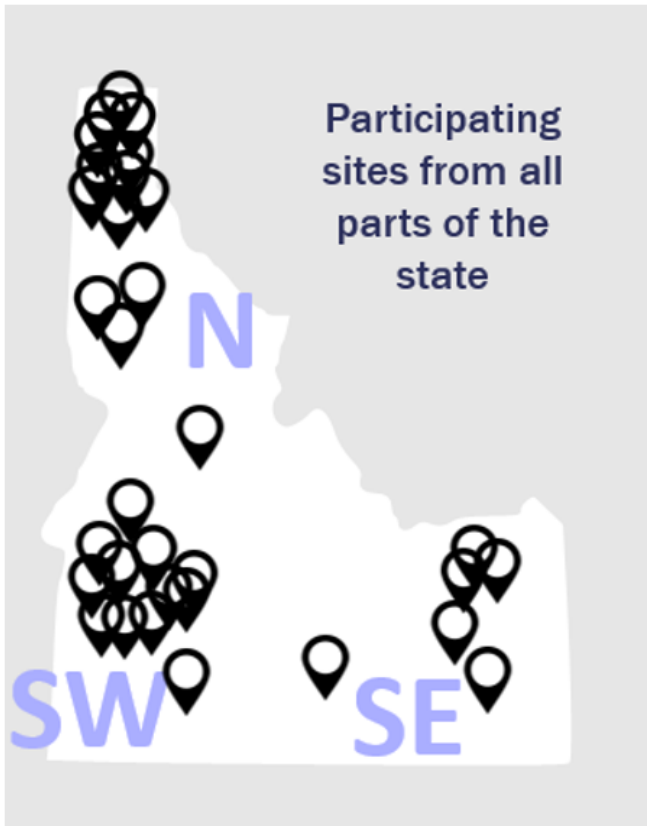




Idaho Pyramid Collaborative

Implementation Guide 2021-2021

Participating Programs



- North Idaho College Head Start (expanding)
- Western Idaho Community Action Partnership Head Start (expanding)
- Friends of Children and Families Head Start (expanding)
- Eastern Idaho Community Action Project Head Start
- Boise School District
- Caldwell School District
- Lakeland School District
- Lake Pend Oreille School District
- Lewiston School District
- Moscow School District
- Post Falls School District
- Pancheri Daycare
- Pocatello Valley Montessori
- Kangaroo Clubhouse/Academy
- Treasure Valley YMCA

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Section 1: Project Overview

We are glad you have chosen to be a part of Idaho's Pyramid Model Collaborative, a social and emotional program for early childhood settings. Idaho has joined a national initiative to address inclusive policies and practices at the state, local program leadership and early care and education environments level. The State Department of Education, Idaho State Department of Education, Idaho SESTA (Special Education Support & Technical Assistance), Head Start Collaborative Office, Center on Disabilities and Human Development (CDHC/University of Idaho), IdahoSTARS, and Boise State University are working together to improve early childhood outcomes and increase positive social-emotional competencies for all children.

This Project follows the guidance from the National Center for Pyramid Model Innovations (NCPMI) a federally-funded project established to disseminate effective use of the Pyramid Model to support young children's social, emotional and behavioral development through a variety of training and technical assistance activities. The Project focuses on program leadership, creating internal coaching capacity, and building knowledge for teachers to support the development of social and emotional competencies in young children. The Project will provide technical assistance and professional development to teams, identified practitioner coaches, and instructional staff identified as part of the Project.

This implementation guide will support the leadership team in understanding each project component and its design. Detailed calendars and monthly planning documents are available to help implementation at every level and role. Also, this document will provide a list of data collection tools your district will utilize to measure progress and make continued growth throughout your participation in the project.

This Project is multi-faceted and includes support for multiple roles within the early childhood State Leadership Team (SLT).

