

A Day in the Life of a Program Implementation Coach


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National Center for
Pyramid Model INNOVATIONS
ChallengingBehavior.org

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Webinar Host



Mary Louise Hemmeter
Vanderbilt University



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Meet our Presenter



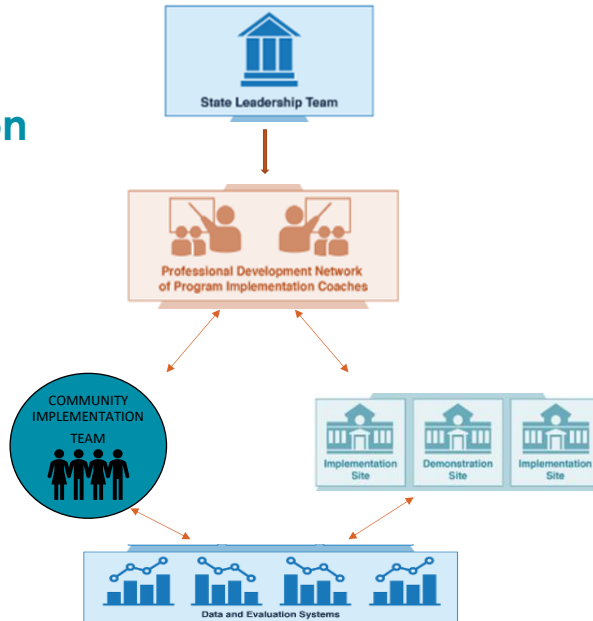
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What is a Program Implementation Coach?



What does a Program Implementation Coach do?



Pyramid Model: Roles and Responsibilities of the Program Implementation Coach

The Program Implementation Coach has a unique role in the state-wide implementation and scaling-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
<ul style="list-style-type: none"> Provide coaching and guidance to the Program Leadership Team and practitioner coach. Support program-wide implementation. Provide guidance on the "How Leadership Team about program and for implementation needs and goals. 	<ul style="list-style-type: none"> Use Practice-Based Coaching (PBC) to support practitioners in their implementation of Pyramid Model practices. Collaborate with practitioners to identify needs and set practice implementation goals.
<p>Program Implementation Coaches might also have responsibilities for a State Leadership Team (SLT) and Community-Wide Leadership Team (CWL) that are part of state-wide implementation. Program Implementation Coaches might guide a CLE and their programwide implementation work, with or without a direct link to the SLT. The difference between community-wide and programwide implementation is described in the table below.</p>	
Community-Wide Implementation or Program-Wide Implementation: What's the Difference?	
<p>Community-Wide Implementation</p> <p>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 entities and programs.</p> <p>Elements: Implementation is guided by a CLE that plans for:</p> <ul style="list-style-type: none"> Facilitating implementation activities Communication and visibility Establishing and supporting implementation sites Family engagement and partnerships Providing professional development and program implementation coaching Changing policies and data decision-making <p>Program Implementation Coaching</p> <ul style="list-style-type: none"> Program Implementation Coach guides the CLE to establish a community-level infrastructure for Pyramid Model implementation and scaling-up across programs. The CLE provides the services of Program Implementation Coaches or work with programwide implementation sites. 	<p>Program-Wide Implementation</p> <p>Goal: Specific effort within a programwide Pyramid Model implementation initiative. Programs might be a social domain early childhood centers, a programwide classroom with multiple sites, or a regional or local entity providing early intervention services.</p> <p>Elements: Implementation is guided by a Program-Wide Leadership Team (PWL) that plans for:</p> <ul style="list-style-type: none"> Staff buy-in Family engagement Implementation of Pyramid Model practices by practitioners Staff professional development and coaching Behavior support procedures Changing policies and data decision-making <p>Program Implementation Coaching</p> <p>Program Implementation Coach guides the PWT as they implement the Pyramid Model.</p>

