

Governor's Office of Early Childhood Development
Illinois State Board of Education
By Pyramid Model Consortium



Illinois Pyramid Model Efforts to Support
Early Childhood Care and Education Programs
2022 Evaluation Report

Executive Summary

Acronyms and Abbreviations

BIRS	Behavior Incident Reporting System
CARES	Coronavirus Aid, Relief, and Economic Security
CC	Child Care
COP	Community of Practice
EC-BOQ	Early Childhood PBS Benchmarks of Quality
ECEC	Early Childhood Education and Care
FCC	Family Child Care
GEER	Governor's Emergency Education Relief Fund
GOECD	Governor's Office of Early Childhood Development
HS	Head Start
IDHS	Illinois Department of Human Services
INCCRRA	Illinois Network of Child Care Resource and Referral Agencies
ISBE	Illinois State Board of Education
NCPMI	National Center for Pyramid Model Innovations
PBC	Practice-Based Coaching
PBS	Positive Behavior Supports
PDG B-5	Preschool Development Grant Birth through Five
PDG-E	Preschool Development Grant - Expansion
PFAE	Preschool for All Expansion
PLC	Professional Learning Community
PMC	Pyramid Model Consortium
PTR-F	Prevent Teach Reinforce - Families
PTR-YC	Prevent Teach Reinforce - Young Children
SDA	Service Delivery Area
TIC	Trauma-Informed Care
TOT	Training of Trainers
TPITOS	Teaching Pyramid Infant-Toddler Observation Scale
TPOT	Teaching Pyramid Observation Tool

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Overview

As part of the Illinois Early Childhood Education and Care (ECEC) Strategic Plan, state leaders and stakeholders are collaborating to expand access to high-quality early childhood education programming and support the ECEC workforce infrastructure. This work is being realized through a variety of federal and state funding opportunities for professional development and supports that are being offered to ECEC programs and the broader workforce. The ultimate goal is to ensure high-quality programs for all children across the ECEC system.

Illinois has promoted adoption of the Pyramid Model since 2017 through a continued collaboration with the Pyramid Model Consortium (PMC). PMC is a non-profit organization that promotes high-fidelity use of the Pyramid Model through professional development sessions, online training opportunities, Process Coach supports and guidance for implementing ECEC programs, and access to resources for implementation.

PMC organized and facilitated the services and supports that comprised the Pyramid Model activities during 2022. These activities included continued support for new and existing implementation sites, as well as professional development for program personnel and the broader workforce in Pyramid Model practices and strategies. Currently, 61 ECEC programs across the Illinois State Board of Education, Head Start, and Illinois Department of Human Services (IDHS) licensed Child Care Centers and Family Child Care programs are working toward Pyramid Model implementation. Each program has a Leadership Team to oversee implementation, as well as an external Process Coach who provides support and guidance on a regular basis.

This evaluation report addresses Pyramid Model activities and progress across the State. It was made possible as part of the three-year federal Illinois Preschool Development Grant Birth Through Five (PDG B-5). The varied federal and state funding sources supporting the Pyramid Model work include PDG B-5, Head Start, and state funding within the Illinois State Board of Education (ISBE) and the IDHS Child Care system. Since 2017, several programs have been implementing the Pyramid Model but not receiving Process Coach support. Data from these programs are not reflected in this report. Future evaluation plans will include opportunities to collect data from all of the sites launched in Illinois.

Pyramid Model Evaluation

The evaluation of the Pyramid Model activities was conducted by the Pyramid Model Consortium with the support of an independent contractor. This report provides the findings from 2022. It evaluates ongoing feedback from events to support workforce development among the Master Cadre, implementation site personnel, Process Coaches, Practice-Based Coaches, and Pyramid Model trainers, and takes a deeper look at progress and needs across the Pyramid Model implementation sites.

The findings in this report include ISBE funded programs which began implementation in spring 2018, Head Start (fall 2019) and Child Care (fall 2020), including licensed child care programs and family child care programs.

The evaluation was guided by a series of key questions related to the Pyramid Model professional development and supports, as well as implementation efforts within ECEC programs during 2022. Findings are based on the following data sources:

- **Professional Development Feedback Forms** – Online feedback following each virtual training event/opportunity.
- **Teaching Pyramid Observation Tool** – Observation and interview tool to measure classroom implementation of Pyramid Model Practices.
- **Program Leadership Survey** – Brief profile of existing programs' settings, prior experience with the Pyramid Model, and program needs toward implementation.
- **Process Coach Logs** – Documentation system to record ongoing support provided to programs.
- **Early Childhood Program-Wide PBS Benchmarks of Quality (EC-BOQ)** – Program-level implementation measure, self-assessment.
- **Process Coach Survey** – Brief survey to assess Process Coaches' approaches, support needs, and perceptions of implementation at the program level.
- **State Leadership Team Benchmarks of Quality (SLT-BOQ)** – State-level implementation measure, self-assessment.

Key Findings

- There were more than 185 attendees across the real-time professional development events, including members of the Master Cadre, personnel from the implementation sites, Process Coaches, Practice-Based Coaches, and Pyramid Model trainers.
- Across events, the vast majority of participants indicated having met the learning objectives for each topic and rated the events as being high-quality. The highest rated events were Practice-Based Coaching (PBC), Teaching Pyramid Observation Tool (TPOT), and Behavior Incidents Reporting System (BIRS). Participants typically found the statewide events relevant

and useful to their professional practice. Across events, most expressed confidence that implementing the strategies had the potential to benefit the children and families in their care.

- Program leaders indicated the need for continued training and ongoing access to the Pyramid Model resources (e.g., PM Modules, TPOT). They also indicated the need for more program-level supports, such as the Behavior Incidents Reporting System (BIRS), to address larger structural and process strategies.
- Coaches administered the TPOT in classrooms in child care and school-based programs on a large scale for the first time since the onset of the COVID-19 pandemic. School-based sites saw the implementation of Pyramid Model Practices to fidelity. Child care classrooms saw growth in key practices observed between TPOTs administered in early 2022 and late 2022.
- Process Coaches spent the year collaborating virtually and in person with Leadership Teams, administrators, and internal coaches. In fall 2022, Process Coaches reported that moderate to great progress was made toward Pyramid Model implementation between coaching sessions with Process Coaches.
- Process Coaches felt well-prepared in general for their roles and responsibilities. On average, the group felt best prepared to support their teams using Pyramid Model practices and social-emotional skills development. Overall, the group indicated the most room for growth in guiding teams' use of data, approaches to Pyramid Model sustainability, and supporting equity.
- Process Coaches continue to request additional training and support on Prevent Teach Reinforce - Young Children, guidance for coaching in programs that do not have internal coaches available, and coaching strategies for less-resourced programs.
- EC-BOQ results available from programs implemented in spring and fall 2022 indicate that, on average, Leadership Teams report that many critical elements are "partially in place," with many "in place." The strongest elements noted were Establishing Leadership Teams, Staff Buy-In, and Program-Wide Expectations. The area with greatest room for growth is collecting and using data. Implementation teams showed tremendous growth in starting to implement procedures to address challenging behavior.
- Pyramid Model implementation activities in 2022 responded to provider requests in 2021 to find new ways to support children's social-emotional development, work to connect staff to much-needed training opportunities to scale up Pyramid Model Practices, and increase fidelity to Pyramid Models implemented in classrooms.
- Process Coaches described approaches that are helping to move programs forward. Examples included supporting Program Leadership teams to build and sustain EC-BOQ critical elements, helping staff to implement Pyramid Model Practices, and assisting program leaders to support children's social-emotional development.

Summary

During 2022, state project leaders (from GOECD, ISBE, IHSA, EITP, and INCCRRA) with the Pyramid Model Consortium collaborated to support the Pyramid Model implementation sites and to strengthen the broader ECEC workforce.

PMC provided professional development to the Master Cadre, personnel from the implementation sites, Process Coaches, Practice-Based Coaches, and Pyramid Model trainers who provide individualized support to the implementation sites. Of the 61 ECEC programs, the findings in this report focus on the ISBE PFAE and PFA, Head Start sites, licensed Child Care Center pilot sites, and a cohort of Family Child Care programs whose participants are Spanish-speaking.

Program leaders across the implementation sites indicated what they needed most in 2022 to support their efforts, including continued training in Pyramid Model practices and other foundational topics and continued support from their Process Coaches. Teams also indicated the need to collect TPOT data to develop coaching plans and expand Pyramid Model practices implemented across learning environments.

For their part, the Process Coaches documented regular contact with their programs throughout spring and fall 2022, providing supports that echoed the themes shared by program leaders. Among other activities, they assisted programs with professional development by connecting staff to needed training; helped to establish program-wide expectations in programs, and supported family engagement. Systems and approaches for connecting Leadership Teams were effectively implemented, and Process Coaches focused on keeping these relationships strong.

In terms of their own professional development, Process Coaches expressed interest in additional Tier training in providing PTR-YC support for children needing Tier 3 support or behavior intervention plans. Other areas for development include using data and additional specific supports for teams across multiple settings, including Child Care and Family Child Care.

General progress toward program-wide implementation was evaluated using data from the EC-BOQ. Programs that shared self-ratings during either spring or fall 2022 reported, on average, that the critical elements are “partially in place,” with many “in place.” A small subset (n=12) of these programs had ratings from at least three points in time, which, taken together, indicated progress over the past 3-4 years. Some of the specific Pyramid Model implementation activities at the program level included partnering with families and sharing resources, supporting teaching and learning through visual supports, and, as noted above, promoting program-wide expectations. Crisis prevention and intervention strategies were also used in more programs.

The evaluation findings point to some future considerations for state-level project leaders in supporting the Pyramid Model framework. These points are based on a collective summary of input from program leaders and Process Coaches across multiple data sources.

- **Implementing the Pyramid Model in an ever-changing and challenging early childhood landscape:** A key theme woven throughout the feedback was ongoing system challenges such as the growing requirements for early care and learning settings, ongoing staffing challenges, and stresses on the workforce. Providers, implementation teams, and coaches continue to ask questions about Pyramid Model implementation: How can programs grow and sustain high-quality environments, relationships, and routines over time? How can TPOT processes ensure fidelity be better utilized in decision-making? How can the overall capacity of teams to engage in data-based decision-making be grown? How can providers and teams build their capacity to support children with challenging behaviors?
- **Access to ongoing professional development opportunities:** Ongoing training opportunities for the implementation sites in all aspects of the Pyramid Model will be essential going forward. These include access to the ePyramid Modules and foundational trainings such as PTR-YC and PTR-F.
- **Continued support for Leadership Teams:** Continued and sustained support for Leadership Teams from Process Coaches—including continuing to build the capacity of instructional leaders for internal coaching and TPOT processes—will also be essential. A Leadership Team retreat may help renew the essential elements of high-quality implementation (including the use of the EC-BOQ) and highlight the importance of the Pyramid Model work at this time. Process Coach support should continue as needed based on the program’s experience and resources.
- **Continued support for Process Coaches:** Process Coaches will continue to benefit from additional training to help programs promote equity and use of culturally responsive practices, support internal coaches toward fidelity, guide teams’ use of data, and help to move programs toward sustainability.

