

Program-Wide Implementation Guide



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Contact: NYS Council on Children and Families

Website: <http://www.nysecac.org/ecac-initiatives/pyramid-model/>

Message from the New York State Pyramid Model Leadership Team

We are pleased you have decided to work collaboratively to promote the success of children by creating an environment where every child feels acknowledged, welcomed and loved. This is a wonderful opportunity to join in the movement to support teachers, parents and young children across the state to learn positive social skills that will help avoid and ultimately eliminate most challenging behaviors. By actively implementing the Pyramid Model, an evidence-based framework proven to be an effective approach to building social and emotional competence in early care and education programs, you become one of the many programs in New York to carry out our vision and achieve our goals related to implementing the Pyramid Model.

Social and emotional well-being sets the foundation for the development and learning of infants, toddlers and young children. The Governor's Early Childhood Advisory Council (ECAC), comprised of experts in early care and education, health and mental health services, parenting and family support, identified the critical need to better support and teach young children, teachers, administrators and family members social and emotional strategies to benefit all children. In response to this need, the New York State Council on Children and Families took the lead in 2015 to bring together a team of public and private agencies to form a new partnership to provide more early childhood professional development opportunities. This team is called the **New York State Pyramid Model Partnership**, and it promotes the statewide use of the Pyramid Model in all child-serving settings.

We hope this Guide provides the information you need to implement the Pyramid Model. Feel free to contact us at ecac@ccf.ny.gov with any questions or concerns along the way. We also love to hear and share stories when things go well -- something a parent may share with you after attending a Pyramid Session for parents or a change in a behavior in a classroom (adult or child behavioral change)!

Thank you for your commitment to implementing the Pyramid Model in your program. We look forward to working with you.

Sincerely,

The State Leadership Team

New York State Pyramid Model Partnership

March 2018

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Overview of the New York State Pyramid Model

Positive social and emotional development provides a critical foundation for lifelong development and learning. The Governor's Early Childhood Advisory Council -- comprised of experts in early childhood development, education, health, mental health and family support -- has identified the critical need to better support and teach young children and families social and emotional skills. In response, the New York State Council on Children and Families took the lead in bringing together a team of public and private agencies to form a new partnership: the **New York State Pyramid Model Partnership** to promote and support the statewide use of the Pyramid Model, an evidence-based framework proven to build social and emotional competence in the early years.

The New York State Pyramid Model Partnership is working collaboratively to:

- ▲ Increase the number of credentialed early childhood trainers and coaches providing professional development to the early childhood workforce to meet the social and emotional development needs of young children;
- ▲ Support partnerships between early childhood practitioners and parents;
- ▲ Support the implementation and sustainability of the Pyramid Model in all early childhood settings; and
- ▲ Evaluate the effectiveness of implementing the Pyramid Model in New York State.

With its emphasis on strong relationships, support for social competence and preventing and addressing challenging behavior in infants, toddlers and young children before they start, the Pyramid Model is congruent with other New York State early childhood efforts that help set the foundation for development and lifelong learning. These existing efforts include:

Entity/Agency	Effort and Website
NYS Early Childhood Advisory Council (ECAC)	Implementation of the ECAC strategic plan: www.nysecac.org
NYS Office of Children and Family Services (OCFS)	Child Care and Development Fund (CCDF) Plan recognizes the Pyramid Model as the approach to address children's social-emotional development and includes funding to support the Pyramid Model rollout: http://ocfs.ny.gov/main/childcare/stateplan/
NYS Education Department	Promotes positive school climates by implementing Positive Behavioral Interventions and Supports (PBIS): www.nyspbis.org & http://www.p12.nysed.gov/specialed/publications/2015-memos/preschool-suspensions-expulsions-memo-july-2015.html
New York City Department of Education	Issued jointly with the NYC Administration for Children's Services, the Statement on Positive Behavior Guidance in Pre-K for All and EarlyLearn NYC Programs. http://schools.nyc.gov/NR/rdonlyres/0C9C8A8A-3FE4-4F7D-A880-DD3D86B3C94D/0/StatementonPositiveBehaviorGuidance.pdf

