


NCPMI

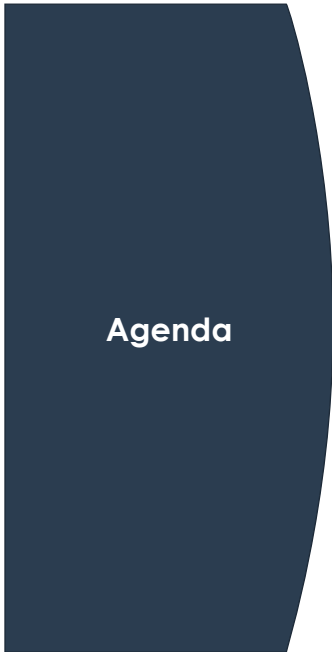


Digging into Data
Webinar Series




Making the Most of Your Pyramid Model Data


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University of South Florida

National Center for
Pyramid Model INNOVATIONS
ChallengingBehavior.org



Agenda

-  Why Data?
-  Pyramid Model Tools
-  Getting Organized with Data



Let's Hear From You! Why do you love data?



Data Are More Than:



Required Reporting

A "gotcha" or punishment



MvdE3



- Explore
- Investigate
- Highlight
- Inquire

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A Data-Decision Making Approach: Some Basic Assumptions

- Clear vision is established
- Outcomes are identified
- Fidelity and outcomes are measured
- Data are summarized and used
- Data collection AND ANALYSIS is an ongoing process

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Slide 5

MvdE3 Open to suggestions here

Meghan von der Embse, 9/30/2021

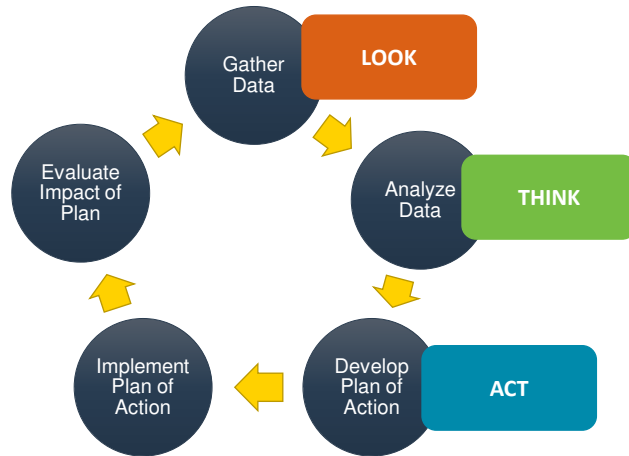


Organizing For an Effective Problem Solving Conversation

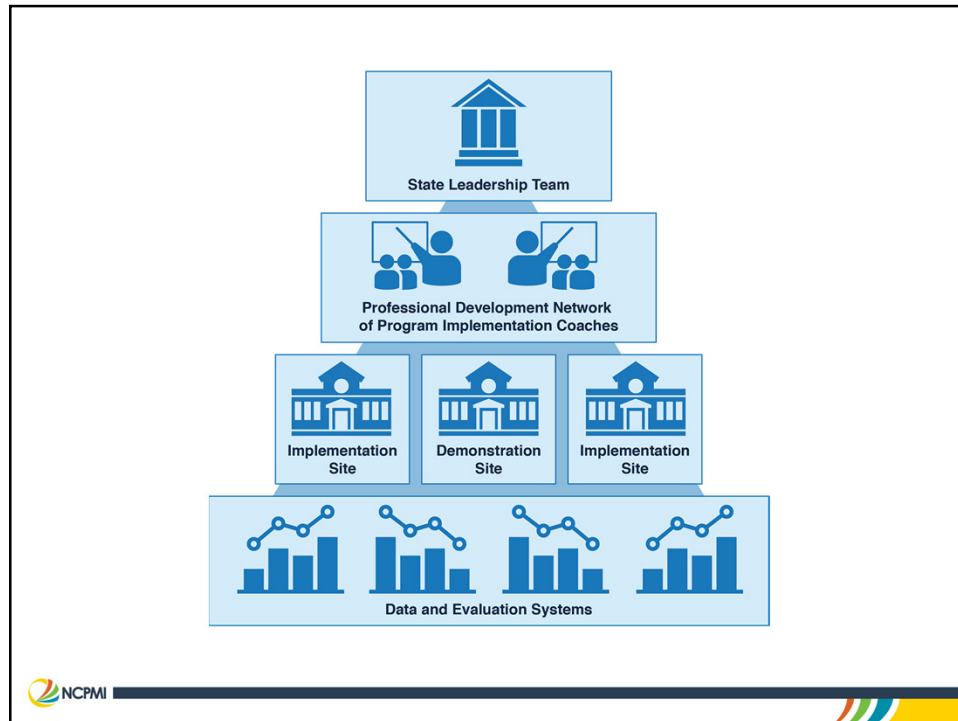
A key to collective problem solving is to provide a visual context that allows everyone to follow and contribute

Newton, J. S., Todd, A. W., Algozzine, K., Horner, R. H., & Algozzine, B. (2009). The Team Initiated Problem Solving (TIPS) Training Manual. Educational and Community Supports, University of Oregon, unpublished training manual.