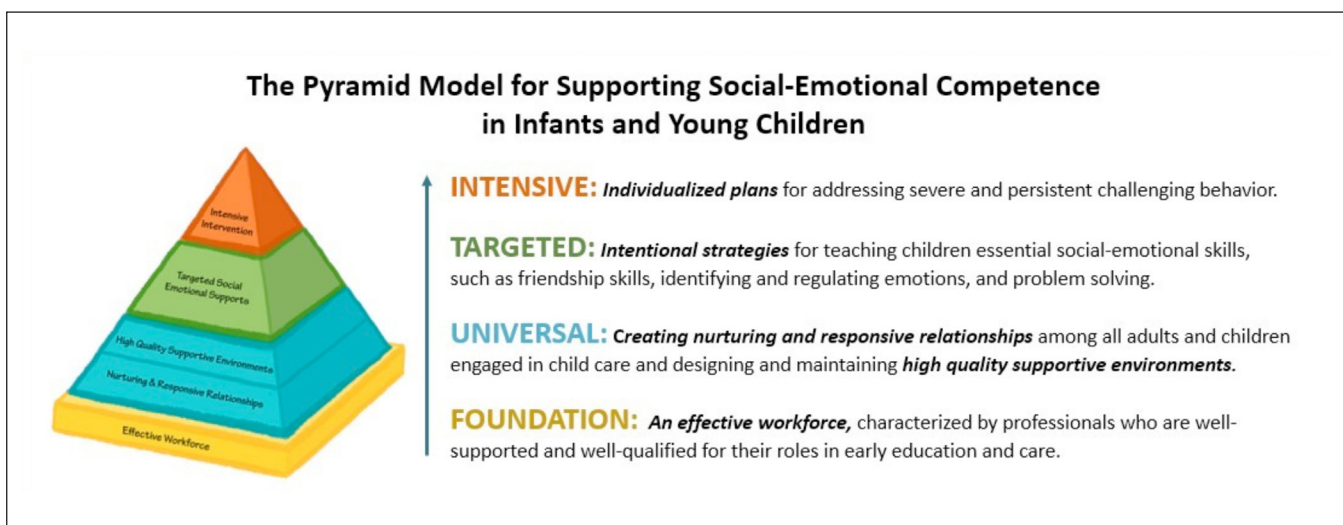
The 2022 evaluation was based on one year of Pyramid Model activities, which yielded descriptive information about the notable progress toward Pyramid Model implementation in early care and learning environments. In 2022, the project focused on expansion of program-wide implementation and fidelity to the model in the learning environment. The related evaluations of these components will be important next steps.

Illinois Pyramid Model

Introduction

As part of the Illinois Early Childhood Education and Care (ECEC) Strategic Plan, state leaders and stakeholders collaborate to expand access to high-quality early childhood education programming and support the ECEC workforce infrastructure. This work is being realized through a variety of federal and state funding opportunities for professional development and supports that are being offered to ECEC programs and the broader workforce. The ultimate goal is to ensure high-quality programs for all children across the ECEC system.

To help achieve these goals, the Illinois Pyramid Model State Leadership Team and its public and private agency partners continue to promote and support the adoption of the Pyramid Model. The Pyramid Model is a tiered intervention framework of evidence-based practices for supporting social-emotional competence in infants and young children, as shown below.



With an effective workforce as the foundation, the Pyramid Model framework promotes universal strategies among all adults and children—creating nurturing relationships and maintaining high-quality environments. At the next tier, teaching staff and specialists use targeted strategies to support social-emotional competence through intentional teaching of skills and strategies. At the top tier, behavior specialists design individualized plans as needed to address students’ persistent challenging behavior.

Illinois has promoted the adoption of the Pyramid Model since 2017 through continued collaboration with the Pyramid Model Consortium (PMC). PMC is a non-profit organization that promotes high-fidelity use of the Pyramid Model through professional development sessions, online training opportunities, Process Coach support and guidance for implementing ECEC programs, and access to resources for implementation.

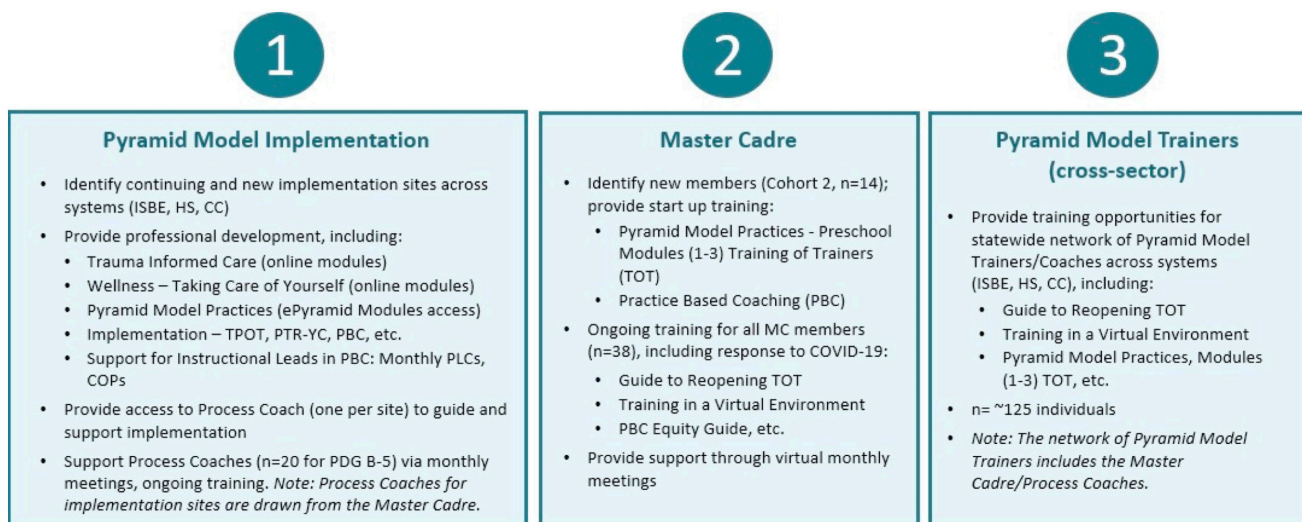
This evaluation report addresses Pyramid Model activities and progress across the State. It was made possible as part of the three-year Illinois Preschool Development Grant Birth Through Five (PDG B-5). The varied federal and state funding sources supporting the Pyramid Model work include PDG B-5, Head Start, and state funding within the Illinois State Board of Education (ISBE) and the Illinois Department of Human Services (IDHS) Child Care system.

Pyramid Model Activities

The evaluation focuses on the services and supports provided by PMC (see Figure 1). These include

1. Continuing to support Pyramid Model implementation sites within the ISBE and Head Start (HS) sectors and expanding implementation training and support to licensed child care (CC) and family child care (FCC) programs.
2. Expanding the Master Cadre (MC) to a second cohort of Pyramid Model expert trainers through professional development and monthly support and supporting the larger Master Cadre. This is a diverse group of professionals (n=38) situated across all regions of the State who serve ECEC programs across sectors including ISBE, HS, and CC.
3. Providing professional development for the MC, personnel from the implementation sites, Process Coaches, Practice-Based Coaches, and Pyramid Model trainers, a cross-sector group of professionals with reach beyond the Pyramid Model sites. PMC conducted a series of Needs Assessments during Year 1 to identify the specific training and support needs of trainers and coaches.

Figure 1. PMC Pyramid Model Activities



To address these ongoing needs, PMC delivered virtual trainings with content for implementation, such as Practice-Based Coaching (PBC) and Teaching Pyramid Observation Tool (TPOT) Reliability training. Professional development offerings are described in the next section.

Pyramid Model Implementation Sites

The Pyramid Model implementation sites are a key focus of this report. There are currently 80 ECEC programs engaged in implementation efforts, as shown in Table 1. Some of these programs were previously available, while others are new to the Pyramid Model. The evaluation data for this report were gathered from the ISBE PFA and PFA-E sites, most of which began Pyramid Model work before the 2020-2021 school year. The Child Care Centers are newer to the Pyramid Model, having joined in November 2020. Data collection was expanded to all participating sites in Year 2.

Table 1. Pyramid Model Implementation Sites

ISBE – PFA/PFAE

PDG-B5 (2019 launch)

Berwyn South SD 100
Cahokia CUSD 187
Children’s Center Cicero-Berwyn
CUSD 300
Decatur SD 61
Dolton SD 148
Dolton SD 149
Freeburg CCSD 70
Lansing SD 158
Lessie Bates Davis Neighborhood
McLean County USD 5
North Chicago SD 187
Rock Island ROE
Rockford SD 205
SD U-46
Valley View CUSD 365U

PFAE (2019-20 launch)

The Center Resource Teach&Learn
Harmony Emge SD 175
Havana CUSD 126
Peoria SD 150
Smart Start Learning Center, Inc.
Unity Point CCSD 140

GEER 1 (2020 launch)

East St. Louis SD 189
Peoria Heights CUSD 325
Peoria ROE
Plano CUSD 88
Pontiac CCSD 429
Rockford SD 205
Williamson Co Spec Educ District

PFAE (August 2021 launch)

Aurora East SD 131
Cicero SD 99
Eldorado CUSD 4
FSD 145
Lincoln ESD 156
Northern Illinois University

Head Start

Catholic Charities
Easter Seals
Illinois Action for Children
Kankakee 111
Project Now
River Bend HS Family Services Tazewell Woodford
TCOC-Tri-County Opp Council

Excelerate Sites

Amity Day Care and Learning Center RBC Early Education LLC
Step by Step Child Care Center, Inc.

Family Child Care Homes—All Spanish-Speaking

Brightstart Home Daycare Inc.
Drops of Wisdom
Family Child Care Home-LR
Family Child Care Home-MR
M. Mundo Paro Aprender, Inc.
Magic Dreams, Inc.
Mundo De Juguete Daycare, Inc.

Child Care (SDA Pilot)

Busy Bee Learning Center (*on hold for implementation at the time of this report*)
Hearth Stone
In a Kid’s World
The Learning Tree
Lincoln Land Community College Child Development Center
MKH Early Education Center

Leadership Teams and Process Coach Support

Each participating program begins by identifying a Leadership Team to guide Pyramid Model implementation. Ideally, teams comprise a teacher/teaching staff, an administrator, a member who will coach teachers, a member with expertise in behavior support, and a family member.

Adjustments to the Leadership Team are made as needed for licensed child care and family child care programs based on the supporting infrastructure. Each program also receives ongoing individualized support from a Pyramid Model Process Coach to guide program-wide planning and fidelity to the model. There are currently 34 Process Coaches supporting the programs across ISBE, Head Start, Child Care, and Family Child Care.

Prior to 2020, Leadership Teams typically began their professional development with a two-day, in-person Leadership Launch facilitated by the Pyramid Model Consortium. These events were designed to teach the basics of the Pyramid Model and to launch team collaboration and planning based on the Early Childhood Benchmarks of Quality (EC-BOQ) for program-wide implementation. As in 2020 and 2021, 2022 Leadership Team start-up events were provided virtually, with an introduction from PMC and a follow-up with each program's Process Coach.

Beyond these initial events, programs have access to Pyramid Model Practices (Modules 1, 2, and 3) through virtual training facilitated by Process Coaches, as well as access to the online Pyramid Modules for self-paced learning.

