

WI PYRAMID MODEL STATE LEADERSHIP MEETING

October 24, 2011

Agenda:

- Program wide implementation discussion
- Notes from the field: implementation data update
- Finalizing the purpose statement for the state leadership team
- Notes from the field: training data update
- Finalizing the state action plan
- Dates to meet in 2012

Pyramid Model implementation: 3 levels

- Training
- Training with community of practice
- Program wide implementation

Training Outcomes Related to Training Components

Training Components	Training Outcomes		
	Knowledge of Content	Skill Implementation	Classroom Application
Presentation/ Lecture	10%	5%	0%
Plus Demonstration	30%	20%	0%
Plus Practice	60%	60%	5%
Plus Coaching/ Admin Support Data Feedback	95%	95%	95%

Joyce & Showers, 2002

The Wisconsin Personnel Development Model



Benefits of Program wide implementation

- Program-level outcomes:
 - Decreased administrative and teacher time spent addressing challenging behavior.
 - Increased satisfaction of program staff and families
 - Clearly articulated and implemented policies and procedures
 - Stronger collaboration with mental health providers

Benefits of Program wide implementation

- Teacher-level outcomes:
 - Increased teacher competence and confidence in supporting development
 - More intentional teaching and purposeful support of children's emotional development
 - Decreased staff turnover

Benefits of Program wide implementation

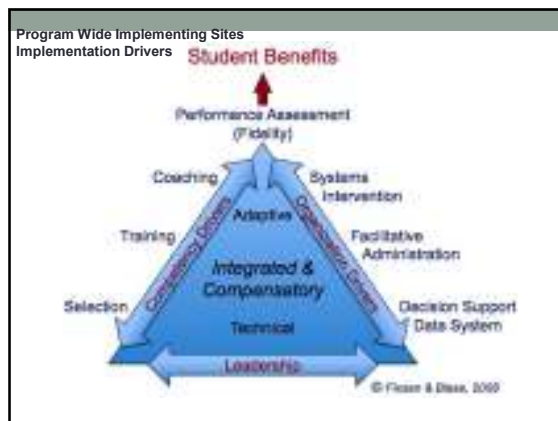
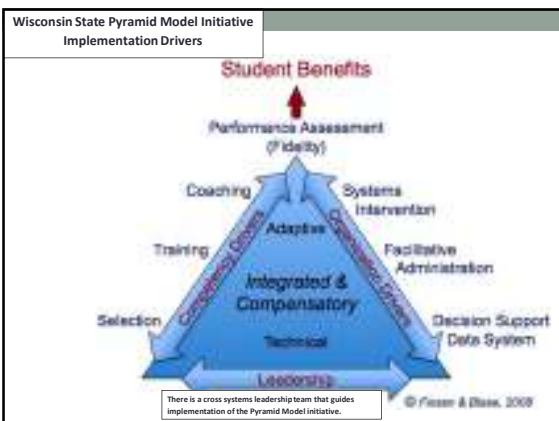
- Child-level outcomes:
 - Elimination of time out resulting in more learning opportunity
 - Increases in social skills
 - Decreases in challenging behavior

Critical elements of program wide implementation

- Administrative support and buy-in
- Buy-in from staff
- Family involvement
- Identification of program wide expectations
- Curriculum approaches that promote expectations and acknowledge children's achievement of the expectations
- Strategies for responding to problem behavior
- Team based, individualized approach for addressing ongoing problem behavior
- Professional development plan
- Strategies for supporting teachers
- Process for monitoring outcome

Only programs that submit their data to the state leadership team will be considered program-wide implementation sites

- Best outcomes for programs, teachers, and children are related to **the program wide implementation** of the Pyramid Model
- We need to **develop and sustain infrastructure** to support program wide implementation
- One of the key pieces of the infrastructure is developing and sustaining a **cadre of external coaches**
- PBIS research shows that with support of the external coach programs reach fidelity FIVE times faster than without a coach



Program Wide Implementing Sites Implementation Drivers

Program wide implementing sites:

