

Early Intervention (Part C) Implementation Site Leadership Team (LT) Stages of Implementation



THE
PYRAMID MODEL
CONSORTIUM

CRITICAL
ELEMENT

I

Leadership Team (LT)

How do we ensure equity in access to opportunities and outcomes?

Stages of Implementation are not linear and SLT may need to revisit a previous stage at anytime. Depending on state infrastructure, some work may be guided by workgroups or sector teams.

	EXPLORATION	INSTALLATION	INITIAL IMPLEMENTATION	FULL IMPLEMENTATION
	Planning to Scale & Sustain			Sustaining
Resources Related to Leadership Team as a Critical Element PM overview video Leadership Team Implementation Guide Fillable PW Implementation Plan template Addressing Exclusionary Discipline Practices Resource Collection Family Engagement & the Leadership Team NCPMI EI webpage EI Leadership Team Packet	☐ Potential facilitator of the Leadership Team (LT) is identified. ☐ Site develops a LT representing appropriate roles, including family representation (Benchmarks of Quality-BoQ #1). ☐ Site LT learns about the Pyramid Model. ☐ LT determines how the Pyramid model is in alignment with additional initiatives within the program. ☐ LT completes the Hexagon Tool to determine readiness.	☐ LT participates in Leadership Launch where initial BoQ ratings are completed and first steps of an action plan are created (if Leadership Launch is not offered the program can independently or with Program Coach support complete initial BoQ items and begin the action plan). ☐ Monthly LT meetings are scheduled one year out (BoQ #3). ☐ LT facilitator finalizes an agenda for each meeting, after members have had a chance to contribute to agenda development. ☐ Initial Action Plan is written, documenting what the goals are, what the specific action steps are to achieve the goals, and a projected time frame for the goals to be accomplished (BoQ #6). ☐ Mission Statement is created and supported by the LT (BoQ #4). ☐ LT develops a communication plan to share priorities, purpose, and method with all stakeholders (staff, administration, families, etc) (BoQ #5, 9-10).	☐ LT develops workgroups around Action Plan goals. ☐ Workgroups report out to the LT on a regular basis, when applicable. ☐ LT Action Plan is reviewed on a monthly basis by the LT and next steps identified (BoQ #6). ☐ When the LT has turnover a process is developed to recruit new members and engage them quickly. ☐ LT reviews their Mission and Vision statements annually, and revises as needed to maintain relevance (BoQ #4). ☐ Orientation process for new members is developed and launched. ☐ The family representative voice on the LT continues to be incorporated into implementation.	☐ LT continues to have regular meetings (BoQ #3), where: ☐ Agenda is developed in advance ☐ Notes are taken and shared with full LT ☐ All roles of the LT are met for each meeting (BoQ #3) ☐ Review data (BoQ #24): ☐ Benchmarks of Quality (BoQ) ☐ Early Intervention Pyramid Practices Fidelity Instrument (EIPFPI) ☐ Coaching Logs ☐ Child and family outcome data (Child Outcome Summary, etc.) ☐ Workgroups continue to meet as needed and additional workgroups are formed to address new priorities, as applicable. ☐ LT continues to have an Action Plan that is reviewed on a regular basis with progress and revisions documented (BoQ #6). ☐ Action Plan documents specific goals, steps, strategies, and timelines to meet those goals (BoQ #6). ☐ LT reviews their Mission and Vision statements annually, and revises as needed to maintain relevance (BoQ #4).

Leadership Team (LT) *(continued)**How do we ensure equity in access to opportunities and outcomes?*

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Data Collection & Use Related to Leadership Team	☐ LT identifies Data Coordinator and outlines responsibilities. ☐ Data Workgroup organizes a list of data governance needs including: policies & procedures, data use, access, and sharing agreements, & informed consent forms.	☐ Data Coordinator reviews initial BoQ ratings and the team identifies primary priorities (BoQ #24-30). ☐ LT reviews existing staff roles, time, and material resources to align with selected priorities and adjusts action steps to fit current capacity. ☐ LT creates an action plan to achieve identified (BoQ #6). ☐ LT engages in Look-Think-Act (L/T/A) practice to monitor data entry consistency (BoQ #26-29).	☐ Data Coordinator provides data summaries at each LT meeting to share, explore, and discuss for data informed decision making (Look - Think) (BoQ # 26-29). ☐ LT engages in the Act part of the Look-Think-Act cycle (BoQ # 26-29). ☐ Data are collected, summarized with visual displays, and reviewed by the LT on a regular basis (BoQ # 24, 26-29).	☐ LT continues to engage in the L/T/A process (BoQ # 26-29). ☐ Data Coordinator provides data summaries for the team to assess impact of data informed decision making and assesses the need for change in plan (BoQ # 26-29). ☐ Data is shared regularly with staff, family members, etc. to support engagement and collaboration (BoQ #30) .

