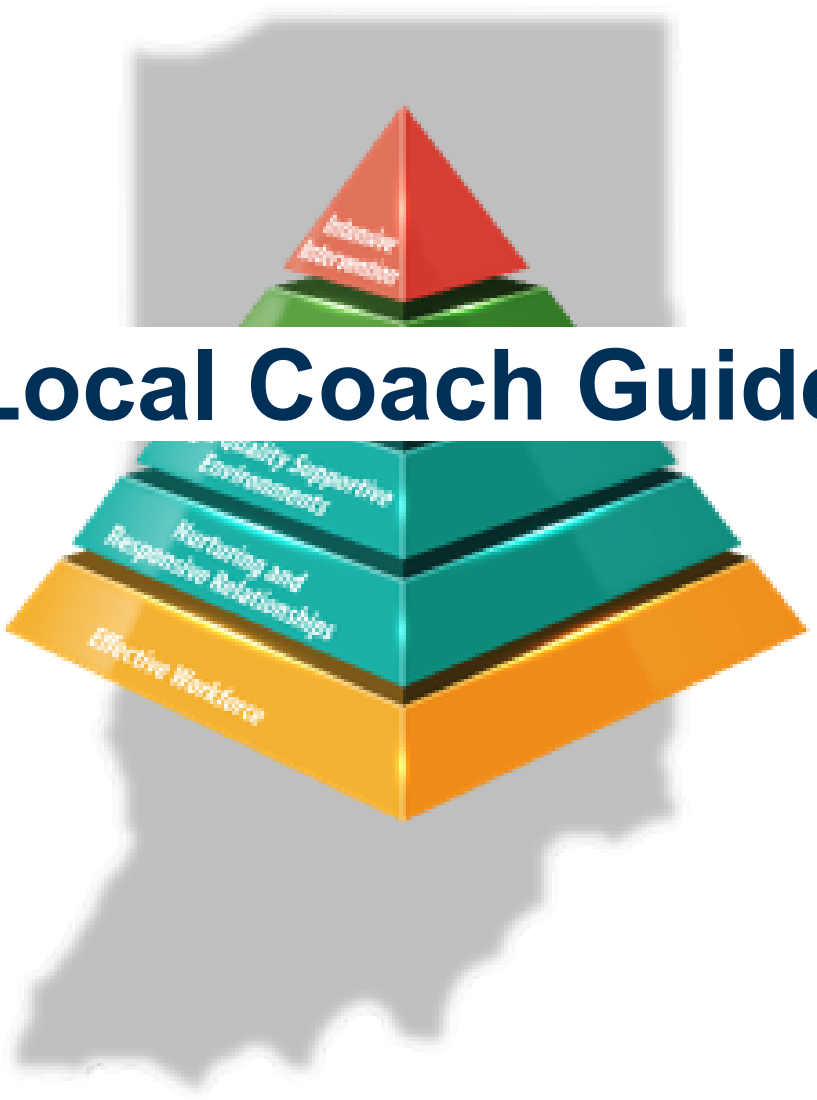




Local Coach Guide

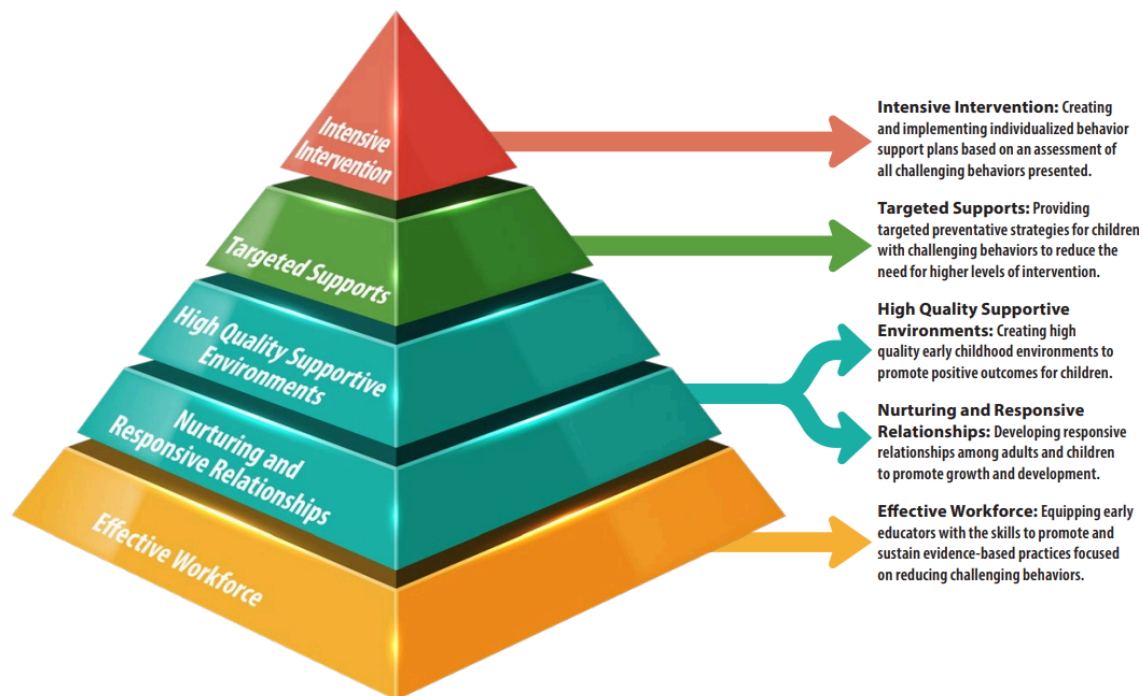
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Introduction: Pyramid Model Foundation