PMC also offered a series of virtual professional development events to Leadership Teams and other program personnel to further prepare them for implementing the Pyramid Model with fidelity. Practice-Based Coaching (PBC) is a two-day event for instructional leaders, team members, and other staff to learn about creating shared goals and action plans, conducting focused observation, and providing feedback to practitioners to support Pyramid Model implementation. The Teaching Pyramid Observation Tool (TPOT) Reliability Training is a two-day event designed to prepare instructional leaders and teacher-support personnel for administering the TPOT, a measure of implementation fidelity at the practitioner level. The virtual training opportunities provided by PMC across all levels - implementation sites, the Master Cadre, and Pyramid Model Trainers (as described in Figure 1) - are shown in Table 2.

Descriptions are based on PMC event information.



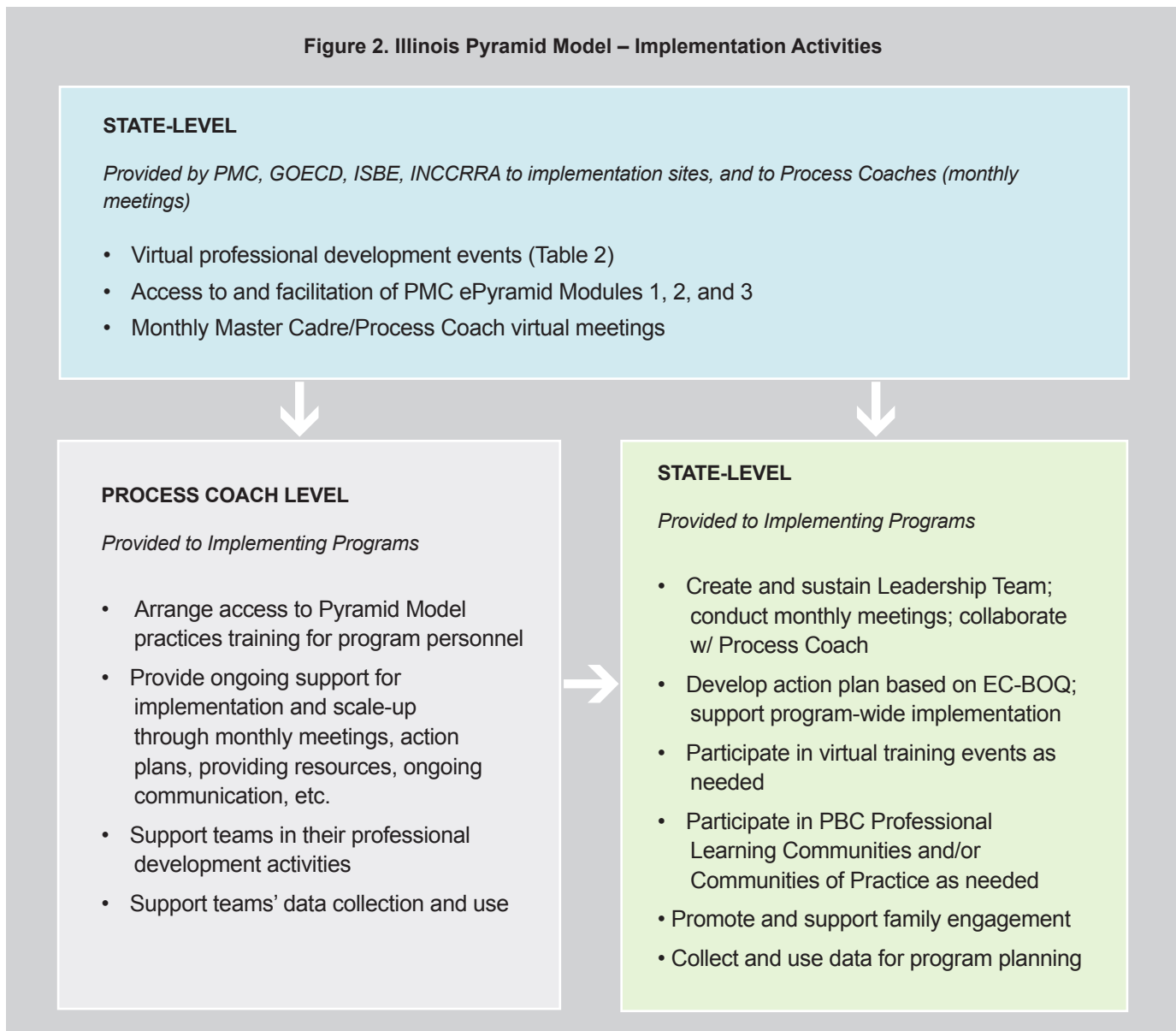
Table 2. PMC Pyramid Model Professional Development Events (January - December 2022)

Dates	Events/Audience	Description
January 2021		
Jan 18	Behavior Incidents Report System (BIRS) <i>Implementation Site Coaches and Data Coordinators</i>	Training provided to early childhood education and care classrooms with a system to collect and analyze behavior incidents in their program
Jan 26-27	Practice-Based Coaching (PBC) in a group <i>Implementation Site Teams</i>	Training event for a cost- and time-effective way to deliver Practice-Based Coaching
February 2022		
Feb 4	Targeted Strategies to Support Inclusion #3 <i>Implementation Site Teams</i>	Training event to support providers in using peer mediated instruction strategies in classroom routines
Feb 17	Prevent Teach Reinforce for Families <i>Family Support Staff</i>	Training to family support staff for strategies for families to support children with severe and persistent challenging behavior within home activities and routines
Feb 23-24	Practice-Based Coaching (PBC) <i>Peer to Peer Implementation Site Coaches</i>	Training event for new Master Cadre members to learn about PBC processes including creating shared goals and action plans, conducting focused observation, and providing feedback to practitioners
March 2022		
March 24-25	Teaching Pyramid Observation Tool (TPOT) <i>Those who will complete the TPOT assessment</i>	Training event for new Master Cadre members to learn about PBC processes including creating shared goals and action plans, conducting focused observation, and providing feedback to practitioners
April 2022		
April 8	Targeted Strategies to Support Inclusion #4 <i>Implementation Site Teams</i>	Training event to support the implementation of individualized goals and instruction
May 18	Teaching Pyramid Infant-Toddler Observation Scale (TPITOS) <i>Those who will complete the TPITOS assessment</i>	Training event to administer the TPITOS reliably. The tool is used to support instructional leaders of children birth to age 3 to conduct a classroom observation and measure fidelity of implementation of the Pyramid Model Practices
October 2022		
Oct 4	Behavior Incidents Report System (BIRS) <i>Implementation Site Coaches and Data Coordinators</i>	Same as Jan 18.
Oct 13	Positive Solutions for Families (PSF) <i>Family Support Staff</i>	Training to family support staff for strategies for families at home to build social-emotional development and support positive behavior
Oct 24	Targeted Strategies to Support Inclusion #1 <i>Implementation Site Teams</i>	Training event designed to support teams in building routines in the classroom and using visuals to support children's understanding of routines

Dates	Events/Audience	Description
November 2022		
Nov 9-10	Practice-Based Coaching (PBC) Implementation Site Coaches	Training event for new Master Cadre members to learn about PBC processes including creating shared goals and action plans, conducting focused observation, and providing feedback to practitioners
December 2022		
Dec 15-16	Teaching Pyramid Observation Tool (TPOT) Those who will complete the TPOT assessment	Same as March 24-25

In addition to these training opportunities, PMC and state leaders from GOECD, ISBE, and INCCRRA held monthly virtual meetings with Process Coaches to provide guidance, discuss progress, address questions, and discuss evaluation requirements. Individualized support was also offered to Process Coaches by PMC consultants with expertise in implementation. More recently, these monthly meetings have been expanded to include the full Master Cadre, many of whom act as Process Coaches or will be taking on that role in the future.

Figure 2 shows the relationship between the state-level, Process Coach-level, and program-level activities that comprise the vision for Pyramid Model implementation across the 61 sites.





Pyramid Model Evaluation

Evaluation Questions and Methods

The data in this report were gathered by the Pyramid Model Consortium. All findings are from 2022. The evaluation examined ongoing feedback from the training events to support workforce development (Master Cadre, Pyramid Model Trainers) and took a deeper look at progress and needs across the Pyramid Model implementation sites. The latter included previous PFA-E sites from the Pilot Study in 2018-2019, newly added PFA and PFA-E sites, and licensed child care and family child care pilot programs.

The evaluation was guided by a series of key questions, shown below. The findings in this report are organized around these questions, followed by recommendations for the future.

1. What was the level of participation across the professional development opportunities?
2. To what extent were the professional development events found to be effective and useful for participants?
3. What do implementing programs need to support their Pyramid Model efforts?
4. In which key practices are classrooms experiencing an increase in fidelity to the Pyramid Model?
5. In what ways are Process Coaches supporting programs toward implementation?
6. To what extent are Process Coaches feeling prepared for their roles supporting programs? What training and support would be most helpful going forward?
7. What types of implementation activities are underway at the program level?
8. What have been the facilitating factors for implementing programs this year? What do programs need in the future?
9. How are State Leadership Team structures supporting Pyramid Model implementation in programs across Illinois?

Professional Development Event Feedback Forms

Online forms were designed to gather feedback from participants following each virtual professional development event. The topics included participant progress on the relevant learning objectives and the quality and usefulness of each event. Summary results were shared with PMC and state project leaders to provide feedback and guide efforts going forward. The average feedback response rate across the 13 virtual events for which data were available for this report was sixty-three percent.

Process Coach Logs

An online log was designed for Process Coaches to document the supports they provided to their programs throughout 2022, including Pyramid Model practices training sessions. For each substantive contact that Process Coaches made, the log captured details such as the amount of time spent providing support, who participated and their roles, the specific activities conducted, and planned next steps. The purpose was to document project activities for project leaders and for the evaluation, while also providing Process Coaches with a system for capturing notes about their work and the next steps for their own use. A total of 536 support contacts were logged by the Process Coaches across 41 of the 61 programs (67%).

Early Childhood Program-Wide PBS Benchmarks of Quality (EC-BOQ)

The EC-BOQ is used by program Leadership Teams, often in coordination with Process Coaches, to assess progress toward program-wide Pyramid Model implementation and to develop action plans and revisited as needed. These data are shared with the evaluation team to assess statewide progress. The participating programs are using the EC-BOQ version 2.0, which was updated in 2017 with new and revised benchmarks associated with culturally responsive practices to ensure equity. EC-BOQ and FCC-BOQ results from 2022 were submitted for 41 programs across PFAE, Child Care centers, and Family Child Care programs.

Process Coach Survey

An online survey was designed to gather feedback from Process Coaches about project support, professional development needs, perceptions of programs' progress, and ideas about how best to support programs in the future. The survey was distributed in December 2022. For the 2022 evaluation, this data source provided greater context to the needs of programs throughout the year in the landscape of early care and learning. Of the 34 coaches who were active across all sectors of the projects, 16 completed the survey, for a 47% response rate.

Program Leaders Survey

In December 2022, an online survey was delivered to program leaders to help leaders understand training and implementation successes and challenges and perceptions of programs' progress and ongoing needs. Of the 61 total programs, 36 program leaders responded (59%).



Findings of the 2022 Evaluation, by Question

Q1. What was the level of participation across the professional development opportunities?