Staff Buy In*How do we ensure equity in access to opportunities and outcomes?*

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Resources Related to Staff Buy-In as a Critical Element Early Intervention (EI) Guide	☐ All staff are presented with information on the research, content, practices of the Pyramid Model and what it means to become a Pyramid Model site (BoQ #7). ☐ Staff poll (p. 24 in linked EI Guide) is conducted pre-installation regarding staff's desire to implement the Pyramid Model (BoQ #8).	☐ LT uses information from staff poll to influence where they begin their Pyramid Model work (BoQ #8). ☐ LT identifies bi-directional communication processes between staff and the LT (BoQ #9). ☐ Staff polls are conducted regularly (ie. at a minimum of 2x/year) to gauge current level of buy-in, engagement, satisfaction and wellness (BoQ #9).	☐ Staff are provided with updates on Pyramid Model implementation from the LT on a regular basis (BoQ #9). ☐ Staff are provided opportunities to provide input/feedback regarding Pyramid Model implementation (BoQ #9). ☐ Ongoing staff polling around satisfaction regarding Pyramid Model implementation is conducted and data are used to drive implementation (BoQ #9).	☐ There is clear evidence of staff input into Pyramid Model implementation (BoQ #9). ☐ Ongoing staff polling around satisfaction regarding Pyramid Model implementation takes place (BoQ #9) and is used to inform scale up and sustainability.

Staff Buy In *(continued)**How do we ensure equity in access to opportunities and outcomes?*

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Data Collection & Use Related to Staff Buy In	☐ LT implements a communication plan to explain data collection goals, purpose, and expectations for all staff (BoQ #7, #9).	☐ Training is provided to all staff on data collection systems and tools (BoQ #25). ☐ Staff are provided with means to access their data related to the ongoing evaluation of progress and growth.	☐ Staff receive ongoing education and technical support with data collection systems and processes that align with implementation practices. ☐ LT engages in routine scheduled meetings to engage in LT/A cycles around the data collected.	☐ Staff are surveyed 1-2x/year to understand the quality of their relationship with data and needs for support related to data. This can be incorporated into ongoing staff surveys.

Family Engagement*How do we ensure equity in access to opportunities and outcomes?*

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Resources Related to Family Engagement as a Critical Element Information Sheet Announcing the Pyramid Model to Families (p.31) Family Engagement Resources Family Engagement & the Leadership Team	☐ LT Includes a family member in the exploration process (BoQ #1). ☐ The Pyramid Model is presented to families and feedback on its place in the program is invited and included as part of the exploration process (BoQ #10, 11).	☐ LT creates ongoing bidirectional communication processes and multiple mechanisms for getting family input around Pyramid Model implementation (BoQ #10, 11).	☐ Families are provided with referrals to additional supports when needed (BoQ #13). ☐ Workshops and discussions on social emotional development are offered to families throughout the year where families can engage with and learn more about Pyramid Model practices. ☐ Collected data are consistently shared with families in a safe and respectful manner (BoQ #30). ☐ Families are actively included in the development of behavior intervention plans (BIPs) for their children (BoQ #20, 21, 23). ☐ Surveys and other mechanisms for collecting family input are regularly created for families and used to guide Pyramid Model implementation. (BoQ #10).	☐ Systems are in place to rotate family representation on the LT as families enter and transition out of the program (BoQ #1). ☐ Family engagement is fully systematized, reviewed by the LT and family representation on the LT is updated as needed.

Family Engagement *(continued)**How do we ensure equity in access to opportunities and outcomes?*

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Data Collection & Use Related to Family Engagement		☐ LT develops and collects signed informed consent forms related to data collection from families, if applicable. ☐ Data Coordinator provides opportunities for families to ask questions and get more information related to data collection systems. ☐ LT develops a family engagement/satisfaction survey calendar with a communication plan to notify families of survey frequency and months. ☐ LT develops a plan for ongoing opportunities for families to receive program level data and provide input on that data (BoQ #30). ☐ LT develops communication plans to inform families of data collection processes, purposes, and methods. ☐ LT engages in LT/A cycles around family engagement data each time new sets of data are available (BoQ #24, 28).	☐ Routinely and frequently, data collected on children is shared with family members, providing opportunity for feedback and input. ☐ Leadership deploys family engagement/satisfaction surveys and collects results using multiple mechanisms. ☐ Data Coordinator disseminates results to all stakeholders. ☐ LT develops a list of priorities to address based on survey feedback (BoQ #24, 28, 29). ☐ Program-level data are summarized and shared with program staff and families on a regular basis (BoQ #30).	☐ LT regularly implements ongoing opportunities for families to receive program level data and provide input on that data (BoQ #30). ☐ LT engages in LT/A cycles around family engagement data each time new sets of data are available (BoQ #24).