Pyramid Model Framework (birth to age six)

The Pyramid Model is a framework and a way to organize evidence-based practices to support children's well-being and prevent challenging behaviors. The Pyramid Model is a nationally recognized framework that is currently being implemented across the United States and the world. It is most often used by early childhood educators, though it can also be employed by families and other professionals who interact with young children. Indiana's version of the Pyramid Model builds upon a tiered approach outlined in more detail below.



Tier 1: Effective Workforce

Equipping early educators with the skills to promote and sustain evidence-based practices focused on reducing challenging behaviors.

Tier 2: Nurturing & Responsive Relationships and High-Quality Supportive Environments

Developing responsive relationships among adults and children and creating high-quality early childhood environments to promote growth and development.

Tier 3: Targeted Supports

Providing targeted preventative strategies for children with challenging behaviors to reduce the need for high levels of intervention.

Tier 4: Intensive Intervention

Creating and implementing individualized behavior support plans based on an assessment of all challenging behaviors presented.

Pyramid Model History

Development of and research on the Pyramid Model has been funded by various federal grants from the Office of Head Start, the Office Child Care and the Office of Special Education Programs nearly continuously since 2005. During a gap in public funding between 2012 and 2016, The Pyramid Model Consortium (PMC) was formed to continue to meet the demand for Pyramid Model training and technical assistance as a non-profit organization. Since 2016, federally funded support of the Pyramid Model has been provided by the National Center for Pyramid Model Innovation (NCPMI). NCPMI develops materials, conducts research and supports states within the capacity of their grant. PMC provides fee-for-service technical assistance on Pyramid Model to states, programs and nations whose work is beyond the scope of the NCPMI project deliverables. PMC collaborates closely with NCPMI to ensure that the technical assistance and training provided by PMC is aligned with NCPMI. The most current information and resources about PMC and NCPMI can be found on their websites:

- Pyramid Model Consortium (PMC) <https://www.pyramidmodel.org/>
- National Center for Pyramid Model Innovation (NCPMI) <https://challengingbehavior.org>

State of Research/Outcomes

Evidence from randomized controlled trials has taught us that the Pyramid Model works!

- Children improve acquisition and use of knowledge and skills (Indicator 7C) and engage in fewer challenging behaviors in Pyramid Model classrooms.
- Teachers implement Pyramid Model practices to fidelity when receiving training and practice-based coaching.

Links to the evidence base:

- ★ [Pyramid Model Evidence-Base](#)
- ★ [Brief Summary of 2016 Pyramid Model Study](#)
- ★ Visit <https://challengingbehavior.org/pyramid-model/overview/research/> for more information.

Indiana's Professional Development Framework

Indiana's Professional Development structure for Pyramid Model Implementation consists of a four leveled approach for training, coaching, and support. The structure involves a collaborative effort of Pyramid Model supports delivery to ultimately improve outcomes for the children and families being served across early education programs.

Level 1: Pyramid Model State Leadership Team

Pyramid Model State Leadership Team collaborates with Indiana's Program Coaching Team and Local Coaching Teams to ensure professional development is structured and delivered across all levels of support.