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Coaching Resources


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Pyramid Model Resource Collection: Program Implementation Coaching			
Resource Table			
Resource Key: fact sheet form guide tip sheet tool training module video webinar webpage			
Program Implementation Coaching: The Basics	Implementation Science	Tools and Supports to Guide Program Leadership Teams	Data Tools for Program Implementation
Program Coach: Guiding Program-Wide Fidelity Video	Implementation Stages Planning Tool	Program-Wide Implementation of the Pyramid Model	Roadmap #7 – Data Decision-Making and Program-Wide Implementation of the Pyramid Model
Pyramid Model: Roles and Responsibilities of the Program Implementation Coach	Active Implementation Formula Framework Overview (Modules)	Program-Wide Leadership Team Implementation Manual	Program Implementation Coaching Log (log, spreadsheet, analysis)
Program Coach Scope of Work	SISEP Implementation Stages Video Series	Program Coach and Implementation Site Agreement	Early Childhood Program-Wide PBS Benchmarks of Quality (tool, spreadsheet, analysis, planning)
ECTA Professional Development Network of Program Implementation Coaches	Roadmap #6 - Roadmap to Statewide Implementation of the Pyramid Model	Program Leader's Guide to Practice-Based Coaching	Early Childhood Program-Wide PBS Benchmarks of Quality (EC-BoQ) Cultural Responsiveness Companion
ECTA Professional Development Network Q & A	Practice Guide to Supporting Implementation	Implementing the Pyramid Model: Data Informed Decision Making for School Teams	Family Child Care Home (FCC) Program-Wide PBS Benchmarks of Quality (tool, spreadsheet, analysis)

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Early Childhood Program-Wide PBS Benchmarks of Quality

Use For: Lily Louise Hammer, Sarah, Joel, and Denise Paine-Binder

Program Name: _____
 Location: _____
 Team Members: _____

Critical Elements	Benchmarks of Quality	Check One		
		Not in Place (0)	Partially in Place (1)	In Place (2)
Leadership Team	1. Team has broad representation that includes all levels of commitment (i.e., teacher, administrator, volunteer) who will provide coaching to teachers, a member with expertise in behavior support and early intervention, other team members might include a teaching assistant, related service specialist, a community member, and other program personnel.			
	2. Administrator actively considers issues by using a variety of approaches (i.e., meetings) and a minimum of 1 hour. Team is nonpunitive. The team often. Team members are purpose of the leadership team. Key statement that includes: Identify skills, use of positive teacher and administrator plan that includes of intervention plan guide the use of data and updates to how they are identified to at least annually. program-wide effort or individual competence and culturally responsive practices. Address throughout the process. Focus on positive, together possible on the positive and that on a regular basis. Monitoring and reporting of the initiative and			




Pyramid Model Early Intervention (Part C) Benchmarks of Quality

Use For: Sarah, Use For, and Ashley Warner

Program Name: _____ Location: _____ Date: _____


Team Members: _____

Critical Elements	Implementation Components	Check One		
		Not in Place (0)	Partially in Place (1)	In Place (2)
Leadership Team	1. The leadership team has broad representation that includes all levels of commitment (i.e., interventionist, therapist, para-educator, parent, professional coach, other team members and related service specialists), and other program personnel. The team includes representation from critical stakeholders, parents, and resources.			
	2. The leadership team has administrative and administrator (i.e., offering meetings and training) to reach the team with their respective goal. Addressing problems along to facilitate same consistent. Consistent in supporting their emotional competence. (i.e.) ability to support implementation of Part C model, and budgeting and professional development for one individual focus of high quality evidence-based model.			
	3. The leadership team has regular meetings. Meetings are scheduled at least once a month for a one hour. Team members other than who establish meeting ground rules, agenda, and together to address team meetings.			
	4. The leadership team has established a clear purpose and mission for program-wide, high-quality implementation of the Pyramid Model (i.e., purpose and mission statement) and written and all levels and all levels.			
	5. The leadership team is able to improve the implementation of Pyramid Model in a variety of settings, methods, and practices. Team communicate clearly the purpose of the leadership team.			