Entity/Agency	Effort and Website
New York Works for Children	<p>The home of the state's integrated professional development system for the early childhood and school age workforce including the Aspire Registry, the early childhood workforce registry and statewide training calendar, and state resources for the field. Early childhood professionals, teachers, providers, directors, and other individuals who work in the early childhood field can use the Aspire Registry to keep track of important information about their career, including coursework, continuing training, coaching and work experience.</p> <p>http://nyworksforchildren.org/Home.aspx</p>
ECAC/Early Intervention Coordinating Council Joint Task Force Guidance on Social-Emotional Development	<p>The document, "Meeting the Social-Emotional Development Needs of Infants and Toddlers," provides guidance on evidence-based practices for addressing the social-emotional development of children from birth to age three and how to access further support when needed:</p> <p>https://www.health.ny.gov/publications/4226.pdf</p>
The Office of Head Start	<p>The updated Head Start Performance Standards were put into effect in November 2016 to improve program quality, regulatory clarity and transparency. They reflect the latest research on early education, and help ensure that all Head Start programs produce the best possible outcomes for the children and families they serve. For a complete list of the standards go to:</p> <p>https://eclkc.ohs.acf.hhs.gov/policy/presenting</p>

The Leadership Model (illustrated on page 7) is based on implementation science and has been shown in research studies to lead to lasting change in a school or child care center. Therefore, the time, energy and funding applied to this model of implementation will be a wise use of resources and provide better outcomes for staff, and children and families, over a longer period than simply training staff without the Leadership Team in place.

Program-Wide Implementation of the Pyramid Model

Preventing challenging behaviors and supporting children who present challenging behavior is extremely difficult. Yet, any child-serving setting can implement the Pyramid Model to build the ability of their staff, parents, administrators and children to enhance social and emotional skills development.

The Pyramid Model strategies help schools and other child-serving agencies enhance and improve their agency's policies and procedures to better serve children. Pyramid Model strategies are built on evidence-based best practices in early childhood. The Pyramid Model is based on more than just strong teaching and learning practices, it is also focused on building positive relationships, developing supportive and nurturing environments, teaching social skills, empathy and emotional vocabulary, and providing individualized supports when needed. When Pyramid Model strategies and program practices are fully implemented, the program looks very different as parents, teachers, and administrators are encouraging the social and emotional development of the children. For example, you won't see punitive punishments, you will see kind guidance with picture cues and logical consequences.

Program-Wide Implementation of the Pyramid Model involves:

- ▲ Training modules for teachers, parents, classroom coaches, and leaders.
- ▲ Coaching for the school or program's leadership team and teachers.
- ▲ A Leadership Team to make decisions about implementing the Pyramid Model.
- ▲ Leadership Team Meetings that are held regularly (suggest monthly) and involve the team members at the agency to develop and work on implementing the Pyramid Model.
- ▲ Data Collection that includes information on children's development, coaching goals, classroom strategies, agency Leadership Team activities ([Appendix A](#)).
- ▲ Reflection and data-driven decision making as a Leadership Team activity with program input and buy-in.

Please see the **Implementation Flow Chart** ([Appendix B](#)) for more information on the implementation steps.

The Pyramid Model is for All Child-Serving Settings from Birth to 5 Years

How do we define "child-serving settings"?

