



Implementing the Pyramid Model State-Wide: State Benchmarks of Quality

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Purpose

The State Benchmarks of Quality is used by a collaborative State Leadership Team (SLT) to assess progress and plan future actions so that the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children is available to providers and families state-wide. The Benchmarks are grounded in the science of implementation which bridges the gap between an evidence-based practice (EBP) or model and the actual high fidelity implementation of that practice. Implementation has several stages beginning with assessing needs and exploring which EBPs to implement. Once the SLT has chosen the Pyramid Model as the EBP to implement, the Benchmarks of Quality is used to track progress on the stages of planning/installation, implementation and scale-up as well as planning for sustainability. Activities related to sustaining the effort are embedded throughout the process rather than being left until later.

Directions

The Benchmarks of Quality is a self-assessment tool that can be completed by the SLT as a whole or in small groups with the results from each group compiled into one consensus document to ensure all SLT members are in agreement. The SLT should use the data for planning future work and tracking progress. Suggestions for how to use the data are found at the end of this document.

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Critical Elements (and sub-elements)	Benchmarks of Quality	Who (SLT, Staff, etc)	Elements In Place		
			Not in Place 0	Needs Improvement 1	In Place (Evidence) 2
The "Critical Elements" listed in this column represent the core features and structures needed to successfully implement and sustain the Pyramid Model.	The items under the "Benchmarks of Quality" column describe the functions to be performed in order to operationalize the core feature. The relevant implementation stage is aligned with each Benchmark function to help the SLT match activities to the stage of work.	In the "Who" column, indicate the person or structure (e.g. coordinator, staff, SLT) responsible for that item.			For each item marked as "In Place," provide evidence such as documents, data, descriptions, minutes of meetings, etc.

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State Leadership Team (SLT)					
SLT Membership and Logistics	1. State Leadership Team has written criteria for membership which ensures broad representation from a range of stakeholders programs and agencies (e.g. early childhood special education, early intervention, higher education, Head Start, families, child care, mental health). [Planning Stage]				
	2. State Leadership Team establishes a clear, written mission/vision. [Planning Stage]				
	3. State Leadership Team members are able to clearly communicate the vision and mission of the State Leadership Team. [Planning Stage]				
	4. State Leadership Team adopts written ground rules and logistics including: criteria for membership, no substitutes at meetings, agreeing to decisions made in ones' absence, all agencies will share resources, all members attend Pyramid Model training, uses effective meeting strategies to ensure meetings are engaging and all members voices are heard (see the TACSEI website for Meeting Tool Kit and examples of effective meeting ground rules and logistics). [Planning Stage]				
	5. State Leadership Team records decisions from each SLT meeting. [Every Stage]				
	6. State Leadership Team evaluates each meeting and uses the data to improve meetings (see Meeting Tool Kit on the TACSEI website for samples of meeting materials such as meeting evaluations). [Every Stage]				
	7. State Leadership Team achieves consistent attendance and quality of meetings (75% average attendance over the year; and at least an average of 4 on the 5 point meeting evaluations). [Every Stage]				
	8. Team meets at least monthly during Planning and Implementation Stages and as needed during the Scale-up Stage. [Every Stage]				
	9. State Leadership Team has process in place for membership succession within their own agencies (replacing themselves) that ensures continued commitment and understanding and progress of State Team work. [Sustainability planning]				
	10. State Leadership Team has process in place for orienting new members. [Beginning with Planning Stage]				
Action Planning	11. State Leadership Team develops an action plan that includes objectives related to all critical elements of these Benchmarks. The action plan guides the work of the Team including designation of work groups if necessary. The action plan has both short and long term objectives. [Every Stage]				
	12. State Leadership Team reviews the action plan and updates their progress at each meeting. The action plan has an evaluation component for each action item and the evaluation is reviewed each meeting. [Every Stage]				