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Section 2: Participating Programs 2021-2022

Cohort 1	Cohort 2	Cohort 3
Lake Pend Oreille School District	Post Falls School District	
North Idaho College Head Start	Lakeland School District	
Lewiston School District	Moscow School District	
Canyon Owyhee Student Service Agency (COSSA)	Treasure Valley Family YMCA	
Western Idaho Community Action Partnership (WICAP)	Caldwell School District	
Head Start	Boise School District	
Friends of Children and Families Head Start	Kangaroo Clubhouse and Academy	
Treasure’s Child Care	Bright Starts	
Nampa School District	Childcare	
Minidoka School District	Pocatello Valley	
Blackfoot School District	Montessori	
	Eastern Idaho	
	Community Action Project	
	Head Start	
	Pancheri Daycare	

*Full Implementation – Programs that identified collaborative relationships across one or more partnering early childhood programs. Full Implementation programs will receive more intensive one-on-one behavioral support and in-program visits with Idaho SESTA behavioral coach.

Section 3: Components of the Project

A project calendar is available and distributed annually, outlining dates and times of events as a separate document.

Welcome to the Project Meeting (*All Program members*)

The Welcome to the Project Meeting is the initial introduction to the project and provides an overview of the project. All team members participate. Team members will complete the Benchmarks of Quality, review project expectations, data collection, and activity deadlines. This meeting provides the foundation for the project and goals for improving young children's social and emotional competencies.

- Annual event that provides a project overview
 - Project Calendar
 - Program Implementation Guide
 - Evaluation Plan
 - Benchmarks of Quality

Teaching Pyramid Observational Tool (TPOT) Onsite Pre/Post Evaluations (All Programs)

The TPOT measures social and emotional practices to support young children. TPOT is a tool that provides information on how well teachers are supporting the development of positive social and emotional skills through teacher observation and teacher interviews. Teachers and coaches utilize feedback from the TPOT to develop action plans.

- Twice a year, Fall and Spring, the program coach will complete the TPOT for selected classrooms. This is typically a full day activity.
- Programs will complete the TPOT and collaborate their ratings with a member of the SLT and the program practitioner coach. This is typically a full day activity.

Teaching Pyramid Observational Tool (TPOT) Certification Training (Practitioner Coach – Year 1)

Program coaches participate in TPOT training to support teachers in the implementation of positive social and emotional skills.

- Multi-day event presented by Certified Trainer of the TPOT and SLT in three 4-hour sessions
 - Attend three-day training
 - Pass TPOT certification test

Program Leadership Calls

The Program Leadership call is a monthly meeting for the program teams to coordinate efforts to implement evidence-based strategies, support coaching activities, and support the implementation of a social and emotional framework.

- Monthly call

Coaching

Coaching is an evidence-based practice to support instructional staff in implementing a positive social and emotional framework, resulting in children's positive outcomes.

- Coaching logs - monthly
- Coaching Sessions - monthly
- Action Plans – as needed
- Coaching Calls - monthly

ePyramid Modules (Program Leadership Team, Instructional Staff and Coaches) – Year 1

The ePyramid Modules consist of 3 modules addressing the social/emotional development of children; Preschool ePyramid Package: Module 1, Building Relationships and Supportive Environment, Preschool ePyramid Package: Module 2, Social Emotional Teaching Strategies; and Preschool ePyramid Package: Module 3, Individualized Intervention. These modules provide participants with essential tools for support of social and emotional development. Participants complete these modules in Year 1 of the Project.

- Create an IdahoStars RISE Account: <https://rise.idahostars.org/#/>
(Instruction on creating an account is found in Section 6 of this document)
- Complete 18 hours of ePyramid Modules
 - Suggested completion
 - (October) ePyramid Modules Module 1 Lessons 1 and 2
 - (November) ePyramid modules Module 1 Lessons 3, 4, and 5
 - (December) ePyramid modules Module 1 Lessons 6 and 7
 - (January) ePyramid modules Module 2 Lessons 1 and 2
 - (February) ePyramid modules Module 2 Lessons 3 and 4
 - (March) ePyramid modules Module 2 Lessons 5 and 6, Module 3 Lesson 1
 - (April) ePyramid modules Module 3 Lessons 4, 5, and 6
- Optional: Complete an additional 5 hours of Trauma Informed Care Modules

Early Childhood Modules Series (Instructional Staff and Coaches) – Year 2

The Early Childhood Series includes self-paced modules for instructional staff in early childhood education settings. The topics cover evidence-based practices related to behavior, communication, instruction, and social emotional learning in early childhood.

