



**IOWA  
EC-PBIS**



**2024-25**

**Annual Report**



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our website!





# 2024-25 Year in Review



**Over 45** program leadership teams participated in some level of Program-Wide EC-PBIS Cohort training with 10 programs completing the Year 1 series. **Seven programs** were accepted into the 2025-26 cohort. Learn more about Program-Wide implementation on **page 3**.

**Over 95%** of participants in the **Iowa EC-PBIS Leadership Team Survey** agreed **Program-Wide implementation** resulted in:



- **the use of effective strategies to manage challenging behaviors**
- **the use of effective strategies to teach social and emotional skills**
- **improved classroom quality**

Learn more about about the Iowa EC-PBIS Leadership Team Survey and the results on **page 4**.



Over **70 EC-PBIS module series trainings** were held with over **700 attendees total**. Professionals had opportunities to attend professional development opportunities around coaching, data use, systems thinking, and evidence based practices. Learn more about all the training offerings and their impact on **pages 5 and 6**.



On average, over **80% of Pyramid Model practices were in place** across 292 observations in preschool classrooms and 84 observations in infant and toddler classrooms.



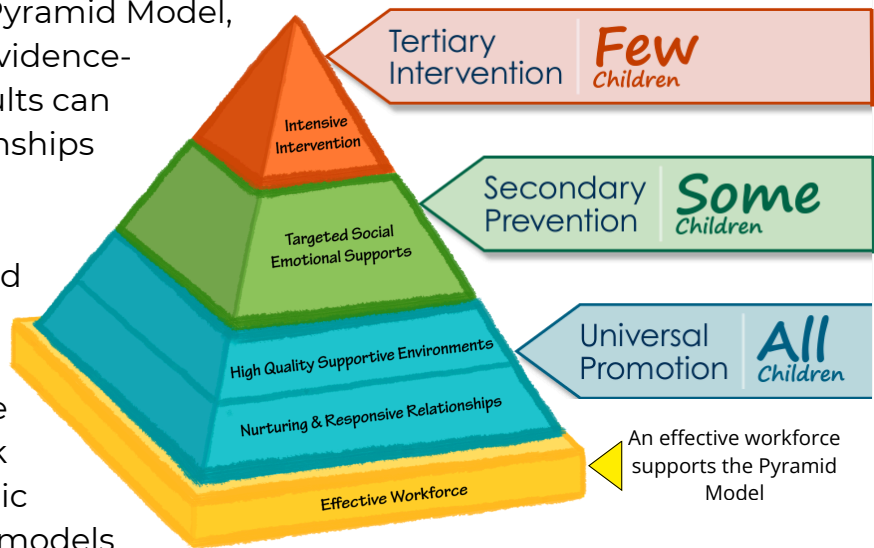
**Annie Boldt**, preschool early childhood special education teacher at Northwood Preschool in **Ames Community School District**, was named one of the **National Pyramid Model Champions** at the 2025 National Training Institute. Learn more about Annie and this honor on **page 7**.



**Eight classrooms** have been named as **Iowa EC-PBIS Model classrooms**. These are environments where Pyramid Model practices are being used to fidelity. These classrooms host practitioners from around the state to observe evidence-based practices in action. Learn more about Iowa EC-PBIS Model Classrooms on **page 7**.

# Early Childhood - Positive Behavioral Interventions and Supports (EC-PBIS)

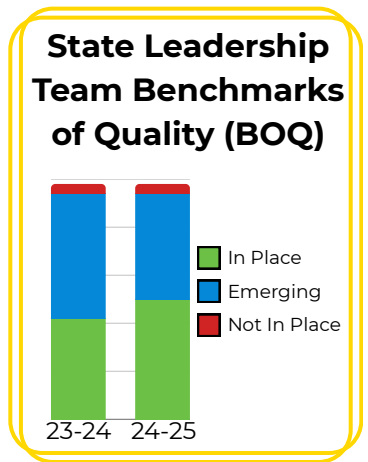
Early childhood caregivers and teachers are essential partners in supporting healthy social and emotional development and addressing challenging behavior. **Early Childhood - Positive Behavioral Interventions and Supports (EC-PBIS)**, also known as Pyramid Model, provides a framework of evidence-based practices which adults can use to build strong relationships with children and families, improve the predictability within their classrooms and respond appropriately and effectively to challenging behaviors. The Pyramid Model framework is consistent with the public health and mental health models of promotion, prevention and intervention.