Data Decision-Making Cycle



Pyramid Model Data Decision-Making Tools

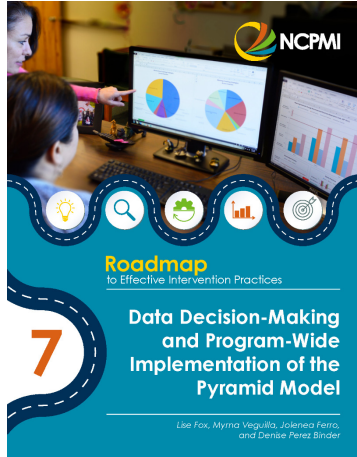


Data Decision-Making

- Implementation
 - Benchmarks of Quality
 - Early Intervention Pyramid Practices Fidelity Instrument
 - TPOT, TPITOS
 - Coaching Logs
- Child
 - Behavior Incidents (BIR)
 - Rating Scales
 - Curriculum-based progress monitoring
 - Behavior/skill progress monitoring

NCPMI logo is visible in the bottom left corner of the slide.

Pyramid Model Data Roadmap



- Provides guidance on all Pyramid Model tools
- What, When, Who, Why



Using the Roadmap

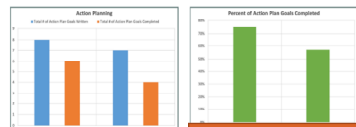
Practitioner Coaching Log (Classroom and early Intervention practitioners)

Coaching log data provide a summary of the number and duration of coaching cycles that a description of the professional development strategies used in coaching cycles. NCPMI coaching log designed for coaching classroom teachers and high-quality early intervention allows for a summary of the frequency and duration of coaching cycles by examining the number of completed cycles, observation and defined 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 intervention sites within the program.

On the following pages, we provide data displays that can guide coaches and leadership teams in considering the coaching supports that are provided to individual practitioners and their progress and the program summary data that provides leadership teams with data across all coaches in the program.

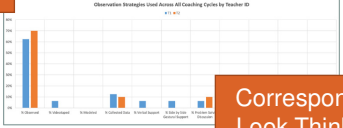
Sample Coaching Log Data

This comparison between classroom coaching for two teachers shows differences in the number of offerings of coaching cycles, the amount of completed coaching cycles, and the average duration that coach spends with each teacher during observation and debriefing.



Tool Description

Practices are also noted in the number and variety of coaching strategies used during both observation and debrief. Teacher 2 has spent less time being coached, has benefited from fewer coaching strategies, and has reached fewer action plan goals. The Look Think Act process would focus on the ongoing coaching cycle were completed for both teachers. Further questioning and analysis would also ensure that the coach and teacher enough time allocated to participate in coaching. That teachers were clearly prepared to accept coaching that the collaborative partnership was strong.



Corresponding Look Think Act Guides

Download the Coaching Classroom Strategies Look Think Act discussion guide to review the classroom teacher coaching goals summary.

<https://bit.ly/3p4b0u4>

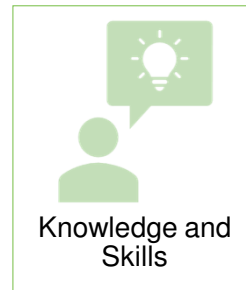
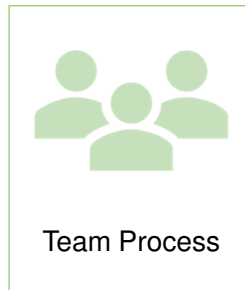
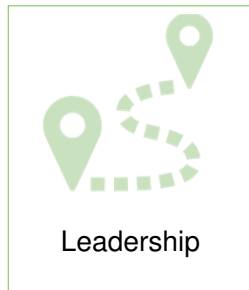
Download the Coaching Early Intervention Look Think Act discussion guide to review the early intervention coaching goals summary.