Selection: Application process that includes readiness checklist

Training: 24 hour training series for program wide readiness/ program wide implementers; supplemental training based on TPITOS/TPOT data

Coaching: Teams are asked to identify an external (team) coach as well as an internal (teacher) coach

Performance Assessment/ Fidelity: Programs monitor fidelity through the Benchmarks of Quality, teacher practices through the TPITOS and TPOT Child outcomes are monitored with Behavior Incident Reports and ASQ:SE screenings

Program wide implementing sites:

Decision Support/ Data System: Processes and formats are in place. The intent is for implementation to be guided by program, teacher and child level data.

Facilitative Administration: Alignment of policies and procedures is an intended outcome of the leadership team. Flow charts are developed in team meeting. Formats for staff and parent feedback are part of BoQs.

Systems Intervention: The external coaches are intended to be key support for this. Feedback needs to be delivered to teams on successes and challenges based on data review.

Performance Assessment/ Fidelity: Programs report their data to the state. This data can be used to provide feedback and adjust state policies and procedures.

Wisconsin State Pyramid Model Initiative Implementation Drivers

State Pyramid Model Initiative

Selection: Application process for selection of trainers and coaches. Endorsement by state T and TA providers.

Training: TOT in Infant Toddler, Preschool, Parent modules. Master cadre developed to sustain TOT efforts. Built capacity to facilitate coaches training and team implementation meeting.

Coaching: Currently coaches networking webinars. There is not an established mentoring system for trainers nor communities of practice.

Performance Assessment/ Fidelity: State leadership team completed Benchmarks of Quality and written action plan. Data on provider trainings is presented at meetings.

State Pyramid Model Initiative

Decision Support/ Data System: Training data is collected for provider trainings. Processes being developed for parent content trainings. Implementing sites submit program, teacher and child level data. There is not currently a process for formally review this data/ prepare data for decision making.

Facilitative Administration: There is an initiative coordinator and training coordinator identified and funded. The CP website is used for information dissemination along with reports to leadership team members. There may not be consensus on goals of infrastructure.

Systems Intervention: The leadership team has cross-systems representation. Need for systems communication to: providers, program wide implementers, cross-systems leadership.

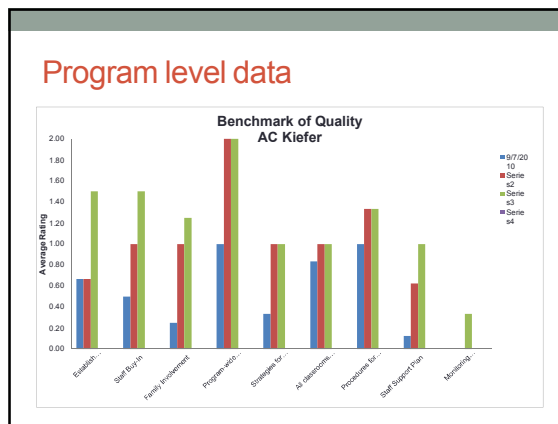
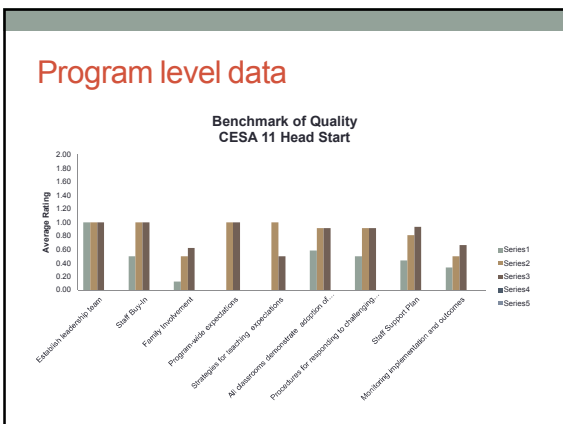
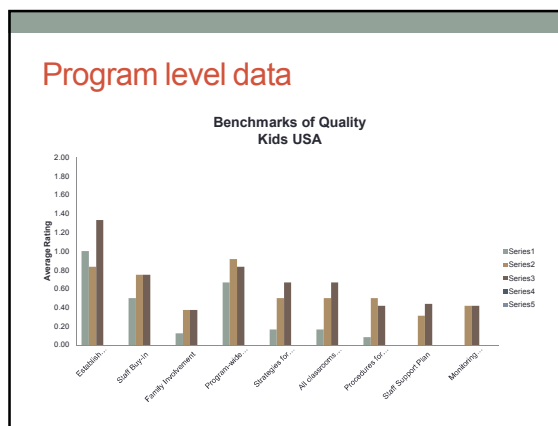
Performance Assessment/ Fidelity: Leadership team currently uses the Benchmarks of Quality to measure fidelity of intervention. What are other indicators of successful implementation?