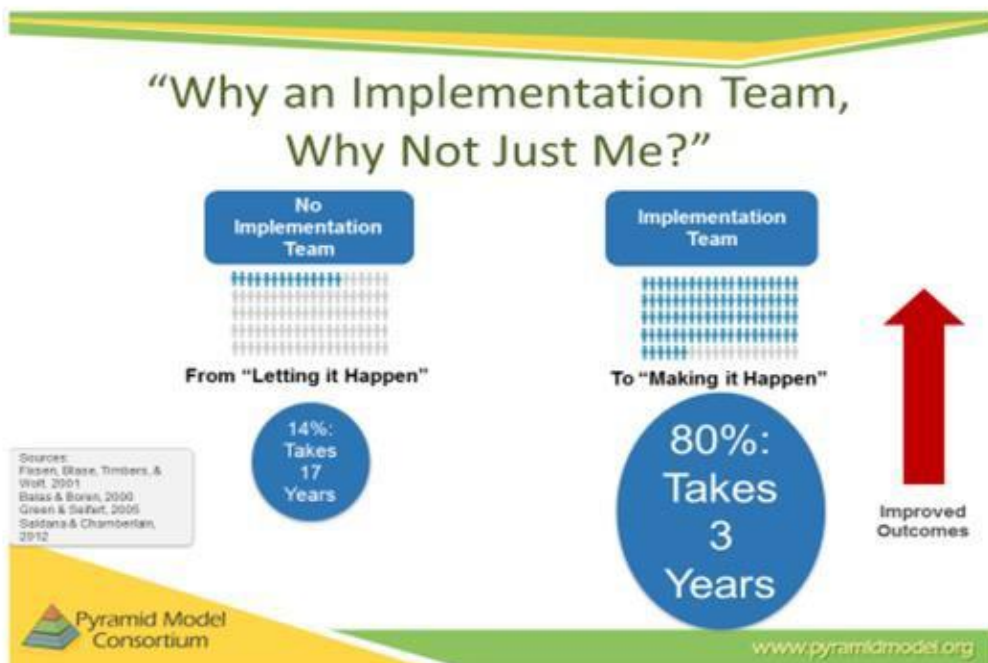
Charter Schools
Child Care Centers
Early Head Start
Family Child Care
Group Family Child Care

Head Start
Home Visiting
Prekindergarten
Private Schools
Public Schools

Program-Wide Implementation Leadership Team

“Why do I need to have a team to implement the Pyramid Model; **why can't I just do it myself?**”

Administrators often ask why they can't implement the Pyramid Model on their own. Based on implementation science, a single person would need to spend 17 years to get 14 percent implementation, while a team can reach 80 percent of implementation to fidelity in only 3 years! So, that's convincing! (See the diagram below.)



In addition, humans like to be involved in any major changes that impact them. When the responsibility for implementation is evenly distributed and staff has bought into the process, it is more likely changes will be sustained. Conversely, if one person is working on the implementing, and he/she leaves the program, then whatever has been implemented goes with them.

Getting Started: What are the steps a program takes to institute Program-Wide Implementation?

Step 1: Establish a Program-Wide Implementation Leadership Team

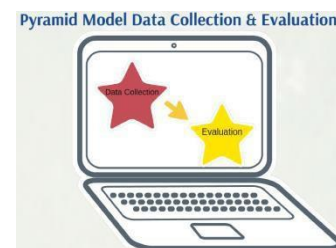
Programs are encouraged to think critically about the number of team members and who will serve on the Program-Wide Implementation Leadership Team (Leadership Team). It is important that this team represent program staff while remaining small enough to make decisions about implementing the Pyramid Model. Leadership Team members will solicit input/feedback from other staff when making implementation decisions as guided by the program data they collect. It is important also to consider if your program can create and sustain a Program-Wide Implementation Leadership Team. Keep in mind, classroom teachers can be included as part of the Leadership Team; therefore, substitute teachers might be needed to enable classroom teachers to participate in the monthly leadership team meetings. Definitions of each of the Leadership Team members follow:

1. **Administrator:** Someone with decision-making authority who can help facilitate change at the agency when this team develops plans that require program-wide systematic changes, such as when agency policies and procedures need to be amended, or budget adjustments are necessary.

Program means a school, child care center or home, an agency that operates programs for children, including but not limited to early care and learning or home visiting programs.

