



Leadership Team Academy for the **Program-Wide Implementation of the Pyramid Model**



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About the Leadership Team Academy for the Program-Wide Implementation of the Pyramid Model

The Program-Wide Leadership Team Academy provides program leadership teams with information and guidance to begin implementing the Pyramid Model across all program classrooms. The Leadership Team Academy requires that teams attend the entire event as a group and complete pre-work before the event.

This event will launch the leadership team in their work for implementing the Pyramid Model. It is one component of multiple professional development events that must occur for practitioners and leaders to become proficient in implementing and sustaining the Pyramid Model.

Who attends the Program-Wide Leadership Team Academy?

- ▶ A leadership team that has received an introduction to the Pyramid Model and is committed to program-wide implementation.
- ▶ Leadership teams attending should include the following members: a program administrator, a representative(s) of the teaching staff, a person(s) in a classroom coaching role, and a person(s) who will guide the development of behavior support interventions. Teams will be asked to include a family member, but their recruitment may occur after the initial leadership academy.
- ▶ Typically, the leadership team is recruited through an application process to ensure they have the capacity for implementation (e.g., foundational quality, stability of leadership, sufficient staffing).
- ▶ In addition to leadership teams, the program implementation coach who will guide teams in their implementation should attend. The program implementation coach should attend team meetings throughout the academy to learn more about the program, but refrain from taking a leadership role with the team. They are to be a “guide on the side” and available for questions.

What pre-work is required before attending the Program-Wide Leadership Team Academy?

- ▶ Team membership and roles are established.
- ▶ Team members have viewed the Pyramid Model overview video before attending the event. Often, the video is shown in the recruitment process. If not, you might send the sample email provided.

Sample email

When you send this email, provide two attachments: 1) the Excel of the *Early Childhood Program-Wide PBS Benchmarks of Quality 3.0* and 2) the Leadership Team Implementation Plan Form.

We are looking forward to seeing you for the Leadership Team Implementation Academy on XXX @ XXX. During this event, your team will be digging into planning your program-wide Pyramid Model implementation. We can't wait to get started on this work with you.

Below is a link to a video that we would like all of your team members to view before they come to training. Please send this link to them. We will be having a discussion about what you saw and how it aligns with why you want to do this work. It is 27 minutes long, so grab a cup of coffee or a snack, and do this fun reflection before joining us.

<https://challengingbehavior.org/document/promoting-social-emotional-competence/>

I have also provided a link to two forms that you might want to use during the training. If you are a team that likes to get everything captured on the computer, please bring a computer with these forms loaded. You can also work from paper documents if that is your work style. Those will be provided in the training.

My Notes

Leadership Team Academy Objectives

- ▶ Leadership Teams will understand the stages of implementation and their relationship to program-wide implementation of the Pyramid Model.
- ▶ Leadership Teams will use the Early Childhood Program-Wide PBS Benchmarks of Quality to assess their current status on the benchmarks and each critical element of program-wide implementation.
- ▶ Leadership Teams will identify implementation activities and next steps for each critical element of program-wide implementation.
- ▶ Leadership Teams will have a complete implementation action plan at the end of the leadership team academy.

Suggested Agenda

We have provided estimates of the time for each section. The time needed might be longer if you have a large number of teams or might be shorter if participants are less talkative. This event is 8 hours of content and is often offered as a 1.5 day event. It might also be offered as a 3-part virtual training.

I.	Welcome and Team Introduction	20 minutes
II.	The What and How of Program-Wide Implementation	48 minutes
III.	Leadership Teaming	111 minutes
IV.	Staff Buy-In	43 minutes
V.	Program-Wide Expectations	93 minutes
VI.	Family Engagement	55 minutes
VII.	Professional Development and Staff Support	60 minutes
VIII.	Responding to Challenging Behavior	63 minutes
IX.	Monitoring Implementation and Outcomes	67 minutes

Important Logistics

This event is structured so that teams have time to work together and begin their implementation. You will want to ensure they are seated at team tables rather than in classroom-style seating. If you offer this training virtually, each team should have a breakout room for their teamwork.

There are multiple points where we have indicated teams would share their work with other participants. This is an important element of the academy; teams will benefit from learning the approaches that other teams are considering. Do not skip the share back time to shorten the agenda.

Handouts

- ☐ 1: Agenda
- ☐ 2: Participants' PowerPoint Slides
- ☐ 3: Leadership Team Implementation Manual
- ☐ 4: Early Childhood Program-Wide PBS Benchmarks of Quality 3.0
- ☐ 5: Leadership Team Implementation Plan Form

Materials Needed

- ☐ Agenda
- ☐ Markers
- ☐ Chart Paper
- ☐ Sticky Notes

Other Items

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

I. Welcome and Team Introduction



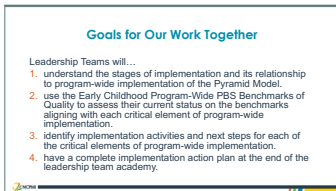
Slide 1: Program-Wide Implementation of the Pyramid Model: Leadership Team Academy

Workshop Title Slide.



Slide 2: Welcome

Customize this slide to include the program or school names of the teams that are attending.



Slide 3: Goals for Our Work

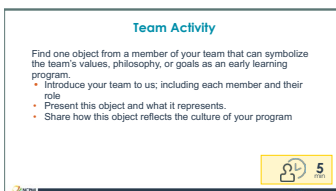
Review the goals of the Leadership Team Academy. Point out that the agenda is structured so that teams will learn about the critical elements of program-wide implementation, identify their current status related to implementation, and have time to discuss and identify actions for their implementation plan.



Slide 4: Expectations for Learning Together

We propose these expectations for working together. These expectations ensure that each and every person feels safe, healthy, respected, and welcomed.

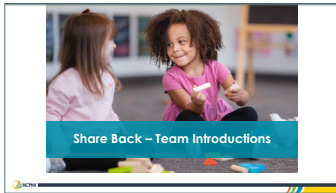
Clarify what an expectation means (e.g., similar to the classroom, we will identify our expectations for the group). Explain each expectation. The expectation of “step up/step back” can be explained by stating, “step up and share your perspectives and questions, and step back to make sure everyone in the room has an opportunity to speak.” Ask if the group agrees with these expectations or if additional ones should be added.



Slide 5: Team Activity

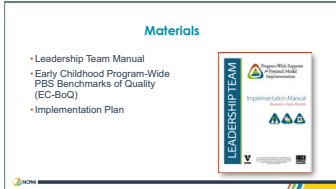
(Activity: Introduce the Team; 5 minutes for teams to discuss, 2-4 minutes per team to share)

In this activity, teams are asked to find an object that represents their program's goals or values. They are given 5 minutes to discuss and identify their object.



Slide 6: Share Back

Share back. After they have identified their objects, ask each team to introduce their team members and their roles, share information about their program (e.g., demographics, location), and to share how the object represents the program.



Slide 7: Coaching to Support the Pyramid Model

Pass out or refer to the materials packets. Each team member should have a Leadership Team Implementation Manual. This can be referenced for ideas as we work through the critical elements of program-wide implementation and will continue to be a guide for teams as they work together in the upcoming year. Point out that each section of the manual provides an example of how the Sunshine Park Zoo School implemented its critical elements.

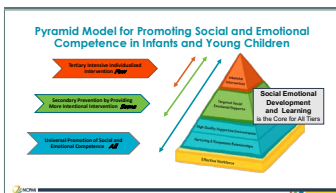
In addition, each member should have a copy of the Early Childhood Program-Wide PBS Benchmarks of Quality. Only 1 form needs to be completed by the team (on paper or electronically on the Excel document), but it is helpful for each team member to have a copy to reference in the discussions. Each team member will also have a copy of the implementation plan form to complete. Again, the team only needs one plan to be completed (on paper or electronically), but all team members will appreciate seeing the structure as they work on their initial plan.

II. The What and How of Program-Wide Implementation



Slide 8: The What?

Describe that you will briefly review what the Pyramid Model is, followed by a presentation on how program-wide implementation occurs using implementation science. You might also want to share that this is the most didactic part of the leadership academy. After these sections, we will move into a working meeting where teams will discuss and plan their implementation.



Slide 9: Pyramid Model

Describe the Pyramid Model as a framework of practices that are used as a multi-tiered system of support to promote the social-emotional development of each and every child. Point out that the base of the Pyramid, universal practices, promote the social, emotional, and behavioral development of all children and should be in place for all children. The universal level includes the teaching of social-emotional skills. At the secondary level, targeted social-emotional teaching, some children receive additional instruction or specific interventions to address their social-emotional skill development needs and prevent the development of challenging behavior. The tertiary level of the Pyramid Model includes additional intensive, individualized interventions for the few children who have persistent, challenging behavior.

Additional research has also demonstrated that these components are associated with increased use of practices in preschool classrooms and, in some studies, improvements in child developmental and learning outcomes. Coaching has led to greater implementation of practices and children's positive social, emotional, and behavioral outcomes in the research on delivering professional development related to Pyramid Model practices.

Goal of the Pyramid Model

Ensure that each and every child has the support, experiences, relationships, opportunities, guidance, and instruction to thrive in their social-emotional development and learning

**This academy will result in a Leadership Team Implementation Plan to begin the process*



Slide 10: Goal of the Pyramid Model

Read the goal of the Pyramid Model, reflect that this is the goal for program-wide implementation, and that in this event, they will begin their implementation plan to address this goal.

It's About How We Support Children and Families

What did you see or hear in the video on the Pyramid Model?

- That was aligned with what you think is important for preventing children's challenging behavior and promoting children's social-emotional development?
- That are practices you want to strengthen in your program?

What excites you about bringing the Pyramid Model to your program?



Slide 11: It's About How We...

Ask for a show of hands from participants who watched the video that was sent in advance of the academy for teams to view. Provide time for participants to answer the questions posed on the slide.

Note. Some trainers might wish to show the video in the academy and then have this discussion. If you do that, you will need an additional 30 minutes.

Suspension and Expulsion

Young children are being suspended and expelled from preschool at alarming rates.



Slide 12: Suspension and Expulsion

Program-wide implementation of the Pyramid Model is one of the most promising approaches to address a national concern related to the suspension and expulsion of young children with behavioral concerns from their early childhood programs. This is occurring at alarming rates, with Black boys and children with disabilities experiencing exclusionary discipline at rates that are higher than those of other children. Exclusionary discipline practices, such as suspensions and expulsions, do not change child behavior, and the child loses critical learning time that is critical to their social-emotional development.