## Iowa EC-PBIS State Leadership

EC-PBIS in Iowa is guided by State Leadership who are responsible for:

- formation of a network of coaches and trainers
- recruitment, selection and support of implementation sites
- creation of a plan for collecting data to evaluate fidelity of implementation and child and family outcomes
- implementation of a plan to scale-up and sustain the initiative



Iowa EC-PBIS State Leadership held **10 meetings** in 2024-25 to guide the initiative, assess progress, and work on identified priorities. The State BOQ is completed annually to measure progress toward state-wide implementation.

**Vision Statement:**  
Every child, beginning at birth, will have access to evidence based practices to support their social, emotional, mental and behavioral health.

**Mission Statement:**  
To develop and sustain a state infrastructure so that all early care, health and education providers successfully implement the Pyramid Model of positive behavior interventions and support with fidelity.

# Program-Wide Implementation

Program-Wide EC-PBIS refers to a **systematic effort** to implement the Pyramid Model throughout a program so it can be sustained over time despite changes in leadership or staff turnover. Programs apply to become EC-PBIS Program-Wide sites and complete three years of training aligned with implementation science. Programs can also attend an additional year of training focused on sustaining and scaling up of their Program-Wide efforts.

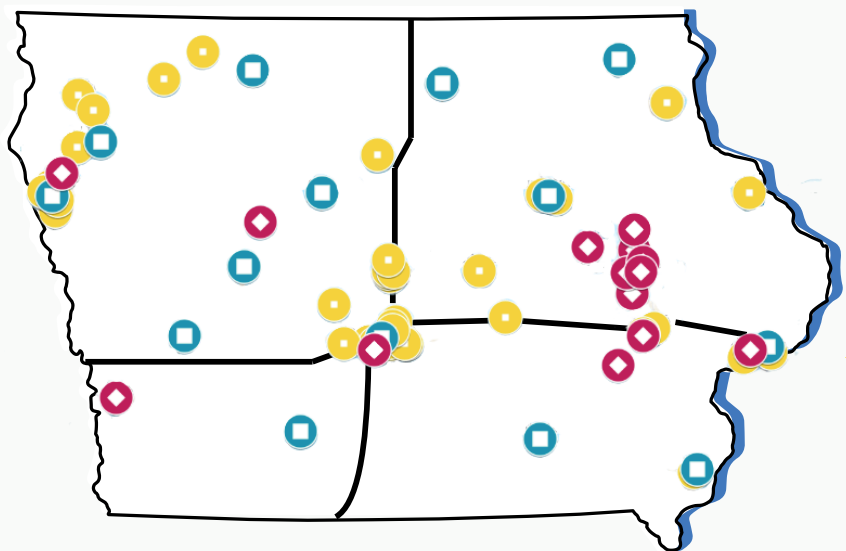
7

**programs applied for and were accepted into the 2025-26 Program-Wide EC-PBIS Cohort**

## 2024-25 Program-Wide Cohort Training Sequence

|   | Year 1 | Year 2 | Year 3 | Sustainability and Support |
|---|--------|--------|--------|----------------------------|
| Number of Programs Attending in 2024-25 | 10     | 18     | 12     | 6                          |
| Number of Training Hours                | 24     | 18     | 12     | 12                         |

## 2024-25 Iowa Program-Wide EC-PBIS Site Map



- Child Care
- Head Start
- ◆ School District

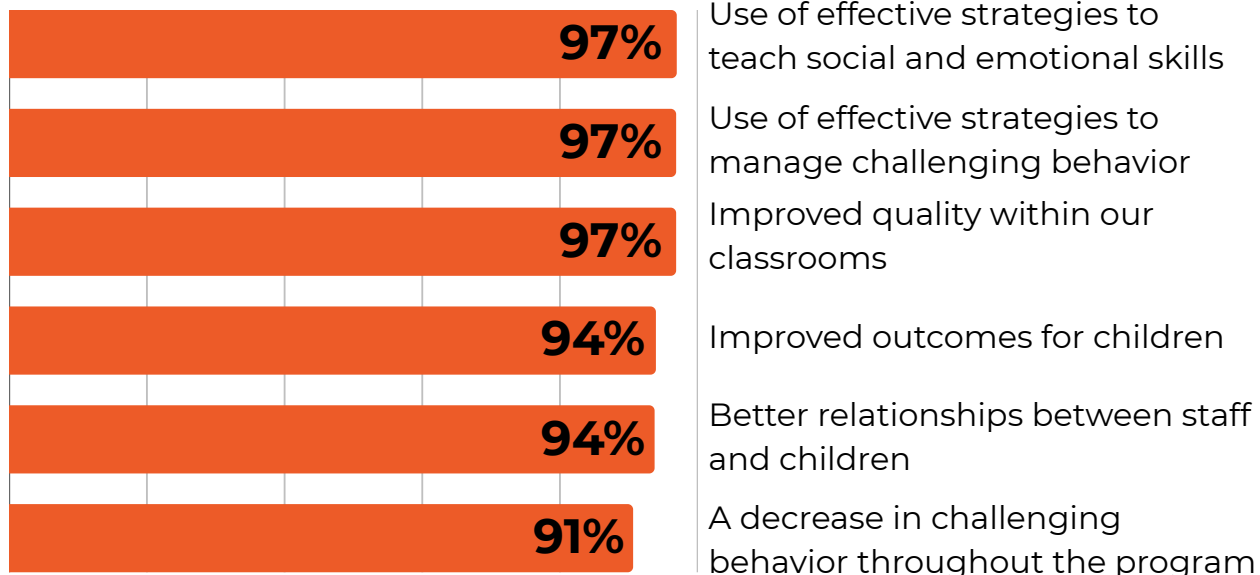
70  
**Programs participating in Program-Wide EC-PBIS**