<https://bit.ly/3p4b0u4>

Sample Charts and Graphs



Data Decision-Making : It Takes a Team



Data Coordinator

- Individual with strong organizational skills, ability to interpret and synthesize data efficiently, proficient in using Excel
 - Might be your behavior specialist, practitioner coach, or an administrator
 - Might be different than the person entering data
- Tasks:
 - Complete data quality checks as data are submitted
 - Summarize data monthly for Leadership Team meetings and annually
 - Organize data (assign unique IDs, aggregate data as needed)



Making Sense of Data

- Use the data as a flashlight: explore, investigate, highlight, and inquire
- Prioritize and make connections with data to:
 - Pyramid Model Implementation Plan
 - Coaching
 - Classroom implementation
 - Child supports
 - **Other ideas?**
- Know what the tool is measuring and assessing



Program Fidelity Tools

Early Childhood Program-Wide PBS Benchmarks of Quality

This form includes a table with columns for 'Global Benchmarks', 'Implementation Components', and 'Check One' (Yes, No, N/A). It contains detailed text-based benchmarks for program quality.

Pyramid Model Early Intervention (Part C) Benchmarks of Quality

This form includes a table with columns for 'Global Benchmarks', 'Implementation Components', and 'Check One' (Yes, No, N/A). It contains detailed text-based benchmarks for early intervention programs.

Classroom Coaching Log

This is a data tracking table with columns for 'Coach', 'Classroom', 'Program ID', 'Date', and 'Notes'. It is used for recording coaching sessions in classrooms.

Early Intervention Practitioner Coaching Log

This is a data tracking table with columns for 'Coach', 'Practitioner', 'Program ID', 'Date', and 'Notes'. It is used for recording coaching sessions with practitioners.



Program Fidelity Tools can help teams understand...

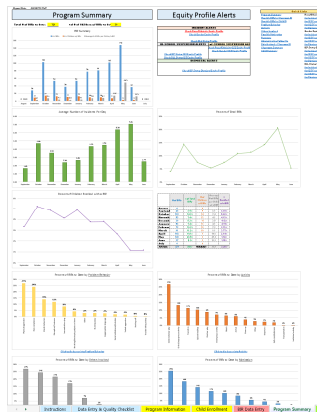
- What progress have we made in our program-level implementation?
- What are our strengths in establishing the implementation infrastructure needed to support practice implementation?
- What are missing elements that need improvement for supporting practice implementation?
- Did we implement coaching with fidelity?
- What practitioners received coaching? Who did not?
- How much coaching did our practitioners receive?
- Did practitioners make progress with action plan goals as a result of coaching?



Addressing Challenging Behavior

- Behavior Incident Report System

Case#	Date	Time	Program ID
Behavior Incident Report			
Case#	Date	Time	Program ID
Behavior Description			
Behavior Incident (Please select at least 1)			
<input type="checkbox"/> Physical aggression	<input type="checkbox"/> Non-compliance	<input type="checkbox"/> Aggressive behavior	
<input type="checkbox"/> Disruption/interfere	<input type="checkbox"/> Escalation/overstimulation	<input type="checkbox"/> Running/wall	
<input type="checkbox"/> Inappropriate voice	<input type="checkbox"/> Inappropriate play	<input type="checkbox"/> Inappropriate activity	
<input type="checkbox"/> Inappropriate play	<input type="checkbox"/> Inappropriate play with items	<input type="checkbox"/> Other	
Other			
<input type="checkbox"/> Physical aggression	<input type="checkbox"/> Non-compliance	<input type="checkbox"/> Aggressive behavior	
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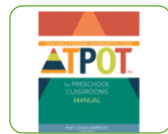


BIRS can help teams understand...

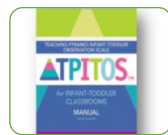
- In which classrooms or program environments are we seeing challenging behavior?
- How do staff respond to challenging behavior?
- What are the most common types of challenging behavior?
- Do classroom staff use exclusionary discipline?
- What is the gender, ethnicity, race, IEP status of children with challenging behavior?



Practitioner Fidelity Tools



Teaching Pyramid Observation Tool (TPOT)



Teaching Pyramid Infant-Toddler Observation Scale (TPITOS)



Early Intervention Pyramid Practices Fidelity Instrument (EIPPF)



Practitioner Fidelity Tools can help teams understand...

- Where are our practitioners' strengths in practice implementation?
- What practices are missing or need to be strengthened?
- What changes in practice implementation have occurred over time?
- How many of our practitioners are at fidelity in their practice implementation?
- How many practitioners have shown growth in practice implementation?