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<i>Action Planning Continued</i>	13. State Leadership Team includes in every action plan objectives and activities that attend to sustainability and scale-up efforts by developing strategies for increasing the number of settings and services using the Pyramid Model with the goal of achieving state-wide, high fidelity implementation over time. [Every Stage]				
	14. The SLT action plan includes strategies for institutionalizing and embedding the Pyramid Model into state infrastructures such as Quality Rating Systems and Early Learning Guidelines, etc. [Sustainability planning and Scale-up Stage]				
	15. State Leadership Team annually reviews mission/vision statement, action plan outcomes and other evaluation data, Team membership, ground rules and logistics and makes revisions as necessary. The annual review includes a celebration of accomplishments. [Every Stage]				
SLT Coordination and Staffing	16. A State Leadership Team member serves as Team Coordinator or Chair (i.e., lead contact) to represent the Team and work with staff to facilitate the work of the SLT and to coordinate internal and external communication. [Planning Stage]				
	17. The Pyramid Initiative and State Leadership Team are supported by funded staff to implement the work. [Beginning with Initial Implementation Stage]				
	18. The SLT sustainability and scale-up planning includes plans for adequate and appropriate professional and administrative staffing. [Every Stage]				
SLT Funding	19. Funding sources to cover activities for at least three years are identified. [Sustainability planning & Scale-up Stage]				
	20. State Leadership Team members share resources for the work of the action plan (staffing, materials, training, etc.). [Every Stage]				
SLT Communication & Visibility	21. An annual written report is developed to report on the progress and outcome data to programs, funders and policy makers. [Beginning with Initial Implementation]				
	22. Dissemination strategies are identified & implemented to ensure that stakeholders are kept aware of activities & accomplishments (e.g., website, newsletter, conferences). [Every Stage]				
	23. A written awareness and marketing plan is developed including a presentation to policy makers, current and potential funders and is used to recruit programs and individuals (e.g. presentation based on annual data and report). [Initial Implementation Stage]				

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Authority, Priority, and Communication Linkages	24. The Pyramid Model work aligns with the goals and objectives of each agency represented on the SLT. [Every Stage]				
	25. Each SLT representative is authorized to make decisions for their agency related to the Pyramid Initiative and/or are able to return a decision to the SLT within two-weeks. [Every Stage]				
	26. State Leadership Team members engage in activities within their agency that result in support for the Pyramid Initiative (e.g. succession planning, presenting annual reports, orientation presentations). [Every Stage]				
	27. The State Leadership Team has written communication protocols for regularly hearing from staff who are charged with implementing the Pyramid Model as well as the Master Cadre, demonstration sites, implementation sites and communities. The protocols focus on surfacing challenges that need to be attended to by the SLT and cannot be resolved by individual programs or staff. [Initial Implementation Stage]				
Family Involvement					
Family Participation and Communication	28. The SLT has representation from family organizations. [Planning Stage]				
	29. Training opportunities are available for families. [Every Stage]				
	30. Multiple mechanisms for communicating with families about the initiative are developed and employed. [Every Stage]				
	31. Mechanisms are developed for family members to provide feedback at least annually on the quality of the Pyramid Model experienced by their children. [Every Stage]				
Pyramid Model Sites					
Demonstration Programs	32. Demonstration programs are selected and partnered with to provide data that demonstrates the effectiveness of the Pyramid Model and to provide tours and information for interested parties. Demonstration Programs have a Leadership Team and at least one approved internal coach [Initial Implementation Stage]				
	33. Readiness criteria, recruitment and acceptance procedures, and MOUs are developed for programs participating in the initiative as Demonstration programs. [Initial Implementation Stage]				
Implementation Communities and Expansion Sites	34. Readiness criteria, recruitment and acceptance procedures, and MOUs are developed for new community and program entities to participate in the Pyramid Model initiative. All participating programs and communities agree to having a Leadership Team, approved coaches and trainers [Scale-up Stage]				
	35. A state-wide capacity (funding, staffing) is developed for training and supporting new Pyramid Model program- and community-wide Leadership Teams, coaches, trainers in the high fidelity adoption/implementation process as well as supporting the high fidelity of the original Demonstration programs. [Implementation & Scale-up Stage]				

