Statewide Scale-Up of the Teaching Pyramid Model

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Agenda

- Overview of TACSEI/CSEFEL partnership
- Overview of Pyramid Model
- CSEFEL/TACSEI Model for Working with States
- Two State Examples
Partnership for Scaling Up

Center on the Social and Emotional Foundations for Early Learning

www.vanderbilt.edu/csefel/

First cycle of funding as OSEP research center: Center on Evidence-Based Practice for Young Children with Challenging Behavior
Capacity

• Applied researchers in social emotional and behavioral interventions who have worked directly with programs and practitioners in the implementation of evidence-based approaches
• Ability to leverage other research, training, and pre-service training efforts to enhance work
• Experienced across a range of systems/settings (early childhood education, Head Start, child care, and early childhood special education)
• Critical partnerships with National Organizations of key stakeholders for guidance and dissemination
Our Focus

• Unified message
• Across all service systems and disciplines
• Evidence-Based Practices
• Comprehensive model to support all children
• Prevention framework
• Partnerships with families
• Affordable, feasible, and acceptable to diverse personnel, families and communities
The Pyramid Model:
Promoting Social and Emotional Competence and Addressing Challenging Behavior

- **Tertiary Intervention:** Few Children
- **Secondary Prevention:** Some Children
- **Universal Promotion:** All Children

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**Effective Workforce**

**Nurturing and Responsive Relationships**

**High Quality Supportive Environments**

**Targeted Social Emotional Supports**

**Intensive Intervention**

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**Assessment based intervention that results in individualized behavior support plans**

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**Systematic approaches to teaching social skills can have a preventive and remedial effect**

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**High Quality early childhood environments promote positive outcomes for all children**

**Supportive responsive relationships among adults and children are essential components to promote healthy social and emotional development**

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**Systems and policies promote and sustain the use of evidence-based practices**
Nurturing and Responsive Relationships

• Foundation of the pyramid
• Essential to healthy social development
• Includes relationships with children, families and team members
High Quality Environments

- Inclusive early care and education environments
- Comprehensive system of curriculum, assessment, and program evaluation
- Environmental design, instructional materials, scheduling, child guidance, and teacher interactions that meet high quality practices as described by NAEYC and DEC
Supportive Home Environments

- Supporting families and other caregivers to promote development within natural routines and environments
- Providing families and other caregivers with information, support, and new skills
Targeted Social Emotional Supports

- Self-regulation, expressing and understanding emotions, problem solving, developing social relationships
- Explicit instruction
- Increased opportunities for instruction, practice, feedback
- Family partnerships
- Progress monitoring and data-based decision-making
Targeted Social Emotional Supports

- The support and coaching of families to enhance their child’s social development within natural environments and activities
- Self-regulation, expressing and understanding emotions, developing social relationships
Individualized Intensive Interventions

- Comprehensive interventions across all settings
- Assessment-based
- Collaborative team
- Skill-building
The Pyramid Model: Program-Wide

- **Program-Wide Commitment**
- **Data-Based Decision Making**
  - Including screening and progress monitoring
- **Well-Defined Procedures**
- **Teacher Training and Technical Assistance**
- **Partnerships with Families**
- **Intensive Intervention**
- **Targeted Social Emotional Supports**
- **High Quality Supportive Environments**
- **Nurturing and Responsive Relationships**
- **Effective Workforce**

**ALL Levels Require Administrative Support**
Changing Practice

• Training alone is inadequate
• Coaching is necessary for translation of training to classroom practice
• Fidelity of implementation focus of coaching
• Administrative support and systems change necessary for sustained adoption
• Data driven systems necessary for ensuring targeted program, practitioner, and child outcomes
## Status of Teaching Pyramid Practices in EC Classrooms