Look-Think-Act



Data shared in Leadership Team meetings



Think about which graphs and/or tables you might share

The collage displays four documents, each structured with the Look-Think-Act framework:

- Teaching Pyramid Observation Tool/ The Pyramid Infant Toddler Observation Scale:** Includes a table with columns for 'LOOK', 'THINK', and 'ACT'.
- Early Childhood Program-Wide PRS Benchmarks of Quality:** Features a table with columns for 'LOOK', 'THINK', and 'ACT'.
- Program Coaching Log:** Includes a table with columns for 'LOOK', 'THINK', and 'ACT'.
- Coaching Classroom Teachers:** Includes a table with columns for 'LOOK', 'THINK', and 'ACT'.



Getting Organized



Develop a Matrix

Tool	Collection Interval	By Whom
<ul style="list-style-type: none"> ▶ Early Childhood Program-Wide PBS Benchmarks of Quality (center programs) OR ▶ Pyramid Model Early Intervention (Part C) Benchmarks of Quality 	Pre-Implementation and Annually	Implementation site leadership team
<ul style="list-style-type: none"> ▶ Classroom Coaching Log OR ▶ Early Intervention Practitioner Coaching Log 	Monthly	Practitioner Coaches
<ul style="list-style-type: none"> ▶ Teaching Pyramid Observation Tool (TPOT™) ▶ Teaching Pyramid Infant-Toddler Observation Scale (TPIIOS™) for Infant-Toddler Classrooms ▶ Early Interventionist Pyramid Practices Fidelity Instrument (EIPFFI) 	Bi-Annually	Practitioner Coaches
<ul style="list-style-type: none"> ▶ Behavior Incident Report System (BIRS) 	Collected daily as incidents occur	Classroom practitioners complete following an incident
<ul style="list-style-type: none"> ▶ Social emotional screening tool* 	Following screening guidelines recommended by authors	Classroom practitioners, Early interventionists, or parents
<ul style="list-style-type: none"> ▶ Social emotional assessment* 	Follow guidelines recommended by authors	Classroom practitioner or Early Interventionists
<ul style="list-style-type: none"> ▶ Progress monitoring 	Two times per week for children with intervention plans	Classroom practitioner or Early Interventionists

*Using tools for young children adopted by the service agency or program



Data Collection Considerations

- Data Governance – “...c
*the availability, usability,
security of data.*” (DaSy,
- Focus on policies, roles,
procedures



System Requirements

- Where will you save your data?
 - Your network drive
 - OneDrive
 - Dropbox
 - SharePoint
 - Google Drive
 - *Note: You cannot convert any of the spreadsheets to a Google Sheet*
- Must have Windows or Mac desktop or laptop with Microsoft Office 2016 (minimum of 2010 if Windows)



Assigning IDs

- Types of IDs
 - Program
 - Program Implementation Coach
 - Practitioner Coach
 - Practitioner
 - Child
- DO:
 - Use numbers and/or letters, no names
 - Use a pattern
 - Be consistent
 - Avoid using initials – many people have the same or *similar initials!*
 - Create an ID that is easy to remember and as short as possible
- Do NOT:
 - Make your IDs long
 - Use personal information (i.e., social security numbers)



Monthly Team Meeting

- Data Coordinator → Reviews Data & Prepares
 - Patterns and trends
 - Highlights critical data
 - Selects graphs and tables to share

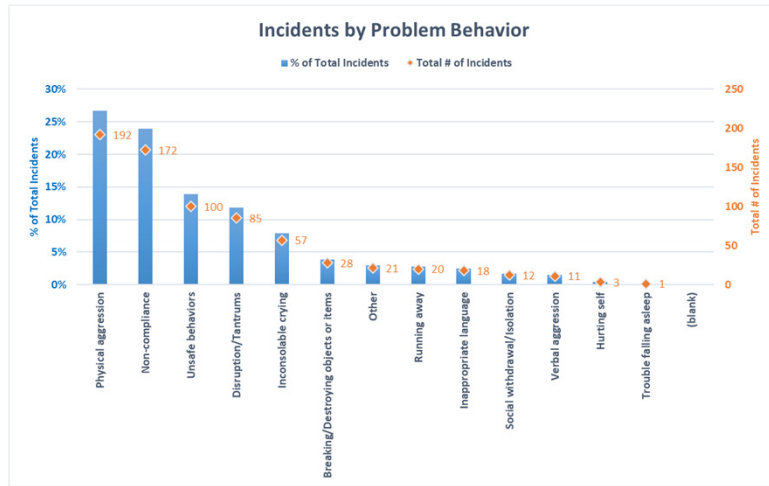


↓

Team can focus on
Action Planning during the
monthly team meeting



Presenting Your Data



Share!

Every successful team needs a coach!
We are coaching teachers to implement best practices in the classroom.

15 Hours of training have been provided to our teachers

12 Hours of coaching have been provided to our teachers

There is a link between quality teaching practices and children's social emotional growth.