Table 3 shows the number of personnel who attended each event offered by PMC. As discussed above, events were open to different audiences based on the varied goals of the grant; attendees included the Master Cadre, Instructional Leads, other personnel from the implementation sites, and the broader group of Pyramid Model Trainers. The professional development events shown in Table 3 were conducted virtually, and attendance data were shared with the evaluation team. Facilitators also distributed feedback links after each event; as shown, response rates ranged from 7% to 78%, with an average response rate of 39%.

Table 3. Statewide Professional Development Event Participation (January - December 2022)

Event	Audience	Attendees Responses	Feedback Rate	Response
January 2022				
Behavior Incidents Reporting System	Implementation Site Coaches and Data Coordinators	16	12	75%
Practice-Based Coaching in a Group	Implementation Site Coaches	15	10	67%
February 2022				
Targeted Strategies to Support Inclusion #3	Implementation Site Teams	14	ND	ND
Prevent Teach Reinforce- Families (PTR-F)	Family Support Staff	11	7	64%
Practice Based Coaching Peer to Peer	Implementation Site Coaches	22	4	18%
March 2022				
Teaching Pyramid Observation Tool (TPOT)	Those who complete the TPOT assessment	23	4	17%
April 2022				
Targeted Strategies to Support Inclusion #4	Implementation Site Teams	15	1	7%
May 2022				
TPITOS	Those who complete the TPITOS assessment	19	9	47%
October 2022				
Behavior Incidents Reporting System	Implementation Site Coaches and Data Coordinators	21	7	33%
Positive Solutions for Families (PSF)	Family Support Staff	11	5	45%
Targeted Strategies to Support Inclusion #1	Implementation Site Teams	24	7	29%
November 2022				
Practice-Based Coaching (PBC)	Implementation Site Coaches	19	6	32%
December 2022				
Teaching Pyramid Observation Tool (TPOT)	Those who complete the TPOT assessment	23	18	78%
		Total Attendees: 233		

It is important to note that staff training in Pyramid Model practices (Modules 1 through 3) is an important foundational aspect of implementation. Training is provided by the Pyramid Model Professional Development Network of trainers and coaches, made up of early childhood professionals in professional development systems across the State, including members of the Master Cadre. To provide context for this year, the Program Leadership Survey asked program leaders whether most staff had received training in the Modules as of December 2022. Survey results suggest that 77% of programs trained the majority of teaching staff in Module 1 (Relationships), 66% in Module 2 (Targeted Strategies), and 57% in Module 3 (Individualized Intervention). Based on the results from the 2021 Program Leadership Survey, these data demonstrate a significant increase in the number of staff trained in each program across all three Modules.

Q2. To what extent were the professional development events found to be effective and useful for participants?

Feedback summaries from each event were shared with project leaders to review event-specific details and to make adjustments going forward as needed. Each feedback form includes three to five relevant learning objectives; the remainder of the form is standard across events. The forms also include a rating of overall quality, as summarized in Figure 3. Across the 13 trainings provided, when asked about the overall satisfaction of the training, the average rating from participants was 4.7 out of 5 stars.

Figure 3. Overall Satisfaction with Professional Development Training



Participants noted that the topics of the trainings were relevant to their immediate work and commented that trainers were both knowledgeable in the topics and high quality in their presentation of material.

Participants across the trainings also spoke to the idea that the material presented was helpful for them “on Monday morning.” The information was useful for them in their role in implementing the Pyramid Model.

Event feedback also addressed the relevance and usefulness of the material presented: Most of the items used were those set forth by Illinois as standard feedback items for statewide professional development. Table 4 shows the percentage of respondents that indicated agreement across key topics.

Table 4. Participant Ratings of Event Relevance and Usefulness

Relevance	BIR	PBC	PTR-F	TPOT	TPITOS
Activities were of a type that engaged participants over a sustained period of time, allowing for analysis, discovery, and application as they relate to student learning, social or emotional achievement, or well-being.	95%	97%	100%	100%	100%
The outcomes of this professional development were clearly identified as the knowledge and/or skills that I should gain as a result of my participation.	95%	100%	100%	100%	100%
Usefulness	BIR	PBC	PTR-F	TPOT	TPITOS
This professional development will impact my professional growth or student growth in regard to content knowledge or skills, or both.	95%	100%	100%	100%	100%
This professional development will impact my social and emotional growth or student social and emotional growth.	95%	100%	100%	98%	100%
The professional development aligned to my district or school improvement plans.	100%	100%	100%	94%	100%
I am confident that I have the resources and human support to implement the ideas and practices presented.	95%	100%	93%	92%	92%
The professional development will lead to improved learning for children.	95%	97%	93%	92%	90%

With respect to event relevance generally, all of the professional development events offered in 2022 received high ratings. The ratings for perceived usefulness were high across all events. Throughout all the training provided in 2022, generally, participants were concerned with having the resources and human support available to implement the ideas and content presented.

Q3. What do implementing programs need to support their Pyramid Model efforts?

Program leaders indicated that what they needed most to continue Pyramid Model implementation was time for training and coaching to support implementation. Leaders also discussed the challenges of having access to full staffing and daily classroom coverage, including filled teacher positions and time for collaboration. Ongoing support for Tier 3 (PTR-YC) implementation for children with severe and persistent challenging behavior was also mentioned. Finally, leaders described needing additional support in using data for decision-making in the ability to generate action steps and move programs being trained. This support was attributed to ongoing Process Coach support as well as access to meaningful data at the program and learning environment level.

- **Continued Staff Training in Pyramid Model Practices to Ensure Fidelity:** Several program leaders described challenges around continuing professional development in the Pyramid Practices due to high levels of staff turnover. Some requested ongoing access to the Modules for review at all times, and/or both maintaining and expanding implementation. Tier 3 supports continue to be frequently requested.
- **Ongoing Support for Data-Based Decision Making:** While the Behavior Incident Report System (BIRS) training was provided, program leaders described the need for access to additional data and explanations of how they can use it to drive action planning.
- **Continued Coach Support and Local Efforts:** Many programs noted the importance of continued support from their Process Coaches, including ongoing work and collaboration with their Leadership Teams. Programs mentioned the need to continue using the resources that have been provided and time to keep practicing what they were learning.
- **Assistance Engaging and Supporting Families:** Several programs mentioned the need for strategies to support families' use of Pyramid Model strategies at home.

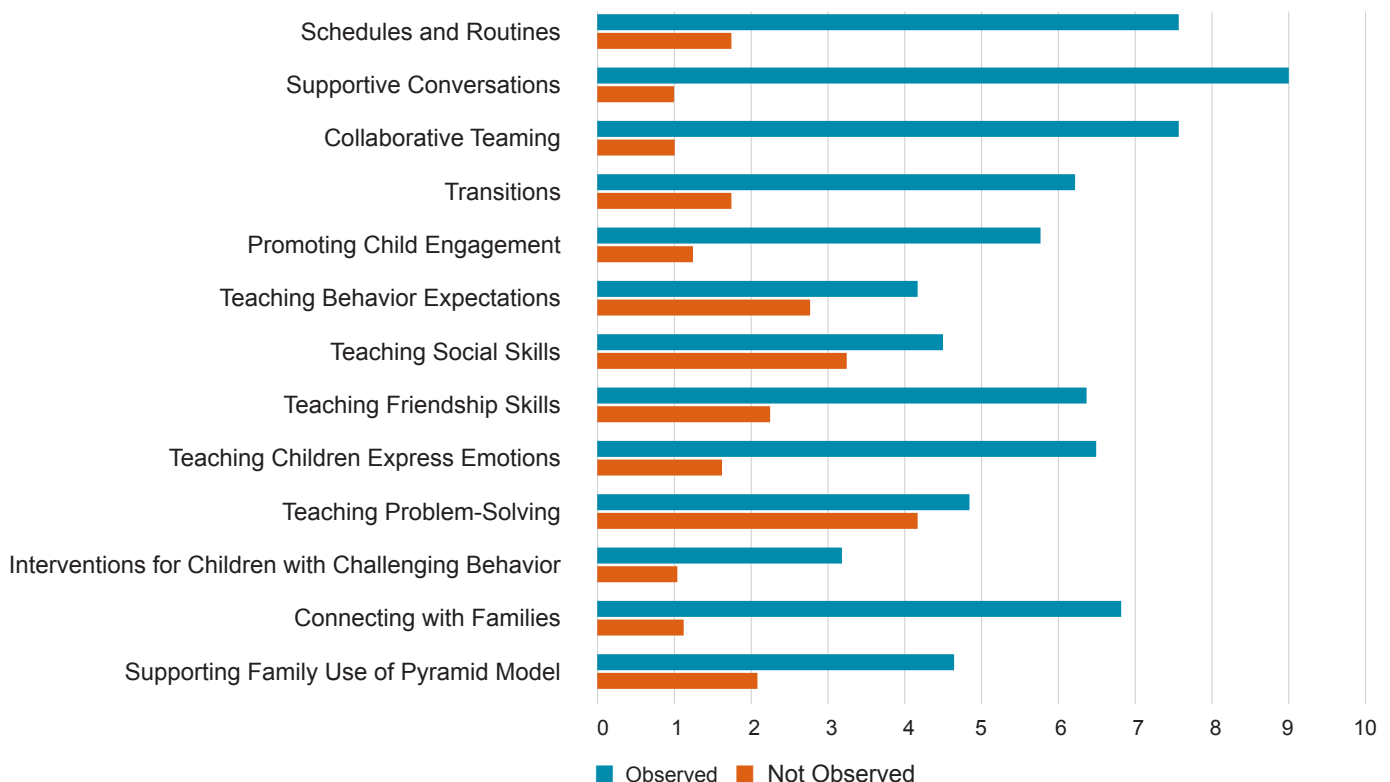
Taken together, these suggestions from programs are reflected in the work of PMC and Process Coaches throughout 2022. Process Coach activities are described in section Q5, followed by descriptions of program-level progress and activities to date..

Q4. In which key practices are classrooms experiencing an increase in fidelity to the Pyramid Model?

School-Based Programs

In 2022, 130 TPOTs were submitted. These are representative of baseline TPOTs and repeat administrations of the TPOT to measure growth to fidelity in individual classrooms. From all of the TPOTs submitted, the key practices most reported as being observed in classrooms compared to TPOTs where they were not observed are depicted below.

Figure 4. Key Practices Observed versus Not Observed

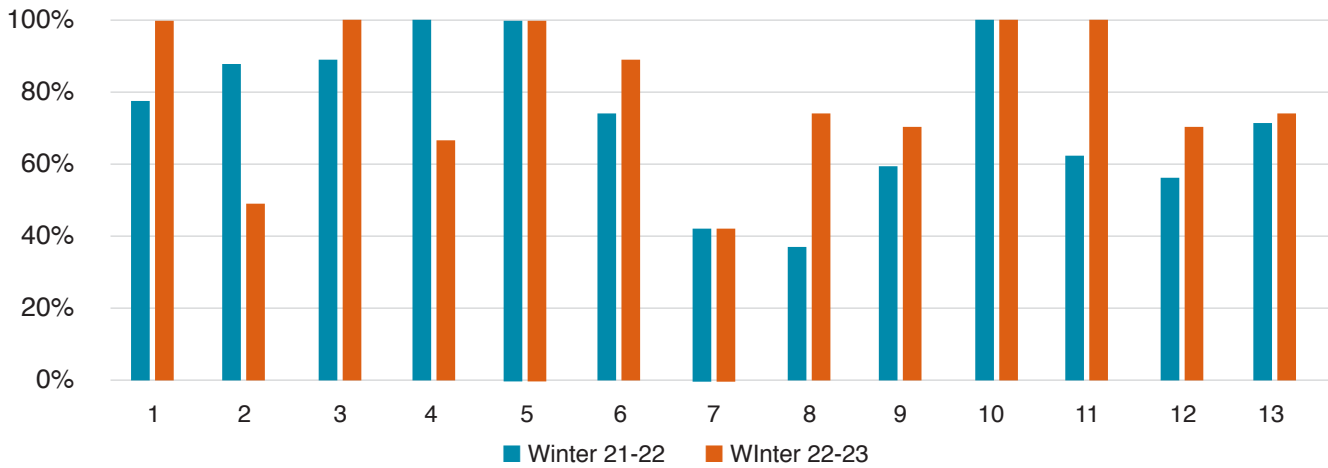


One of the key practices least observed was Interventions for Children with Challenging Behavior. This information aligns with findings from Process Coaches as well as EC-BOQs, suggesting that continued training and coaching in PTR-YC at the provider level and strategies to support programs with crisis prevention and intervention would be beneficial for the entire Illinois system.

