Pyramid Model: Roles and Responsibilities of the Program Implementation Coach

The Program Implementation Coach has a unique role in the **state-wide implementation and scale-up of the Pyramid Model**. The role of the Program Implementation Coach is different from the role of the Practitioner Coach.

Program Implementation Coach	Practitioner Coach
• Provides coaching and guidance to the Program Leadership Team and practitioner coach. • Supports program-wide implementation. • Provides updates to the State Leadership Team about programs and their implementation needs and progress.	• Uses Practice-Based Coaching (PBC) to support practitioners in their implementation of Pyramid Model practices. • Collaborates with practitioners to identify needs and set practice implementation goals.

Program Implementation Coaches might also have responsibilities to a State Leadership Team (SLT) and Community-Wide Leadership Teams (CLT) that are part of state-wide implementation. Program Implementation Coaches might guide a CLT and their program-wide implementation sites, with or without a direct link to the SLT. The difference between community-wide and program-wide implementation is described in the table below.

Community-Wide Implementation or Program-Wide Implementation: What's the Difference?	
Community-Wide Implementation	**Program-Wide Implementation**
Goal: Implementation of the Pyramid Model across a regional entity that has oversight for multiple early childhood programs or by a community-level cross-sector team with the goal of collaboration for implementation across multiple sectors and programs.	**Goal:** Systemic effort within a program for Pyramid Model implementation fidelity. Programs might be a stand-alone early childhood center, a program with classrooms within multiple sites, or a regional or local entity providing early intervention services.
Elements: Implementation is guided by a CLT that plans for: • Funding of implementation activities • Communication and visibility • Establishing and supporting implementation sites • Family engagement and partnerships • Providing professional development and program implementation coaching • Ongoing evaluation and data decision-making	**Elements:** Implementation is guided by a Program-Wide Leadership Team (PLT) that plans for: • Staff buy-in • Family engagement • Implementation of Pyramid Model practices by practitioners • Staff professional development and coaching • Behavior support procedures • Ongoing data collection and data decision-making
Program Implementation Coaching: • Program Implementation Coach guides the CLT to establish a community level infrastructure for Pyramid Model implementation and scale-up across programs • The CLT provides the services of Program Implementation Coaches to work with program-wide implementation sites	**Program Implementation Coaching:** Program Implementation Coach guides the PLT as they implement the Pyramid Model

Activities of the Program Implementation Coach

A Program Implementation Coach engages in the following activities to support the SLT, CLT, PLT, and the practitioner coaches and behavior specialists within implementation sites. The job description and activities of the Program Implementation Coach will vary based on their employing entity, the focus of the work (community-wide implementation or program-wide implementation), and the implementation stage of the state (e.g., installation versus scale-up). In addition to the community and program implementation activities, Program Implementation Coaches also might provide training in Pyramid Model practices, team implementation strategies, data tools, behavior intervention, or practice-based coaching. Decisions about whether a Program Implementation Coach provides training are made by the state or community team with consideration to the expertise of the Program Implementation Coach, the scope of their job description, and the state or community implementation plan.

The following is a list of possible responsibilities of the Program Implementation Coach depending on the specifics of their role and who they are supporting.

State Leadership Team

- Communicating regularly with the SLT (may include attending meetings or participating in workgroups within the SLT)
- Providing updates on the progress of community and program implementation sites
- Sharing data summaries from community and implementation sites
- Collaborating on state scale-up and expansion
- Recruiting, training, and mentoring new Program Implementation Coaches
- Providing professional development workshops, ongoing support, and consultation to leadership teams, practitioners, practitioner coaches, and behavior specialists

Community Leadership Team

- Assisting with team meeting planning
- Attending team meetings
- Developing and delivering presentations
- Assisting with the completion of the Community-Wide Benchmarks of Quality
- Assisting with action plan development
- Assisting with the development of community partner/family outreach presentations
- Assisting with product development
- Conducting research or information gathering to inform product or policy development
- Assisting with data review and decision-making
- Assisting with recruitment of implementation sites
- Providing training and mentoring to new community-level Program Implementation Coaches that will guide local implementation sites in program-wide implementation

Program-Wide Leadership Team

- Assisting in developing meeting agenda for monthly leadership team meetings
- Attending monthly leadership team meetings
- Providing guidance on the development of the implementation plan that is aligned to the Program-Wide Benchmarks of Quality
- Assisting with decisions related to the implementation of Practice-Based Coaching (e.g., caseload, release time, data collection, mode of delivery)

- Guiding the team in plans and decisions related to ensuring all staff are trained in Pyramid practices
- Assisting the team in establishing the process and procedures for developing and implementing assessment-based behavior support plans
- Supporting data collection and data decision making
- Assisting with data summaries and data interpretation
- Assisting PLT with product development or review of products
- Guiding the team in establishing collaborations with community agencies that have additional expertise and resources in the support of children and families

Practitioner Coach

- Guiding the practitioner coach as they initiate coaching activities with coachees
- Guiding the use of a practitioner fidelity tool to conduct initial strengths and needs assessment for coaching
- Assisting with planning for reflection and feedback with individual coaches and development of action plan goals
- Reviewing coaching log data
- Attending observation, reflection and feedback meetings with practitioner coach as needed
- Providing a community of practice or other form of ongoing support to a group of practitioner coaches