Implementing the Pyramid Model Community-Wide: Benchmarks of Quality 2.0

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Family Child Care Home (FCCH) Program-Wide PBS Benchmarks of Quality

Use For: Rochelle Lantini, Anna Winkler, and Twiley Yates

Program Name: _____ Location: _____ Date: _____

Team Members: _____

Critical Elements	Benchmarks of Quality	Check One		
		Not in Place (0)	Partially in Place (1)	In Place (2)
Establish and Maintain a Plan for Implementation	1. Leader (owner/provider) has committed to and is visible supporter of the implementation of the Pyramid Model.			
	2. Provider has established a clear mission or purpose related to the Pyramid Model and developed a written mission statement. All staff believe applicable to large FCCH can clearly communicate the purpose of the Pyramid Model.			
	3. An implementation plan that includes all critical elements is established. A written implementation plan guides the work of the FCCH. The plan is revised and updated on a regular basis (including each staff or large FCCH). Action steps are identified in owner achievement of the goals.			
	4. Provider has a policy that includes the promotion of social and emotional skills and the use of positive guidance and prevention practices and makes a commitment to the elimination of suspension and expulsion.			
	5. Provider has a child discipline policy that includes the promotion of social and emotional skills and the use of positive guidance and prevention practices and makes a commitment to the elimination of suspension and expulsion.			
Family Engagement	6. Family input is solicited as part of the planning and decision-making process. Families are informed of the initiative and asked to provide feedback on the Pyramid Model implementation.			
	7. Family engagement is supported through a variety of mechanisms including home teaching, suggestions, information on supporting social-emotional development, and the strategies used in the program. Information is shared through a variety of formats (e.g., meetings, home visits, newsletters, newsletters, open house, website or social media, family-friendly handouts, multilingual culture events).			
	8. Families are involved in planning for individual children to a meaningful and proactive way. Families are encouraged to team with FCCH staff in the development of individualized plans of support for children including the development of strategies that might be used in the home and community.			



LEADERSHIP TEAM



Program-Wide Supports for Pyramid Model Implementation

Implementation Manual

Resources • Tools • Records



Use For:
 Denise Paine-Binder
 Lily Louise Hammer
 Erik S. Barton
 Christopher Verheid

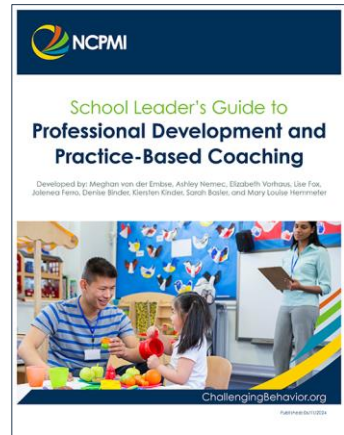
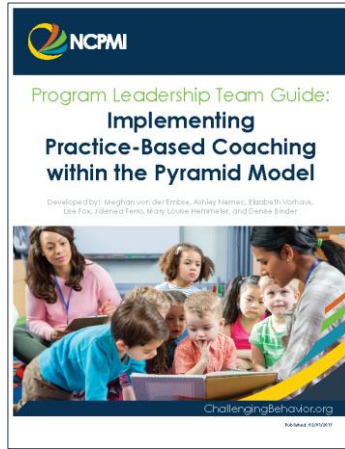
Rev. September 2018





Coming Soon!
 Early Intervention
 Leadership Team
 Guide

Guidance for leadership teams and school leaders as they implement Practice-based coaching within their programs.



Coaching Log

Program Coaching Log

- Coaching activities to implementation sites
- Leadership team members supported
- Delivery method
- Time

NCPMI Program Coaching Log

Coach ID	Program ID	Date	Activity	Focus	Delivery Method	Time (min)
			Assist in behavior support plan strategies for practitioner and/or family implementation	Program Administrator Leadership Team Practitioner Coach Data Coordinator or Supports	Face-to-face meeting Virtual meeting Phone call Email Other	
				Program Administrator Program Team Practitioner Coach Data Coordinator or Supports	Face-to-face meeting Virtual meeting Phone call Email Other	
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National Center for Pyramid Model INNOVATIONS
 Developed by the Florida Department of Education, Office of Technical Assistance
 This log is designed for use by one program coach who coaches multiple implementation sites. One use of the log should be used for one activity. If you have activities on one date, you should enter each activity as a separate row. Data entry provided on the one row and activities used across all implementation sites should be entered in the same row. For more information, see the user manual at <https://www.ncpmi.org/>