2. **External Leadership Coach:** The External Leadership Coach is typically a member of the state's Master Cadre ([Appendix C](#)) of trained Pyramid Model experts who can support the Leadership Team to collect and analyze data, guide the decision process about professional development, policy alignment and implement the Program Wide-Benchmarks of Quality ([Appendix D](#)). For a list of External Leadership Coach Guidance Documents, see [Appendix E](#). Additional information about the role of the External Leadership Coach is provided on page 10.
3. **Internal Classroom Coach:** The Internal Classroom Coach (the Internal Coach) is associated with the program and provides classroom coaching to teachers and others working directly with children and families in implementing Pyramid Model practices and strategies. The time commitment for the Internal Coach varies with the scope of program implementation. However, at a minimum, an Internal Coach should expect to spend 5 hours of observation per lead teacher for a cycle of coaching (2.5 hours to establish a baseline; 2.5 hours 6 months after the first observation) collecting Teaching Pyramid Observation Tool (TPOT) or Teaching Pyramid Infant-Toddler Observation Scale (TPITOS) (or any classroom and agency assessment tools) data, *plus* approximately 45 minutes/month per teacher in coaching sessions, prep work for action planning, individual teacher support, and other professional development activities. The Internal Coach will also provide technical assistance to individual teachers/providers through evidence-based coaching strategies and be supported by the External Leadership Coach. The Internal Coach may also serve as the Behavior Specialist if he/she is qualified. For a list of Internal Coaching Resources, see [Appendix F](#).

4. **Data Collector:** Collecting, reviewing and using data is an important component of implementation. The Data Collector oversees data collection at the program, teacher, and child levels. The Data Collector also reviews and reports on the data monthly to support the leadership team meetings and submits data to the NYS Pyramid Model Partnership twice a year. It is helpful, but not necessary, if the Data Collector has some familiarity with Excel spread sheets. The External Leadership Coach will provide support to the Data Collectors. In addition, through regular webinars and conference calls, the Data Collector will receive support from the NYS Pyramid Model Partnership. The Data Collector may also be the Behavior Specialist.
5. **Behavior Specialist:** It is important that your program has access to behavioral support for children with persistent challenging behavior, either through an internal person on your team, who can be a mental health consultant or behavior specialist, or an external consultant to the program. The Behavior Specialist is responsible for guiding the team's problem solving and intervention support for children who need individualized interventions. **The Specialist should have experience in function-based problem solving.** The Behavior Specialist will assist in supporting the team to gather and synthesize information to determine antecedents, behaviors and maintain consequences. The Specialist will also facilitate the team planning process to determine individualized prevention, intervention and response strategies to address challenging behavior. Additionally, the Behavior Specialist will assist the team in analyzing data that measures a child's progress and this person may also serve as the Data Collector. For resources to support Behavior Specialist, see [Appendix G](#).
6. **Teacher:** Input from teaching staff is critical to the success of this model. If a teacher(s) can be included as part of the team, it will be very helpful. If a teacher is on the Leadership Team, she or he needs to be included in all the meetings and play an active role on the team. However, providing coverage for the classroom teachers so they can participate in the monthly meetings can be challenging for the program. If this is not possible, then the Leadership Team may decide to use focus groups to get input from the teachers regarding new ideas generated by the Leadership Team before implementation. After teachers have been trained on Modules 1 and 2, they can begin to receive coaching on items/skills in the Inventory of Practice that they, the teacher, want to work on first.
7. **Parent representative:** Inviting a parent or two to participate on the program Leadership Team can be very valuable as they have a unique perspective on how the strategies can affect children, and how the strategies can be carried into the home.



Step 2: Identify an External Leadership Coach to work with the Program-Wide Implementation Leadership Team

As described above, programs that were successful in implementation have had access to an External Leadership Coach (the Leadership Coach) to provide support and guidance to the Leadership Team. The Leadership Coach is typically a member of the state's Master Cadre of trained Pyramid Model experts who can support the Leadership Team. The Leadership Coach has been trained to provide guidance on identifying common challenges to implementing evidence-based practices. This person provides direction to the Leadership Team to establish a collaborative approach to developing program policies and staff development plans that promote and sustain the use of the Pyramid Model practices, support all young children's social and emotional development, and provide evidence-based interventions for children who present with challenging behavior.