Behavior Specialist

- Supporting programs in their recruitment of behavior support staff
- Identifying training opportunities for behavioral support staff
- Identifying opportunities for practitioner coaches, practitioners, and other staff as designated by the context/program to receive training in behavioral support (e.g., individualized interventions, PTR-YC)
- Participating in discussions of family engagement strategies specific to the development and implementation of the behavior support plan
- Supporting the behavior specialist in communicating to staff the process for connecting families to behavior support services
- Assisting the behavior specialist in identifying resources to ensure the behavior support process is effective and implemented with fidelity (e.g., infant and early childhood mental health consultant, Board Certified Behavior Analyst)

Professional Development for Program Implementation Coaches

Program Implementation Coaches must be fluent in the Pyramid Model practices that will be used in the program (e.g., classroom programs or early intervention services), the use of Practice-Based Coaching (PBC), and the data tools that will be used by practitioner coaches, the PLT, and the CLT. They should also have training in the assessment-based behavior support process that will be used in the program to provide intensive individualized intervention. The following are the content knowledge training events that should be provided to Program Implementation Coaches. In states that have established Pyramid Model implementation and scale-up initiatives, Program Implementation Coaches are often recruited from Pyramid Model programs and might have received some of this training as part of their Pyramid Model implementation experiences. In addition to initial training for Program Implementation Coaches, ongoing professional development should be provided to ensure Program Implementation Coaches have updated information on practices, implementation strategies, delivery of professional development, new content areas (e.g., trauma-informed care, addressing bias), and data tools.

Content Training for Program Implementation Coaches

Training	Outcome
Classroom Programs • Teaching Pyramid Observation Tool (TPOT) • Teaching Pyramid Infant Toddler Observation Scale (TPITOS)	• Become a reliable observer • Use observation tools reliably • Maintain reliability certification
Early Intervention Programs • Early Interventionist Pyramid Practices Fidelity Instrument (EIPPFI)	Collaborate with early interventionists in their use of the EIPPFI tool to identify strengths and needs for practitioner coaching
Practice-Based Coaching	Learn and apply components of the PBC cycle with fidelity
Program-Wide Leadership Team	Learn community-wide implementation and guide PLTs to implement with fidelity
Community-Wide Leadership Team	Learn program-wide implementation and guide CLTs to implement with fidelity
Classroom Programs • Infant and toddler Pyramid Model practices • Preschool Pyramid Model practices Early Intervention Programs • Early interventionist Pyramid Model practices	Understand Pyramid Model practices so they can guide practitioner coaches in their coaching of practitioners
Classroom Programs • Behavior Incident Report System (BIRS) training	Guide the PLT to collect and analyze BIR data within a program
Classroom Programs • Prevent-Teach-Reinforce for Young Children Early Intervention Programs • Prevent-Teach-Reinforce for Families	Support teams to develop and implement process for developing and implementing individualized behavior support plans
Culturally responsive practices and implicit bias	Provide resources that leadership team identifies as needed for program personnel
Trauma-informed care	Support teams to understand the impact of trauma on behavior and the role of supporting resilience in young children

Mentoring

In addition to the content knowledge, Program Implementation Coaches must be trained in how to guide CLTs (if that is their assignment) and/or PLTs, deliver training (if assigned) and provide ongoing support to practitioner coaches. In most states, this is accomplished by pairing an experienced Program Implementation Coach with the Program Implementation Coach who is new to the position and providing mentoring for a full year as they coach a new community and/or program-wide implementation site in their installation and provide professional development training events.

Implementation Stages and the Role of Program Implementation Coach

State-wide implementation and scale-up of the Pyramid Model moves through implementation stages from installation to sustainability as does community-wide and program-wide implementation. During initial installation, the Program Implementation Coach will attend training and leadership team meetings with implementation sites and attend community meetings of CLTs. They will provide guidance in setting agendas, the use of data tools, developing action plans, and interpreting data. They will also guide and monitor the provision of coaching and practitioner implementation fidelity. As the program or community moves from their initial installation to full implementation and then to sustainability, the involvement of the Program Implementation Coach is reduced.

The decision about how much support to provide to a community or program should be a data-informed decision. The fidelity tools used by the community (i.e., Implementing the Pyramid Model Community-Wide Benchmarks of Quality) or program (Early Childhood Program-Wide PBS Benchmarks of Quality, Pyramid Model Early Intervention Benchmarks of Quality), will indicate the progress of the team and the areas of support that are needed.

Selected Resources Related to Program Implementation Coaching[1]

- Leadership Team Implementation Manual for Program-Wide Supports for Pyramid Model Implementation

- Program Leadership Team Guide: Implementing Practice-Based Coaching within Pyramid Model

- Program-Wide Implementation of the Pyramid Model

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

- Roadmap to Effective Intervention Practices: Statewide Implementation of the Pyramid Model

- Evaluation of State and Program Implementation of the Pyramid Model: Suggested Data Elements

- Pyramid Model Data Collection Frequently Asked Questions

- Pyramid Model Program Leadership Team: Data Coordination Responsibilities

- Pyramid Model and Trauma-Informed Care: A Guide for Early Childhood Professionals to Support Young Children's Resilience

- Crosswalk of Infant Early Childhood Mental Health Consultation and Pyramid Model Coaching

- Early Childhood Program-Wide PBS Benchmarks of Quality, Cultural Responsiveness Companion 2021

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[1] Please visit the website www.challengingbehavior.org for additional resources and subscribe to the newsletter to receive updates related to new products

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