



Levels of the Pyramid Model Implementation

	Training	Training with Community of Practice	Training with Technical Consultation (TC)	Program Wide implementation
Leadership team			Shared decision making is one of the content areas of the TC protocol. TC can support programs in completed the Program Wide Implementation readiness checklist and application.	Administrators and teachers work together align policies, procedures and practices to support teachers in using the strategies. Program leadership teams self-assess and plan for implementation using the Early Childhood Benchmarks of Quality. The Benchmarks of Quality also measure fidelity of program practices.
Commitment	Participants commit to attending the training.	People commit to attending the 8 part training series and to reflect, share and support one another in implementing.	To be most effective, program staff should have attended Pyramid Model training. Programs must indicate their commitment to engage with the TC on the TC application.	Administrators commit to reviewing and adjusting policies, supporting teachers to change, and communicating with families. Teachers commit to being observed and working together with a coach to change practices.
Program Wide expectations	Participants are introduced to the idea of program wide expectations.	Participants are encouraged to create program wide expectations.	Program wide expectations and rules is one of the content areas of the TC protocol.	The leadership team creates and promotes expectations and plans to systematically teach the expectations to all children.
Family involvement	Training content introduces participants to the importance of family involvement.	The 8 part series incorporates several activities related to encouraging and enhancing family involvement.	Each content area includes a family engagement component.	There is two- way communication about social emotional development. Families are included in decision making at the program and individual level.
Professional Development with action plan	Training is a component of professional development.	Participants in the 8 part series self-rate using an Inventory of Practices and action plan to implement. They reflect on the success of the implementation.	Developing an action plan is inherent in the TC process. This action plan may address the program level priorities and/or how the program will support teachers in using Pyramid Model practices.	The teacher is supported by a coach. The coach uses a tool (TPOT or TPITOS) to measure how many of the practices the teacher is already using and helps the teacher prioritize which actions to take. The coach shares resources to support the teachers' actions and gives feedback on her success. The goal of coaching is to ensure that teachers use Pyramid Model practices with fidelity.
Behavior Support Procedures	Training content introduces the concept of functional behavioral assessment.	Training content introduces the concept of functional behavioral assessment.	Function based planning is one of the content areas of the TC protocol.	The leadership team works to create a process for accessing a behavior specialist. The behavior specialist guides the team in functional behavioral assessment and helps the team to create behavior implementation plans for children in need of individualized support.
Data based decision making		Self-rated teacher data is used to guide implementation.	Review of existing data sources (e.g., YoungStar Self-Assessment, MAP, ECERS) a component of the TC process.	The team continually and regularly reviews program, teacher and child level data (Behavior Incident Reports; ASQ:SE, Ongoing assessment) to evaluate whether implementation is effective.
Teachers use of strategies	Research shows even quality training results in 0% classroom implementation.	Research shows that quality training with practice results in 5% of participants implementing in the classroom.	One of the purposes of the TC process is to help bridge from receiving training content to applying the content in practice.	Research shows that quality training plus coaching, administrative support and data feedback results in 95% of participants implementing in the classroom.

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Benefits of Program Wide Implementation of the Pyramid Model

Program level outcomes	Teacher level outcomes	Child Level Outcomes
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Increased teacher competence and confidence in supporting development More intentional teaching and purposeful support of children’s emotional development Decreased staff turnover 	<ul style="list-style-type: none"> Elimination of time out resulting in more learning opportunity Increases in social skills Decreases in challenging behavior

Definitions

External Coach- Supports the program leadership team and the internal coach to collect and analyze data to make decisions about professional development, policy alignment and action steps to implement the Program-Wide Benchmarks of Quality. Typically does not work in the building/program

Internal Coach- Mentors teachers and supports the program leadership team. Role is to collect data on teacher use of strategies and assist individual teachers in increasing the use of evidence based practices. Typically works in the building/program.

Program Leadership team- Consists of administration, coaches, behavioral support personnel and teacher representation. They review collected data to make decisions about professional development, policies, procedures and child interventions. This team ensures that the critical elements of program wide adoption of the Pyramid Model are implemented.

Critical Elements of Program Wide Implementation of the Pyramid Model

- Administrative support and buy-in
- Buy-in from staff
- Family involvement
- Identification of program wide expectations that are developmentally appropriate
- 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