Building Staff Capacity

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Resources Related to PD & Staff Support Plan as a Critical Element Getting Trained ePyramid Courses Pyramid Model Resource Collection Practice Based Coaching (PBC) Pyramid Model Practices Implementation Checklist Equity Coaching Guide EIPPFi Package EI Implementation Checklist EI Practitioner Coach Log	☐ LT learns about the Practitioner Coach role and looks at positions this role can be developed within (BoQ #14, 15). ☐ LT reviews state and federal data privacy regulations to determine consent requirements aligned with intended data collection and use.	☐ LT is trained in all Pyramid Model practices (BoQ #14, 17, 18). ☐ LT develops a scale-up plan to eventually have all practitioners ("coachees") coached through PBC (BoQ #14, 16). ☐ Practitioner Coaches are identified and trained (BoQ #14, 15). ☐ LT explores best ways to train staff in implicit bias and culturally responsive practices, and Pyramid Model practices (BoQ #14). ☐ Practitioner Coaches are trained in PBC, EIPPFi, Practitioner Coach Log, and data entry system (BoQ #14, 15). ☐ Behavior Coaches/ Specialists are trained in PTR-F (BoQ #19-23). ☐ LT determines what fidelity markers coachees will meet through PBC (BoQ #16). ☐ LT develops a plan to acknowledge and celebrate staff participation and growth in Pyramid Model implementation.	☐ Staff begin to be trained in Pyramid Model Practices (BoQ #14, 17, 18). ☐ Practitioner Coaches complete the EIPPFi with coachees (BoQ #16, 26, 27). ☐ Practitioner Coaches begin ongoing PBC cycles with coachees, include use of video when applicable (BoQ #16). ☐ Practitioner Coaches enter fidelity and coaching log data into the data system. ☐ Practitioner Coaches support coachees in data based decision making (BoQ #16). ☐ LT engages in L/T/A cycles around Program Wide Practitioner Coach data (BoQ #27). ☐ LT implements a plan to acknowledge and celebrate success of staff participating in Pyramid Model implementation. ☐ LT determines a system to train new staff and PBC Coaches in Pyramid Model Practices (BoQ #17).	☐ Current and all new staff continue to be coached according to the Coaching to Fidelity plan (BoQ #16). ☐ Practitioner Coaches and coachees continue to engage in data based decision making (BoQ #16). ☐ All new staff continue to be trained on the Pyramid Model practices (including implicit bias, culturally responsive practices, and supporting families with complex needs) within their first year of being hired (BoQ #17, 18). ☐ Practitioner Coaches are available to engage all new staff in PBC cycles (BoQ #16). ☐ For coachees who have met "fidelity," Practitioners Coaches continue to collect EIPPFi data at a minimum of one time every other year (BoQ #16, 26). ☐ EIPPFi data is presented annually and ongoing professional development and coaching is determined accordingly. ☐ LT ensures ongoing celebration to acknowledge staff implementation efforts.

Building Staff Capacity *(continued)**How do we ensure equity in access to opportunities and outcomes?*

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Data Collection & Use Related to Professional Development	☐ LT creates and outlines a description of data training needs. ☐ LT ensures a process is in place to collect data on the effectiveness of all training and coaching supports. ☐ LT identifies and schedules data system Subject Matter Experts (SME) to provide training.	☐ LT conducts introduction training on data systems, purpose, and expectations. ☐ LT establishes and deploys a plan for ongoing/ as needed technical assistance in relation to data collection and storage. ☐ LT develops a tracking process to document which staff have been to which training and this data is used to continue to inform the scale up and training plan (pgs 38, 45-46 in the EI Guide). ☐ LT develops a tracking process to document which staff have been coached to fidelity and uses that data to inform its annual coaching plan (BoQ #14, 16) ☐ LT/identified SME conducts formal training on data collection systems.	☐ LT creates ongoing opportunities to explore data collection and coach educators and practitioners on improving practices and data collection habits (BoQ #27). ☐ Program-level data are summarized and shared with program staff and families on a regular basis (BoQ #30). ☐ The program measures implementation fidelity of the use of Pyramid Model practices and uses the data to make decisions about professional development and coaching support (BoQ #26, 27).	☐ LT provides ongoing monitoring and evaluation of data systems training needs to support ongoing education and personal growth. ☐ LT continues to track which staff have participated in each of the required Pyramid Model trainings and uses that data to inform its training plan. ☐ LT continues to track which staff have participated in PBC (BoQ #14, 16).