Child Care

Child care sites that launched in 2020 and 2021 reported scores from the Teaching Pyramid Observation Tool (TPOT) in 13 classrooms in early 2022 and again in late 2022. The results are depicted below. The TPOT data from these classrooms show the majority of classrooms increased fidelity to Pyramid Model Practices.

Figure 5. TPOT Data Early 2022 compared to Late 2022



On the individual TPOT scoring sheets, child care classrooms increased fidelity most in the key practices of supportive conversations, providing directions, collaborative teaming, and teaching behavior expectations. Overall, the increase in fidelity to Pyramid Model Practices led to a decrease in the number of “red flags” (disproportional behavior reports for Black, Indigenous, People of Color (BIPOC) children or children diagnosed with disabilities) from 13 in early 2022 to 0 in late 2022.

Q5. In what ways are Process Coaches supporting programs toward implementation?

Each program has been connected with a Process Coach to support implementation, an essential feature of the project guided by the Pyramid Model Consortium. For sites continuing their implementation efforts from prior years, the Process Coach assignments remained consistent to ensure continuity. During 2022, Process Coaches engaged with their programs as they were launched. The first PFA and PFAE, Head Start, and Child Care sites began using the program in November 2020 and other Child Care and Family Child Care programs launched throughout 2021 and 2022.

The Process Coach Logs captured the range of supports documented from January to December 2022. A summary of Process Coach contacts with programs is provided in Table 5.

Table 5. Summary of Process Coach Contacts

Contact Details	August Start-Up
Number of programs	61
Number / percentage of programs with documented coaching contacts	46 / 75%
Timeframe of log entries	January-December 2022
Range of Process Coaching contacts documented per program	1-15 contacts
Average number of contacts per program	6
Range of duration of each contact	30 mins to 2 hours
Average duration of each contact	1.25 hours
Format of contact	Virtual meeting - 71% Site visit - 18% Phone call- 8% Email - 4%

As shown, 46 of the 61 programs had support documented by the Process Coaches. Of these contacts, 71% were virtual and 18% were on-site visits. Those coaches who did not meet virtually or on-site with the program-wide leadership teams met via phone (7%). Figure 6 identifies the contact frequency by role.

Figure 6. Process Coach Primary Contacts

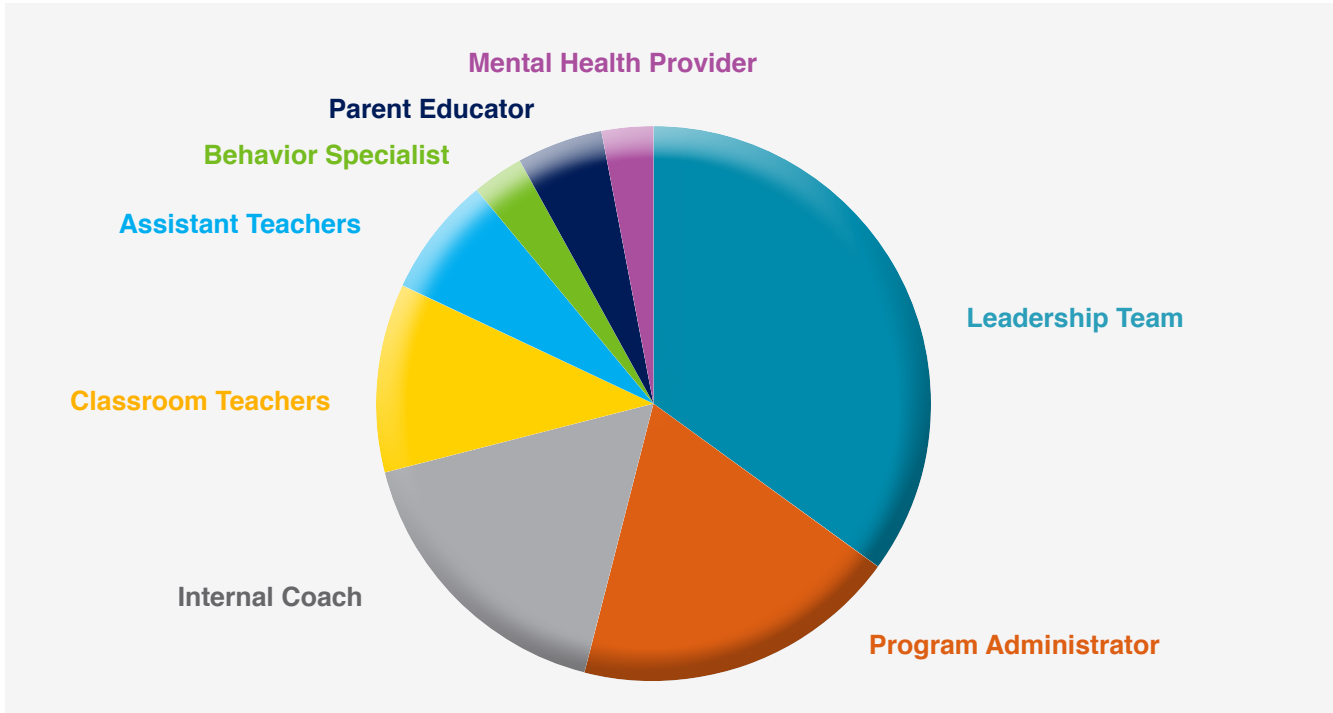
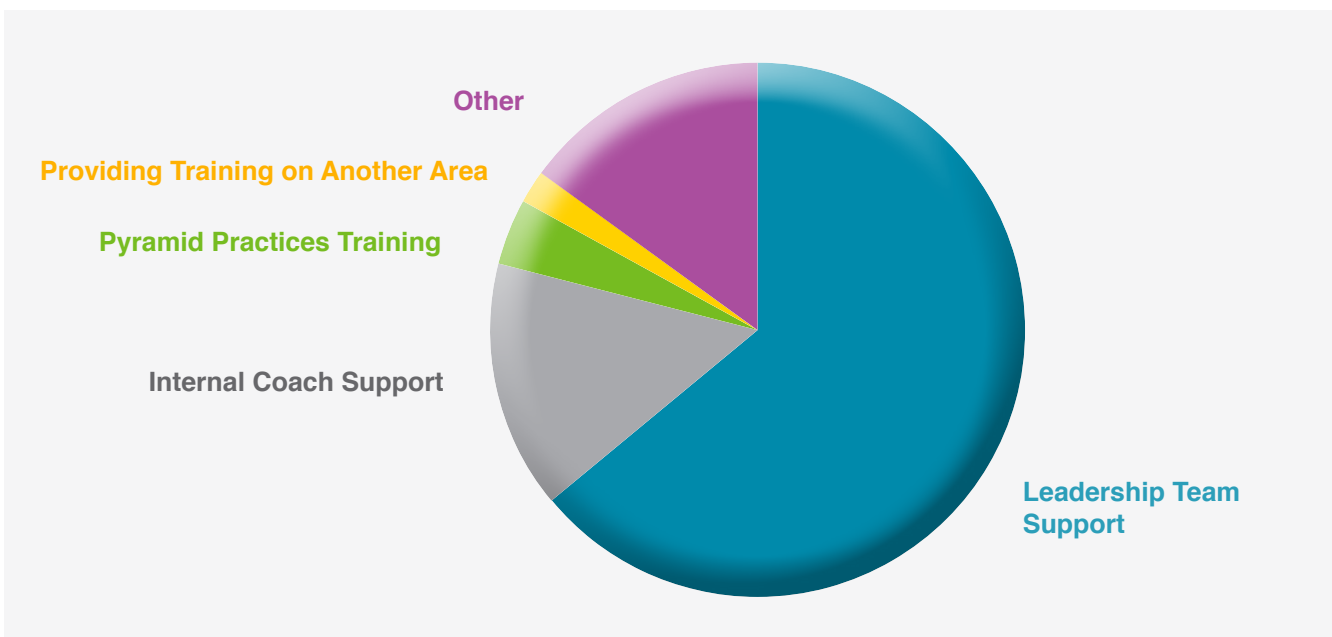


Figure 7 shows the major categories of support that Process Coaches provided to their programs. The majority of contacts focused on supporting Leadership Teams (75%), followed by support for internal coaches (15%). Additionally, 10% of contacts were related to providing training or other general support.

Figure 7. Process Coach Support Areas



The Process Coach Log entries indicated the alignment of the work with the Critical Elements of the EC-BOQ for program-wide implementation. Examples include:

- **Leadership Team Activities:** Establishing teams/identifying members, reviewing status after one to three years of implementation, articulating and clarifying action plans, and identifying areas of need for moving forward.
- **Professional Development and Staff Support Plans:** Facilitating access to online training such as Wellness and Trauma-Informed Care and the Pyramid Modules (1-3), making connections to the PBC Professional Learning Community and/or Community of Practice opportunities (PLC/COP) for internal coaches, linking to training resources.
- **Program-Wide Expectations:** Re-establishing expectations for staff and sharing expectations with families.
- **Family Engagement:** Introducing families to the Pyramid Model and the importance of routines and expectations at home and school, incorporating more home-to-school Pyramid practice to support family engagement, and distributing virtual handouts for parent and child expectations.
- **Responding to Challenging Behavior:** Helping to build capacity to support teachers and families for children exhibiting challenging behaviors.