Children with Disabilities

- All children with disabilities should be taught in high-quality, inclusive settings.
- Children with disabilities in inclusive settings demonstrate stronger social-emotional skills than children in separate classrooms.
- The inclusion of children with disabilities benefits all children including those without disabilities



Slide 13: Children with Disabilities

The Pyramid Model is also designed to ensure that children with disabilities are included in classrooms and programs with children who are not receiving special education services. When children with disabilities attend high-quality inclusive early childhood programs, they experience greater growth in their social-emotional outcomes.



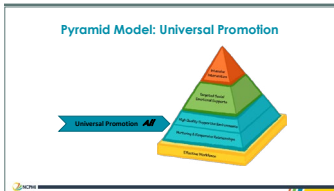
Slide 14: Our "Must Haves"

The Pyramid Model was designed to ensure that these "must haves" are a part of a Pyramid Model program. Explain each of the elements on the slide.



Slide 15: Ready for Every Child

Read this slide to illustrate what happens when these values are in place in a program.



Slide 16: Pyramid Model

Share with participants that you are going to quickly review what practices are at each level of the Pyramid Model, beginning with the universal promotion practices.



Slide 17: It's all About Relationships

The foundation of the Pyramid Model is nurturing and responsive relationships. This includes practices for fostering relationships between children, the relationships of staff to families, the relationships between staff and children, and the relationships of staff to each other.



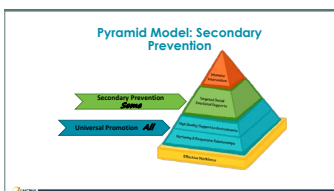
Slide 18: Supportive Environments

At the universal level, we also implement classroom environment practices that promote social-emotional skill development and ensure children are engaged in learning. Read the slide bullets that link child engagement to reductions in child challenging behavior.



Slide 19: Program-Wide Expectations

We will be discussing the use of program-wide expectations later in our time together. This is an important piece of a supportive environment. When program-wide expectations are in place, everyone in the program (staff, children, and families) has a shared understanding of how to behave within the program and in their interactions with one another.



Slide 20: Secondary Prevention

The secondary prevention tier of the Pyramid Model includes targeted social-emotional teaching practices for children who need intervention, in addition to the social-emotional skill promotion efforts provided to all children.

Social-Emotional Learning

- Self-regulation, expressing and understanding emotions, problem solving, and developing social relationships - social emotional learning for **ALL**
- Explicit instruction for **Some**
 - Increased opportunities for instruction, practice, feedback
- Family partnerships
- Progress monitoring and data decision-making



Slide 21: Pyramid Model – Secondary Prevention

All children in the program should receive social-emotional skill instruction in self-regulation, understanding their own and others' emotions, problem-solving, and developing relationships with peers and adults. Some children in the program will need more support to develop these skills. This will be provided through planned and systematic approaches. When we provide more targeted instruction, we partner with families and collect progress monitoring data to ensure our efforts are effective.

Pyramid Model: Tertiary Intervention



Slide 22: Pyramid Model: Tertiary Intervention

The tertiary intervention tier of the Pyramid Model refers to individualized intervention practices used for children with severe and persistent challenging behavior.

Tertiary Intervention

A process for addressing the social-emotional needs of children when the other tiers are not enough



Slide 23: Tertiary Intervention

At this level, children need universal and secondary practices, as well as additional support provided by an individualized behavior support plan.

Behavior is Communication

- I am scared
- I need help
- I don't understand what you want me to do
- I am frustrated
- I want to play by myself
- I want your attention
- I don't feel good
- I am tired



Slide 24: Behavior is Communication

At the foundation of the approach to be used at the tertiary intervention level is the recognition that all behavior conveys a communicative message. When children have challenging behavior, it has a message (point out things that children might be communicating).

Some Children Might Communicate Using Behaviors that Adults Find Challenging

- Falling on the floor screaming
- Crying for long periods of time
- Walking away from morning meeting
- Taking another child's toys
- Not following directions
- Hiding under a table
- Knocking a friend down on the floor

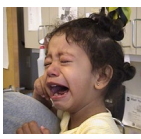


Slide 25: Some Children Might Communicate Using Behaviors that Adults Find Challenging

Children might use their words to communicate messages on the previous slide or they might use behaviors that adults find challenging. What are some of the messages you have seen children communicate using challenging behavior? How did they communicate that message?

Individualized Positive Behavior Support

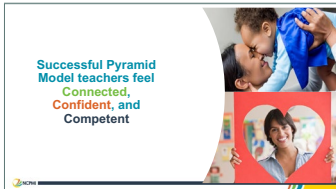
- Convene a team
- Conduct functional assessment
- Identify hypotheses
- Develop a behavior support plan for all relevant environments



Slide 26: Individualized Positive Behavior Support

In the Pyramid Model, we will use this process to understand children's behavior and develop our interventions. The process begins with convening the team that will develop and implement the child's support plan. At the center of the team is the family and the child's teacher or other primary caregivers. The process begins with a functional assessment to gain a better understanding of the factors that are related to the child's challenging behavior. Functional assessment ends with the development of hypotheses about the functions of the child's challenging behavior by the team. These hypotheses are used for the development of a behavior support plan. The behavior

support plan includes prevention strategies to address the triggers of challenging behavior; replacement skills that serve as alternatives to challenging behavior; and strategies to ensure challenging behavior is not reinforced or maintained. The behavior support plan is designed to address home, community, and classroom routines where challenging behavior is occurring.



Slide 27: Successful Pyramid Model Teachers

When teachers are able to implement the Pyramid Model practices they feel a greater connection to children, each other, and the families they support and are competent and confident about their ability to support all children in the classroom.



Slide 28: Research on the Pyramid Model

(Video: *Research on the Pyramid Model*, 5:34 minutes)

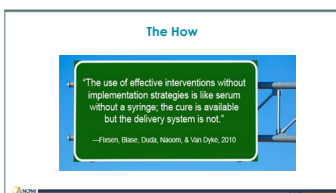
We have talked a lot about what the Pyramid Model is, how it was developed, and why it is important. Now let's hear about what research tells us about the effectiveness of the Pyramid Model.



Slide 29: Why Program-Wide

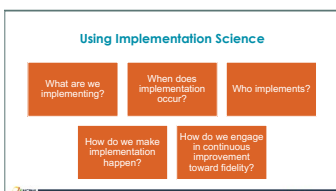
Pose these questions to the participants:

- ▶ Why do you think it is important to do this program-wide?
- ▶ What might be the benefits that are gained through program-wide implementation?



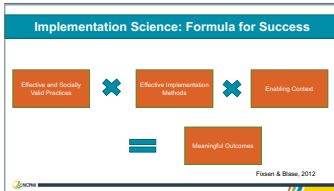
Slide 30: The How

This quote reminds us that although the Pyramid practices can be highly effective in promoting young children's social, emotional, and behavioral skill development, they are only effective when there are implementation supports so that the Pyramid Model practices are used.



Slide 31: Using Implementation Science

The work you will be doing as a leadership team uses implementation science to ensure the program can use the Pyramid Model to support children and their families. Implementation science helps us consider how we establish and sustain the use of evidence-based practices.

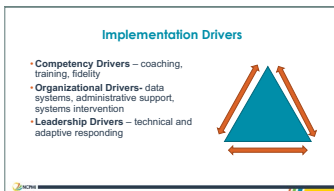


Slide 32: Implementation Science: Formula for Success

This formula comes from Dean Fixsen and Karen Blase, two important implementation scientists who have helped educators think about using implementation science to adopt evidence-based practices. In this formula, you see that you need three elements to gain meaningful outcomes. They are:

1. evidence-based practices,
2. effective implementation methods, and
3. enabling contexts.

This is presented as a multiplication problem with the idea that if any of these elements is a zero, you will not achieve meaningful outcomes.

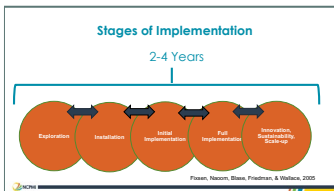


Slide 33: Implementation Drivers

Implementation science will refer to three types of drivers that are needed for implementation. They are:

1. organization,
2. competency, and
3. leadership.

Organization drivers refer to what is done to build a support system and a positive environment to sustain implementation. Competency drivers are the actions taken to train, coach, and supervise personnel so they can use evidence-based practices. Leadership drivers are the decisions you make to manage change, make decisions, and offer guidance as you engage in the work.



Slide 34: Stages of Implementation

It is important to note that implementation science recognizes that implementation unfolds in stages over time (e.g., 2-4 years). Implementation starts with considering whether to pursue a new initiative (i.e., exploration) through stages to full implementation and sustainability. Change work, like implementing the Pyramid Model, will take time.



Slide 35: Stages Explained

(Video: *Implementation Stages*, 3:45 minutes)

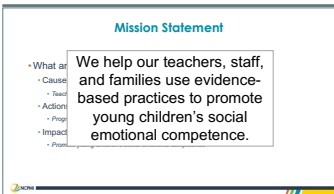
This short video uses schools as an example, but is helpful for understanding the stages of implementation.

IV. Leadership Teaming



Slide 36: It Takes a Team

It will take a leadership team to guide the program in the implementation of the Pyramid Model. For the remainder of our time together, I will guide you through the decisions you need to make to begin installing the Pyramid Model. We will consider each of the critical elements that comprise the implementation infrastructure. Please note that guidance and resources on leadership teaming are available on pages 11-19 of your leadership team implementation manual.

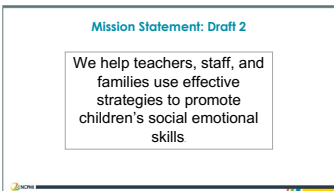


Slide 37: Mission Statement

An important task of beginning your implementation as a team is to have a clear mission for the work. One that is short, easy to remember, and succinct, yet clearly addresses what your team hopes to accomplish. This is not a mission statement that would replace your organizational mission statement. Instead, it is one that clearly establishes what you plan to accomplish as a leadership team regarding program-wide Pyramid Model Implementation.

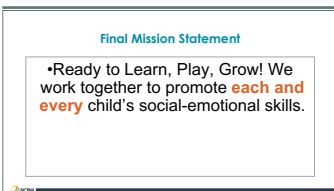
Here is an example (click slide for animation) of the process a team used for developing their Pyramid Model mission statement.

This is the first draft of the team's mission statement. It states what they intend to do, but the sentence is long and wordy, might be hard to remember, and uses jargon that others might find difficult to understand.



Slide 38: Mission Statement – Draft 2

In the second draft, the statement is better (read the statement).



Slide 39: Final Mission Statement

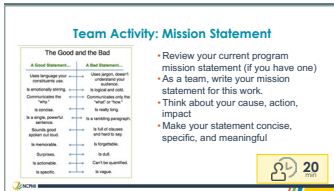
This is where the team ended up; the statement is easy to remember and clearly states what they hope to accomplish.