Roles and Responsibilities of the Leadership Coach

The Leadership Coach works with the Leadership Team for at least the first year of implementation. Typically, these coaches should attend approximately 10 Leadership Team meetings. This Coach should work with the Leadership Team to identify meeting days and times. Each Leadership Team meeting should be between 1.5 and 3 hours (as determined by your Leadership Team members). This Coach should fulfill the following responsibilities at the Leadership Team meetings:

- ▲ Lead or (co-lead with the administrator) the 10 monthly Pyramid Model Leadership Team meetings.
- ▲ Use the Leadership Team meetings to update and help keep the team on track with its Pyramid Model Leadership Team Implementation Action plan, document the progress made on the plan and update the plan.
- ▲ Remind the Data Collector about upcoming deadlines; and help analyze data to make decisions about professional development, policy alignment and action steps to implement the Program-Wide Benchmarks of Quality ([Appendix D](#)).
- ▲ Help the Leadership Team discuss ways to overcome challenges and adjust plans when needed.

To support the Leadership Coach, [Appendix E](#) provides important links to documents that will provide guidance to the Leadership Team, such as:

▲ Program-Wide Leadership Team Action Plan	▲ Buy-in-Ballot for Staff
▲ Leadership Team Meeting Agenda	▲ Sample Flow Chart for Developing a Behavior Support Plan
▲ Leadership Team Meeting Agenda/Minutes (combined)	▲ Revising your agency/school's Child Guidance and Discipline Policy
▲ Leadership Team Meeting Minutes Sample Flow Chart for Developing a Behavior Support Plan	▲ Safety-Net Procedures/Crisis Risk Management Plan
▲ Expectation/Rules Matrix Worksheet	
▲ Internal Coaching Resources (Appendix F)	▲ Data Collector Resources (Appendix A)

There is a cost related to the services provided by the Leadership Coach. The information identified above can help with outlining the Leadership Coach's responsibility to the Leadership Team. A contract for this work will need to be drafted and negotiated by both parties. An agreed upon contract will help with the implementation process.

Also, included in this book is the External Leadership Coach Pyramid Model Debrief Form ([Appendix H](#)). This debrief form serves as a tool to track the services and supports provided by the Leadership Coach. For example, this form will allow the State Leadership Team to track:

- ▲ **Contract Costs:** The amount of money the agency Leadership Team is paying the Leadership Coach.
- ▲ **Hours:** The number of hours the Leadership Coach spends with the agency's Leadership Team.
- ▲ **Attendance:** At each meeting, the Leadership Coach will take attendance to ensure the team is well represented (Administration - decision maker, Internal Coach, Teacher, Behavior Specialist, Data Collector, parents and others defined as part of the Leadership Team).

We recommend only using a Master Cadre Trainer as a Leadership Coach. They are listed in [Appendix C](#).

Program-Wide Implementation Leadership Team: How it all works!



Step 3: Develop a Program-Wide Leadership Team Implementation Action Plan

Program-Wide Leadership Team Implementation Action Plan

Once the Leadership Team is in place, you are ready to create a Program-Wide Leadership Team Implementation Action Plan (the Plan). The Plan ([Appendix I](#)) is a tool to guide the planning and tracking of the implementation of the Pyramid Model. The overarching goal is to produce an action plan for your program and improve policies and procedures, support and outcomes for all children.

The Plan is to provide:

- ▲ A systematic approach to establishing the program's culture and supports for social-emotional competence for all children;
- ▲ Measurable outcomes;
- ▲ Data-driven decision-making processes; and
- ▲ Evidence-based interventions.

Use [Appendix I](#) to develop the Plan with your Leadership Team.