<table>
<thead>
<tr>
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<th>TPOT Study n=50</th>
<th>Efficacy Study n=18</th>
<th>Distance Coaching n=33</th>
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<td></td>
<td>Mean</td>
<td>Range</td>
<td>Mean</td>
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<td><strong>Env Items</strong></td>
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<td>3-7</td>
<td>5.05</td>
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<td><strong>Red Flags</strong></td>
<td>3.0</td>
<td>0-11</td>
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<tr>
<td><strong>Percent Indicators</strong></td>
<td>39.1%</td>
<td>14% to 73%</td>
<td>39.56%</td>
</tr>
</tbody>
</table>
Control and Experimental Group Means Across Data Collection Waves on TPOT Indicators

\( (v = 108) \)
Outcomes Associated with Adopting the Pyramid Model within Programs

• Increased use of comprehensive strategies and team planning
• Capacity to support all children rather than asking children to leave
• Internal capacity to intervene effectively with challenging behavior
• Reallocation of mental health dollars to focus more on prevention
• Reduced staff attrition, increased staff job satisfaction
• Improvement in overall program quality
Outcomes Associated with Adopting the Pyramid Model within Programs

- Improved staff confidence in supporting all children including those with challenges
- Intentional teaching of social emotional competence
- Enhancement of partnerships with families
- Improved child social emotional skills
- Reduction in child challenging behavior
CSEFEL/TACSEI
Model for Working with States
CSEFEL and TACSEI states
Implementation Purpose and Model

• Purpose: **PD system** to support adoption, implementation fidelity, and sustainability of Pyramid Model and practices

• Model of state-wide implementation based on literature and experience regarding how to:
  – Disseminate info on what works to program level staff and families
  – Support adoption of what works
  – Support sustained use over time of what works
Implementation Strategies

• Literature and experience indicates the following strategies:
  – State level collaborative planning and support
  – State-wide trainers
  – Community/program level coaches
  – Demonstration sites
State Level Planning and Support

- State level collaborative planning team
- Planful group decision making processes that promote shared ownership and limits feelings of “winners and losers”
- Written, shared: vision, language, agendas, meeting summaries, action plans
- Shared decision making
- Ground rules for conducting meetings and decision making
Intensive TA to States

• 4 focused strategies to enhance state capacity:
  – Training of Master T/TA cadre
  – Selection and support of 3 demonstration sites
  – Training of Master Cadre external coaches and demonstration site internal coaches
  – State interagency team to develop infrastructure, policies and resources to implement and sustain the above
Capacity Building

• Master T/TA Cadre
  – Mentored by TACSEI/CSEFEL faculty
  – Expertise in all aspects of model
  – Will provide training (of additional trainers and practitioners), external coaching, guide program-wide implementation, support data collection

• Demonstration Sites
  – Three local programs that showcase model implementation with fidelity

• Data System
  – System and procedures for measuring implementation and outcomes and using data for decision-making
Phases of Work

• Phase One
  – State Team development and planning
    • Monthly meetings
    • Infrastructure development
    • Data collection system
    • Sustainability plan
  – Master Cadre training and support
    • Training preparation – key readings
    • Module training (preschool and infant/toddler)
    • Training support
    • Coaches training
    • Coaching support
    • Program-wide adoption training
Phase 1 continued

– Demonstration site development
  • Readiness and staff buy-in
  • Internal coaching capacity
  • Internal coaches trained
  • Leadership team training
  • Data collection and evaluation
  • Mentored by Master Cadre via TACSEI/CSEFEL consultant
Phase 2

• State team consultation
  – Distance support via conference calls, email, web meetings
  – Connection to state network for peer (other state teams) support

• Master cadre
  – Topical quarterly webinars
  – Distance support via conference calls, email, web meetings
  – Review of training videos, agendas, activities, training evaluations
Phase 2 continued

• Demonstration sites
  – On-site sharing/problem-solving sessions
  – Data summaries
  – TA through Master Cadre
Evaluation

- **Fidelity of Implementation**
  - By teams/programs; by practitioners (TPOT, TPITOS)
- **Program outcomes**
  - Behavior incidents (BIR)
- **Child outcomes**
  - Social skills development (SSIS, ASQ-SE)
  - Problem behavior reduction
- **Other**
  - Coaching logs
  - Training data
  - Other optional data
Evaluation of State Team Work