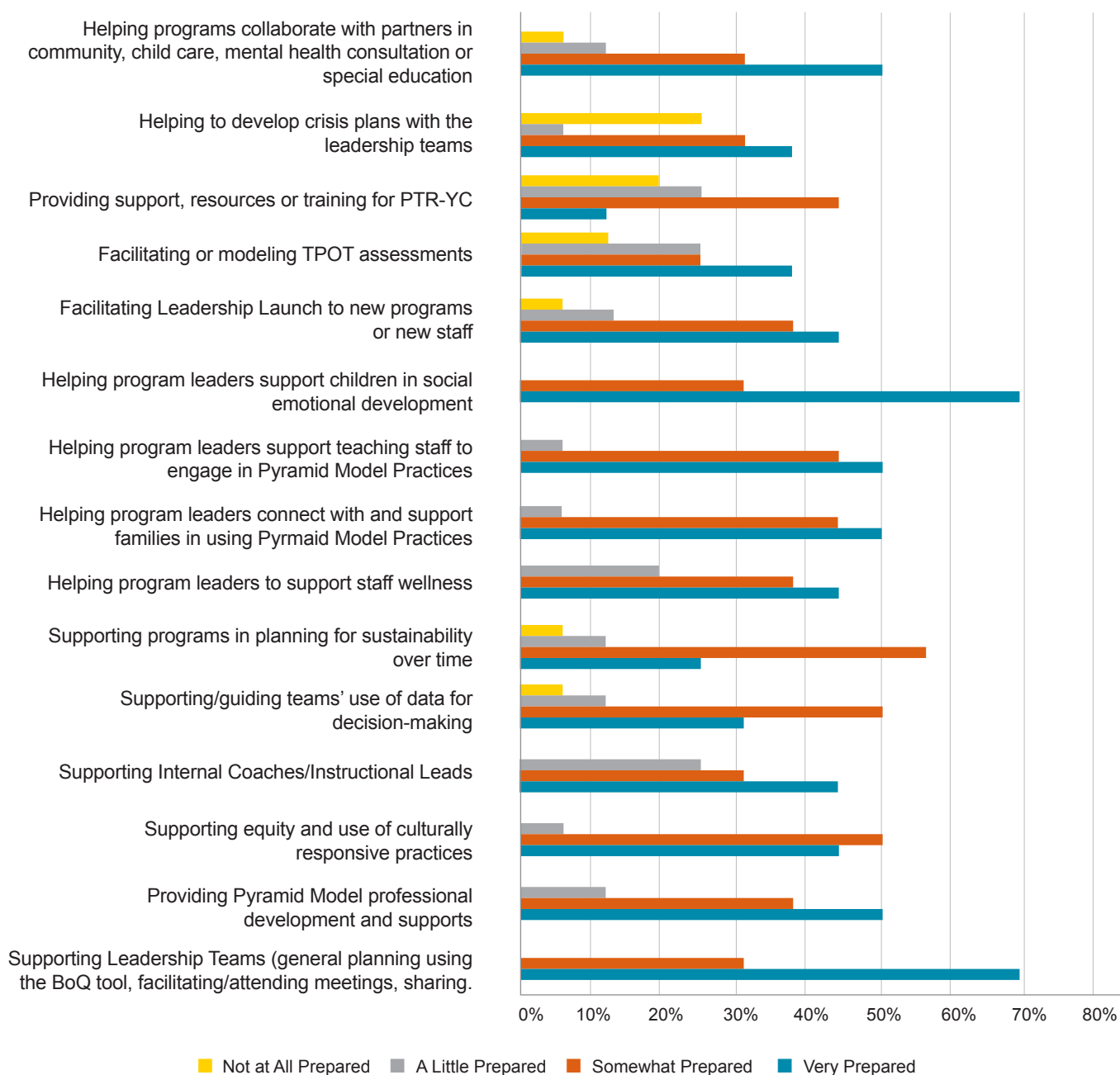
For newer PFA-E sites and Child Care Centers, Process Coach Logs indicate work was done in 2022 toward establishing Leadership Teams, becoming familiar with Pyramid Model practices, and working on completion of the EC-BOQ.

Q6. To what extent are Process Coaches feeling prepared for their roles? What training and support would be most helpful going forward?

The survey distributed in December 2022 asked Process Coaches to indicate their preparedness for their work supporting ECEC programs. Each item was rated on a scale of 1 to 5, where 1=not well prepared and 5=very well prepared.



Figure 8. Coach Perception of Preparedness for Coaching by Area



As shown in Figure 8, Process Coaches who responded to the 2022 survey feel best prepared for supporting Leadership Teams in general planning for Pyramid Model implementation and completion of the EC-BOQs and helping leaders to support teaching staff to engage in Pyramid Model practices. Areas with the greatest potential for growth include planning for sustainability, guiding teams' use of data, and supporting teams to engage in the PTR-YC process. As to overall preparedness to engage as a Process Coach, 69% of respondents indicated they were completely or fairly confident they could work independently. The survey also asked Process Coaches to describe their future training and support needs.

Process Coaches were asked to describe the ways in which they could best be supported. Many indicated an interest in additional training in PTR-YC guidance, and many mentioned guidance for coaching in programs that are not staffed with a coach. Additional examples of needs identified include: 1) the need for connection with other Processes Coaches in a Community of Practice; 2) tips for organizing content of coaching sessions; and 3) addressing inequitable systems across the state. One coach said, "I can already see disparities/inequities across systems in how child care staff are receiving Pyramid Model training, coaching, and support."

Q7. What types of implementation activities are underway at the program level?

Implementation of the Pyramid Model framework at the program level was assessed in several ways for this report, including using program-level data from the EC-BOQ completed by Leadership Teams and descriptions of implementation activities provided through the Process Coach Survey. As the Pyramid Model work continues, the evaluation is slated to collect data about implementation and outcomes from the ECEC sites through Leadership Team Surveys. With the COVID-19 pandemic still at play in 2022, TPOT data was difficult to collect. Some programs were able to collect baseline data on the TPOT to develop action plans. With on-site restrictions in place, many coaches developed action plans from providers using the Pyramid Model Implementation Checklist. With a focus on increasing access to reliable TPOT users, 106 participants were trained in TPOT, TPOT Booster, and TPITOS combined in Illinois in 2021. This is an important step toward gathering classroom-level TPOT data to examine fidelity to the model, both locally for program staff and as part of the grant evaluation.

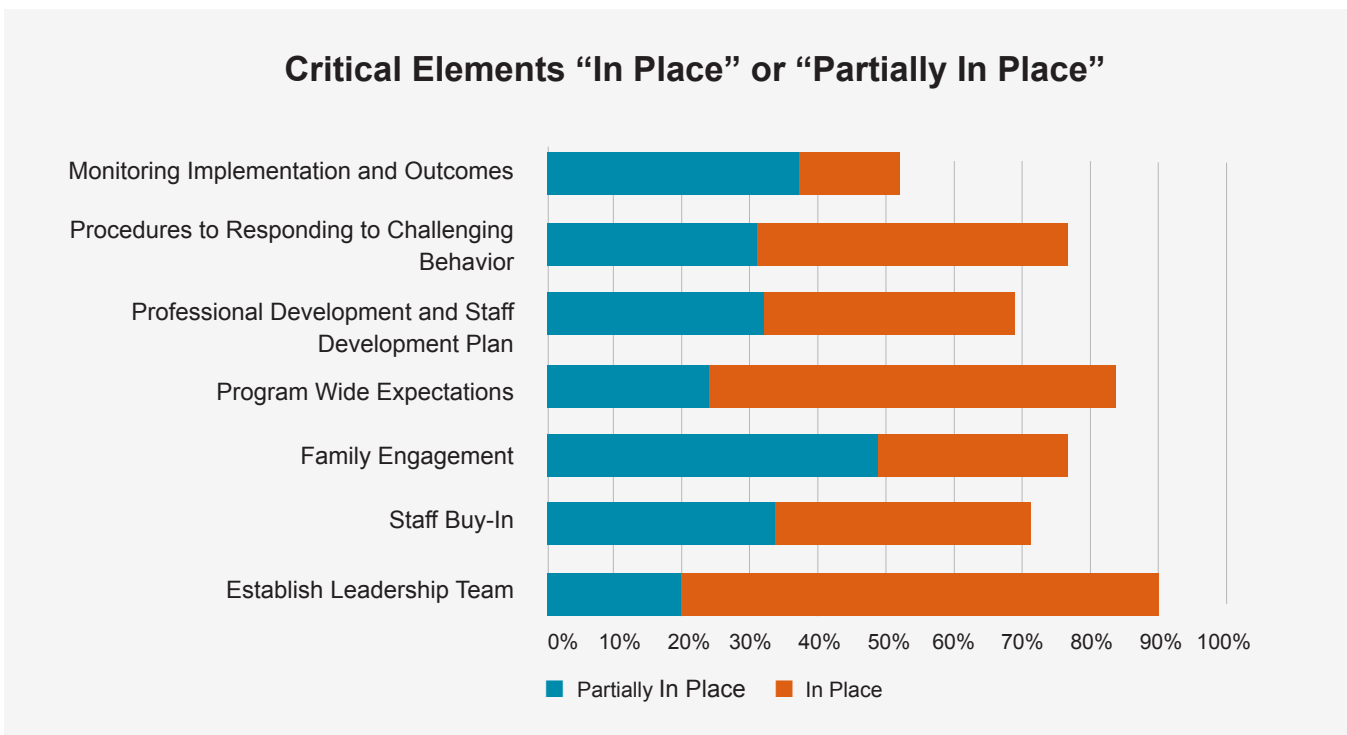
Program-wide Implementation (EC-BOQ)

The EC-BOQ self-assessment consists of 41 benchmarks of high-quality implementation of the Pyramid Model framework across seven critical elements. (The critical elements are shown in Figure 9 below; the full list of indicators is provided in Appendix A.) Each benchmark is rated on a scale of 0-2, where 0=not in place, 1=partially in place, and 2=in place. Leadership Teams are guided by PMC to use the EC-BOQ self-assessment tool at the outset of their Pyramid Model efforts to create an implementation/ action plan and to revisit the tool as often as needed to assess progress and adjust their plans. As a general guideline, teams are encouraged to use the EC-BOQ two times annually.

In using the EC-BOQ as a gauge of program progress, it is worth noting the data are self-reported and based on each Leadership Team's "internal metric" for assessing their own progress. Taken together in the aggregate, however, the evaluation team looks to the results of these ratings to draw some general conclusions about overall progress, such as areas of strength and potential growth.

Data for this finding are based on a summary of the EC-BOQ results submitted for 41 of the 61 programs engaged in implementation during 2022. Programs that entered EC-BOQ data have been engaged in Pyramid Model efforts for one to three years. Figure 9 shows the average ratings for each critical element across all programs combined; the percentages represent the average rating across all benchmarks that comprise each element.