Level 2: Program Coaching Team

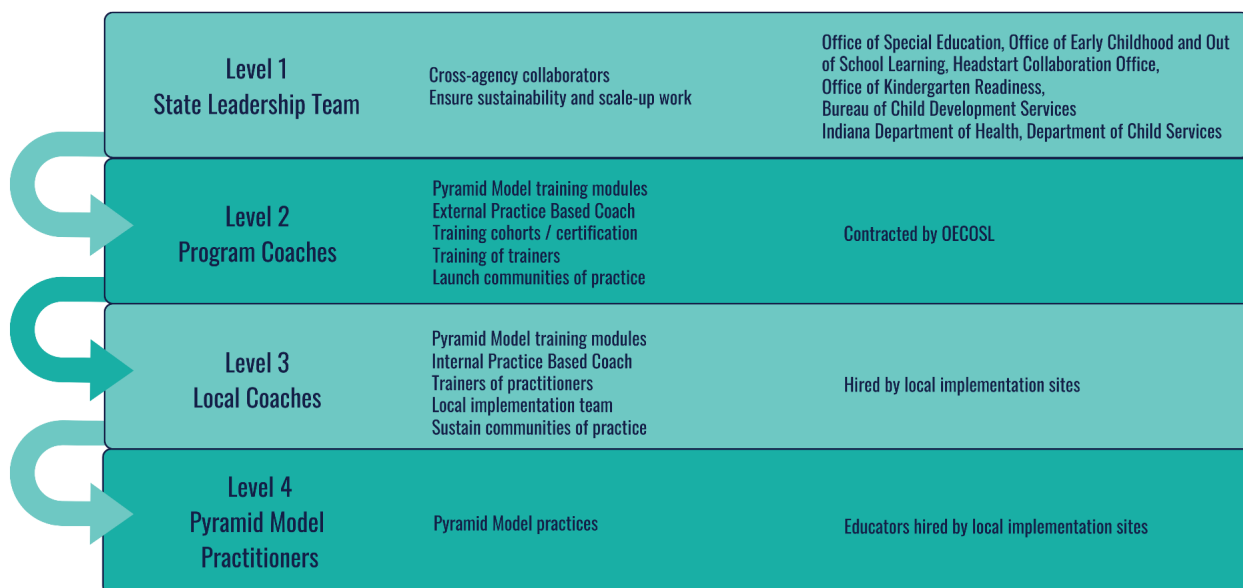
Indiana's Pyramid Model Program Coaches provide professional development to Local Coaching Teams on Pyramid Model practices and coaching. In addition, they support technical assistance for local coaching teams across Indiana's early education mixed delivery system.

Level 3: Local Coaching Team

Annual cohorts of Local Coaching Teams provide professional development to Practitioners of the Pyramid Model practices. Coaching is executed locally within implementation programs across Indiana's early education mixed delivery professional development system.