- In IdahoStars RISE Account: <https://rise.idahostars.org/#/>
(Instruction on creating an account is found in Section 6 of this document)
- Complete EC, Pyramid 2 and 3, and Culturally Responsive Modules
 - Suggested completion
 - (October) Trauma Informed Care
 - (October) Pyramid Modules 2 and 3
 - (November) Culturally Responsive

- (December) EC Series: Why Behavior Happens
- (December) EC Series: Functional Communication Basics
- (January) EC Series: Preventing Problem Behavior
- (January) EC Series: Teaching Social and Emotional Skills
- (February) EC Series: Responding to Behavior
- (February) EC Series: Prompting Strategies
- (March) EC Series: Learning with Peers
- (March) EC Series: Visual Supports
- (April) EC Series: Natural Teaching Opportunities

Prevent-Teach-Reinforce for Young Children (Practitioner Coach – Year 2)

Prevent-Teach-Reinforce for Young Children (PTR-YC) is designed for educators who work with toddlers and preschool-age children who exhibit challenging behaviors. PTR-YC is built on the concept of positive behavior support and guiding principles of behavior to identify the function of behaviors, strategies to decrease problem behaviors, and strategies to teach new appropriate behaviors.

Program coaches participate in PTR-YC training to support teachers in the implementation of positive social and emotional skills.

- Attend training (typically in June)

Spring Pyramid Model Collaborative Institute

The Spring Pyramid Model Collaborative Institute is the end of school year meeting. All team members participate. Team members meet to review the Benchmark of Quality, review of student data, and celebrate achievements.

- One day event held annually – virtually or in-person

Section 4: Data Collection

Much of the following information was taken directly from NCPMI’s guidance document [Data-Decision Making and Program-Wide Implementation of the Pyramid Model](#). Please refer to that document for more detailed information on Pyramid Model data collection and use.

Below is a matrix of all Pyramid Model Collaborative data collection elements, when they are collected, who collects them and how they are submitted to the state. The elements in green are submitted to the state while elements in white are for program leadership team internal use only and are not submitted to the state. Please view the [Pyramid Model Collaborative Data Collection](#) video for a visual walkthrough of the surveys used to collect data.

Pyramid Model Collaborative Data Collection Information

Tool	Collection Interval	By Whom	How to submit
Early Childhood Program-Wide PBS Benchmarks of Quality	Pre-implementation and annually	Administrator/Director	A survey link will be sent to all administrators/directors when it is due Please submit Excel version
Coaching Log	Monthly	Practitioner Coach	A survey link will be sent to all Practitioner Coaches at the first of the month and 10 days later to collect data for the previous month
Teaching Pyramid Observation Tool (TPOT)	Twice per year in fall and spring	Practitioner Coach	A survey link will be sent to all Practitioner Coaches in fall and spring Please submit Excel version
Post-meeting/training survey	After each meeting or training	Program leadership team members in attendance at meeting/training	A survey link will be sent to participants via email and/or in chat box for virtual meetings/trainings
End of Semester/Year survey	Twice per year in January and May	All program leadership team members	A survey link will be sent via email
Behavior Incident Report System (BIRS)	Collected daily as incidents occur	Classroom practitioners	This is not submitted to the state leadership team, used for internal decision-making
Social-emotional screening tool	Following screening guidelines	Classroom practitioners	This is not submitted to the state leadership team, used for internal decision-making
Social-emotional assessment	Following assessment guidelines	Classroom practitioners	This is not submitted to the state leadership

			team, used for internal decision-making
Progress monitoring	Following program progress monitoring guidelines	Classroom practitioners	This is not submitted to the state leadership team

Early Childhood Program-Wide PBS Benchmarks of Quality

[PDF Version](#)

[Excel Version](#)

The Benchmarks of Quality (BoQ) measures the extent to which critical elements of program-wide implementation are in place within the program. Questions are scored from 0 (not in place) to 2 (in place). Program leadership teams complete the BoQ at the beginning of the year as a guide for action planning and should update it on a regular basis as their teams meet.