• Meeting evaluations
• Continued commitment and involvement of team members
• Annual team member survey
• Action plan progress
• Policies, procedures and resources to sustain and scale-up initiative
Progress to Date

• States:
  – Interagency State Teams to plan, implement, and sustain the state-wide use of the Pyramid Model
    – Developed shared Vision
    – Developed and implemented interagency action plans
    – Held monthly meetings
    – Developed evaluation, data systems
    – Trained Pyramid Trainers (thousands of trainers)
    – Selected and trained Coaches (over 100)
    – Selected Demonstration Sites

(see state partnership page on [www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel); [www.challengingbehavior.org/communities/TACSEIstates.htm](http://www.challengingbehavior.org/communities/TACSEIstates.htm))
Progress to Date

• The earliest states have moved toward sustainability through policies, funding, embedding the Pyramid work within on-going state initiatives, establishing a “home” for the sustained effort
Implementing the Pyramid Model in Iowa
Statewide Structural Elements

- Training
- Coaching
- Early Care & Ed. Settings
- Data System
- System Collaborators
### DATA SYSTEM
Collecting the Data You Need

<table>
<thead>
<tr>
<th>Functions</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are we reaching all programs?</td>
<td>Program information from those interested in “adopting” PBS</td>
</tr>
<tr>
<td>Are all programs accessing training?</td>
<td>Information about the trainings offered and completed</td>
</tr>
<tr>
<td>Are they accessing <em>all</em> the training?</td>
<td></td>
</tr>
<tr>
<td>What stage of implementation are they at?</td>
<td>Program information about the extent of implementation</td>
</tr>
<tr>
<td>Are they implementing the Pyramid Model with Fidelity?</td>
<td>TPOT (Teaching Pyramid Observation Tool)/TPITOS</td>
</tr>
<tr>
<td>Are challenging behaviors decreasing?</td>
<td>Behavior Incident Reports</td>
</tr>
<tr>
<td>Is program capacity to address challenging behavior improving?</td>
<td>Benchmarks of Quality Program Incident Reports</td>
</tr>
<tr>
<td>Are children learning social skills?</td>
<td>Individual Child Measure (SSRS/SSIS)</td>
</tr>
</tbody>
</table>
System Connectors

- Early Access
- Child Health Specialty Clinics
- Head Start
- Child Care Resource & Referral
- Child Care (DHS)
- Empowerment
- Public Health
- First Five (IDPH)
- Community/State Mental Health
- AEA
- Education
- Parents
System Connectors

1. Broad Awareness and Appreciation of PW-PBIS
2. Program commitment and adopt of PW-PBIS
3. Develop and promote stakeholder support of PW-PBIS

Connect to other state initiatives *(use their momentum for PW-PBIS)*
System Connections

Links to Existing Initiatives
(promoting a model not pushing a single initiative)

ECSE and Community Mental Health:
• Reduce direct intervention
• Shift role from intervention to prevention
• Expand LRE options
• More time for most difficult problem behavior

QRS/QPPS/NAEYC:
• Support for “Relationship” standard
• Necessary for developing “High Quality Supportive Environments”

Four Year-Old Preschool
(supports collaborations through quality program standards; capacity development of community programs)

Early Learning Standards
Every Child Reads:
• Literacy supports for skill learning/reinforcement.
• S/E part of school readiness (Raver, Knitzer 2002)
System Anchors

• **Connections to School-wide PBIS**
  – Alignment document
  – Cross Team representation
  – Pilot sites for joint implementation

• **Pre-Service Implementation**
  – Faculty Institute
  – Syllabi on stand-alone courses; infusing content into existing coursework

• **Integrating into state PBIS**
  – Points for Homes and Centers
  – Module IV = NAC Credit
PYRAMID PLUS: THE COLORADO CENTER FOR SOCIAL EMOTIONAL COMPETENCE AND INCLUSION
IMPLEMENTATION PHASES