Level 4: Pyramid Model Practitioners

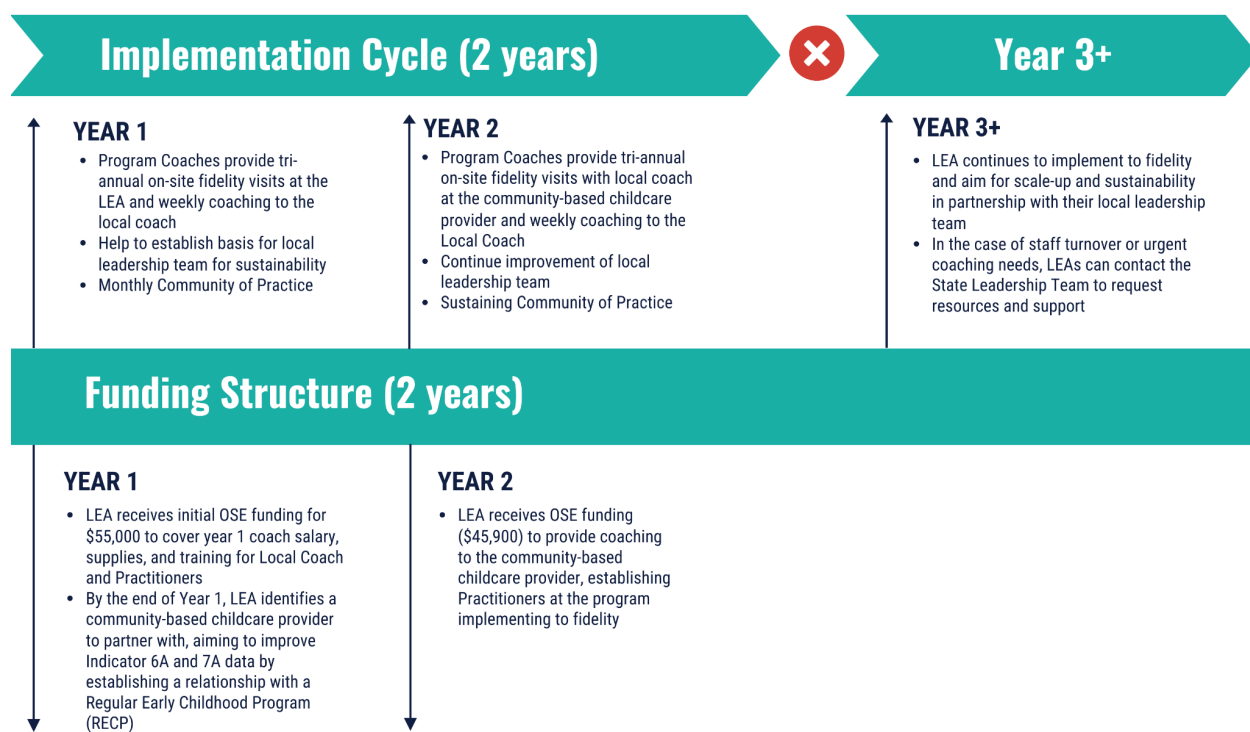
This level is job-embedded professional development that is executed at a program level across Indiana's early education mixed delivery system in direct support of children within the program. A summary of training and coaching support can be found in the following chart:



Indiana's Current State Implementation Cycle

Indiana is piloting implementation of the State's Pyramid Model framework during the 2025-2026 and 2026-2027 school years across Local Education Agencies, community-based childcare, and Head Start programs. Indiana has a plan for implementation of yearly cohorts that includes two years of support from Program Coaches to Local Coaches at implementation sites beginning in June and running through May of the following year.

The structure of Indiana's Pyramid Model Implementation Cycle is outlined in the visual below



Summer Prior to Implementation - Initial Local Coach Training and Certification:

- Program Coaches will provide required training for Local Coach Certification prior to the beginning of the school year. Program Coaches will provide initial Pyramid Model Practices training to Practitioners at the implementation sites alongside the Local Coach.

Year 1 - Intensive Program Coaching and Supports:

- Supplemental Local Coach training, weekly coaching and support, and tri-annual fidelity checks provided by the Program Coach.
 - First check: September/October, Second check: January, Third check: May

Year 2 - Continued Intensive Program Coaching and Supports:

- Supplemental Local Coach training, weekly coaching and support, and tri-annual fidelity checks provided by the Program Coach.
 - First check: September/October, Second check: January, Third check: May

Indiana's Pyramid Model Local Coach Overview

Indiana's Local Coaches provide professional development of the Pyramid Model framework to Practitioners across the early education system. They collaborate with the Pyramid Model Program Coaches to train and guide Practitioners use of the framework within local implementation sites. They provide a perspective that is informed by experiences across programs. Local Coaches use practice-based coaching at the local level and support Level 4 Pyramid Model professional development.

Pre-Requisite Training Requirements

In order to be a Pyramid Model Local Coach in Indiana, there is a comprehensive list of trainings that are required to be completed prior to beginning coaching:

- Pyramid Model Practices: Preschool
- Practice-Based Coaching
- Teaching Pyramid Observation Tool (TPOT™) – Reliability
- Pyramid Model Implementation Data System (PIDS)
- Behavior Incident Report System (BIRS)
- Systems & Practice Based Coaching Community of Practice
- Pyramid Model Practices: Train-the-trainer
- Family Engagement – Positive Solutions for Families
- Data Foundation and Culture
- Prevent-Teach-Reinforce for Young Children (optional)

Local Coach Training Schedule

Schedule is subject to change based on the needs of the State and the vendor.

Month	Training
July	Pyramid Model Practices: Preschool
August	TPOT™ Reliability (no observation requirements)
September	Practice Based Coaching Pyramid Model Implementation Data System (PIDS) Behavior Incident Report System (BIRS)
October	Family Engagement – Positive Solutions for Families
November	Data Foundation and Culture Systems & Practice-Based Coaching Community of Practice Prevent-Teach-Reinforce for Young Children (optional)
December	Pyramid Model Practices: Train-the-trainer

Roles and Responsibilities

The main role of the Local Coach is to assist sites through training and support of Practitioners in high fidelity local implementation of the Pyramid Model framework. Through a tiered level of support structure, these roles and responsibilities will be individualized according to the needs of the local implementation site.