Slide 40: Effective Teaming

For your first team meeting, I am asking you to work on developing your mission statement. Before we begin, I want you to decide who will facilitate your discussion in the role of facilitator. This person will start each conversation and ensure everyone has an opportunity to share their ideas. In addition, identify someone to be your note taker or recorder – this person will take notes of the discussion around your mission

statement and write it out for everyone to see and discuss. You might also want a timekeeper to remind the group of the time remaining for an activity. We will also share back with the large group after you complete this activity, so select someone to be the reporter. These are roles you will use in this activity and the others in the academy. You might want to rotate roles each time or keep them consistent.



Slide 41: Team Activity – Mission Statement

In this activity, you will do the following:

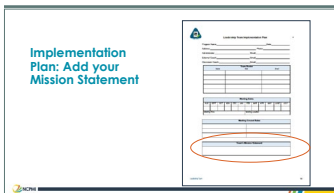
1. Review your current program mission statement (if you have one).
2. As a team, write your mission statement for this work.
3. Think about your cause, action, and impact.
4. Make your statement concise, specific, and meaningful.

On the slide are some tips for a compelling mission statement that you might find helpful in this work. There is also a sample mission statement from the Sunshine Park Zoo School on p. 14 of your Leadership Team Implementation Manual. You have 20 minutes for your discussion and development of your mission statement.



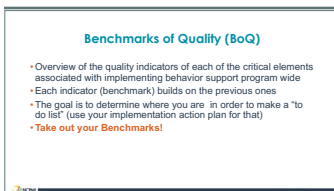
Slide 42: Share Back – Mission Statement

Ask each team to share its mission statement. You can ask what team might want to share first, but then call on teams to be more efficient in the share-back process. Some teams might not have finished refining their statement. If so, encourage them to do so at the next leadership team meeting in the program after the leadership team academy. Completing the mission statement should be a priority for the team as it will help focus their work moving forward.



Slide 43: Implementation Plan: Add Your Mission Statement

Use this slide to show participants where they should record their final mission statement on their implementation plan document.



Slide 44: Benchmarks of Quality

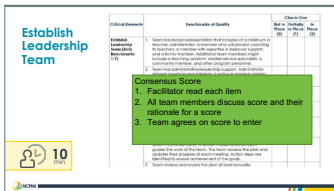
Ask participants to take out their Benchmarks of Quality (BoQ) document. Explain that for the remainder of the academy, they will be referring to the items in the document. Point out the seven critical elements and the benchmarks aligned with each element. The BoQ is provided to teams to assess their implementation progress and trigger discussions about actions they might take to strengthen it. Explain how to score the BoQ with 0=not yet implemented, 1= some aspect or partial implementation, and 3= full implementation. Teams should have evidence or observations that can support their scoring.

Note. If a team has brought their laptop to work on documents, encourage them to put their scores on the Excel Benchmarks of Quality.



Slide 45: Benchmarks: Leadership Team

Read the seven benchmarks associated with the critical element of the leadership team.



Slide 46: Establish Leadership Team

Instruct participants to spend 10 minutes discussing and scoring the first seven items on their Benchmarks of Quality. Remind the teams that zero means not in place, one means partially in place, and two means in place. You might also share that this is their baseline and they are not expected to have these benchmarks in place. Animate the slide to show how they can reach a consensus score as a team. Walk through the three steps for consensus scoring. Remind the teams, at this point they are just scoring and NOT planning for any of the benchmarks. There will be time for planning later on.

Note. If there are multiple teams, it is helpful to walk the room and ensure each team gets started on their scoring and uses the process.



Slide 47: Team Members

After the time is up, explain that you will share more information on each benchmark, then give them time to determine their next steps as a team and record them in their implementation plan.

The leadership team should have the following members. It is fine if they currently don't have everyone at this point. If they don't, teams should make a plan for recruiting those members.

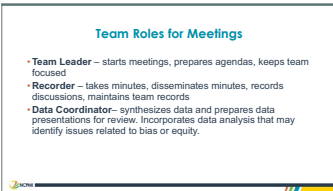
- ▶ **An Administrator** – by “administrator,” we mean someone who oversees the program’s budget and human resources. Implementation slows significantly if an administrator is not on the team. When you have an administrator on your team, you will know immediately whether what you are discussing falls within the program’s scope and resources.
- ▶ **A Teacher** – Teachers bring unique perspectives about their classroom, children, and families. Their perspectives will be vital to discussions about gaining staff buy-in, family engagement strategies, implementing coaching, and addressing behavior. If the program includes multiple age groups, we recommend including a teacher representative from the major classroom types (e.g., infants, toddlers, preschool).
- ▶ **Classroom Coach** – This is anyone in the program who directly supports teachers in implementing practices and is willing to learn to conduct observations using the Pyramid Model tools and to implement practice-based coaching.

- ▶ **A professional who can facilitate the development of behavior plans** – This might be a mental health specialist, a psychologist, a special education partner, a consultant who provides those services to early childhood programs, or the person in the program who is willing to be trained to serve in this role.
- ▶ **Family Member** – A family member will help the team develop and implement family engagement strategies. You can't expect to engage families and reflect your community's culture if you don't have a family member on your team.



Slide 48: Resources for Supporting Family Members on the Team

Here is a resource to help the leadership team think about how to engage families, along with a letter that can be used to explain the team's function to the family member you invite.



Slide 49: Team Roles for Meetings

Once you have everyone you need for your leadership team, it is important to define Leadership Team-specific roles. These roles are similar to what you have been using in our work today.

- ▶ The team leader or facilitator starts the meetings, creates and maintains the agendas, and keeps the team focused.
- ▶ The recorder will take minutes, record the discussion, and keep good records.
- ▶ The data coordinator will initially be responsible for the Benchmarks of Quality, data sharing from other relevant Pyramid Model tools, and facilitating data analysis.

The same people do not have to carry these roles every time; someone must carry them at each meeting. It is fine to rotate them among leadership team members.



Slide 50: Let's Get Grounded in Rules

The team should develop ground rules to ensure effective meetings. Having ground rules helps ensure that all team members are heard and that the meeting functions appropriately.

Ground rules might address:

- ▶ sharing responsibilities.
- ▶ problem solving.
- ▶ team interactions or communication.
- ▶ membership (e.g., core vs peripheral, attendance).
- ▶ reporting or sharing information.
- ▶ team decision-making process.
- ▶ confidentiality.

Early Learning Pyramid Team Commitments



- We will come to consensus.
- Meeting minutes will be circulated within 3 days after the meeting.
- We will start and end on time.
- We will review data at every meeting.
- We will make sure that everyone has an opportunity to share.

Slide 51: Early Learning Pyramid Team Ground Rules

Here are the ground rules from the Early Learning Program's pyramid team. There is another example of ground rules on p. 14 of the Leadership Team Implementation Manual. On this page, you can see the ground rules from Sunshine Park Zoo School.

Team Responsibilities


- Develop your program's implementation plan on "Leadership Team Implementation Plan"
- Monitor implementation. Use data for decision-making
- Hold regular meetings
- Plan and implement professional development activities
- Create system of support for addressing behavior issues
- Maintain communication with staff
- Evaluate progress

Use the team tools and guidance in your manual for effective teaming p. 11-13

Slide 52: Team Responsibilities

Leadership teams have these responsibilities. Read and explain each. Leadership teams can find additional guidance on effective teaming on pp. 11-13 of the Leadership Team Implementation Manual.

Leadership Teaming



Slide 53: Leadership Teaming

(Video: Leadership Teaming, 2:20 minutes)

Watch this video to hear a principal's reflections on how the leadership team has worked within her early childhood learning center.

Team Activity - Leadership Teams


- Identify team members and roles, write down on the Leadership Team Implementation Plan
- Do we have the right membership? Does our team represent the staff, families, and children, and community of the program?
- Who is missing?
- Who can fill our team roles?
- What is our meeting schedule?
- Discuss how to address missing members or team composition issues
- Determine your ground rules
- Note your next steps

20 min

Slide 54: Team Activity – Leadership Teams

Now that I have shared additional ideas with you about your role and responsibilities as a leadership team, you will have 20 minutes to discuss what you need to do to address the leadership team's benchmarks. I want you to think about these questions (read bullets on the slide).

Leadership Team Implementation Plan



Slide 55: Leadership Team Implementation Plan

Note that you can record your decisions about team membership, meeting schedule, and ground rules on your Leadership Team Implementation Plan. You should continue to use this document every time you make plans for your next steps. Make sure your note taker is keeping a clean copy of the implementation plan as this document is going to drive your future leadership team meetings.

What about Your Child Behavior Guidance Policy?

- What is your current child discipline policy?
- What does it communicate to your teachers?
- What does it communicate to families?
- Is your child discipline policy aligned with the promotion of social and emotional skills and a commitment to the support of each and every child, including children with challenging behavior?

Slide 56: What about Your Child Guidance Policy?

Benchmark 5 refers to a child guidance policy that promotes social and emotional skills, uses positive guidance and prevention approaches, and eliminates the use of suspension and expulsion. Reflect on your current child guidance policy and what it communicates to teachers and families. Does your policy align with the promotion of social-emotional skills and the support of all children, including children with challenging behavior?

Does Your Child Behavior Guidance Policy?

- Include an intentional focus on teaching social-emotional skills
- Describe the importance of a developmentally appropriate learning environment that fosters relationships, is predictable, and engaging
- Describe the use of program expectations and rules and identifies responses to behavior that will never be used
- Describes your use of the Pyramid Model or a multi-tiered approach
- Includes partnerships with families
- Describes the ongoing training and support for teachers

Slide 57: Does Your Child Guidance Policy?

In the Pyramid Model, we guide programs to develop a child guidance policy that includes the following elements (share elements on the slide).

Team Activity: Child Discipline Policy

- Review and discuss your child discipline policy
- Reflect on what messages it sends to staff
- Reflect on what messages it sends to families
- What changes might you want to make?
- How might you approach making those changes?

**Slide 58: Team Activity: Child Discipline Policy**

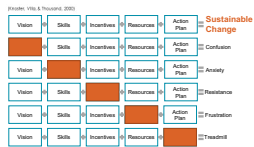
Take 10 minutes and discuss your child guidance policy and what messages it sends to staff and families. Identify what changes you might want to make. You won't have time to make them now; this time is just for your review and consideration about whether changes might be needed.

Reflections and Support

- As you begin your implementation, your program implementation coach will assist the leadership team in reflecting on their policy and making revisions that align with the Pyramid Model approach.
- This document might be helpful as you review your policy and make revisions.

**Slide 59: Reflections and Support**

As you begin your program implementation, your program implementation coach will assist the leadership team in reflecting on their policy and making revisions that align with the Pyramid Model. This handout, available on challengingbehavior.org, provides guidance on reviewing and revising your child guidance policy.