Program-Wide EC-PBIS sites have completed the first year of training and have a **shared leadership team** that guides the work, provide **practice-based coaching** to practitioners to improve or increase their use of Pyramid Model Practices and **use data to inform decisions**.

# Iowa EC-PBIS Program-Wide Leadership Team Survey

An anonymous survey was sent out to leadership teams to gather data about the challenges and successes of implementing Program-Wide EC-PBIS. Thirty-three responses from 28 programs were received.

## Program-wide use of the Pyramid Model practices to support children's social and emotional development has resulted in:



Percent Agreement

### What do you think is the biggest benefit of implementing Pyramid Model in your program?

- Less stress on teachers, children and the families
- [A] decrease in challenging behaviors and increase in healthy relationships and self-regulation skills of staff and children
- Consistency across all of our classrooms and focusing on social skills instruction through the day
- A common approach to [Social-Emotional Learning] and challenging behavior across classrooms/teachers
- Helps us manage behaviors with positive strategies instead of discipline

“  
[Program-Wide EC-PBIS] has resulted in a high level of preventative strategies with [the] outcome being this is all we need to support challenging behavior in classrooms.  
”

# Training and Coaching: A Formula for Success

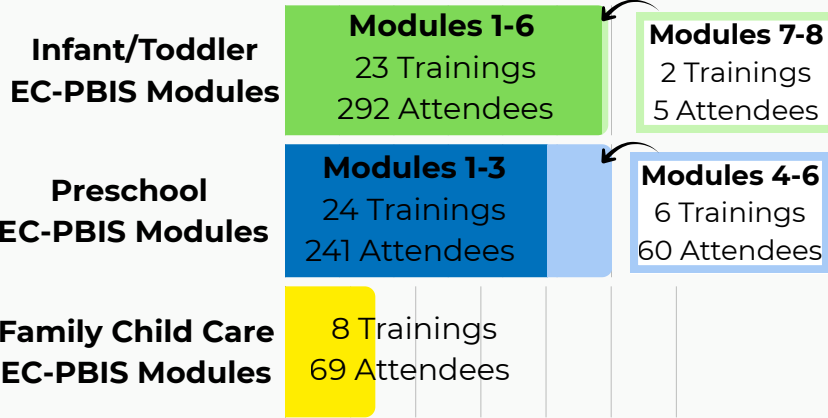
## Access to Quality Training

EC-PBIS training is provided by individuals who are experienced early childhood educators and approved by a

professional development network. Trainers attend a Train-the-Trainer event for the module series they would like to train. An **adult learning practices for EC-PBIS** was developed in 2025 and will be rolled out in 2025-26.

### 2024-25 Module Training Attendance\*

\*this graph only includes training data that was entered into I-PoWeR



Coaching provides the sequence and structure for teachers to work with another professional who provides descriptive feedback, guides reflection and helps the teacher take actions to improve their skills.

## Effective Coaching

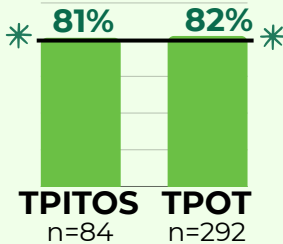
### Practitioner coaches must attend:

- Overview of Practice-Based Coaching (PBC)
  - Teaching Pyramid Infant/Toddler Observation Scale (TPITOS)
  - Teaching Pyramid Observation Tool (TPOT) for Preschool Classrooms
- AND EITHER**

**31**  
Coaches completed or renewed their training in 2024-25

## Classroom Use of Evidence-Based Practices

### 2024-25 Average Overall Score




The **TPITOS** and **TPOT** are tools for measuring the quality and quantity of Pyramid Model practices in the classroom.