The essential roles and responsibilities of the **Local Coach** are outlined below:

Conducting all formal required trainings for educators to become Practitioners:

- Facilitate Pyramid Model Practices and BIRS training for implementing Practitioners on effective implementation strategies
- Record all required information on educators that have completed training
- Provide Certification of Completion to all Practitioners provided by the State Leadership Team and file a copy for internal records

Coach and support Practitioners:

- Guide and coach Practitioners as they initiate Pyramid Model implementation within their classrooms
- Utilize the practitioner fidelity tool (TPOT™) and Practitioner input to conduct initial needs assessment analyzing strengths and needs of each Practitioner
- Plan for reflection and feedback to develop action plans for Practitioners
- Review Practitioner Action Plan data with Program Coaches for completion and implementation
- Complete a Local Coaching Log following each coaching session with Practitioners
- Attend weekly virtual and/or in-person observation, reflection, and feedback meetings with the Program Coaches
- Attend virtual and/or in-person monthly Community of Practice meetings alongside other local implementation programs
- Collaborate with Program Coach to make data-based decisions through data collected

Support Local Leadership Team:

- Create a [Local Leadership Team](#) with the aim of scale-up and sustainability within the local community
- Facilitate monthly meetings to maintain, track progress, and provide suggested actions steps on the [Program-Wide Benchmarks of Quality \(BoQ\)](#) and provide updates from the Local Leadership Team to the Program Coaches and the State Leadership Team.
- Collaborate with the Local Leadership Team to review and analyze implementation site data and create action steps to improve quality and effectiveness.

Implementation of TPOT™ observations:

**** Head Start programs are excluded from this requirement.**

- Complete TPOT™ observations for all Practitioners implementing
 - Year 1: Tri-Annual (baseline, mid-year, end of year)
 - Year 2: Tri-Annual (baseline, mid-year, end of year)
- Complete inter-rater reliability testing with the Program Coach on two Practitioners in implementation classrooms ******
 - Year 1: Tri-Annual (baseline, mid-year, end of year)
 - Year 2: Tri-Annual (baseline, mid-year, end of year)



Access, collect and record all required data in Pyramid Model Implementation Data System (PIDS):

- Collect and review Behavior Incident Report System (BIRS) data recorded by Practitioners and input into PIDS
- Collect TPOT™ observational data for each Practitioner and record it in PIDS
- Collect Local Leadership Team's updates and progress to Program-Wide Benchmarks of Quality in PIDS
- Record and log all coaching sessions and action planning within PIDS
- Access Pyramid Model resources to ensure in-depth knowledge of PIDS data system for data collection during implementation

Liaison between Practitioners, Local Leadership Teams & the Program Coaches:

****Head Start Local Coaches will be liaisons between Practitioners, Local Leadership Teams & the SLT**

- Communicate with the Program Coach any issues or barriers to implementation from Practitioners or Local Leadership Teams
- Provide all needed data and reports to the Program Coach as required for the State Leadership Team's annual report
- Attend the annual State's Pyramid Model Celebration and share any successes from local implementation sites (highly recommended)

Training Practitioners

Practitioners - Training Requirements

- Pyramid Model Practices: Preschool
- Behavior Incident Report System (BIRS)

As a part of the coaching model, Local Coaches will support Practitioners through the following activities:

- Receive training to become Practitioners no later than September 15th each year before classrooms may implement.
- Coaching through implementation of the Pyramid Model by the Local Coach utilizing the TPOT™ within their classrooms
- Collect Behavior Incident Report System (BIRS) paper data and collaborate with the Local Coach to improve child-level outcomes
- Engage with families in collaboration with the Local Coach and Local Leadership Teams

Submitting Training, Tracking, Certification Process

***All training will be tracked directly by the SLT during the 2025-2026 & 2026-2027 pilot years*

Process for tracking Practitioner trainings & submitting to the SLT:

- Local Coaches will be required to fill-out a Training Tracker following completion of each training provided by the coach.
 - Utilize this template by making a copy of [this document](#) for the local implementation site and ensure that pyramidmodel@doe.in.gov has access.
- Send the document to pyramidmodel@doe.in.gov when a training is completed.
- The State Leadership Team will return Certificates of Completion to the Local Coach which should be provided to the Practitioners and to keep a copy on file.