Early Childhood Program-Wide Positive Behavior Supports Benchmarks of Quality

The Leadership Coach and Leadership Team will also use the Early Childhood Program-Wide Positive Behavior Supports Benchmarks of Quality (BoQ) to guide and document the implementation of the Pyramid Model. The BoQ ([Appendix D](#)) is designed to help programs evaluate their progress in implementing the Pyramid Model. It also serves as a checklist to be completed by the Leadership Team to assess progress along the nine critical feature areas of implementation. The administration of the BoQ provides the Leadership Team with a baseline of the agency's status and a framework for completing its start-up action plan.

The BoQ, along with the Plan, provides ongoing guidance for the implementation process and helps to ensure fidelity to the Pyramid Model. The BoQ is updated annually, in September, by the team with the support of the Leadership Coach.

Training Supports

Pyramid Model Master Cadre Verified Trainers

There are currently 37 Pyramid Model Master Cadre Verified Trainers located throughout New York State ([Appendix C](#)). They are responsible for delivering Pyramid Model training modules and coaching. The Master Cadre's schedules are available on the [Pyramid Model](#) webpage, the Aspire Training Calendar and the EIP website. You may also contact a Master Cadre trainer in your area to provide training at your site.

Master Cadre work together in each region of the State to deliver Pyramid Model module training and coaching on all the modules. You should work with your Leadership Coach for assistance in planning module trainings for your agency. To find up-to-date training information, see below:



Important Training Information	
Training Information	Links
Master Cadre Training Schedule	http://www.nysecac.org/ecac-initiatives/pyramid-model/
Aspire Training Calendar	https://www.nyworksforchildren.org/aspire/go/
Educational Incentive Program (EIP)	https://www.ecetp.pdp.albany.edu/eip.shtm Also how to apply for EIP scholarships
Master Cadre Trainers/ Leadership Coaches	http://nysecac.org/files/7415/2026/8070/Appendix_C_-_New_York_State_Pyramid_Model_Master_Cadre_of_Trainers.updated.pdf

Aspire Registry

New York Works for Children (NYWFC) is the State's integrated professional development system for the early childhood and school-age child care workforce. NYWFC consists of inter-related programs working to build and sustain an effective, committed early childhood and school-age workforce in New York.



The [Aspire Registry](#) is an integral piece of NYWFC. Teachers, directors, family child care providers and trainers can use this online system to help track their employment history, education, ongoing professional development, and contributions to the field.

All the Master Cadre trainers are registered in the Aspire Registry as Pyramid Model verified trainers and coaches and they advertise the Pyramid Model training events in Aspire. We encourage your staff to register and maintain an active Aspire Professional Profile so their own professional development will be tracked and maintained. If you have any questions or require assistance with Aspire, please go to: info@nywfc.org.

New York State Child Care Educational Incentive Program (EIP)

All Master Cadre trainers are approved in the New York State Child Care EIP system. The Master Cadre trainers listed in this Guide are recognized Verified Trainers in Aspire for each Pyramid module. For staff who qualify for EIP their training and coaching costs can be paid for with EIP funding. EIP eligibility is determined based on an individual's employment, household income and the course or training chosen. Participants need to apply individually, not as an organization. For more information regarding the New York State EIP program, visit the State University of New York (SUNY) Professional Development Program - Early Childhood Education and Training Program website: <https://www.ecetp.pdp.albany.edu/eip.shtml>.

Some important information about using EIP to support training for your staff:

- ▲ State guidelines for EIP participants are set at a maximum of \$30 per hour, per-participant if the training is provided by a Verified Specialty Trainer or category of training approved as part of the EIP program. The maximum of \$35 per hour, per-participant is allowable if the trainer is a Credentialed Trainer in Aspire.
- ▲ If a participant is registered for a Pyramid Model training event and has been approved for an EIP scholarship, the training fee will be paid directly to the trainer or training organization that is presenting the module.
- ▲ More EIP information related to the Pyramid Model trainings can be found here: [Pyramid Model: EIP PowerPoint \(2016\)](#).

QUALITYstarsNY

QUALITYstarsNY is the state's early childhood rating and improvement system. Schools and family child care centers that are enrolled in QUALITYstarsNY can include Pyramid Model implementation (module training and coaching, classroom books and supplies) in their Quality Improvement plan. Consult with your Quality Improvement Specialist for more information.