**Eighty percent** is considered a high level of classroom implementation of Pyramid Model practices.

“Coaching [the] staff on [EC-PBIS] language in the classroom has helped them manage their rooms in a more positive way that works.”

# 2024-25 Ongoing Learning Opportunities

Six strands of ongoing learning opportunities were offered in 2024-25. These offerings are free and focus on a specific topic in Program-Wide EC-PBIS and the use of Pyramid Model practices.



**Practice-Based Coaching  
Community of Practice**




**Program Coaches  
Corner**




**Peer Mediated Strategies  
Community of Practice**



**Data Coordinators  
Meetings**



**Systems Thinking  
Community of Practice**



**Evidence-Based  
Practices Webinars**

“

**I appreciate the wonderful ideas that I can share with others!**

**All the information was clear and able to be used in classrooms!**

**The presenter was engaging and informative. I loved all the practical strategies to introduce to our team.**

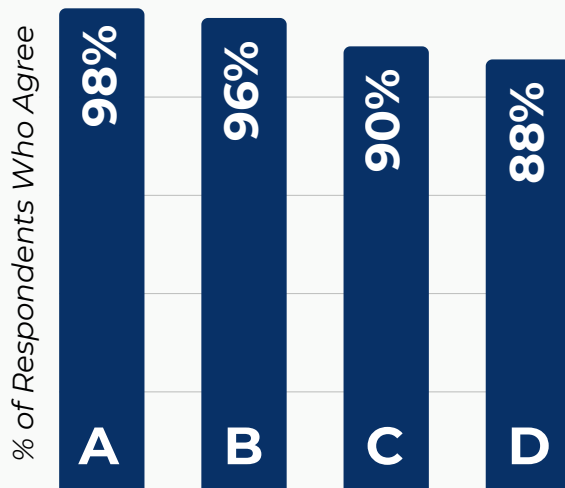
**Slides were simple to process. Break out room was a great way to process recently learned content and make connections to application**

**I love the small groups and the way the presenters work together**

”

## 2024-25 Feedback Data from Ongoing Learning Opportunities

n=155



- A.** The facilitators were knowledgeable about the topic.
- B.** The facilitators were responsive to participants' questions and needs.
- C.** I felt comfortable sharing and asking questions.
- D.** This will improve my ability to do my job.

# Celebrating EC-PBIS in the Classroom



## Iowa EC-PBIS Model Classrooms

Eight classrooms have been selected as Iowa EC-PBIS Model

Classrooms. These are environments which implement the Pyramid Model practices at a high level of fidelity. Teachers can apply for this recognition if they have two consecutive TPITOS or TPOTs in the past two years which meet the following criteria:

- 80% or greater overall average
- Minimum of 60% in all key practice areas
- No use of Red Flag Practices (i.e., practices which indicate issues related to professional development, support, or program practices)



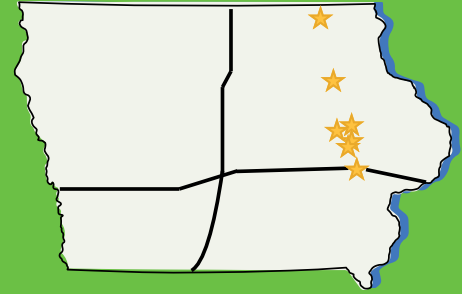
## Annie Boldt 2025 Pyramid Model Champion

The Pyramid Model Champion Award is a national honor from the Pyramid Model Consortium which recognizes individuals who demonstrate exceptional dedication and impact in promoting social-emotional development in young children. **Annie Boldt**, preschool early childhood special education teacher at Northwood Preschool in **Ames Community School District** and professional development



trainer, was selected as a 2025 recipient due to her outstanding commitment and effectiveness in building positive relationships, creating environments where all children feel a sense of belonging, and sharing her expertise and passion with other educators.

## 2024-25 EC-PBIS Model Classrooms



### Infant/Toddler Classrooms

- Hawkeye Area Community Action Program - Waterfront Head Start (Iowa City)

### Preschool Classrooms

- Alburnett Community School District (Alburnett)
- Hawkeye Area Community Action Program - Inn Circle (Cedar Rapids)
- Hawkeye Area Community Action Program - Jane Boyd Community House (Cedar Rapids)
- Hawkeye Area Community Action Program - Waterfront Head Start; Preschool Classroom (Iowa City)
- Northeast Iowa Community Action Corporation - Cresco Head Start (Cresco)
- Northeast Iowa Community Action Corporation - Oelwein B Head Start (Oelwein)
- Tiny Vikes Preschool Program (Shellsburg)