Managing Complex Change**Slide 60: Managing Complex Change**

Complex change requires vision, skills, incentives, resources, and an action plan. Without a vision, you get confusion. That is why we wanted you to establish a solid mission statement that captures your mission. Without skills, your staff might be anxious as they are unable to meet the expectations of change. Without incentives, you will run into resistant staff. Without resources, staff will be frustrated, and finally, without a plan, you will feel like you are on a treadmill—working hard but getting nowhere. Therefore, we must make time to work on a plan.

IV. Staff Buy-In



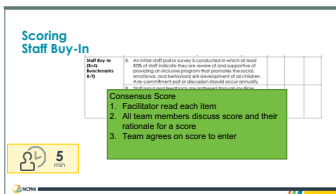
Slide 61: Staff Buy-In

The next element we will be addressing is staff buy-in. Point out that information on staff buy-in is on pages 23-29 of their implementation manual.



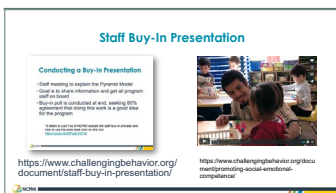
Slide 62: Benchmarks: Staff Buy-In

Key things to remember for Staff Buy-In. First, all staff need an orientation to the Pyramid Model and should complete training in Pyramid Practices over time. It is important for folks to understand what the Pyramid Model is before the team conducts a staff poll. A sample buy-in presentation can be found on the challengingbehavior.org website under program-wide resources. Once your staff has a basic understanding of the Pyramid Model, the leadership team should conduct a staff poll to determine whether staff are willing to participate in implementation. The second benchmark is about using strategies to maintain staff buy-in and ensuring mechanisms for staff to provide input and feedback.



Slide 63: Scoring Staff Buy-In

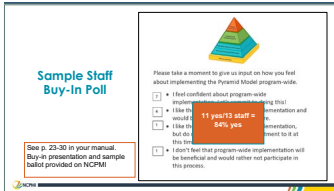
Teams should take 5 minutes to review the benchmarks for staff buy-in and score. Remember your team is just scoring the two benchmarks at this time. Make sure your team reaches consensus on the scores. It may not feel right, but it is perfectly normal to score 0s on several benchmarks during this phase, as you are just starting implementation.



Slide 64: Staff Buy-In Presentation

One strategy for assessing staff buy-in for program-wide implementation is to provide a presentation and then use a poll or ballot to gauge where staff stand in their agreement to pursue it. On this slide, you see a link to a resource and slide deck that you might want to use or adapt for a presentation. Another option might be to show the Pyramid Model overview video (26 minutes) and have a watch party. Leadership teams should consider what would work best for their program and teachers, and use these ideas or another approach that better fits their program and teachers.

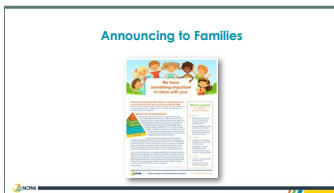
The buy-in poll typically follows the buy-in presentation. You might give this presentation during a staff meeting with everyone, or provide staff with a link to the presentation or the Pyramid Model overview video that is available on the NCPMI website, then do the poll as a group, or have them complete it individually after watching the video.



Slide 65: Sample Staff Buy-In Poll

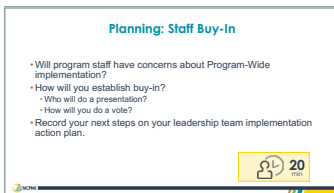
The staff buy-in poll is conducted after you present the Pyramid Model to your program. It is important to the success of your implementation efforts that there is at least 80% agreement to move forward. Point out to participants that on the sample ballot, we are looking for general agreement that the program can move forward, not complete confidence about implementation. On page 24 of the leadership team manual, there are ideas for what you might do if the program is below 80%.

In this example, 11 staff members checked the box indicating they are supportive of the initiative, while 2 checked the boxes indicating they are not supportive or hesitant. Click: This gives the program an 84% agreement to move forward with implementation.



Slide 66: Announcing to Families

Once we have decided to implement program-wide, and staff are on board, the program should announce its intention to implement the Pyramid Model to the families. NCPMI provides this handout, which can be used or adapted to make this announcement to families. Share your intention for implementing the Pyramid Model with your families in a way that works best for your program.

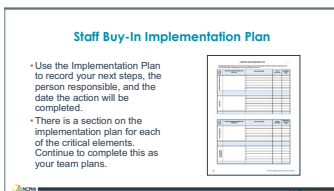


Slide 67: Planning: Staff Buy-In

Some things you need to consider as a leadership team are the following:

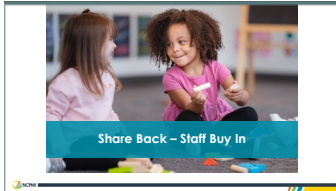
- ▶ Will program staff have concerns about PW Implementation? If so, what might be those concerns, and how will you address them?
- ▶ How will you establish buy-in? Will you do a presentation? Who will do it? How will you conduct the poll? There are resources on challengingbehavior.org that you can use, or you can create your own. You might use an app, such as SurveyMonkey or Google Forms, to conduct the poll anonymously and in an easily organized way.

Take 20 minutes to discuss as a team, then write your action steps in your implementation action plan. You want to ensure you have a detailed plan to accomplish this as soon as possible.



Slide 68: Staff Buy-In Implementation Plan

Show the slide to indicate where they can record their next steps. Encourage teams to be as detailed as possible. Mention that this document can be used for all the planning they will be doing during the workshop. Ask them to remember their assigned roles (facilitator, timekeeper, reporter), and let them know you will ask groups to share their action steps after this activity.



Slide 69: Share Back – Staff Buy-In

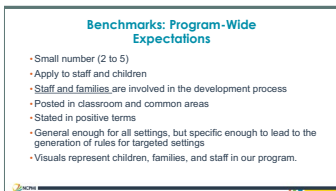
Call on each team to briefly share their implementation plan for staff buy-in. Note. In the share-back time, you might ask a team to volunteer to go first, then call on teams after that, or just call on teams and change the order each time. Resist the urge to ask teams to volunteer to respond repetitively; it takes up precious time in the workshop.

V. Program-Wide Expectations



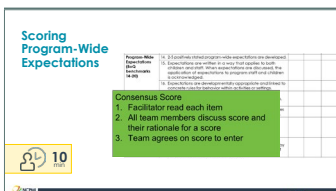
Slide 70: Program-Wide Expectations

Use this slide to transition to program-wide expectations. Share that you will help the team think about program-wide expectations and then return to the benchmarks related to family engagement.



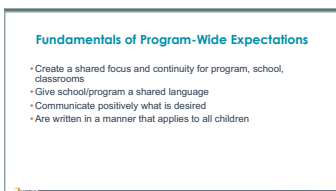
Slide 71: Benchmarks: Program-Wide Expectations

The critical element of program-wide expectations includes these benchmarks. The team will identify a few program-wide expectations that align with what we want for children, families, and staff. These expectations are for everyone in the program and will be developed with staff and families. Once identified, they are posted in classrooms and common areas, such as the arrival area, hall, and playground. When developed, they are general enough to apply to all people and settings, yet specific enough to yield rules that teachers can identify for particular routines or activities. When expectations are posted, visuals are used to illustrate or represent the expectations.



Slide 72: Scoring the Program-Wide Expectations

Teams should take 10 minutes to review and score the benchmarks related to the critical element of program-wide expectations. Remember to just score and make sure everyone on the team voices their opinion on the score. Do not start planning.



Slide 73: Fundamentals of Program-Wide Expectations

Program-wide expectations give everyone in a Pyramid Model program a shared focus on the desired behaviors. They provide a shared language that children hear from all adults in the program and from their families (e.g., “we are kind,” “we are respectful”). The expectations state positively what is desired and are written in a manner that applies to all children (and adults!).

Why Teach Expectations and Rules?

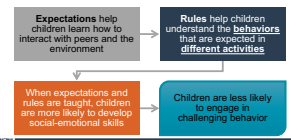


Slide 74: Why Teach Expectations and Rules

(Video: *Why Teach Expectations and Rules*, 3:22 minutes)

Share this video from Mary Louise Hemmeter, one of the developers of the Pyramid Model, who describes the importance of expectations and rules. When the video ends, ask participants what their key takeaways were.

Expectations, Rules, and Challenging Behavior



Slide 75: Expectations, Rules, and Challenging Behavior

Children are less likely to engage in challenging behavior when they know what to do, how to do it, and what is expected. Both expectations and rules are important—they are connected but serve different purposes. Expectations are broad agreements that guide how people in the community interact with the environment and each other. Rules are the specific ways expectations are shown in a given setting—what behaviors demonstrate those expectations.

Defining Behavior Expectations and Rules



Slide 76: Defining Behavior Expectations and Rules

This is a transition slide to the next sections for distinguishing expectations from rules.

Expectations and Rules Are Different



Slide 77: Expectations and Rules are Different

What are expectations versus rules? The terms are often used interchangeably, but they differ and serve distinct purposes. Point out the difference to participants, and read the text on each image.

Expectations



Slide 78: Expectations

Review the expectations from each of these programs and pose the following question. Do these expectations:

- ▶ create a shared focus and continuity across the program/school?
- ▶ give school/program a shared language?
- ▶ communicate positively what is desired?

Point out that in programs with a large number of emergent bilingual children, expectation posters should include both languages.

Defining Rules

Rules = will help clarify expectations for specific settings.
They may only apply in certain settings.

Example Rules

- Move carefully around the classroom
- Walk with your group
- Keep bikes on the bike path
- Stay on your spot

Slide 79: Defining Rules

Rules are developed for areas or activities where children might need more guidance on how to engage in expected behaviors. Review the definition and examples on the slide. Ask participants about the differences they notice between rules and expectations. When teachers develop their rules, they should ensure the language is inclusive. Rules like “listening ears” or “walking feet” might not apply to everyone in an inclusive classroom.

Example of Classroom Center Time Rules

Help your friends

Take turns

Clean up

The Program develops the expectations and rules for common areas. Teachers develop rules for their classrooms.

Slide 80: Example of Classroom Center Time Rules

In this slide, we see an example of three rules for center time. In this classroom, they use animal themes for their images. Each teacher in a program develops their own classroom rules. Programs might develop common rules for common areas, such as riding in the transport van or on the playground.

Developing Expectations and Rules



Slide 81: Developing Expectations and Rules

Transition slide to the next section on how programs develop their expectations and rules.

Developing Expectations and Rules: Critical Considerations

Get	Involve	Review
Get families' input when developing expectations	Involve the children when developing the rules	Review current behavior data.