Implementation Site Communication

Communication with Assigned Program Coach

***Head Start Local Coaches will communicate directly with the Head Start SLT co-chair*

- The Local Coach will communicate directly with the Program Coach regarding all Pyramid Model implementation specific questions.
- The Local Coach and the Program Coach will collaborate to decide on the best method of communication outside of required weekly meetings.

Local Coach Resignation or Extended Absence

***Head Start Local Coaches will communicate directly with the Head Start SLT co-chair*

If a Local Coach resigns or has an extended leave of absence, a replacement must be hired. If a Local Coach or site decides to implement the Pyramid Model framework outside of the State Leadership Team's model, they cannot claim affiliation or access the State's resources.

- The Local Leadership Team will communicate the resignation or extended absence to the assigned Indiana Department of Education (IDOE) contract manager and the assigned Program Coach.
- The Local Leadership Team will collaborate with the Office of Special Education to reassign current duties until replacement or substitute is hired and fully trained.
- SLT and the Office of Special Education will inform Program Coaches of the hire date or start date of the Local Coach.
- Upon a replacement being hired or a substitute being identified, the SLT will confirm that the prerequisite training requirements are met before the new Local Coach can support the local implementation sites.
- If a Local Coach resigns and moves to another location in which they would like to begin implementation at a new site, they should contact pyramidmodel@doe.in.gov for next steps.

Local Coach Resignation (Post-Implementation Cycle)

If an early education program has completed the full two-year implementation cycle and the Local Coach resigns, they must hire a replacement.

Once the new coach is hired, the program must contact the Indiana Pyramid Model State Leadership Team at pyramidmodel@doe.in.gov to arrange training. After completion of all training, the new Local Coach will not repeat the initial state-supported two-year implementation cycle, but rather will be supported by their Local Leadership Team. Program Coaches may be available to provide support on a consultative basis, if capacity allows.

- Affiliate programs should not add additional classrooms or receive Local Coach support until fully trained.

Specific Questions

For any questions or concerns from the community, Local Coaches, or Program Coaches regarding the State's Pyramid Model framework, please contact pyramidmodel@doe.in.gov.

Progress Indicators

The State Leadership Team and Program Coaches will monitor progress indicators, including:

Mid-Year Indicators

*** Head Start programs are excluded from this progress indicator.*

- A decrease in the number and severity of BIRS reported for implementing classrooms
- Decrease in TPOT™ red flags tracked by the Local Coach from each Practitioner during TPOT™ observations
- Local Leadership Team has convened at least once.
- Improved inter-rater reliability on TPOT™ observations between the Program Coach and Local Coach. **
- Local Leadership Team made progress on the Program-Wide Benchmarks of Quality
- Made progress towards selecting a community-based provider for the second year of implementation (e.g. conversations, meetings, inviting candidates to Local Leadership Team meetings, creating written agreements). **

End-of-Year Indicators

*** Head Start programs are excluded from this progress indicator.*

- Significant decrease in the number and severity of BIRS reported for implementing classrooms
- All Practitioners have zero red flags on final TPOT™ observation
- Local Leadership Team met monthly.
- Local Leadership Team increased total rating for Program-Wide Benchmarks of Quality.
- Local Leadership Team has a written plan for scale-up and sustainability, including plan to sustain Local Coach beyond implementation cycle and expansion of Pyramid Model to non-implementing classrooms
- Significant improvement in inter-rater reliability on TPOT™ observations between the Program Coach and Local Coach. **
- Identified a community-based provider for the second year of implementation. **
- A written agreement was signed between the local implementation site and community-based provider which includes a training plan for Practitioners, implementation plan for coaching, and consistent attendance of representatives from the community-based provider at Local Leadership Team meetings. **

Additional Supports & Action Planning

*** Head Start programs are excluded from these additional supports.*

After the second inter-rater reliability testing each year, if a local implementation site is not observing areas of growth for the mid-year progress indicators, the Program Coach will create an action plan with the Local Coach. This plan will increase support available for the Local Coach and for the Practitioner.

