. Think – Ask questions related to the data that might help with interpretation

3. Act – Make decisions as a team and identify the action plan needed to put the decision in place

The Look-Think-Act worksheets are provided in the data decision-making section of the NCPMI website and can be used to guide the team's analysis of the graphs that are on the spreadsheets for your data tools.

TEAM TOOL

Sharing Data with Others

The leadership team should use their data summaries to provide program staff and families with a report about program-wide implementation and outcomes. The leadership team might wish to collect additional data that help them share their programs' progress and the impact of their efforts such as parent satisfaction surveys, staff perspectives, or perspectives of other key stakeholders (e.g., board, community members).

The leadership team will want to carefully consider how to best share data and the data that will be of interest to different audiences. For example, staff members will be interested in seeing growth in program-wide implementation, changes in overall behavior incidents, and growth in teacher implementation of Pyramid Model practices. Family and community members might be interested in child developmental progress from the program's curriculum measures, the reduction of incidents of child challenging behavior, and parent and staff perspectives about the value of the program-wide approach. Lastly, teams should, at all times, remain vigilant to ensure the confidentiality of any data that include identifying information for individual children.

Case Study

Sunshine Park Zoo School

The Sunshine Park Zoo School conducted their first Early Childhood Program-Wide PBS Benchmarks of Quality assessment during the initial leadership team training event that they attended in August. They were excited to see how easy the spreadsheet was to use and that their data were graphed automatically. The data on the Benchmarks aligned with their perceptions about where they had strengths (leadership team, established expectations, and procedures for address child challenging behavior) and identified the areas that needed to be addressed in their implementation planning.

Early Childhood Program-Wide PBS Benchmarks of Quality — 8/11/2016
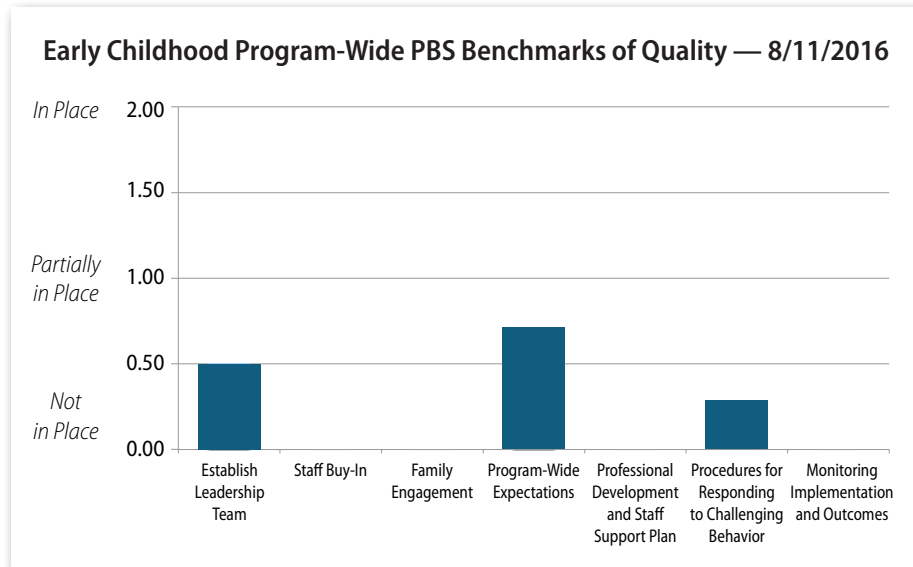
The leadership team was anxious to put the additional data systems in place so that they could begin to use more sources of data for decision-making. Lucia, the classroom coach, was assigned the task of conducting the Teaching Pyramid Observation Tool (TPOT), on all the teachers of preschool-age children (ages 2-5 years) and to enter the data on the scoring spreadsheet so that the leadership team could view each teacher's initial data and the data on classroom implementation across teachers. Their goal was to have TPOT data to review for the October leadership team meeting. Anne, the external coach, will give Lucia instructions on data entry in the spreadsheet and has agreed to review the sheet if Lucia encounters any challenges.

In addition, the leadership team was very excited about having teachers use the Behavior Incident Report System (BIRS) for tracking child behavior incidents. They have asked their external coach (Anne) to schedule a training session with Misha (behavior coach) to teach her how to enter data and understand the BIRS spreadsheet output. They will be printing the Behavior Incident Form in a 2 copy carbonless form and establishing a system for teachers to collect and submit the data with 1 copy for the classroom teacher and 1 copy to submit to Misha for data entry. The team scheduled a BIR training session for staff in October. Teachers will be trained how to use the form and instructed to submit forms for incidents that occur at the end of each day.

Using Data for Decision-Making Notes