Slide 82: Developing Expectations and Rules: Critical Considerations

Point out to participants that they should provide opportunities for families to give input when developing expectations. Families will be more likely to support your expectations if they feel ownership in the development. Teachers should also create ways for children to give input on developing classroom rules. Pose questions to find out what they think is important so their class can meet the expectations (e.g., What do we need to do to be safe outside? How can we be respectful in circle?). When developing rules, the program and teachers can also review current behavior data to identify where they may need to articulate rules to prevent behavior challenges.

Why is Family Engagement Important?

- Building relationships with your families
- Honor family values
- Helps to address needs, cultural norms and values of the program and community



Slide 83: Why is Family Engagement Important?

It is important to gain family input, so you involve families from the beginning of implementation. By giving families the opportunity to provide input, you gain insight into family values and community norms.

The program might provide different ways for families to provide input into expectations – e.g., send home a request for rules they have at home; send a list of expectation suggestions and have each family vote on their top 4; have a family night in which PM is introduced, and survey family members at that time. Participants can find more ideas in the leadership team manual, p. 32, and in the family engagement section.

Family Perspective: Expectations

- Families identify three preferred child behaviors via a meeting or survey
- Use their responses to identify common behaviors
- Seeking family perspectives as you develop expectations will increase the buy-in of families



Slide 84: Family Perspective: Expectations

NCPMI has a handout on its website that can be used to gather family input on expectations. You can use families' responses to create a master list of desired behaviors and eliminate duplicates. Then group the responses by category and label the category. The program might share this process with families, so they see how their input contributed to the development of expectations. You might also take this idea and do something similar with a survey or at a family event. Some programs have brainstormed their initial list of expectations, posted it in the entrance area or on their app, and asked families to identify their top three.

Expectations and Rules Matrix

Expectations	Classroom	Playground	Hallway
Show Respect		Take Turns	Inside Voice
Stay Safe		Sit on Bikes, Slide and Swings	Move Carefully

Slide 85: Expectations and Rules Matrix

When teachers or the program develop rules, it is important to make sure that they are linked to an expectation. This matrix is a worksheet that can be used to align rules with expectations and limit the number of rules developed for an activity or setting (i.e., no more than 5). Rules are behaviors the child uses to meet expectations. An expectation matrix is also a tool to help adults discuss, agree on, and be clear about expectations for children throughout the day.

Expectations and Rules: Reminders

- Gather Input** Find ways to get input from families and children
- Be Clear** Use words and visuals that children will understand
- Limit** Keep your list of expectations and rules short so children can learn them
- Add Visuals** ALWAYS include visuals and post in a place where children can see them all day

Slide 86: Expectations and Rules: Reminders

Share these reminders on how the program should approach developing expectations and rules.

Promoting and Acknowledging Expectations and Rules



Slide 87: Promoting and Acknowledging Expectations and Rules

Transition slide for the next part of this element, how programs promote and acknowledge expectations and rules.

Promoting Expectations

- Bulletin Board
- T-shirts
- Photo Displays
- Classroom books
- Plays
- Songs
- Classroom celebration
- Family lesson plans
- Playground party
- Video production
- Family newsletter

Slide 88: Promoting Expectations

This slide provides several ways a program can announce and promote its program-wide expectations.

Getting Excited About Expectations

- We Are Safe
- We Are Helpful
- We Are Team Players
- We Are Kind



Slide 89: Getting Excited about Expectations

This slide shows a classroom celebration of the expectations, with the program mascot coming in to dance and sing with children as they learn them.

"Together We Can"



Slide 90: "Together We Can"

This slide shows an assembly where children gather to learn about expectations. At this assembly, the expectations were introduced, and teachers then guided children through a call-and-response chant related to them.



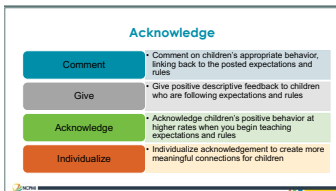
Slide 91: We can do it, together we can!

This is the chant that children were taught in the assembly. The expectations for the program were: We are respectful, We are safe, We are helpers.



Slide 92: Expectations are Visible to Families

Point out how these two programs made the expectations visible to families and the community by putting them on T-shirts, the school letterhead, and integrating them into the program logo.



Slide 93: Acknowledge

It's important to catch children following expectations and rules and to give them lots of positive, descriptive feedback, especially when they are first learning. Review the bullets on the slide. Point out that acknowledgment should be provided at a higher rate when children are initially learning the expectations and rules.



Slide 94: Positive Descriptive Feedback for Expectations

(Video: Positive Descriptive Feedback, 37 seconds)

Here is a video showing how a teacher names the expectation and the behavior the child demonstrated when giving feedback. This is a powerful way of acknowledgment because it lets the child know exactly what they were doing to demonstrate the expectation.



Slide 95: Acknowledging Expectations: Public Posting

Public posting acknowledgments might also be used. In this program, they used "high-fives" to theme their acknowledgments and wrote what the child did on the handprint that was placed on a bulletin board.



Slide 96: Kindness Tree

In this program, Teachers put the child's name on a heart and stuck it to the tree if they were observed following an expectation. At the end of the month, the hearts were placed on a frame around a picture of the child and sent home to be shared with the family.



Slide 97: Power It Up by Partnering with Families!

A transition slide with more ideas for engaging families in understanding and acknowledging expectations.

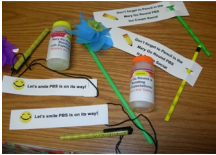
Announcing Expectations to Families

- Letter written in the child's voice
- Include expectations in parent manual; review with parents during conferences
- Create a family friendly storybook that introduces and explains expectations and rules
- Create parent posters to send home - or fridge magnets, chore charts, etc.
- Put a banner up that announces the effort (e.g., "Together We Can") in the center.
- Create a family handout or brochure on expectations and how they will be addressed in the program.
- Have a party where refreshments are served (e.g., cookies in the shape of your symbol)
- Have a children's performance related to expectations
- Host an open house where parents are encouraged to drop in; set up an activity where the child can introduce the parent to the expectations.
- Make sure you provide ways for families to get the information in their home language

Slide 98: Announcing Expectations to Families

Walk through this list of ideas for how you might announce the program expectations to families. Emphasize that, just as we have multiple ways of communicating with families on a daily/weekly basis, we also want to offer multiple ways to introduce the expectations.

Building Family Anticipation



Slide 99: Building Family Anticipation

On this slide, you see an image of items sent home to families to build anticipation for an event. In this program, they referred to their implementation of the Pyramid Model as Positive Behavior Support (PBS).

Connecting with Families



Slide 100: Connecting with Families

In another program, they put signs in the drop-off circle that were "Ask", "Us", "About", "PBS". The signs sparked conversation with teachers about what PBS referred to and what was happening in the program.

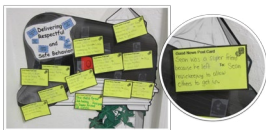
Family Books



Slide 101: Family Books

Another way to share information about the program's expectations with families is through a storybook. You might make copies to share with each family or post the storybook on the program's communication app or social media page.

Good News Postcards



Slide 102: Good News Postcards

In this program, the teacher created postcards with positive notes so everyone could see the good things happening in class. Every couple of weeks, these were sent home to the family.

Planning - Program-Wide Expectations

- Brainstorm how you will get input from staff and families to develop expectations. Try to come up with 3 unique ways you can connect with all families.
- Brainstorm how your program can creatively roll-out your program-wide expectations with teachers, children, and families
- How will your program teach and acknowledge expectations?



Slide 103: Planning – Program-Wide Expectations

Provide teams with 30 minutes to begin their planning around program-wide expectations. Encourage them to consider the bullets listed on the slide and keep the slide visible during their planning time for their reference.

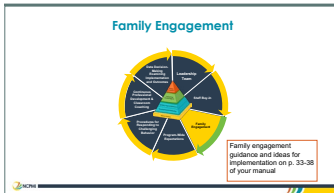
Share Back – Program-Wide Expectations



Slide 104: Share Back – Program-Wide Expectations

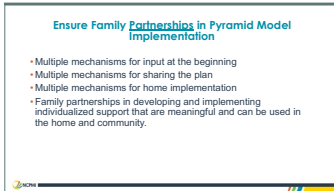
Ask each team to share what they have decided with the other teams.

VI. Family Engagement



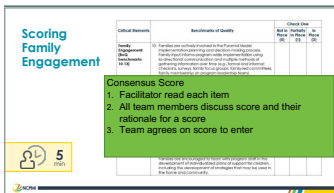
Slide 105: Family Engagement

Use this slide to transition to family engagement.



Slide 106: Ensure Family Partnerships in Pyramid Model Implementation

The benchmarks for the critical element of family engagement are listed on this slide. We want partnerships with families for all aspects of implementation. To ensure we build partnerships with all families in the program, we want to have multiple communication and connection mechanisms so we reach everyone.



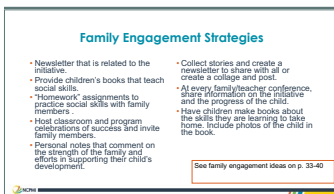
Slide 107: Scoring Family Engagement

Teams should take 5 minutes to review and score the family engagement benchmarks.



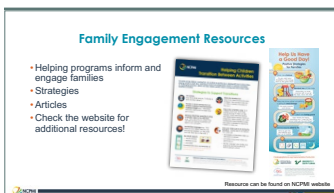
Slide 108: Promoting Family Partnerships

Read through the suggestions on this slide on how families can partner with the program in the initial installation of the Pyramid Model.



Slide 109: Family Engagement Strategies

This slide provides additional ideas for engaging families as the program implements the Pyramid Model, as well as ways for families and the program to work together to promote children's social-emotional development.



Slide 110: Family Engagement Resources

Your Leadership Team manual and this presentation provide a variety of resources for family engagement. Make sure your program leadership team is intentional about the ones used within your program. That means making sure it aligns with the needs of the families in your program and is presented in a way that is responsive to their circumstances. Check out all the resources available in the Family Engagement section of the NCPMI website.



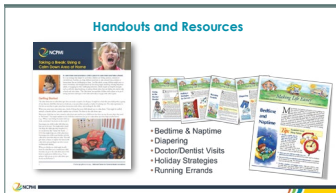
Slide 111: Materials for Families

On the website, there are materials families can use to teach many of the skills and strategies that children are learning in the program at home. Describe the materials displayed on the slide.



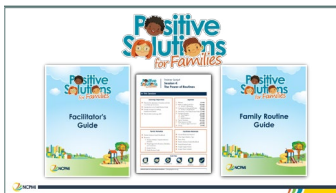
Slide 112: Backpack Connections

The Backpack Connections series of fact sheets provides an extensive collection of handouts focused on what is being taught in the classroom and how families can teach those skills at home.