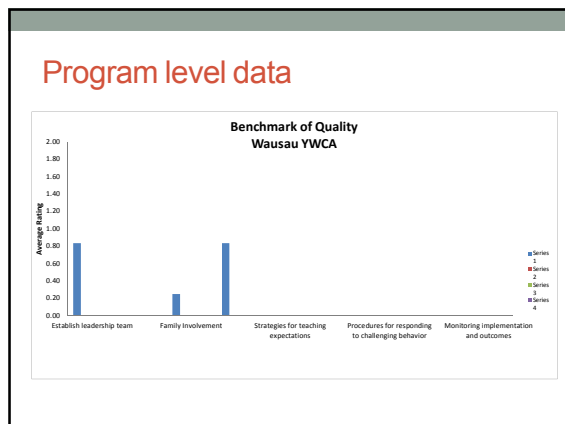
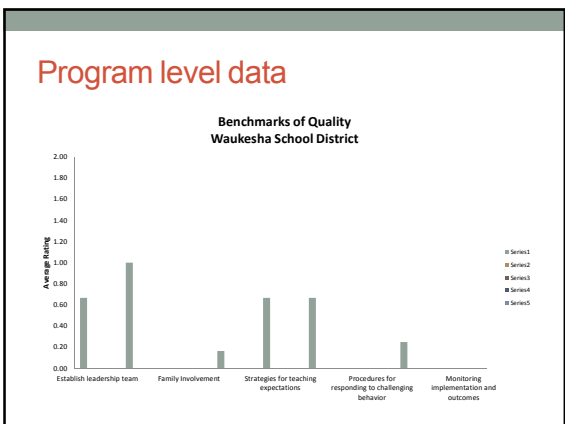
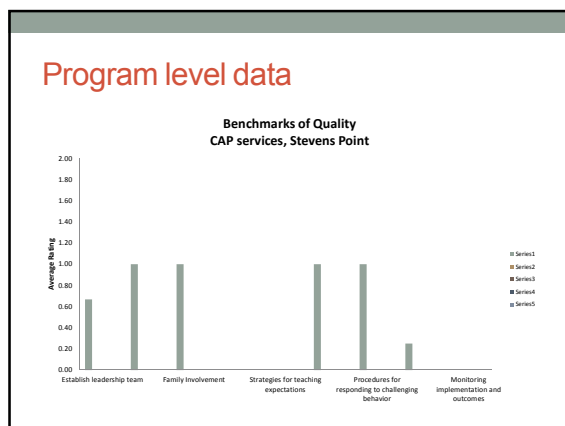
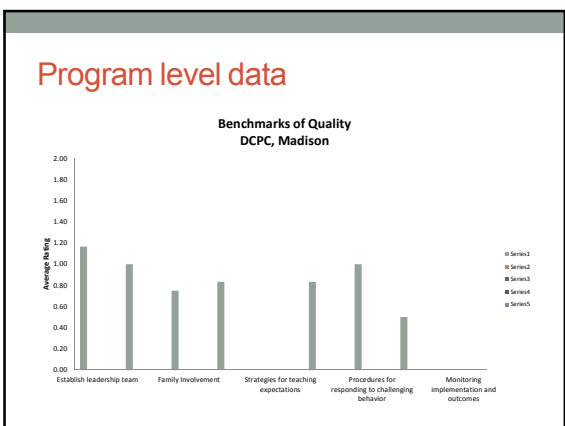
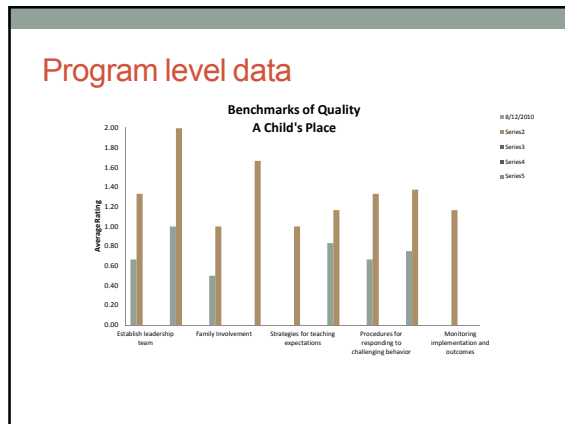
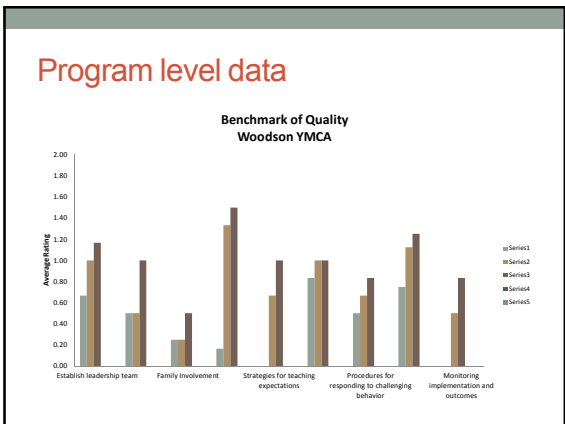
Program wide implementation in WI