Regional Special Education Technical Assistance (RSE-TASC) Preschool Behavior Specialists

In addition to the Master Cadre Trainers, the state funded RSE-TASC Preschool Behavior Specialists can also provide support as Prekindergarten schools and community-based organizations with State PreK contracts work towards Pyramid Model Implementation ([Appendix J](#)).

Pyramid Model Modules

There are essentially three modules for each age group. Family Child Care modules are a little different and use a mixed age approach to teach the same skills in two longer modules.

There are parent modules for professionals working with parents of infants and toddlers and a workshop series for parents of children age two and up.

Staff should be trained in all modules that relate to the ages of the children they serve. Preferably coaching will start after the second module.

- ▲ **Infant Toddler Modules:** The infant toddler modules are designed for professional development providers and teachers, home visitors, caregivers, family child care providers who work with infants and toddlers (birth – three years of age).

Infant Toddler Module 1: Social Emotional Development Within the Context of Relationships (6.5 hours)

- **Topic 1:** Understanding Social Emotional Development (90 minutes)
- **Topic 2:** Understanding Behavior & Making Sense of What You See and Hear (120 minutes)
- **Topic 3:** Forming and Sustaining Relationships with Young Children (120 minutes)
- **Topic 4:** Working with Families to Support Infant and Young Children's Social Emotional Development (60 minutes)

Infant Toddler Module 2: Responsive Routines, Environments and Targeted Strategies to Support Social Emotional Development in Infants and Toddlers (6 hours)

- **Topic 1:** Social Emotional Climate in Infant Toddler Care Settings (110 minutes)
- **Topic 2:** High Quality Supportive Environments, including Schedules, Responsive Routines and Individual Caregiving (130 minutes)
- **Topic 3:** Targeted Strategies to Build Social Emotional Skills (120 minutes)

Infant Toddler Module 3: Individualized Intervention with Infants and Toddlers: Determining the Meaning of Behavior and Developing Appropriate Responses (6 hours)

- **Topic 1:** What is Challenging Behavior? (45 minutes)
- **Topic 2:** A Relationship-based Approach to Challenging Behavior (195 minutes)
- **Topic 3:** Developing an Individual Support Plan (120 minutes)

***Infant Toddler Module 4: Leadership Strategies for Supporting Children's Social Emotional Development and Addressing Challenging Behaviors (6 hours)**

- **Topic 1:** What is Challenging Behavior? Inventory of Evidence Based Practices (120 minutes)
- **Topic 2:** The Role of Program Administrators (60 minutes)
- **Topic 3:** Evidence-based Leadership Strategies (90 minutes)
- **Topic 4:** Program/Systems-level Change (90 minutes)

- ▲ **Preschool Modules:** The preschool modules are appropriate for professional development for providers, administrators, teachers and caregivers who work with older toddlers and preschoolers (aged 2 ½ - 5 years of age).

Preschool Module 1: Building Relationships and Creating Supportive Environments (7 hours)

- **Topic 1:** Building Positive Relationships (90 minutes)
- **Topic 2:** Designing the Physical Environments (120 minutes)
- **Topic 3:** Schedules, Routines and Transitions (90 minutes)
- **Topic 4:** Planning Activities that Promote Engagement (60 minutes)
- **Topic 5:** Giving Direction & Teaching Classroom Rules (60 minutes)

Preschool Module 2: Social Emotional Teaching Strategies (6 hours)

- **Topic 1:** Developing Friendship Skills (90 minutes)
- **Topic 2:** Enhancing Emotional Literacy (90 minutes)
- **Topic 3:** Controlling Anger/Impulse & Teaching Problem Solving (90 minutes)
- **Topic 4:** Individualizing Instruction (90 minutes)

Preschool Module 3: Individualized Intervention (6 hours)