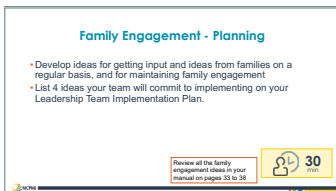
Slide 113: Handouts and Resources

There are also handouts and resources that help families address behavioral issues at home and in the community.



Slide 114: Positive Solutions for Families

NCPMI also provides all the materials needed to offer a family group to families of preschool children who are concerned about their behavior. Positive Solutions for Families can be downloaded and used by a facilitator to lead a seven-session family group in which families learn new approaches and strategies to promote children's social, emotional, and behavioral skill development.



Slide 115: Family Engagement Planning

Provide teams with 30 minutes to plan for family engagement. Encourage them to identify at least four ideas they will commit to implementing and list them in their implementation plan.



Slide 116: Sharing Back – Family Engagement

Ask each team to share what they have decided with the other teams.

VII. Continuous Professional Development and Classroom Coaching



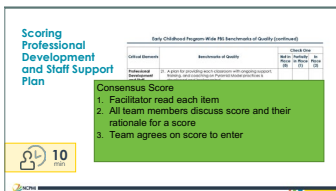
Slide 117: Continuous Professional Development & Classroom Coaching

Use this slide to transition to the benchmark of professional development and classroom coaching.



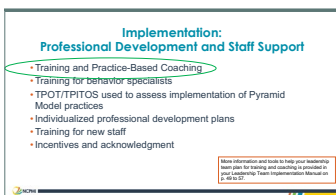
Slide 118: Critical Benchmarks: Professional Development and Staff Support

There are seven benchmarks related to professional development and staff support. Program teams need to consider how staff will be trained, supported, and coached in the Pyramid Model. The team will ensure that practice-based coaching (PBC) is used for job-embedded professional development that helps practitioners implement Pyramid Model practices. The person or persons who will facilitate the development of behavior support plans are trained. The program uses assessment tools (i.e., the Teaching Pyramid Observation Tool [TPOT] and the Teaching Pyramid Infant Toddler Observation Scale [TPITOS]) to identify practitioner strengths and training needs. Staff have individualized professional development plans. New staff receive training in Pyramid Model practices, and the program uses incentives and acknowledgment to support program staff as they use new practices.



Slide 119: Scoring Professional Development and Staff Support Plan

Teams should take 10 minutes to review and score the benchmarks for the professional development and staff support plan.



Slide 120: Implementation: Professional Development and Staff Support

The first benchmark we will address is training and coaching.



Slide 121: Building Staff Capacity

The goal of program-wide implementation is for all program staff to use Pyramid Model practices. The first step is to provide training on the practices, and the second step is to coach and support them in implementing them in their daily work.

Classroom Coach

- Member of the Leadership Team
- Observes teachers
- Helps teachers develop action plans for their implementation of practices
- Provides coaching (observation, reflection, and feedback)
- Shares data to inform the Leadership Team in coaching implementation

Wait need time to receive training and provide coaching!

Slide 122: Classroom Coach

For program-wide implementation, the team will need to identify a person or persons to provide coaching to practitioners. The classroom coach should be a member of the leadership team. In programs with multiple coaches, you might have a lead coach who brings the other coaches' perspectives to the leadership team and informs the coaches of leadership team decisions. The coach will be trained to provide practice-based coaching, which involves using formal observation tools to identify teachers' strengths and needs; observing teachers; helping teachers identify practice implementation goals; developing action plans; providing coaching; and sharing data on coaching and coaching outcomes. Coaches will need time to receive training on practice-based coaching and release time for coaching activities.

Practice-Based Coaching

- Focused on effective practices
- Occurs within a collaborative partnership
- Guided by goals and a plan for refinement and action
- Assessed through focused observation
- Supportive of practitioner growth through reflection and feedback

Slide 123: Practice-Based Coaching

Practice-Based Coaching (PBC) is a cyclical process for supporting practitioners' use of effective practices shown to lead to positive outcomes for children. Each component of the cycle is designed to inform the actions of a practitioner and coach.

The key components of PBC are:

- ▶ **Collaborative Coaching Partnership:** All of the elements of PBC occur within a collaborative partnership between the coach and practitioner that develops over time and is critical to the success of the endeavor. Within the collaborative coaching partnership, PBC will always include the following.
- ▶ **Shared Goals and Action Planning:** The practitioner and coach develop goals based on a strengths and needs assessment and develop action plans with steps to achieve those goals.
- ▶ **Focused Observation:** The coach observes the practitioner to gather information about how the practitioner implements the practices specified in the action plan.
- ▶ **Reflection and Feedback:** The coach and practitioner reflect on practice implementation (e.g., how it went and what they might do differently), and the coach provides supportive and constructive feedback.

In the figure we use to illustrate the components of PBC, you will see that shared goals and action planning, focused observation, and reflection and feedback are elements within the collaborative partnership. In the center of the image, you will see Pyramid Model practices. PBC is centered on a defined set of practices. In this training, we are focusing on PBC to implement Pyramid Model practices. The PBC components comprise a cycle, and each cycle occurs with an action plan, focused observation, reflection, and feedback. The circle conveys that PBC is cyclical and that a coachee will receive multiple cycles to move toward practice implementation fidelity.

Observation Tools

- Teaching Pyramid Observation Tool (TPOT)
- Teaching Pyramid Infant-Toddler Observation Scale (TPITOS)
- Measures universal and targeted practices and capacity for individualized supports



Slide 124: Observation Tools

Coaches will be trained to use two different observation tools. They are the Teaching Pyramid Observation Tool (TPOT), used in classrooms for children ages 2-5, and the Teaching Pyramid Infant Toddler Observation Scale (TPITOS), used in classrooms for infants and toddlers. These tools will provide measures of teachers' strengths and needs in implementing Pyramid Model practices. They will help the coach identify which practices to focus on and give the leadership team data on the implementation of Pyramid Model practices across classrooms.

Getting Started with PBC

- Prepare and Action Plan
 - Prepare teacher for the coaching process
 - Conduct observations using the TPOT or TPITOS
 - Meet with teacher to review observation results and develop action plan



Slide 125: Getting Started with PBC

There are several steps for getting started with PBC. Practitioners will need to be prepared for coaching and understand what coaching entails. This is critical to the development of PBC's collaborative partnership. Often, programs provide an orientation to coaching in a meeting or training session with teachers, followed by the coach meeting individually with each teacher to address questions and complete a coaching agreement. The coach will start their activities by conducting the TPOT or TPITOS observations and interviews. After they have completed and scored the measure, they will meet with the classroom practitioner to review the results and to collaboratively identify goals and the action plan for practice implementation.

PBC: Pyramid Model Practices

- Focused Observation
 - Observe teacher with a focus on action plan items
 - Use coaching strategies to support
- Reflection and feedback
 - Debrief on observation
 - Guide reflection
 - Provide supportive positive feedback
 - Provide constructive feedback
 - Discuss issues related to individual children
 - Develop implementation steps and plans for the next observation

Slide 126: PBC: Pyramid Model Practices

Once the shared goal and action plan are developed, the coach schedules a time to conduct a focused observation. During the focused observation, the coach observes teachers, focusing on action plan items, and uses coaching strategies (such as modeling, role-play, or side-by-side support) to support the teacher. After focused observation, the coach meets with the teacher to jointly reflect and provide feedback on the observation.

During Reflection and Feedback, the coach:

- ▶ Debriefs on the observation,
- ▶ Guide the practitioner in reflecting on their use of the practice
- ▶ Provides positive performance feedback,
- ▶ Provides constructive performance feedback,
- ▶ Discuss issues related to individual children, and
- ▶ Develop further implementation steps and plans for the next observation.

Coaching Guides



Slide 127: Coaching Guides

These two guides will be very helpful for the implementation of PBC. One is for the leadership team and provides guidance on implementing PBC, and the other is for the classroom coach. In addition to the guide, the classroom coach should be trained in PBC.

Program Plan for Coaching

- Identify and support classroom coaches
 - Preparation (PBC training, TPOT, TPITOS)
 - Release time
 - Coaching load
 - Support
- Prepare coachees (teachers)
 - Process
 - Expectations and agreements



Materials for implementing coaching can be found here:
<https://www.challengingbehavior.org/implementation/coaching.html>

Slide 128: Program Plan for Coaching

Some of the considerations and decisions that the leadership team should tackle are listed on this slide. You will need to identify who will provide coaching and how coaches will receive ongoing support. Coaches will need to be trained in the use of PBC and the tools they will use. Coaches will also need release time to observe and meet with their coachees. Often, the resources available for coaching (e.g., personnel and time) are limited. As a result, the leadership team must carefully plan who will receive coaching and the coaching load for each coach. The leadership team should also plan how teachers will be prepared for coaching and whether a coaching agreement will be used. A sample agreement is available on NCPMI, and teams are encouraged to use it to develop an agreement that is a good fit for their program.

**Benchmarks:
Incentives and Acknowledgement**

- Training and Practice-Based Coaching
- Training for behavior specialists
- TPOT/TPITOS used to assess implementation of Pyramid Model practices
- Individualized professional development plans
- Training for new staff
- Incentives and acknowledgment

Slide 129: Benchmarks: Incentives and Acknowledgement

The last benchmark to highlight is the use of incentives and acknowledgement for staff who are working to implement Pyramid Model practices with fidelity.

Acknowledging Teachers**Slide 130: Acknowledging Teachers**

On this slide, there are two examples from programs of how they acknowledge teachers for their efforts in implementing Pyramid Model practices. The first image is a piggy bank that was posted on a wall in the staff break room. They used the idea of filling each other's piggy banks with notes of appreciation to teachers. Teachers and coaches were encouraged to post notes on what they observed in each other. The image of the tree is similar. Teachers and coaches post notes of appreciation as leaves on the tree.

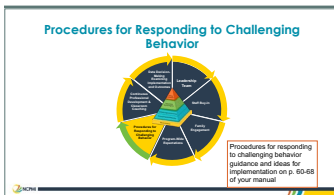
Professional Development Planning

- What is your plan for coaching?
 - How will teachers be prepared for coaching?
 - How will the coaches be assigned to teachers?
 - What is the expectation for the delivery of coaching (e.g., who, how often, when)?
 - What concerns or questions do you have about coaching as an element for your program?
- Record your plans/needs on your Leadership Team Implementation Plan

**Slide 131: Professional Development Planning**

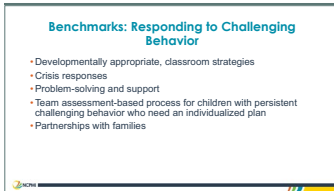
Provide teams with 30 minutes to plan for implementing coaching. Encourage them to review the questions on the slide and begin making decisions or outlining the steps needed to make them.