Providing Interventions to Children with Persistent Behaviors that Challenge *(continued)*

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Resources Related Behaviors that challenge as a Critical Element	☐ A group representing multiple roles from the program reflects on training and support staff have received related to how to respond to behaviors that challenge, how bias may impact responses, and whether or not a teaming approach is in place (BoQ #21).	☐ LT develops a plan to train staff (and begins training) in evidence based practices (EBPs), bias, culturally responsive practices, and teaming as it relates to supporting children experiencing behaviors that challenge (BoQ #19, 20). ☐ LT develops a process that includes a focus on universal practices and PTR-F (and begins implementing it) to support all practitioners needing access to Behavior Coach/ Specialists supports (BoQ #20). ☐ LT develops a process for practitioners to team with family members when families express concerns with their child's behaviors (BoQ #20-23). ☐ LT is trained in the Prevent Teach Reinforce for Families process and how it informs the Behavior Specialist role. ☐ Behavior Coaches are trained in PTR-F (BoQ #19). ☐ The Leadership Team develops a professional development plan to equip practitioners with the skills and strategies needed to support families in intentionally using universal practices that prevent behaviors that challenges (BoQ #19).	☐ Early Interventionists are supported by Practitioner Coaches and Behavior Coaches to use EBPs when supporting children and families experiencing severe and persistent behaviors that challenge (BoQ #19). ☐ A teaming process is used when developing Behavior Intervention Plans (BIPs), including family members (BoQ #20-23).	☐ All staff continue to have access to a Behavior Coach/ Specialist when needed (BoQ #20-22). ☐ All staff continue to participate in the teaming process to support individual children and families, as needed (BoQ #19-23). ☐ LT continues to ensure that practitioners are trained and knowledgeable in universal practices that prevent behaviors that challenge.
Data Collection & Use Related to Responding to Behaviors that Challenge	☐ LT explores the value of embedding a culture of data based decision making to support children and families experiencing behaviors that challenge.	☐ LT implements training on processes and tracking tools for supporting families in collecting data on behaviors that challenge.	☐ LT provides opportunities for practitioners to review data and engage in data based decision making on a routine and frequent basis. ☐ LT reviews behavior data with families and provides opportunity for dialogue and discussion.	☐ LT remains committed to supporting practitioners and families in making data-driven decisions to address behaviors that challenge effectively.

Monitoring Implementation and Outcomes

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Data Collection & Use Related to Monitoring Implementation and Outcomes Data Decision-Making and Program-wide Implementation of the Pyramid Model	☐ LT explores the data collection culture in its program and evaluates staff readiness to engage in data based decision making. ☐ LT will engage in discovery and learning about Pyramid Model data collection tools associated with implementation needs and outcomes. ☐ LT outlines Pyramid Model data collection expectations and timelines (who, what, when, and why data is to be collected). ☐ LT assesses existing program data that aligns with Pyramid Model implementation, exploring how it can inform and enhance ongoing efforts.	☐ LT establishes a list of outcomes that are measurable and can be assessed for progress. ☐ LT develops practices to utilize L/T/A tools and collectively make data informed decisions (BoQ # 24, 27). ☐ LT provides training on data related policies & procedures. ☐ LT coordinates Practitioner Coaches in accessing the following trainings: EIPPF, Practitioner Coach Log, and data entry system. ☐ The Data Coordinator engages in specialized training on Pyramid Model data tools.	☐ LT will develop systems for generating reports to assess child, family, and program level outcomes. ☐ LT will establish a process for reviewing data at monthly meetings (BoQ #24). ☐ Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement (BoQ #26-29). ☐ LT provides ongoing monitoring of data collection to ensure it meets established expectations. ☐ LT evaluates training and support needs related to data. ☐ LT prepares program level data summaries to share with staff, families, and stakeholders as appropriate and on an ongoing basis (BoQ #30).	☐ LT will continue to implement L/T/A practices to explore data and collectively make informed decisions (BoQ #24). ☐ LT reviews data collection established expectations and timelines for needed adjustments considering capacity, training, and overall needs of the program. ☐ LT continues to engage in L/T/A around Program Wide data (de-identified) on a regular basis, including but not limited to the following: BOQ, EIPPF, Coaching Logs, and PTR-F data (BoQ #24, 27-29).