The Program Leadership Team administrator/director is responsible for submitting the BoQ to the state. A survey link will be sent to all administrators/directors in the fall each year where the Excel version of the BoQ can be uploaded and submitted.

Coaching Logs

[PDF version](#)

[Excel version](#)

Coaching log data provide a summary of the number and duration of coaching contacts that were provided to practitioners and a description of the professional development strategies used during coaching cycles. The scoring spreadsheet allows for a summary of the frequency and duration of coaching cycles by examining the number of completed cycles (observation and debrief occur within a cycle), the average duration of sessions, and the number of action plan goals written and completed. Practitioner coaches can use the summary of coaching data to examine what parts of the coaching cycle were provided to each practitioner, analyze their use of coaching strategies, and see practitioner progress in achieving action plan goals. In addition, the leadership team can aggregate these data across program coaches to provide a view of the total coaching effort across classrooms or early interventionists within the program.

Practitioner coaches are responsible for submitting Coaching Log data to the state each month. A survey link is sent to all practitioner coaches the first business day of the month and ten days later as a reminder. The practitioner coach submits one survey per practitioner that they had contact with during the prior month.

Teaching Pyramid Observation Tool

[TPOT scoring spreadsheet](#)

The Teaching Pyramid Observation Tool (TPOT™) for Preschool Classrooms assesses the implementation of the Pyramid Model in preschool classrooms. The TPOT is scored based on an observation of at least two hours and an interview with the teacher following the observation. Observations should be conducted during structured, large-group and unstructured child-directed time.

Practitioner coaches submit a TPOT scoring spreadsheet for each teacher they observed in the fall and spring. A survey link is sent to the practitioner coach where they can upload and submit the spreadsheet of TPOT scores for each practitioner.

Post-Meeting/Training Surveys

All participants at meetings and trainings complete a survey to assess the quality of the training or meeting they attended. A survey link will be sent via email or copied and pasted in the chat box (virtual trainings/meetings). A reminder email will be sent to participants of trainings one week later. Survey data helps the state leadership team and trainers to improve the quality of the trainings and meetings offered and reduce barriers to implementation for program leadership teams.

End of Semester/Year Survey

To evaluate the quality of the professional development offered to program leadership team members over the course of the semester, all program leadership team members will submit responses to the End of Semester Survey and End of Year Survey. Survey data helps the state leadership team and trainers to improve the quality of the professional development offered and reduce barriers to implementation for program leadership teams. All team members will be sent a survey link via email upon completion of each school semester in January and May.

Behavior Incident Report System (BIRS)

[Resources](#)

The Behavior Incident Report System (BIRS) provides early care and education programs with a system to collect and analyze behavior incidents in their program. The system provides an efficient mechanism for gathering information on elements related to behavior incidents that can be used analytically to make decisions about providing supports to teachers and children within the program. Teachers within programs collect data on behavior incidents that are not developmentally normative or are a cause of concern to the teacher. These data are summarized monthly to provide formative data for examining factors related to behavior incidents (child, teacher, activity, behavior type, behavior motivation, and responses to the behavior). In addition, these data provide summative information on the frequency of behavior incidents over time and an analysis of potential equity issues by calculating disproportionality related to race, ethnicity, IEP status, gender, and dual language learner status.

The BIRS is for internal use by the program leadership team and is not submitted to the state.

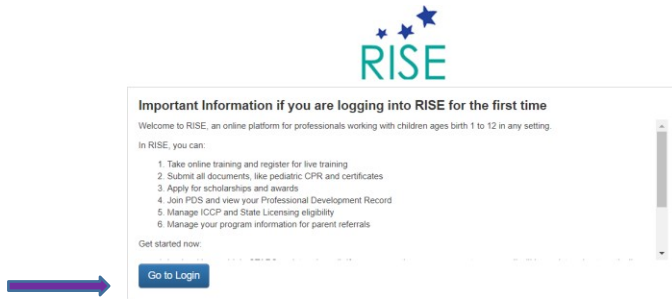
PYRAMID MODEL MODULES

Create a RISE Account:

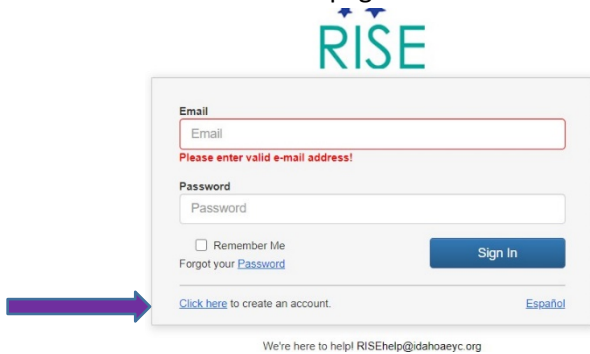
1. Make sure to use an up-to-date browser, the most compatible browsers with our software are Chrome, Edge, Firefox, and Opera.

We do **NOT** recommend Internet Explorer and Safari.

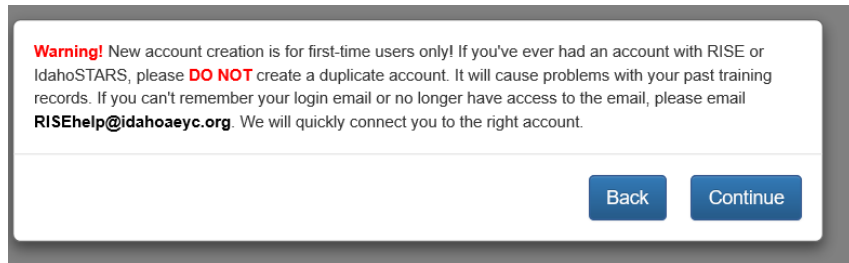
2. Go to IdahoSTARS.org and click on RISE Login.
3. Select the blue 'Go to Login' button



4. One the new page select 'Click here to create an account'



Note: The pop-up warning information is for current RISE users, if you have never had an IdahoSTARS account, please click continue and create a new one.

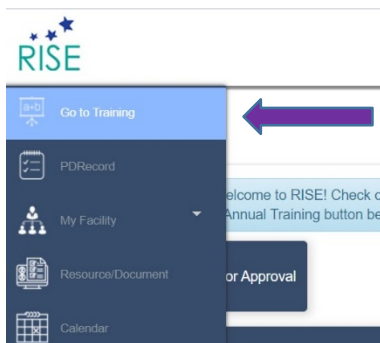


5. Fill out required information to sign up for your new account. Any field with an * is mandatory
6. Choose your role: From the drop-down menu choose one of the following:
 - Early Childhood Special Educator:** ‘I do not work in a child care or out-of-school program,’ then select ‘Early Childhood Special Educator’
 - Head Start Teacher:** I work in a child care or out-of-school program and am employed.
 - Head Start/School District Administrator:** I work in a child care or out-of-school program and am employed.
7. Then click create. You’ll get an email from noreply@idahoaec.org asking you to verify your account. If you don’t see it, check your spam, or junk folder.
8. Go back to the login page and login to your account with the user name (email) and password you registered with creating your account.
9. You will be taken to your profile. Click Edit in the lower left corner and complete your profile.

Don’t forget preferred training language! All fields marked with a red asterisk are mandatory.
10. Click Save and go to your dashboard.

Access Preschool ePyramid Training by:

Step One: From the left tool bar, choose “Go to Training.”



Step Two: Search “ePyramid”

Step Three: From the displayed trainings, click on “Go to Training” in sequential order for each training module listed below.

Preschool ePyramid Package:

Module 1: Building Relationships and Creating Supportive Environments (6 hours) Module 2: Social Emotional

Teaching Strategies (6 hours)

Module 3: Individualized Intervention; Determining the Meaning of Behavior and Developing Appropriate Response (6 hours)

If you need assistance, please email risehelp@idahoaec.org

Section 6: Collaboration Partner

- Idaho Head Start
- IdahoSTARS
- Idaho State Department of Education
- Idaho SESTA (Special Education Support and Technical Assistance)
- Center on Disabilities & Human Development
- Idaho infant Toddler Program
- Idaho Dept. of Health & Welfare
- National Center on Pyramid Model Innovations
- Participating Programs



Building Partnerships



Idaho Head Start
Collaboration

Building Families