VIII. Procedures for Responding to Challenging Behavior



Slide 132: Procedures for Responding to Challenging Behavior

Use this slide to transition to the benchmark of procedures for responding to challenging behavior.



Slide 133: Benchmarks: Responding to Challenging Behavior

The benchmarks in this critical element cover the following:

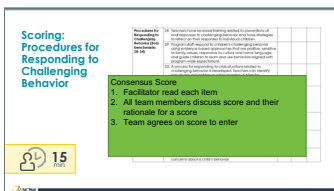
Developmentally appropriate classroom strategies – Are teachers using developmentally appropriate responses, such as redirection, to address the developmentally expected challenging behavior we might see in the classroom? Do teachers respond to behavior by guiding children to learn the skills needed to follow program-wide expectations?

Crisis responses – When children have behaviors that cause harm to themselves or others, teachers need to respond. What is our program-wide guidance for supporting the child? How do we support teachers when this occurs?

Problem-solving and support – Do you offer a way or a person who can help teachers with problem-solving when children have challenging behavior?

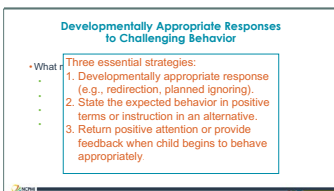
Individualized intervention – Do you have a team-based assessment process for children with persistent challenging behavior? In the Pyramid Model, the process is structured and provides a collaborative team approach for developing a behavior plan to promote the development of new social-emotional skills and reduce challenging behavior.

Partnerships with families – Are there procedures to ensure we partner with families in our responses to challenging behavior?



Slide 134: Scoring: Procedures for Responding to Challenging Behavior

Teams should take 15 minutes to review and score the benchmarks for procedures for responding to challenging behavior.



Slide 135: Developmentally Appropriate Responses to Challenging Behavior

Note. This slide is animated. Ask teams what they often see teachers do in response to developmentally expected challenging behavior (e.g., hitting, tantrums, throwing toys, toddlers biting). State that you are interested in the appropriate and inappropriate responses. Record their responses on chart paper. Animate the slide and share that the three essential strategies listed on the slide are what we want to see in a Pyramid Model classroom.

Crisis Intervention Plan

- Expectations for staff related to de-escalation.
- Permissible responses if the child is in danger or places other children in danger.
- Documentation to complete following the incident.
- How to communicate with family and include them in the intervention process.
- Follow-up to the incident (e.g., reviewing existing plan, developing new plan, consultation services).

Slide 136: Crisis Intervention Plan

While we never want to think a behavioral crisis might happen in the classroom, on rare occasions, they occur (Note to trainer – you might share a story about a situation you experienced). It is important that teachers have been trained in how they might respond and what will happen once the crisis is resolved. Review the bullets on the slide that detail what should be in a program's crisis plan.

Crisis Intervention Procedures

- If a child is in danger of harming self or others, you must first be concerned about safety.
- You may move other children away from the child or the child from the situation to keep children safe. You may block the child from harming other children by placing your body between the child and other children.
- Crisis intervention procedures may be planned for children who have a history of dangerous outbursts.
- Crisis intervention procedures only keep children safe; **they do not change behavior.**
- Crisis intervention procedures are appropriate only when there is also a full behavior support plan or intention to develop a plan.

Slide 137: Crisis Intervention Procedures

This slide shows an example of a program's crisis plan. Read all of the elements. Explain that the phrase in the last bullet, "intention to develop a plan," indicates that when a child has a behavioral crisis, a team will meet to develop a plan.

Process of Individualized Positive Behavior Support (IPBS)

- 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

Slide 138: Process of Individualized Positive Behavior Support (IPBS)

As noted in the previous slide, crisis intervention plans do not change behavior; they only address safety. To intervene effectively with behavior, the program needs to engage in a process of individualized positive behavior support (IPBS) to develop a plan to initiate behavior change.

Step 1: Establish a collaborative team and identify goals. These goals should not only include which behaviors to reduce, but also which to increase. The team includes family in every part of the individualized intervention process.

Step 2: Gather information – this is a functional assessment. A designated person in the program with behavioral expertise should facilitate this process and guide the functional assessment. Teachers are trained in their roles in this process in the Pyramid Model practices training. We will be training an individual in your program to have the behavioral expertise to guide this process.

Step 3: The functional assessment should lead to the development of a hypothesis. An example of a behavior hypothesis is: "Tom hits children and screams when they try to play with toys he is using. This results in children leaving him alone to play." A hypothesis describes the behavior, under which circumstances it occurs, and what they get or escape after engaging in it.

Step 4: Once you have a hypothesis established, the team will design a behavior support plan to reduce the challenging behavior as well as a plan to help the child develop appropriate social and communication skills.

Step 5: The team implements the plan while monitoring data, evaluating outcomes, and refining it within the natural environments.

Behavior Support Plan

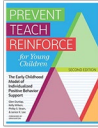
- **Behavior Hypotheses** - Purpose of the behavior, your best guess about why the behavior occurs
- **Prevention Strategies** - Ways to make events and interactions that trigger challenging behavior easier for the child to manage
- **Replacement Skills** - New skills to teach throughout the day to replace the challenging behavior
- **Responses** - What adults will do when the challenging behavior occurs to ensure that the challenging behavior is not maintained and the new skill is learned

Slide 139: Behavior Support Plan

The behavior support plan developed by the team is intended for implementation by the classroom teacher within the child's daily activities. Teams might also develop a similar plan for families to use at home. Read each bullet that describes the parts of the behavior support plan.

PTR-YC: A Manualized Process for Behavior Support

- A model specifically designed for preschool settings for individualized intervention with challenging behavior
- Research-based practices
- Detailed steps for designing and implementing positive interventions



Summary of the steps:
https://challengingbehavior.org/data-and-research/PTR-YC_process-forms.pdf

Slide 140: PTR-YC: A Manualized Process for Behavior Support

Prevent-Teach-Reinforce for Young Children (PTR-YC) is a manualized process for developing and implementing a behavior support plan. PTR-YC provides a process, driven by a set of forms, that enables teams to conduct the functional assessment and develop a plan efficiently. You will see that it guides a team step by step through the functional assessment, plan development, and plan implementation processes. There are two important things to note about PTR-YC. The first is that it was designed specifically for young children. The second is that it has been rigorously tested in settings like yours and found to be effective. We can train you in using this process.

Creating a Flow Chart

- Expectations for teacher action if child has challenging behavior (e.g., complete BIR)
- Who will assist and when (e.g., behavior coach observation)
- How decision to develop plan will be determined
- Process for developing a plan
- Role of the family
- Expectation for progress monitoring and plan review

Slide 141: Creating a Flow Chart

It will also be important for staff to know how they will receive assistance for children who have persistent challenging behavior. We refer to this as a flow chart. The flow chart should include:

- ▶ Expectations for teacher action if the child has challenging behavior (e.g., complete a Behavior Incident Report [BIR])
- ▶ Who will assist and when (e.g., behavior coach observation)
- ▶ How the decision to develop a plan will be made
- ▶ Process for developing a plan
- ▶ Role of the family
- ▶ Expectation for progress monitoring and plan review

Sample Flow Chart**Slide 142: Sample Flow Chart**

This slide shows a sample flow chart from a Head Start program. There is another example on p. 67 of your leadership team manual.

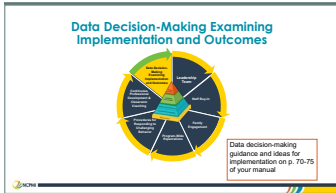
Team Activity - Responding to Challenging Behavior

- As a team, answer the following questions:
- What processes do you have in place in your program for:
 - Responding to crisis situations?
 - Problem solving with teachers around challenging behavior?
 - Developing individualized plans for children with ongoing challenging behavior?
 - Including families?
 - How are they working?
 - What resources, activities, training do you need in order to ensure these processes are in place?

**Slide 143: Team Activity – Responding to Challenging Behavior**

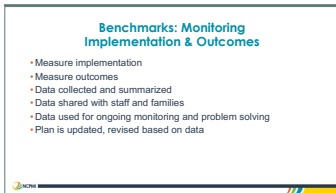
Provide teams with 20 minutes to plan for responding to challenging behavior. Encourage them to review the questions on the slide and begin making decisions or outlining the steps needed to make them.

IX. Data Decision-Making Examining Implementation and Outcomes



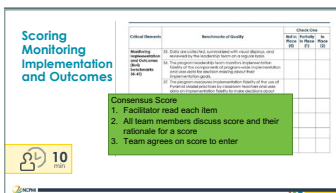
Slide 144: Data Decision-Making Examining Implementation and Outcomes

Use this slide to transition to the benchmark for data-driven decision-making to examine implementation and outcomes.



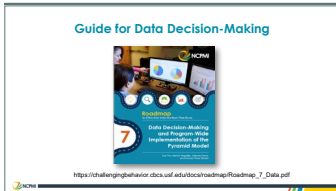
Slide 145: Benchmarks: Monitoring Implementation and Outcomes

The benchmarks for this critical element are about using data tools to measure implementation and outcomes, and using data from those tools to inform your team's decision-making. You have already been using one of the tools, the Benchmarks of Quality, to assess your current status and to identify what is next in your implementation.



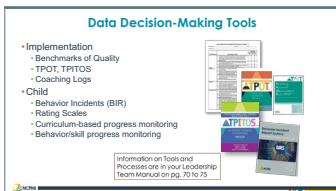
Slide 146: Scoring Monitoring Implementation and Outcomes

Teams should take 10 minutes to review and score the benchmarks for procedures for responding to challenging behavior.



Slide 147: Guide for Data Decision-Making

This Roadmap, with specific details for all the monitoring and data-based decision tools and forms, will be very helpful to teams as they begin their implementation.



Slide 148: Data Decision-Making Tools

As a team, you will use data from a variety of tools to examine your implementation and outcomes. For implementation, you will use the Benchmarks of Quality, to see where you are in program-wide implementation, track your progress, and determine your next steps. You will use data from TPOT and TPITOS to understand where practitioners are in their implementation of Pyramid Model practices and which areas may need strengthening through training or coaching. Your coaches will use coaching logs to track their effort and outcomes, and you will use those data to monitor and make decisions related to coaching.

The Pyramid Model offers a system for tracking behavior incidents and responses to behavior that provides the program with important data on where behavior occurs most often and how teachers respond when it does. Data will also be gathered for children with behavior support or instructional plans. These might be in the form of rating scales or progress monitoring data. If your program uses a child assessment program-wide, those data are also important to the leadership team and provide information on the program's effectiveness in improving children's learning outcomes.

