



Evidence: What We Know About Practice-Based Coaching

Recent studies have shown that Practice-Based Coaching (PBC), when used with fidelity, is associated with desired changes in teachers' use of Pyramid Model practices. The evidence indicates that change in practitioner practice is related to positive changes in children's social skills and challenging behavior³.

A summary of recent research studies using PBC and the Pyramid Model

PBC is Effective when^{1,2,3,4}

- ▶ Action plans are completed
- ▶ Sufficient coaching cycles occur
- ▶ There is a focus on practice implementation
- ▶ Each component is in place
 - Collaborative Relationships
 - Shared Goals and Action Planning
 - Focused Observation
 - Reflection and Feedback

Create lasting results⁴

- ▶ Teachers sustained their use of Pyramid Model practices a year after PBC

PBC Results in Positive Outcomes for Teachers^{3,4,5}

- ▶ Implementation of evidence-based teaching practices
- ▶ Changes in teaching practices
- ▶ Teachers feel supported to try new strategies

Positive Outcomes for Students^{3,4,6}

- ▶ Growth in social and emotional skills
- ▶ Reduction in student challenging behavior
- ▶ Increases in social interactions between students

Focus group sessions completed as part of studies evaluating PBC revealed that...^{3,4}

- ▶ Coaches and teachers viewed the process as acceptable, feasible, and beneficial
- ▶ Teachers felt coaches were essential to their ability to implement Pyramid Model practices
- ▶ Classrooms were viewed as more positive and effective as a result of Pyramid Model implementation
- ▶ Teachers felt they had stronger relationships with students with challenging behavior

1 Snyder, P. A., Hemmeter, M. L., & Fox, L. (2015). Supporting implementation of evidence-based practices through practice-based coaching. *Topics in Early Childhood Special Education*, 35, 133–143.

2 Fox, L., Hemmeter, M. L., Snyder, P. S., Binder, D. P., Clarke, S. (2011). Coaching early childhood special educators to implement a comprehensive model for promoting young children's social competence. *Topics in Early Childhood Special Education*, 31, 178–192.

3 Hemmeter, M.L., Snyder, P., Fox, L., Algina, J. (2016). Evaluating the implementation of the pyramid model for promotion social-emotional competence in early childhood classrooms. *Topics in Early Childhood Education*, 36, 133-146.

4 Hemmeter, M. L., Snyder, P., Fox, L., & Algina, J. (2017, April). Research on the Pyramid Model: Findings, issues and implications. Paper presented at the 14th Annual National Training Institute on Young Children with Challenging Behavior, Tampa, FL.

5 Golden, A. K., Hemmeter, M. L., & Ledford, J. R., (2023). Evaluating the effects of training plus Practice-Based Coaching delivered via text message on teacher use of Pyramid Model practices. *Journal of Positive Behavior Interventions*, 43(3), 255-274.

6 Hemmeter, M. L., Fox, L., Snyder, P., Algina, J., Hardy, J. K., Bishop, C., & Veguilla, M. (2021). Corollary child outcomes from the Pyramid Model professional development intervention efficacy trial. *Early Childhood Research Quarterly*, 54, 204-218.