These supports may include:

- Increased frequency of modeling and mentoring of best practices in behavior management. For example, hands-on modeling versus observational feedback.
- Increased frequency of coaching in TPOT™ reliability
- Additional recommendations for professional development, such as joining additional Community of Practice sessions related to coaching, e-modules, webinars, etc.

If, at the end of the first year, the local implementation site has not observed progress towards the end-of-year progress indicators, the State Leadership Team will schedule a team meeting between the Local Leadership Team, the Program Coach, and the State Leadership Team to create an action plan for next steps.

Glossary

Classroom

For the purposes of Pyramid Model, a classroom is defined as a set roster of students enrolled with a specific teacher for a set schedule within an implementation site (i.e. Ms. Smith has a morning developmental preschool classroom and an afternoon general education classroom).

Implementation Site

For purposes of the Pyramid Model, an implementation site is an early education program with at least 1 classroom implementing the Pyramid Model to fidelity with State recognition. Annual cohorts consisting of multiple early education programs will be selected with the support of the State Leadership Team to begin implementation.

Inter-rater Reliability Testing

Measures the degree of agreement between different people observing or assessing the same thing at the same time. For purposes of the Pyramid Model, it will be used to assess fidelity of implementation when data is collected by Program Coaches and Local Coaches completing classroom's TPOT™ assessments.

Benchmarks of Quality (BoQ)

The Benchmarks of Quality are checklists used by the leadership teams to assess where they are in the process of implementing evidence-based practices. This includes developing the necessary structures for guiding and supporting the implementation of evidence-based practices, and planning the next steps in the process of full implementation, scale up, and sustainability. The benchmarks are designed to help teams move through the stages of implementation and build the systems and supports needed for high-fidelity use of the evidence-based practices.

Behavior Incident Report System (BIRS)

The Behavior Incident Report System (BIRS) provides early care and education programs and classrooms with a system to collect and analyze behavior incidents in their program. The system provides an efficient mechanism for gathering information on elements related to behavior incidents that can be used analytically to make decisions about providing supports to teachers and children within the program. Teachers within programs collect data on behavior incidents that are not developmentally normative or are a cause of concern to the teacher. Data from these reports are summarized monthly to provide formative data for examining factors related to behavior incidents (child, teacher, activity, behavior type, behavior motivation, and responses to the behavior). In addition, this data provides summative information on the frequency of behavior incidents over time and an analysis of potential issues.

Teaching Pyramid Observation Tool (TPOT™)

A tool that provides Coaches concrete information as to how Practitioners are implementing Pyramid Model practices in the classroom. After collecting this information Coaches, alongside Practitioners, can build individualized action plans that meet the needs of the Practitioner and their specific classroom. It measures the critical elements of Pyramid Model implementation, and it allows the Coach and Practitioner to discuss and plan for implementation of each level of the pyramid.

Pyramid Model Implementation Data System (PIDS)

Is the data collection software system that allows implementation sites to collect data on BIRS and TPOT™ assessments from early childhood programs implementing the Pyramid Model. PIDS is the engine behind the framework, providing sites with critical data points to make well informed decisions about ongoing professional development for coaches and staff, helps guide decisions regarding effective and responsive policies, practices, and procedures, and provide summative information over time.

Pyramid Model TPOT™ Practitioners

Indiana's TPOT™ Practitioners are the State's sole trainers certified to train on the Teaching Pyramid Observation Tool (TPOT™). TPOT™ Practitioners support Level 2 and Level 3 Pyramid Model professional development.

Pyramid Model Program Coach

Once an individual completes all training required by the Indiana State Leadership Team and receives certification that they are a Pyramid Model Program Coach. Program Coaches guide and collaborate with the Pyramid Model State Leadership Team on the implementation of targeted sites. They provide a perspective that is informed by experiences across programs. Program Coaches train and guide Local Coaches use of practice-based coaching at the local level. Program Coaches support Level 3 and Level 4 Pyramid Model professional development.

Pyramid Model Local Coach

Once an individual completes all training required by the Indiana State Leadership Team and receives certification that they are a Pyramid Model Local Coach. Local coach's practice-based coaching trains and guides Practitioner use of evidence-based practices for promoting positive child outcomes. Pyramid Model Local Coaches support Level 4 Pyramid Model professional development.

Pyramid Model Practitioner

Once an educator completes training and receives a Certificate of Completion in Pyramid Model Practices they are then known as a Pyramid Model Practitioner. This level is job-embedded professional development that is executed at a program level across Indiana's' early education mixed delivery system in direct support of children within the program.