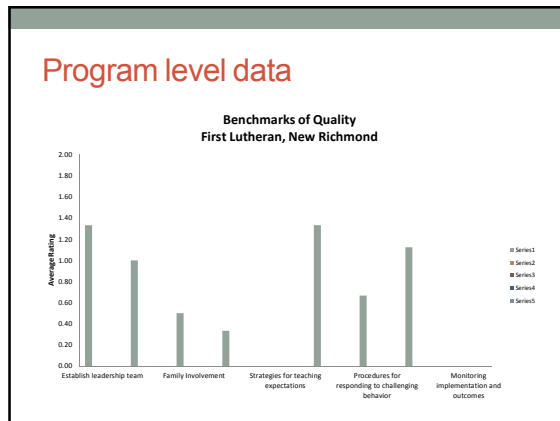
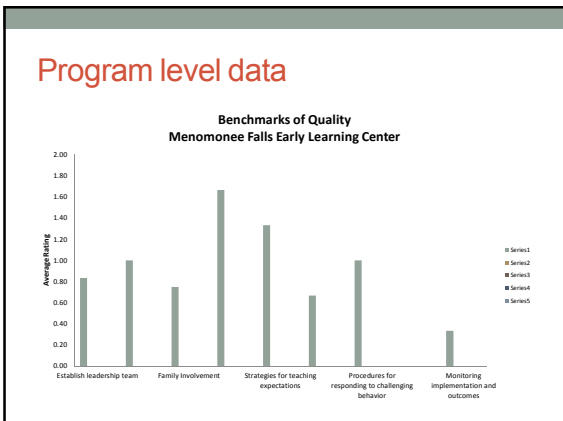
- 18 teams attended PM implementation meeting
- 13 teams attended in Summer of 2010
- 7 teams attended in Summer of 2011 (two teams came to repeat a session)

13 Programs are implementing program wide:

- 2010 cohort
 - 8 programs
 - 5 demonstration sites – external coach support
 - 3 pilot sites (out of 8) – no external coach support
- 2011 cohort:
 - 5 programs