Data Entry Tab

Coach ID	Coach Name	Date	Region ID	Focus	Delivery Method	Time (min)	Activity
		11/02/2024	A	Coaching	Face-to-face meeting	30	Assess program implementation
		11/02/24	A	Practitioner Coach	Face-to-face meeting	30	Observe practice, give observation links and feedback
		11/02/24	A	Data Coordinator	Virtual meeting	30	Assess data management
		11/02/24	A	Behavior Support	Phone call	30	Check on implementation of behavioral accommodations
		11/02/24	A	Behavior Support	Email	30	Assess preparation for individualized behavior support plans
		11/02/24	A	Quality Improvement	Face-to-face meeting	30	Assess on-site data collection, data management, and data analysis
		11/02/24	A	Program Administrator	Other	30	Assess on-site data collection, data management, and data analysis
		11/02/24	C	Behavior Support	Virtual meeting	30	Assess data management
		11/02/24	C	Behavior Support	Virtual meeting	30	Assess preparation for individualized behavior support plans
		11/02/24	C	Data Coordinator	Virtual meeting	30	Assess data management

Questions the Coaching Log Can Answer



- Is the average amount of coaching time sufficient for myself and the implementation site?
- Am I focusing on the right supports to help the team meet their goals?
- Is my coaching delivery method appropriate for this team? ?
- Am I completing my coaching activities?

What led you to your role as a program implementation coach (PIC)?



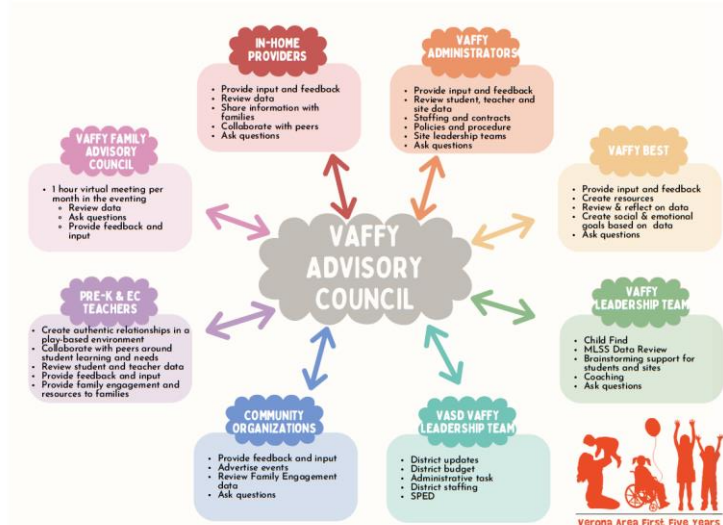
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What are the primary activities you engage in as a PIC?



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Communicating Community Roles



How do you manage your PIC schedule with other roles?



What is most challenging about your role? How have you adapted along the way?



Pathways to Pyramid: Preparing Programs for Implementation

PATHWAY TO PYRAMID CHECKLIST

Establish an active Local Implementation Team (LIT) that meets monthly to review and discuss local CDSA implementations. Ensure your LIT membership includes a broad representation of your staff with knowledge and expertise around the ISIP work.

- Provide the LIT with an [Executive Implementation Agenda](#).
- Utilize ACA to gauge your Coaching Implementation and evaluate your CDSA's current social-emotional supports/knowledge/teams.

Evaluate your agency's coaching implementation:

- Review the [Coaching Tool Kit](#) to ensure understanding of current expectations.
- How many Approved Observers or Mentor Coaches do you have to support staff?
- How do you access/utilize a fidelity coach to support your AOs or Mentor Coaches?
- How often are your AO/ Mentor Coaches meeting to support each other and maintain their fidelity of coaching practices?
- How is your CDSA tracking monthly, quarterly, and bi-annual observations for internal data use?
- What is your structure for completing these observations (explore other options if needed)? Are staff using the self-assessment checklist/ coaching log/ video or live observations/ FIP-01 checklist (certification required for FIP-01)?