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Professional Development					
Master Cadre	36. A state-wide network or master cadre of Pyramid Model approved external trainers and coaches is established to build and sustain high fidelity implementation. [Implementation Stage]				
	37. A state-wide capacity is created for training and supporting Pyramid Model approved behavior specialists who can guide the tertiary (intensive, individualized) behavior support process. [Implementation Stage]				
	38. A process, recruitment, acceptance criteria and MOUs are developed for Pyramid Model trainers, coaches and behavior specialists. [Initial Implementation Stage]				
	39. A state-wide Pyramid Model training capacity is developed which includes providing ongoing training and support for approved trainers and internal and external coaches. [Implementation Stage]				
	40. A quality assurance mechanism (e.g. certification, approval) is in place for ensuring that trainers are able to train the Pyramid Model accurately and effectively; coaches are able to coach coaches to implementation fidelity, and behavior specialists are able to provide effective support to programs resulting in success for children and providers [Implementation Stage]				
	41. A plan exists that ensures that programs and communities state-wide have access to approved trainers, coaches and behavior specialists including necessary resources and on-site coaching that results in the high fidelity adoption, implementation, and sustainability of the Pyramid Model. [Planning Stage]				
Ongoing Support and Technical Assistance	42. A technical assistance plan is employed for ongoing support and resources for Pyramid Model trainers, external and internal coaches, behavior specialists, demonstration sites, and implementation and expansion sites to ensure high fidelity implementation and sustainability. Such support includes planning for turn-over and succession of key individuals. [Sustainability planning and Scale-up Stage]				
	43. An external coach is available to meet at least monthly with each emerging Program Leadership Team (emerging teams are teams that have not met the high fidelity implementation criteria), and at least quarterly with established teams. [Sustainability planning & Scale-up Stage]				
	44. An external coach or TA provider is available to meet at least quarterly with Program Leadership Teams who have been implementing the Pyramid Model for at least one year with high fidelity. [Sustainability planning]				

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Evaluation/Data-Based Decision Making					
Data Based Decision Making	45. All programs, communities, coaches, trainers, and behavior specialists submit the data agreed upon in their respective MOU. [Implementation Stage & Sustainability planning]				
	46. Training, materials and support is available to trainers, coaches, programs and communities on what data to collect, why, and how to use the data for making decisions for improving outcomes for children, providers, programs, and communities as well as how to submit the data. [Every Stage]				
	47. A process is in place for programs and communities to enter and summarize the data elements above as well training on how to use the data for program improvement. [Every Stage]				
	48. A process is in place for the State Leadership Team to access the data or summaries of the data described above. The Team uses these data as part of their action plan regular evaluation as well as the annual evaluation report. [Every Stage]				
	49. The SLT annually prepares an evaluation report that describes: a) the extent to which program- and community-wide high fidelity adoption is being implemented, sustained and scaled-up, b) impact of program-wide adoption and/or community-wide adoption on child, provider and program outcomes, and c) impact of training and coaching. The evaluation report is used by the SLT for their progress monitoring and planning as well as providing a public report on outcomes [Every Stage]				
	50. State Leadership Team provides a public celebration of outcomes & accomplishments annually [Every Stage]				

Next Steps

- Develop an action plan to increase the ratings on particular items (particularly those rated as a 0 or 1). Items may logically cluster for action items. The SLT may establish work groups for accomplishing action plan items.
- Update the appropriate action plan item with the date, status and plans for improvement.
- For each benchmark marked as a 2, update the appropriate action item; note plans for sustainability and scale-up and include the progress and evidence in the annual report.

• Acknowledgements

This document was adapted from the following program-wide and school-wide PBS system tools:

PBS District Readiness Checklist 1.12.09.doc – *FLPBS: RtIB Project at University of South Florida*. (from Heather George via email communication).

Fox, L., Hemmeter, M.L., & Jack, S. (2006). *Early Childhood Program-Wide Positive Behavior Support Benchmarks of Quality*. Tampa, Florida: University of South Florida.

PBS Implementation and Planning Self-Assessment (2002). Center on Positive Behavioral Interventions and Supports. (retrieved from PBIS.org)

Jack, S. & Fox, L. (2010). *Implementing the Pyramid Model Community-Wide: Benchmarks of Quality*. Tampa, Florida: University of South Florida.