Figure 9. 2021 EC-BOQ Results: Percent of Critical Elements "Partially In Place" and "In Place"

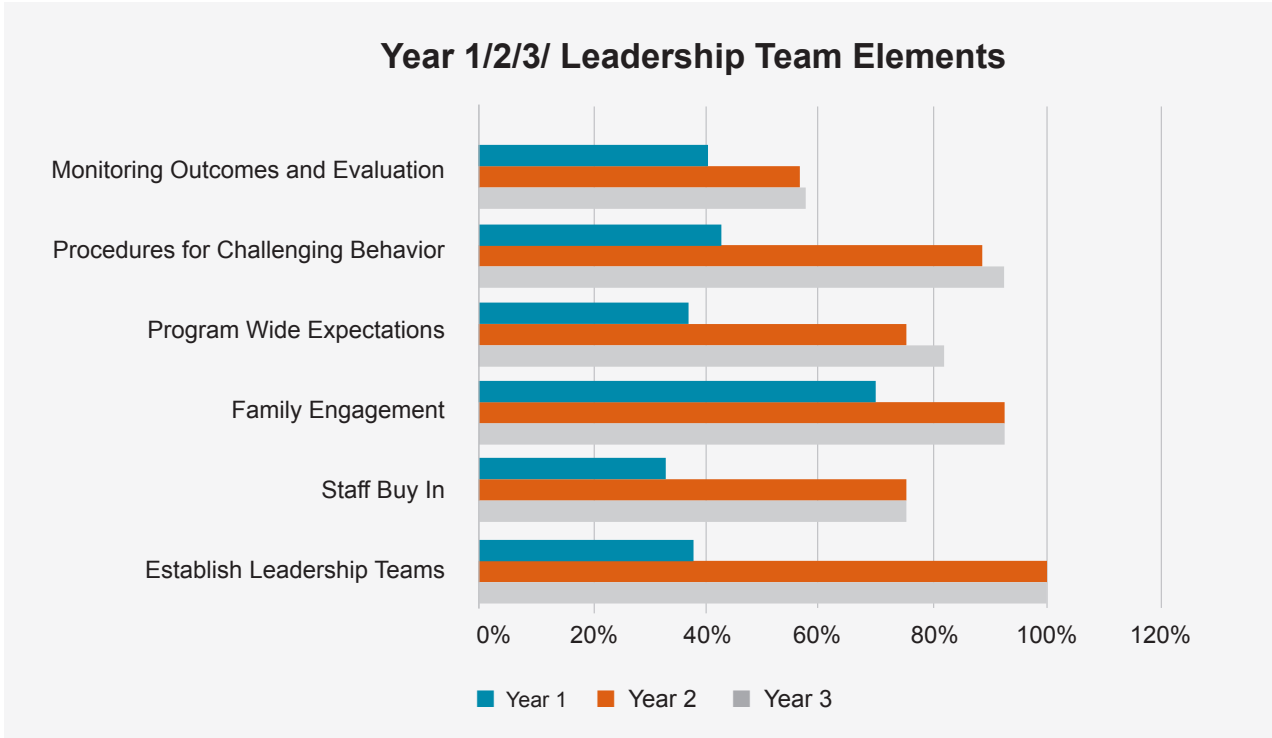


As shown in Figure 9, among the seven critical elements, implementation is reportedly furthest along in the areas of establishing a Leadership Team, building staff buy-in, and establishing program-wide expectations. Across all the programs, the greatest area for growth was the critical element of monitoring implementation and outcomes.

It is important to note that programs showed the greatest growth (over previous years) in Procedures for Responding to Challenging Behavior. This is in line with the pointed effort in 2022 to provide PTR-YC training and additional coaching support.

Additionally, data were analyzed for nine programs with EC-BOQ ratings from November/December 2020, November/December 2021, and November/December 2022. Some of the programs had been implemented as early as 2019 and others in 2020. As shown in Figure 10, programs that started in 2019 or 2020 showed continued growth across many of the critical elements on the EC-BOQ, indicating sustainability of program-wide implementation when re-assessed in 2021 and then again in 2022.

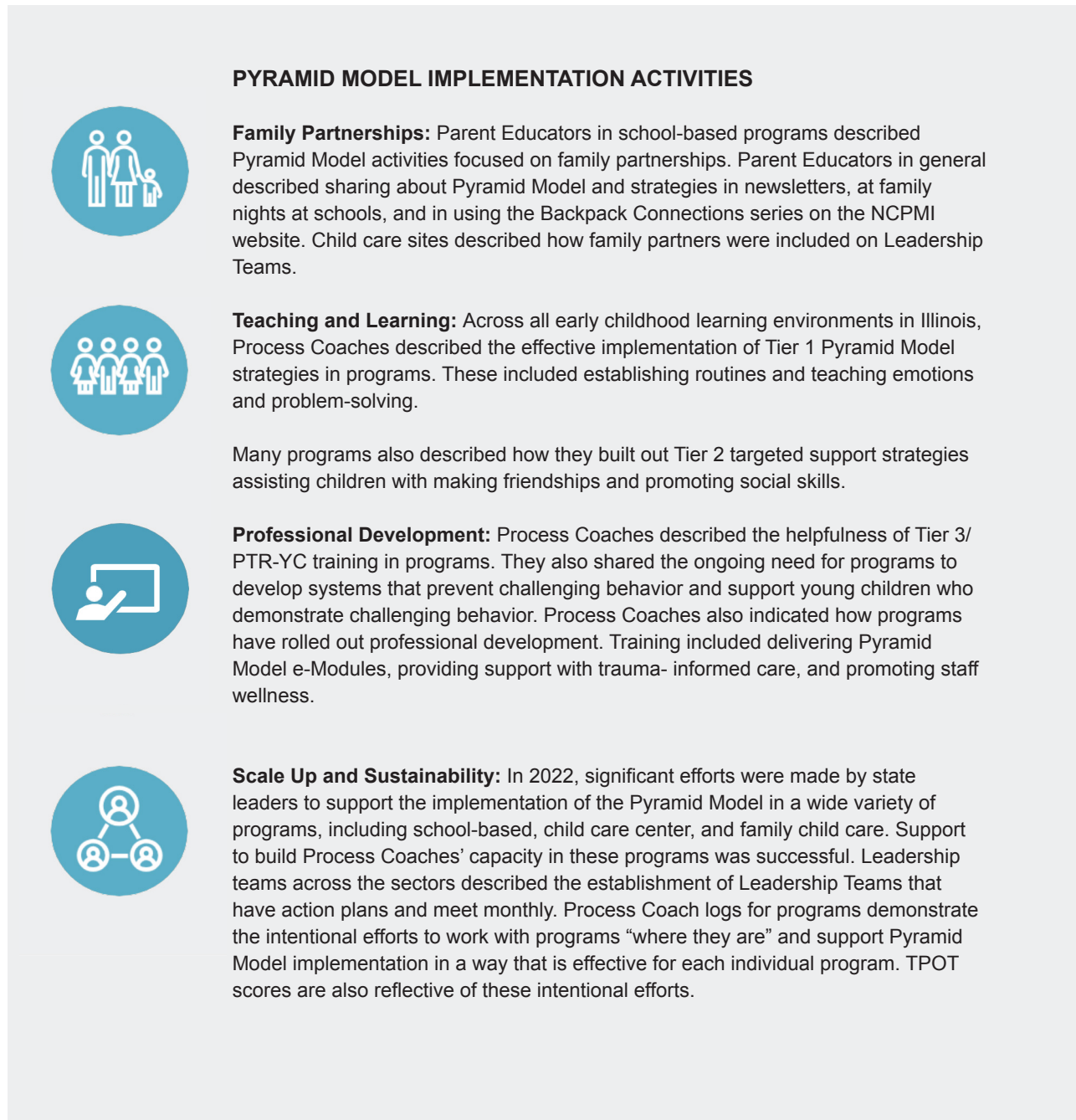
Figure 10. Year 1 / Year 2 / Year 3 Leadership Team Outcomes



Implementation Activities

Most Process Coaches provided descriptions of implementation activities at the program level, organized below (in Figure 11) by common themes. Several of these themes directly align with program needs and areas for development identified on the Program Leaders Survey.

Figure 11. Pyramid Model Implementation Activities



Q8. What have been the facilitating factors for implementing programs this year? What do programs need in the future?

Facilitating Factors

Process Coaches described some of the strategies and resources that were most effective during 2022. Examples included:

- **Access to Training:** Sharing information about Pyramid Model training events and opportunities; access to the Wellness ePyramid Modules that address how to recognize and reduce stress.
- **Fostering Relationships:** Building a strong relationship with the entire team; staying connected virtually or in person; encouraging teams to problem-solve together, drawing on available resources.
- **Leadership Team Support:** Staying involved in meetings; planning for Leadership Team meetings by establishing agendas with key leaders ahead of time; engaging in small-group discussions and problem-solving. Several teams described a focus on staff support as central to their work in 2022.
- **NCPMI Resources:** Encouraging the use of resources on the National Center for Pyramid Model Innovations (NCPMI) website, including strategies for remote learning, family support, and re-establishing routines.
- **EC-BOQ as a Guide:** Using the EC-BOQ elements to help guide the implementation process.
- **Classroom/Teaching Strategies:** Framing discussion of strategies to support children in their social-emotional development using Pyramid Model practices. One coach said, “I observe visuals in classrooms and hallways. I hear teacher voices that are supportive, kind, telling children what to do.”
- **Recognizing Program Needs and Successes:** Supporting programs in their current state, not pushing too hard as the landscape of early childhood continues to evolve.

Q9. How are State Leadership Team structures supporting Pyramid Model implementation in programs across Illinois?

The Illinois Pyramid Model State Leadership Team first convened in 2017 and meets monthly. Members represent a cross-sector of agencies, including ISBE, Home Visiting, Head Start, Part C, Part B, Child Care, Mental Health Consultation, Parent Training and Information Centers, higher education, private funders, and technical assistance providers. The purpose of the team is to ensure that a state infrastructure exists to support Pyramid Model implementation statewide. Their work includes a focus on collaboration, data-based decision-making, and policy development.

Figure 12. State Leadership Team Benchmarks of Critical Quality Elements

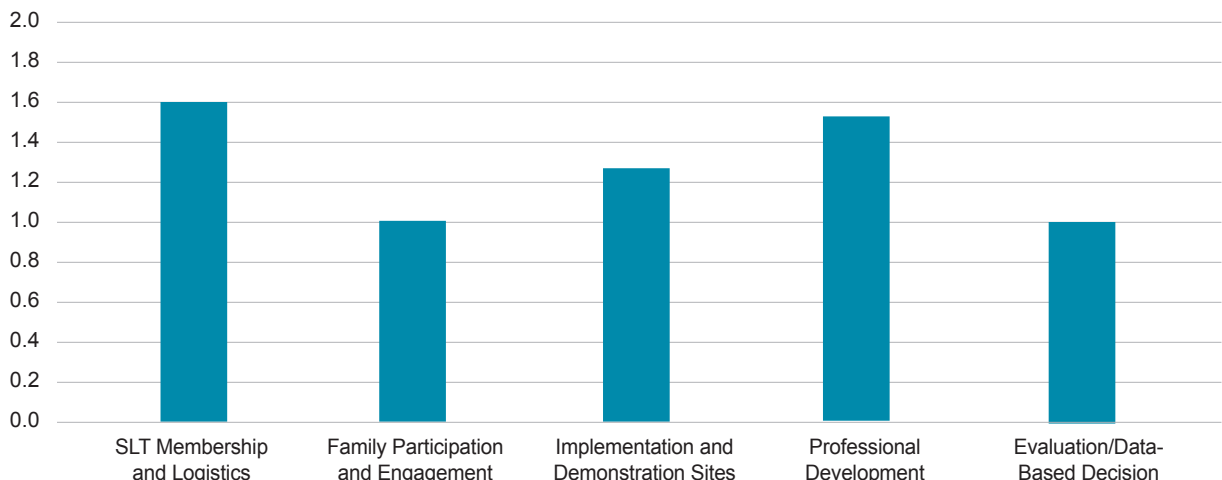


Figure 12 displays the critical elements on the State Leadership Team Benchmarks of Quality for the Illinois SLT as of March 2022. The SLT BOQ is a self-assessment tool that can be completed by the SLT as a whole or in small groups, with the results from each group compiled into one consensus document to ensure that all SLT members are in agreement. The data from the SLT- BOQ are used for planning future work and tracking progress.