Program implementation fidelity %

• Cohort 1 (2010)

Program Name	Overall % score
Kids USA	56%
CESA 11 Head Start	80%
AC Kiefer	60%
Woodson YMCA	52%
A child's place	66%

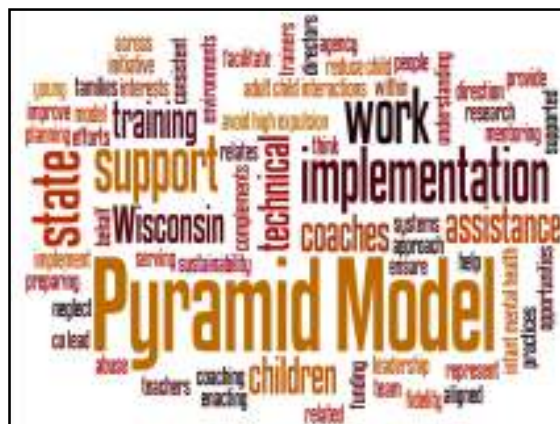
Program implementation fidelity %

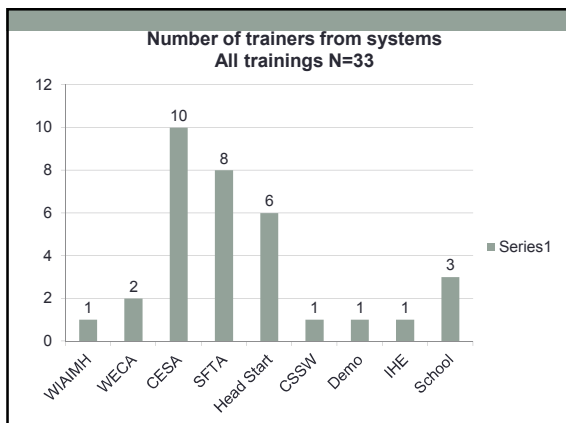
• Cohort 2 (2011)

Program Name	Overall % score
DCPC, Madison	34%
CAP services, Stevens Point	26%
Waukesha school district	16%
Wausau YWCA	12%
Menomonee Falls	38%
New Richmond	37%

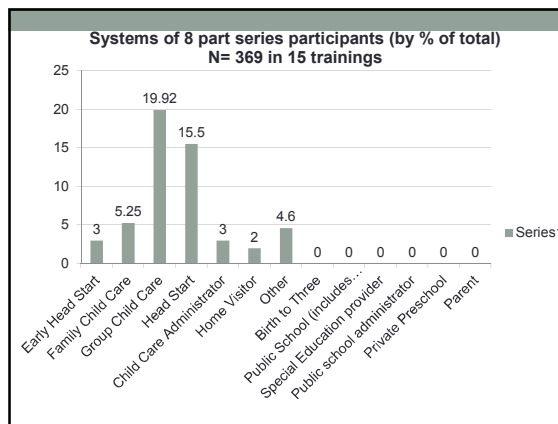
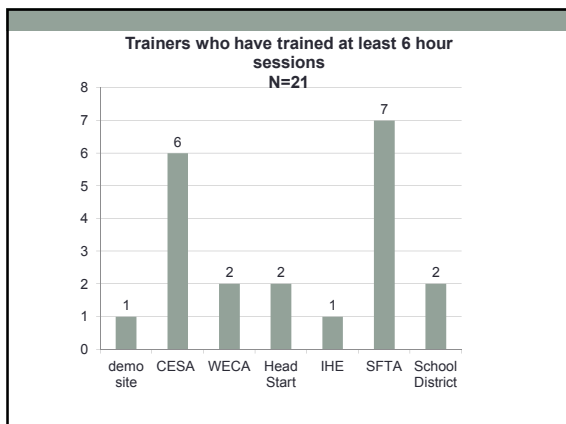
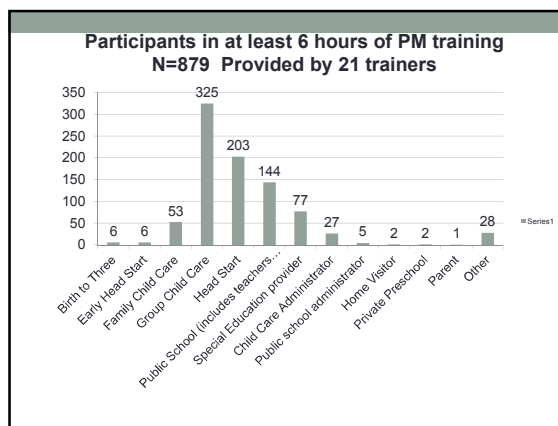
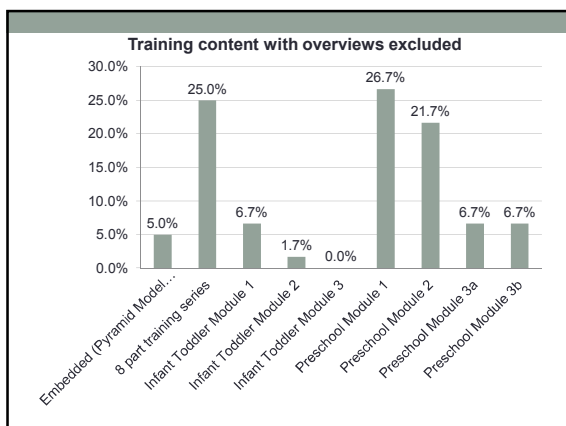
Survey Results:

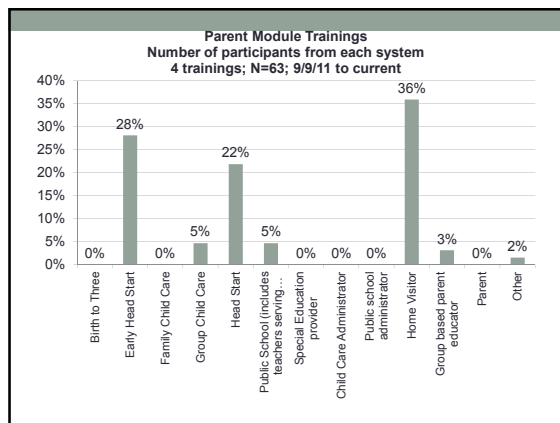
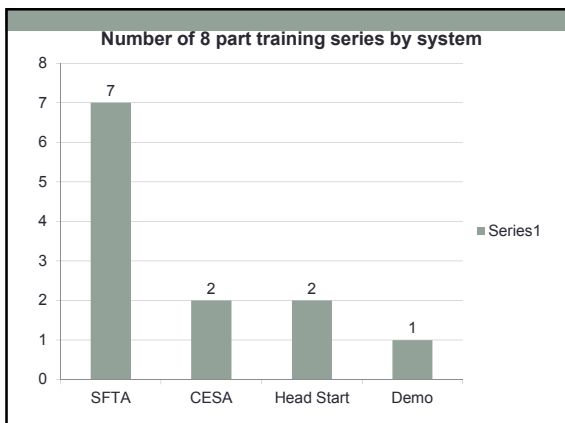
What is my purpose for being on the PM state leadership team?





WE ARE MOVING BEYOND INITIAL AWARENESS...





Training Summary October 2011

	Total number participants trained	Number of trainers	Primary participants (in order)	Primary trainers (in order)
All training content	1686	33	Group Child Care Head Start Public School (gen ed)	CESA SFTA Head Start
At least 6 hours training (no overview)	879	21	Group Child Care Head Start Public School (gen ed)	CESA SFTA
8 part series	369	15	Group Child Care Head Start	SFTA
Parent Training	64	4	Home visitors Early Head Start	

FINALIZING THE ACTION PLAN

State Leadership team meetings in 2012

- Monday, January 9th 11-2
- Monday, April 23rd 11-2
- Monday, July 23rd 11-2
- Monday, October 22nd 11-2