1. Need, Agreements, Adoption, & Outcomes

2. Local Demonstration w/ Fidelity

3. Sustained Capacity, Elaboration, & Replication

4. Systems Adoption, Scaling, & Continuous Regeneration
Creating a State or Community System

Funding
Visibility
Political Support

Leadership Team

Training
Coaching
Evaluation
Coordination

Community Early Childhood Programs and Services
Overall Goal

• to ensure the high fidelity implementation in early care and education settings of two national models:

  • Pyramid Model for Promoting Social and Emotional Development of Infants and Young Children [Center on the Social and Emotional Foundations for Early Learning (CSEFEL); Technical Assistance Center on Social Emotional Interventions (TACSEI)]

  • SpecialQuest Birth-Five Approach to Early Childhood Inclusion of children with or at risk for disabilities

  • as well as other related evidence-based practices
Objectives

1. provide training and support to trainers
2. provide training and support to coaches
3. provide training and support to demonstration sites
4. provide training and support to communities
5. provide TA state-wide
6. provide support to a state collaborative, interagency team
7. establish a rigorous evaluation system
8. partner with other initiatives
9. liaison with national centers
10. engage in public relations
11. plan for sustainability
12. engage in effective management
Our Values

• The content of our TA efforts must be based on the best available evidence and be affordable, feasible, acceptable and effective across diverse populations of children, families, communities and programs, including typical early childhood settings;

• The outcomes of TA efforts must be valued by families as well as by the community at large;

• Our work must be collaborative, building on and embedding with the work of others;

• Families, community leaders and program personnel including administrators and direct service personnel play a vital role in the design, implementation and evaluation of the Center’s efforts; and,

• Practices intended to improve social, emotional, and behavioral development and promote inclusion are designed primarily to enhance competencies rather than remediate problems of children, families, and personnel.
Pivotal Concepts

- tiered approaches that promote outcomes for all children (Pyramid Model, Inclusion Model, TA Model) (Universal, Targeted, Intensive)

- evidence-based practices (EBP) (see below for definition)

- teaching to fidelity: implementing practices or interventions as intended by the developer (typically takes coaching to achieve)

- scaling-up: bringing the practice or model to more programs and families

- sustainability: continuing the high fidelity implementation over a sustained period of time

- “transformation zone”: a local to state model of demonstration, evaluation and communication feedback loop
Major Workscope Components

- Systems & Policy Implementation, Sustainability and Scale-Up
- Collaboration
- Trainers, coaches, demonstration certification
- Community capacity building
- Information & Resources
- Data Systems, Evaluation and Use of Data for Service Improvement and Policy
Plan for Sustainability and Scale-up

- Pyramid Plus State Team
  - Pyramid Model and SpecialQuest/inclusion (Pyramid Plus)
  - Policies and resources needed for sustaining current accomplishments and scaling up state wide
- Evaluation Data and Translation for Policy
- Public Relations
- Collaborate with and build on other initiatives
Lessons Learned So Far

• Programs and families like the Pyramid Model and practices
• Programs and coaches *can* implement the model and practices to fidelity
• Programs report improved outcomes
• Our state partnership “Model” works!
Lessons Learned So Far

• Having the right players at the table is both necessary and challenging:
  – Decision makers need to be at the table but it is difficult to get them there
  – Players change – challenge is how to bring them up to speed
  – Different players means different philosophical and theoretical backgrounds which can be a challenge especially as it relates to addressing children’s behavior
Lessons Learned So Far

• It takes time, time, time, time
• Time for training
• Time for providers to be coached to fidelity
• Time for coaches to coach to fidelity
• Time for system/program planning
• Time for data collection and analysis
Persistent Challenges

- Resources for ongoing coaching
- Support of a master cadre that provides training and TA across systems
- Identifying qualified coaches or training others to coach
- Identification of personnel with expertise to facilitate tertiary support
- Collection and use of data, centralized systems
Scaling up Essentials

- Dedicated leadership
- Implementation team (Master Cadre) with deep expertise
- Infrastructure for training, support, and ongoing evaluation
- Policy development
- Cross-system investment and collaboration