Evaluate your CDSA's social-emotional initiatives:

- Train staff utilizing the AOS-SE or other social-emotional screening tool. Begin to discuss/establish a universal screening process.
- Based on staff feedback/ review of FIPs, add training or action practice opportunities around writing functional and measurable social-emotional and Family Centered ISIP Outcomes.
- Connect with [SE-10](#) to explore how they can support your program by providing training and consultation to your CDSA staff.
- To build internal capacity, begin identifying and training staff (ECC and/or licensed clinical therapists) who may be interested in delivering various social-emotional supports such as:
 - Circle of Security
 - Triples (Level 3 and 4)
 - Attachment and Biobehavioral Catch-up (ABC)
 - Child-Parent Psychotherapy (CPP)
 - Other Evidence Based Practices to address social-emotional concerns (i.e., sensory/regulation, speech-language therapy)

Last Updated: April 2024

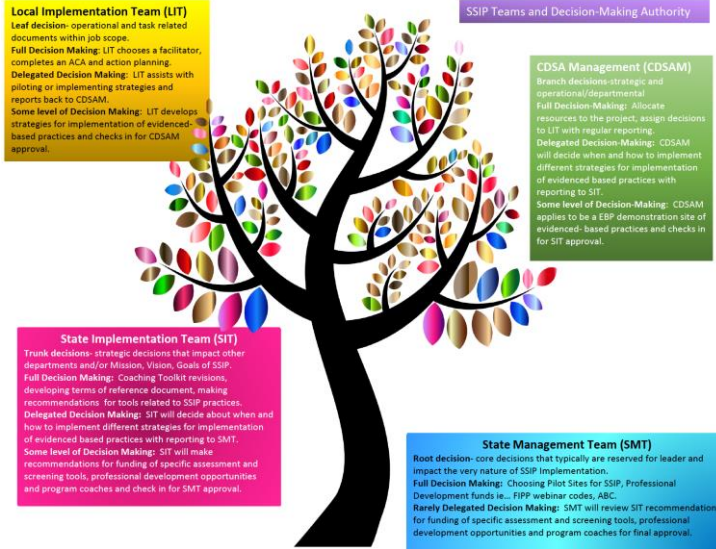
State-Wide Implementation of the Pyramid Model in the NC Infant-Toddler Program: Pilot Phase and Future Plans

Presented by NC ITP State Pyramid Team Members:
Fain Barker, Andrea Bailey, & Heather Finster