We teach friendship skills well!

Our teachers are implementing

90%

of the quality practices for teaching friendship skills.



NCPMI

About - Pyramid Model - Implementation - Training & Technical Assistance - Pyramid Nation

Implementation - Data Decision-Making

Data Decision-Making

Data decision-making is a foundational element of the Pyramid Model. State leadership teams use data decision-making when examining statewide implementation components and outcomes for local programs, practitioners, and children. Programs use data decision-making to examine their implementation of the Pyramid Model, practitioner implementation of Pyramid Model practices, and outcomes for families and children.

Download the Decision-Making Guide
Roadmap to Effective Intervention Practices: Data Decision-Making and Program-Wide Implementation of the Pyramid Model

Data Decision-Making Tools
These tools and spreadsheets provide coaches, program leaders, and practitioners with data gathering tools and displays that facilitate data decision-making.

State Leadership Team Tools

- State Leadership Team Benchmarks of Quality

Program Coaches

- Classroom & Program Tools
 - Early Childhood Program-Wide PBS Benchmarks of Quality v.2.0
 - Teaching Pyramid Observation Tool (TPOT) for Preschool Classrooms
 - Teaching Pyramid Infant/Toddler Observation Scale (TPITOS)
 - Classroom Coaching Contacts
 - Behavior Incident Report System (BIRS)
- Early Intervention Program Tools
 - Pyramid Model Early Intervention (Part C) Benchmarks of Quality v.1.0
 - Early Intervention Practitioner Coaching Contacts
 - Early Interventionist Pyramid Practices Fidelity Instrument (EIPPI)
- Community Leadership Team Tools
 - Community-Wide Benchmarks of Quality

Other Data Resources

- Videos & Webinars
- General Resources

COVID-19 Pandemic Emergencies and National Disasters: H
Access resources to support families in helping young children cope with the challenges of the COVID-19 pandemic. Updated as we obtain more resources.
[Go to Page](#)

The National Center for Pyramid Model



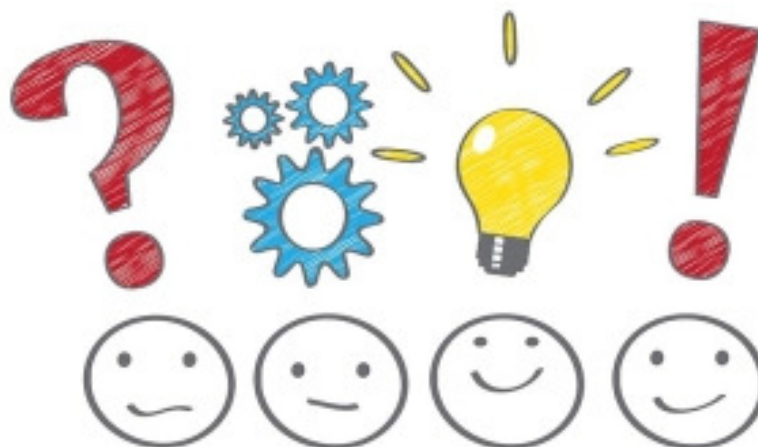


Webinar Series

- *Deep dive into data decision-making tools*
 - *Early Childhood Program-Wide PBS Benchmarks of Quality*
 - *Practitioner/Classroom Coaching Log*
 - *T POT and TPITOS*
 - *Early Interventionist Pyramid Practices Fidelity Instrument (EIPPF)*
 - *Community-Wide Benchmarks of Quality*



Questions



References

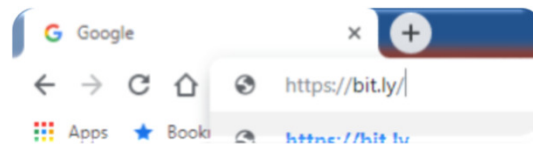
- DaSy: The Center for IDEA Early Childhood Data Systems. (2021, June 4). *Data governance toolkit: Introduction to data governance*. <https://dasycenter.org/data-governance-toolkit/introduction-2/>
- FPG Child Development, UNC. (2021, September 29). *Building data skills to lead for equity*. [Video]. <https://hml.fpg.unc.edu/Play/17411>
- IDEAs That Work Resources. (2021, September 13). *Kate Grannemann, Sherry Franklin, Cindy Weigel: B17 Building a culture of data use with a focus on equity* [Video]. YouTube. <https://youtu.be/7k7Z6FdzKIQ>



Survey and Certificate

Recording Viewers

- Type URL in presentation into a web browser window
- *URL is case sensitive*





Thank You

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H326B170003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project officer, Sunyoung Ahn.