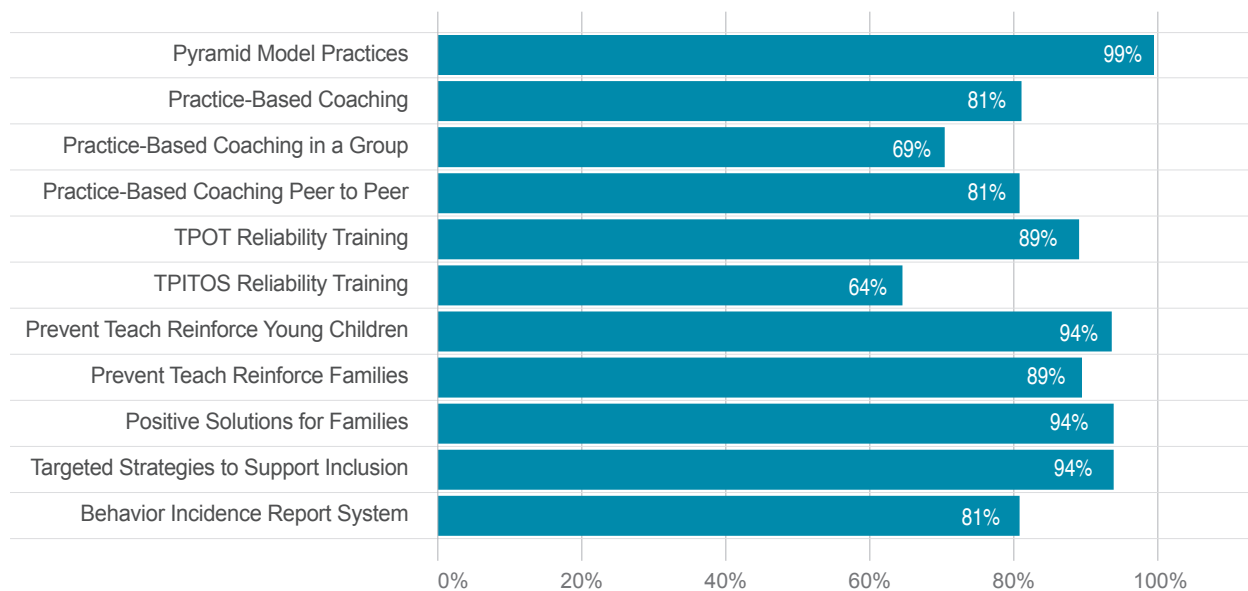
From these data, in addition to meeting as a full cross-sector group, the Illinois Pyramid Model State Leadership Team has developed workgroups to address the specific needs identified on the SLT-BOQ. Members of the SLT are divided across 1) a data and evaluation workgroup, 2) an implementation workgroup, and 3) a professional development workgroup. Each workgroup has an individualized action plan with items related to statewide support for Pyramid Model implementation and communication about the project. Workgroups met and shared updates at the monthly SLT meetings throughout 2022.

In early 2022, members of the cross-sector State Leadership Team received technical assistance from NCPMI to examine scale-up and sustainability strategies to support Pyramid Model implementation in Illinois into the future. The technical assistance included support with funding, policy, and ongoing collaboration at the state level.

Needs Going Forward

Process Coaches also provided feedback about the training and support that programs would benefit from in the future. With respect to training needs, Process Coaches were asked to rate different topics from 1 to 4, where 1=Not a Priority at this time and 4=Highly Beneficial. The summary results in Figure 13 show training and coaching items that Process Coaches rated as somewhat and highly beneficial.

Figure 13. Professional Development Activities Rated Most Beneficial for Implementing Programs



Other themes identified by the Process Coaches include:

- Ongoing support for engagement and buy-in among staff for the Pyramid Model, given the complex and competing demands and their intense workforce challenges.
- Continuing to support families, including providing examples and recommendations for how school personnel can help families to meet children’s social-emotional needs.
- Continued communication about the value of Pyramid Model implementation, with the recognition that programs will implement, support, and sustain it differently.
- Continued support for the ECEC workforce as program leaders respond to the challenging landscape of early childhood education in Illinois.

Taken together, these suggestions reflect the work underway as discussed throughout this report. Going forward, these areas of focus will continue to be important as programs and Process Coaches collaborate on the next steps to support children and families. The following section provides a brief summary of this year’s findings and offers several considerations.

Summary

During 2022, state project leaders (from GOECD, ISBE, IHSA, EITP, and INCCRRA) and the Pyramid Model Consortium collaborated to support the Illinois Pyramid Model implementation sites and to strengthen the broader ECEC workforce.

PMC provided professional development to Pyramid Model Trainers, the Master Cadre of Pyramid Model experts, and the Process Coaches who provide individualized support to the implementation sites in school-based, licensed child care centers, family child care programs, and Head Start programs. As of the writing of this report, there are 61 ECEC programs working toward Pyramid Model implementation across ISBE, Head Start, Child Care Centers, and Family Child Care.

Program leaders across the implementation sites indicated that what they needed most in 2022 to support their efforts were continued training in Pyramid Model practices and other foundational topics and continued support from their Process Coaches.

For their part, the Process Coaches documented regular contact with programs throughout 2022, providing support that echoed the themes shared by program leaders. Among other activities, they assisted programs with professional development by connecting staff to needed training and supported them with ways to respond to challenging behavior and instruction in using data for decision-making. Systems for connecting with Leadership Teams were continued, and Process coaches focused on keeping these relationships strong.

General progress toward program-wide implementation was evaluated using data from the EC- Benchmarks of Quality. For the programs that shared self-ratings during 2022, on average, teams reported the critical elements were “partially in place,” with a fair portion “in place.” Some of the specific Pyramid Model implementation activities at the program level included working more directly with families and sharing resources with them, supporting teaching and learning through visual supports, and, as mentioned above, promoting program-wide expectations in the learning environment. As noted by both program leaders and Process Coaches, resources from NCPMI have been extremely valuable, especially for supporting families.

Appendix A: EC-BOQ Critical Elements and Indicators

EARLY CHILDHOOD PROGRAM-WIDE BENCHMARKS OF QUALITY CRITICAL ELEMENTS AND QUALITY INDICATORS

Adapted from: Early Childhood Program-Wide PBS Benchmarks of Quality, version 2.0,
Lise Fox, Mary Louise Hemmeter, Susan Jack, and Denise Perez Binder (2017)

ESTABLISH LEADERSHIP TEAM

1. Team has broad representation that includes, at a minimum, a teacher, an administrator, a member who will provide coaching to teachers, a member with expertise in behavior support, and a family member. Other team members might include a teaching assistant, related service specialists, a community member, and other program personnel.
2. Team has administrative support. The administrator attends meetings and trainings, is active in problem-solving to ensure the initiative's success, and is visibly supportive of the adoption of the model.
3. Team has regular meetings. Team meetings are scheduled at least 1x per month for a minimum of 1 hour. Team member attendance is consistent.
4. Team has established a clear mission/purpose. The team purpose or mission statement is written. Team members are able to clearly communicate the purpose of the Leadership Team.
5. Program has a child discipline policy statement that includes the promotion of social and emotional skills, the use of positive guidance and prevention approaches, and the elimination of the use of suspension and expulsion.
6. Team develops an implementation plan that includes all critical elements. A written implementation plan guides the work of the team. The team reviews the plan and updates their progress at each meeting. Action steps are identified to ensure achievement of the goals.
7. Team reviews and revises the plan at least annually.

STAFF BUY-IN

8. A staff poll is conducted in which at least 80% of staff indicate they are aware of and supportive of the need for a program-wide effort for (a) addressing children's social-emotional competence and challenging behavior, (b) using culturally responsive practices, and (c) addressing implicit bias.
9. Staff input and feedback is obtained throughout the process - a coffee break with the director, focus group, and suggestion box. The leadership Team provides updates on the process and data on the outcomes to program staff regularly.

FAMILY ENGAGEMENT

10. 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 program-wide adoption and mechanisms for promoting family involvement in the initiative (e.g., suggestion box, focus group).
11. There are multiple mechanisms for sharing the program-wide plan with families, including narrative documents, conferences, and parent meetings to ensure that all families are informed of the initiative.
12. Family involvement in the initiative is supported through a variety of mechanisms, including home teaching suggestions, information on supporting social development, and the outcomes of the initiative. Information is shared through a variety of formats (e.g., meetings, home visit discussions, newsletters in multiple languages, open houses, websites, family-friendly handouts, workshops, rollout events, and access to staff with bilingual capacity).
13. Families are involved in planning for individual children in a meaningful and proactive way. Families are encouraged to team with program staff in the development of individualized plans of support for children, including the development of strategies that may be used in the home and community.

PROGRAM-WIDE EXPECTATIONS

14. Two to five positively stated program-wide expectations are developed.
15. Expectations are written in a way that applies to both children and staff. When expectations are discussed, the application of expectations to program staff and children is acknowledged.
16. Expectations are developmentally appropriate and linked to concrete rules for behavior within activities or settings.
17. Program staff and families are involved in the identification of the program-wide expectations that address the needs, cultural norms, and values of the program and community.
18. Expectations are shared with families, and staff assists families in the translation of the expectations to rules in the home.
19. Expectations are posted in classrooms and in common areas in ways that are meaningful to children, staff, and families.
20. Strategies for acknowledging children's use of the expectations are developmentally appropriate and used by all program staff, including administrative and support staff (e.g., clerical, bus drivers, kitchen staff).

PROFESSIONAL DEVELOPMENT AND STAFF SUPPORT PLAN

21. A plan for providing ongoing support, training, and coaching in each classroom on the Pyramid Model, including culturally responsive practices and implicit bias, is developed and implemented.
22. Practice-based coaching is used to assist classroom staff with implementing the Pyramid Model practices to fidelity.
23. Staff responsible for facilitating behavior support processes are identified and trained.
24. A needs assessment and/or observation tool is used to determine training needs for Pyramid Model practices.
25. All teachers have an individualized professional development or action plan related to implementing Pyramid Model and culturally responsive practices with fidelity.
26. A process for training new staff in Pyramid Model and culturally responsive practices is developed.
27. Incentives and strategies for acknowledging staff effort in the implementation of Pyramid Model practices are implemented.

PROCEDURES FOR RESPONDING TO CHALLENGING BEHAVIOR

28. Teachers have received training related to potential bias when responding to behavior challenges and have strategies to reflect on their responses to individual children.
29. Program staff respond to children's problem behavior appropriately, using evidence-based approaches that are positive, are sensitive to family values, culture, and home language, and provide the child with guidance about the desired appropriate behavior and program-wide expectations.
30. A process for responding to crisis situations related to problem behavior is developed. Teachers can identify how to request assistance when needed. A plan for addressing the child's individual behavior support needs is initiated following requests for crisis assistance.
31. Teachers have opportunities to problem-solve with colleagues and family members around problem behavior. Teachers are encouraged to gain support in developing ideas for addressing problem behavior within the classroom (e.g., peer support, classroom mentor meetings, brainstorming sessions).
32. A team-based process for addressing individual children with persistent challenging behavior is developed. Teachers can identify the steps for initiating the team-based process, including fostering the participation of the family.
33. An individual or individuals with behavioral expertise are identified for coaching staff and families throughout the process of developing and implementing individualized intensive interventions for children in need of behavior support plans.
34. Strategies for partnering with families when there are problem behavior concerns are identified. Teachers have strategies for initiating parent contact and partnering with the family to develop strategies to promote appropriate behavior.