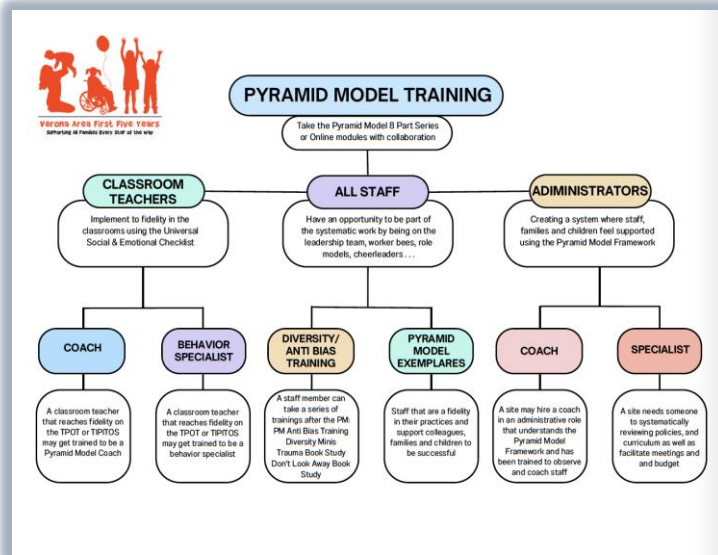
HOW TO DEVELOP YOUR CDSA'S READINESS TO IMPLEMENT THE PYRAMID MODEL



Decision Tree: A Coordinated Approach



Addressing Staff Turnover



Communicating Expectations and Processes

Teacher Checklist of Universal Social/Emotional Practices	
<p>Transitions/Resilience</p> <ul style="list-style-type: none"> Plan social activities and when to stop throughout day Use a variety of student-directed and teacher-directed activities Describe about, consistent routines and traditions Teach children steps of transition in a positive way using visual and oral cues as needed Provide positive descriptive feedback for students who transition calmly Use long group instruction less than 10 minutes at a time and less than 40 minutes total during the 90 min day <p>Emotional Literacy</p> <ul style="list-style-type: none"> Plan lessons of topics with different emotions Use several good feeling poster, card and terms (Happy / Sadness) Provide opportunities for students to talk about their emotions Label own and other's emotions verbally Discuss both positive and negative emotions Support students as they experience emotions Provide positive descriptive feedback for students who regulate their emotions <p>Friendship Skills</p> <ul style="list-style-type: none"> Use Social Skills for Days to Play poster and terms (Happy / Sadness) Encourage children to observe to work together Model friendship skills (greeting, turn taking, etc.) throughout day Label about "giving thanks" and "having a friend" Provide positive descriptive feedback for students who show friendship skills <p>Anger Management/Negative Control</p> <ul style="list-style-type: none"> Use several good cards (Show Steps poster and terms (Happy / Sadness) Participate to help with calm down techniques (Inhalation thermometer, Tactile Toys, etc.) Model and teach self-regulation strategies (jump, stretching, breathing, etc.) Provide positive descriptive feedback for students who demonstrate anger management/impulse control strategies <p>Problem Solving</p> <ul style="list-style-type: none"> Plan lessons to help with problem solving techniques (Four problem solver, Solution Me, etc.) Model and teaches the 4 steps of problem solving Support students in problem solve Provide positive descriptive feedback for students who demonstrate problem solving strategies 	<p>Relationship Building</p> <ul style="list-style-type: none"> Spends majority of time with students (individual or group) in connecting their interests from Responds to child's communication throughout day Has conversations with children on their own time Provide positive descriptive feedback throughout day Use 2 connections with each family during the year Use "Student Email" books, positive addresses Communicate children's accomplishments (proud work, verbal, etc.) <p>Empowerment</p> <ul style="list-style-type: none"> Make 15 positively stated expectations for whole classroom at start year with picture Make rules for each step of room with terms (Classical Posters) Uses Second Step (learning rules poster and terms (Classical Posters)) Teaches skills and expectations in positive way and refers to them throughout the day Uses 1-2 step directions that are simple, clear and positive stated Uses positive descriptive feedback when children follow an expectation <p>Environment</p> <ul style="list-style-type: none"> Uses Play-based Curriculum guidelines to set up room to drive an effective and positive Classroom <ul style="list-style-type: none"> Classroom Sensory-friendly Strategic Flow Seamless Try and Calm Medic Classroom/Storage Arrange classroom so there are no large open spaces Organize materials so that they have a clear place to roam (Tables & Seating / Freestanding) Provide enough toys and materials for number of children to play at any one time Display photos of students with their families Display photos with diverse characters to them for children to view

Child's name: _____
 Names attending: _____
 Date: _____

Tier 1 - Universal
(Should be filled out before a request for Assistance)

This form should be used if you have any concerns about a child to make sure universals are in place, background information is gathered from multiple sources, administration is aware of the situation, action steps are in place and you have the tools and resources available to create a plan for behavior and/or developmental concerns. You can start this form as an individual teacher if you have filled out this information in the past or start this form with someone from your leadership team or a coach.

This is a process that begins with reflection and results in action steps. The goal of this form is to collect information and strengthen relationships by positively collaborating to make a plan. Teachers should always keep an open line of communication with families.

When you become concerned with a behavior or developmental concern do the following:
 Labels of observation (an incident) and labels of information (background) Review the labels of information and determine if you have any biases about the child's ability to be successful in your classroom.
 Take away: _____

Intervention (mark each teacher and child in a different color)
 Later away: _____

Next Steps (each teacher should fill this in separately)
 Take away: _____

Universal Checks (Teachers should reflect on what is in place and what needs to be done)
 Environment Checklist (Seating, Tables, Rules) (Classrooms need to have at least three away and materials)
 Take away: _____

Fill in the following information after speaking with staff and families (communication that has already taken place). Bring this document when meeting with your coach.