A Data Decision-Making Approach

- Outcomes are identified
- Fidelity and outcomes are measured
- Data are summarized and used to:
 - Identify training needs
 - Deliver professional development and coaching
 - Make programmatic changes (e.g., playground schedule, program-wide expectations)
 - Problem solve around specific children or issues, including use of exclusionary discipline responses
 - Ensure child learning and success
- Data collection AND ANALYSIS is an ongoing process

Slide 149: A Data Decision-Making Approach

The use of data for decision-making is a core feature of the Pyramid Model. As you implement, the leadership team will actively use data to inform their decision-making. This slide provides critical components of a data decision-making approach. They include knowing what outcomes you are seeking and gathering information (i.e., data) on how well you implement the Pyramid Model and the outcomes that result. For all of the Pyramid Model data tools, you will have graphic output that you can use for a variety of important actions, including:

- ▶ Identifying training needs
- ▶ Delivering professional development and coaching
- ▶ Making programmatic changes (e.g., playground schedule, program-wide expectations)
- ▶ Problem-solving around specific children or issues, including the use of exclusionary discipline responses
- ▶ Ensuring children's learning and success

Data-Informed Decision-Making**Slide 150: Data-Informed Decision-Making**

As you use the Pyramid Model data tools, we will encourage you to follow this process to make data-informed decisions. We refer to it as the Look-Think-Act process. Each tool will come with a Look-Think-Act guide to help your team get started.

The first step is to look at the data you have gathered, identify trends, and anything that might be of concern. You're not jumping to conclusions at this step; you're just looking.

The second step is to think, to analyze the data. This is the fun part, where you look at the trends and data that concern you and question why.

Next is developing the plan of action or the act part. In this step, you might celebrate your outcomes and identify actions to maintain them, or decide on changes to address the concerns raised in your data review.

Look-Think-Act
Guiding data decision-making!**Slide 151: Look-Think-Act**

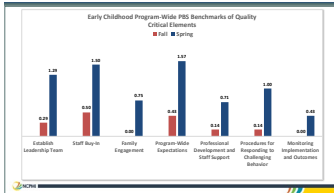
On this slide are three of the Look-Think-Act team discussion guides offered by NCPMI.

Implementing Data-Informed Decision Making

- Benchmarks of Quality
- Next steps for program
- Growth in implementation (will collect at six-month intervals in first year, annually or as desired after year 1)

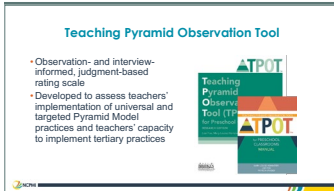
**Slide 152: Implementing Data-Informed Decision-Making**

You have already begun using data-informed decision-making. You will continue to use the Benchmarks of Quality to assess your progress on program-wide implementation and plan your next steps. In the first year of implementation, you might do this every 6 months and then use the tool annually after that.



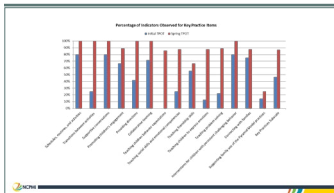
Slide 153: Data from the Early Childhood Program-Wide PBS Benchmarks of Quality

This is an example of the Excel chart from a program's benchmarks of quality for their first year. Look at this chart – The red histogram is their baseline in the Fall, and the blue shows their growth in the Spring. How is this program doing? Have they made progress? Where might they focus in the upcoming year?



Slide 154: Teaching Pyramid Observation Tool

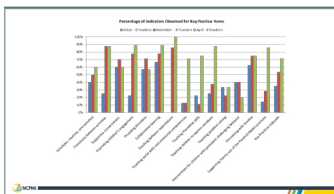
Earlier, we discussed the use of TPOT to assess teachers' strengths and needs related to the use of Pyramid Model practices with preschool children. On the next slide, you can see the graphical output from TPOT for decision-making.



Slide 155: TPOT for an Individual Teacher

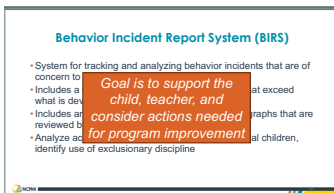
Here is an example TPOT graph for a single teacher that shows growth. The coach uses this to guide the teacher and does not share it with the leadership team. The blue bars are the initial TPOT and the red bars are where that teacher was in the Spring. Point out that the teacher made great growth in practices and might want to work on teaching friendship skills and supporting family use of the Pyramid Model practices.

The leadership team will look at TPOT scores across all teachers in the program, and the Excel file the coach uses can provide that graph. There is an example of this on the next slide.



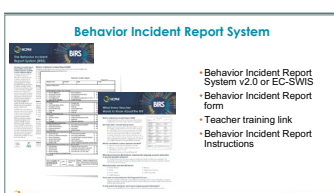
Slide 156: TPOT Across Teachers in the Program

Here is an example of a TPOT Graph across eight teachers in the program. It shows the average percentage of indicators across all teachers. The blue bars are the initial scores, the brown bar shows scores in November after some coaching, and the green bars show a spring assessment. Point out the growth that teachers have made and the areas that might be considered for additional training or coaching.



Slide 157: Behavior Incident Report System

A system we will train your program to use is the Behavior Incident Report System (BIRS). NCPMI offers the BIRS in a spreadsheet that is set up for easy analysis. It is also offered through the Pyramid Implementation Data System (PIDS), used in some states, and can be accessed from PBIS Apps as the Early Childhood Schoolwide Information System (EC-SWIS). The system provides incident analysis graphs so teams can decide how to prevent and address challenging behavior and better support teachers and children.



Slide 158: Behavior Incident Report System Resources

On this slide, you see an image of a fact sheet that explains the BIRS, the simple form that teachers complete when an incident occurs (this only takes about 30 seconds for a teacher to check the boxes), and a fact sheet for teachers. The BIRS also provides a short, pre-recorded training for teachers on how to collect the data.

Tracking Behavior Incidents

- Behaviors
 - Physical aggression, Tantrums, Inconsolable crying, non-compliance, etc.
- Activities
 - Centers, circle, diaper, snack, nap, etc.
- Motivations
 - Obtain item, obtain attention, avoid activity, avoid sensory, etc.
- Responses
 - Verbal reminder, move in group, provide comfort, remove from area, physical guidance, etc.

Slide 159: Tracking Behavior Incidents

The BIRS tracks behavior incidents that are developmentally unexpected and concerning to the teacher. These are dangerous behaviors: behaviors that exceed what might be developmentally expected, or that are persistent and unresponsive to the strategies being used. The BIRS data-collection fields align with the behaviors, activities, and procedures that occur in ECE. These include behaviors (such as physical aggression, tantrums, inconsolable crying, and non-compliance), activities (like centers, circle, diapering, snack, nap), possible Motivations (like obtaining items or attention, to avoid activities or sensory input), and responses provided like verbal reminders, moving in or out of groups, providing comfort, removing from an area, or physical guidance. The BIR form is very simple and only requires the teacher to check boxes. Teachers report that completing the form takes 30-45 seconds.

Using Data for Precision

- Classroom A is out of control
- Ms. G has lots of behavior problems
- Emily is an aggressive child
- We have a major problem with behavior

vs.

- Classroom A had a total of 20 BIRs completed during the month of April
- Ms. G completed 12 BIRs in October, 3 BIRs in November, and 2 BIRs in December
- In August, there were 23 BIRs completed for Emily
- The program overall had 32 incidents in September, 36 incidents in October, and 12 incidents in November

Slide 160: Using Data for Precision

When you use the BIRS, you are better able to understand what is happening with behavior and how you might want to respond or guide your teachers. Read the comparison for each line (e.g., classroom A, Ms. G, Emily).

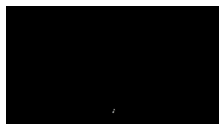
What information do BIRs provide?



Slide 161: What information do BIRs provide?

BIRS data can provide the team with a summary across the program, by classroom, and by child. These data can be analyzed by the behaviors, where they occur, the teachers' perception of why the child engaged in the behavior, responses to the behavior, and who was involved in the incident.

The Classroom Coach Reflects on Data



Slide 162: The Classroom Coach Reflects on Data

(Video: *Using Data: A Coach's Perspective*, 3:29 minutes)

In this video, a coach reflects on how they use data in their Pyramid Model program.

Let's chart some data!

- Use the Benchmarks of Quality spreadsheet and your completed form
- Make sure all your scores are in the Excel
- Show me the visual!



Slide 163: Let's chart some data!

Note. This activity requires the use of the Excel form of the Benchmarks of Quality and a PC laptop. If teams have brought a computer, they can do this activity, or if their program implementation coach has a laptop, they can do it for the team. If you have a lot of teams working from paper, skip this activity.

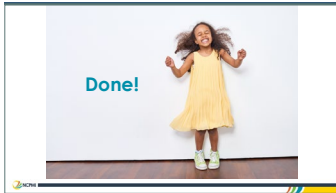
Provide teams with 10 minutes to ensure all their scores are entered, the data are refreshed, and they review the graphic output on the summary tab of the workbook.

Steps for Implementation: Let's review what we've covered!

- During the training you drafted the start of your Implementation Plan:
 - Developed ideas for mission and vision statement
 - Developed ideas for establishing program-wide expectations and the promotion of expectations
 - Developed ideas for establishing staff buy-in
 - Developed ideas for family engagement
 - Developed plan to begin professional development and staff support (coaching)

Slide 164: Steps for Implementation: Let's review what we've covered

Walk through the bullets of all the work that has been addressed in the academy.



Slide 165: Done

Reflect on how much teams have accomplished.



Slide 166: Big Picture: Next Steps

These are the next steps for leadership teams. Read the bullets.



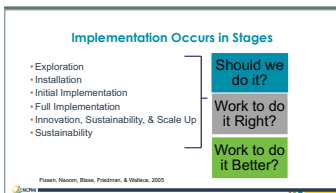
Slide 167: What Do We Do First?

Share the bullets on this slide. Encourage teams to take continuous, actionable steps. Remind them that they are in the early stages of installation and that this will take time.



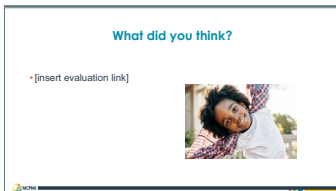
Slide 168: Who will Help?

Use this slide to remind teams that they have a program implementation coach who will support them in this work. Note. Change the title of this role to match what is used in your state or community.



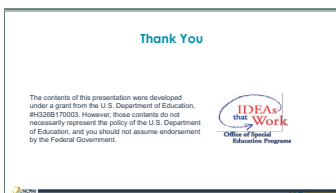
Slide 169: Implementation Occurs in Stages

A final reminder to not be overwhelmed and to keep in mind that implementation occurs in stages. These teams are in installation. They are in the “work to do it right” stage; this will take time.



Slide 170: What did you think?

You can use this slide for an evaluation link.



Slide 171: Thank you