Communication with Co-Teacher
 CHILD Strengths (List at least 7 strengths)

1. _____
2. _____
3. _____
4. _____

VAFY Behavior Decision Flow Chart

1. Observe Behavior
 2. Monitor and Track the Repetition

Incident	Problem	Crisis
<p>Single Incident (one-time incident)</p> <p>The teacher or leader will observe the incident, determine if it is a problem, and if so, determine if it is a problem that needs to be addressed. If it is a problem, the teacher or leader will determine if it is a problem that needs to be addressed. If it is a problem, the teacher or leader will determine if it is a problem that needs to be addressed.</p> <p>Behaviors:</p> <ul style="list-style-type: none"> Non-compliance (obedience) Defiance (verbal) Non-compliance (obedience) Defiance (verbal) Non-compliance (obedience) Defiance (verbal) Non-compliance (obedience) Defiance (verbal) 	<p>Problem</p> <p>The teacher or leader will observe the problem, determine if it is a problem, and if so, determine if it is a problem that needs to be addressed. If it is a problem, the teacher or leader will determine if it is a problem that needs to be addressed. If it is a problem, the teacher or leader will determine if it is a problem that needs to be addressed.</p> <p>Behaviors:</p> <ul style="list-style-type: none"> Non-compliance (obedience) Defiance (verbal) Non-compliance (obedience) Defiance (verbal) Non-compliance (obedience) Defiance (verbal) Non-compliance (obedience) Defiance (verbal) 	<p>Crisis</p> <p>The teacher or leader will observe the crisis, determine if it is a crisis, and if so, determine if it is a crisis that needs to be addressed. If it is a crisis, the teacher or leader will determine if it is a crisis that needs to be addressed. If it is a crisis, the teacher or leader will determine if it is a crisis that needs to be addressed.</p> <p>Behaviors:</p> <ul style="list-style-type: none"> Non-compliance (obedience) Defiance (verbal) Non-compliance (obedience) Defiance (verbal) Non-compliance (obedience) Defiance (verbal) Non-compliance (obedience) Defiance (verbal)
<p>Action Taken - Incident</p> <ol style="list-style-type: none"> 1. Teacher will observe the incident. 2. Teacher will determine if it is a problem. 3. Teacher will determine if it is a problem that needs to be addressed. 4. Teacher will determine if it is a problem that needs to be addressed. <p>Action Taken - Problem</p> <ol style="list-style-type: none"> 1. Teacher will observe the problem. 2. Teacher will determine if it is a problem. 3. Teacher will determine if it is a problem that needs to be addressed. 4. Teacher will determine if it is a problem that needs to be addressed. <p>Action Taken - Crisis</p> <ol style="list-style-type: none"> 1. Teacher will observe the crisis. 2. Teacher will determine if it is a crisis. 3. Teacher will determine if it is a crisis that needs to be addressed. 4. Teacher will determine if it is a crisis that needs to be addressed. 	<p>Action Taken - Problem</p> <ol style="list-style-type: none"> 1. Teacher will observe the problem. 2. Teacher will determine if it is a problem. 3. Teacher will determine if it is a problem that needs to be addressed. 4. Teacher will determine if it is a problem that needs to be addressed. <p>Action Taken - Crisis</p> <ol style="list-style-type: none"> 1. Teacher will observe the crisis. 2. Teacher will determine if it is a crisis. 3. Teacher will determine if it is a crisis that needs to be addressed. 4. Teacher will determine if it is a crisis that needs to be addressed. 	<p>Action Taken - Crisis</p> <ol style="list-style-type: none"> 1. Teacher will observe the crisis. 2. Teacher will determine if it is a crisis. 3. Teacher will determine if it is a crisis that needs to be addressed. 4. Teacher will determine if it is a crisis that needs to be addressed.



What is your favorite thing about being a PIC?



What advice would you give to someone new to the role?



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Questions?

Use the Q&A panel to submit your questions.

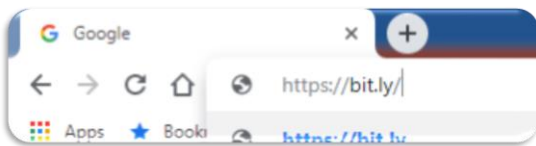


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Survey and Certificate

Recording Viewers

- Type URL or scan the QR code during the presentation into a web browser window
- *URL is case sensitive*



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Thank You

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