- **Topic 1:** Overview/Process of Positive Behavior Supports (60 minutes)
- **Topic 2:** Functional Assessment/Data Collection (120 minutes)
- **Topic 3:** Developing a Behavior Support Plan (120 minutes)
- **Topic 4:** Monitoring Outcomes (60 minutes)

***Preschool Module 4: Essential Leadership Strategies for Adopting the Pyramid Model (6 hours)** *(this is also called Program-Wide Kick Off Meeting)*

- **Topic 1:** What is Leadership (60 minutes)
- **Topic 2:** Fidelity of Implementation (60 minutes)
- **Topic 3:** Collaborative Leadership (90 minutes)
- **Topic 4:** Effective Professional Development (60 minutes)
- **Topic 5:** Program/Systems-level Change (90 minutes)

***NOTE:** A shorter version of the 4th module for both age groups is a session for local stakeholders, boards, and others who might need this background information before they can buy into the Pyramid Model Implementation at their program/ community.

- ▲ **Family Child Care Modules:** These two modules are for Family Child Care providers in a home setting who serve mixed ages. The two modules total 20 hours of training. For better implementation results and sustainability, individual coaching is recommended after each module.

Family Child Care Module 1 (7 hours)

- **Topic 1:** Challenging Behavior: What's it all about?
- **Topic 2:** Building a Solid Foundation: Relationship between Behavior and Social Emotional Development
- **Topic 3:** Creating Environments that Promote Engagement and Prevent Challenging Behavior
- **Topic 4:** Age Appropriate Expectations and Maintaining a Positive Learning Environment

Family Child Care Module 2 (7 hours)

- **Topic 1:** Teaching Social Emotional Skills and Emotional Literacy
- **Topic 2:** Helping Children Develop Empathy and Manage Strong Feelings
- **Topic 3:** Helping Children Develop Friendship Skills
- **Topic 4:** Helping Children Develop Problem Solving Skills

- ▲ **Introduction to Coaching Early Childhood Professionals (12 hours):** This two-day classroom coach training is intended for those who will deliver practice-based coaching support to classroom teachers who are implementing the Pyramid Model. The training will cover all the core components of Practice Based Coaching and will connect to the New York State coaching competencies. *A coach should complete Pyramid Modules 1-3 (either Infant Toddler or Preschool) prior to attending Introduction to Coaching Early Childhood Professionals training.*

Parent Modules:

▲ **Parents Interacting With Infants (PIWI) (6 hours):** PIWI focuses on practices for supporting infant and toddler development by expanding on and strengthening parent- child interactions and relationships. This module emphasizes parent-child interaction as both the focus and context for understanding and promoting children's development. PIWI can be used for home visiting, parent- child groups and socializations in a variety of settings including Early Intervention and Early Head Start. This one-day workshop provides an overview of PIWI. Participants will learn about, discuss and practice all components of PIWI, including the philosophy, dyadic interactions and strategies, triadic strategies, and developmental observation topics (DOT). Videos, strategies and resources will be shared to demonstrate PIWI in action in a variety of settings.

▲ **Positive Solutions for Families (6 hours of content):** Supporting families is an essential part of the Pyramid Model. A series of six modules, called *Positive Solutions for Families*, has been developed to help parents to promote positive and effective parenting behaviors to in turn promote children's social and emotional development and address the challenging behavior and mental health needs of their children. This one-day workshop provides an overview of Positive Solutions for Families. Participants will learn about, discuss and practice all components within the six modules. After attending, participants will be able to conduct the six modules with parents in their program.



» For Schools and Programs in the State Cohorts «

Pyramid Model Training Reference Chart

Module	Who should attend?	How long is it?	Who Pays?
Program-Wide Implementation Kick Off	Leadership Teams	12 hours	SLT
Infant Toddler Module 1	Infant Toddler Teachers, Assistants and Supervisors	6.5 hours	Program
Infant Toddler Module 2	Infant Toddler Teachers, Assistants and Supervisors	6 hours	Program
Infant Toddler Module 3 (a & b)	Infant Toddler Teachers, Assistants and Supervisors	6 hours	Program
Preschool Module 1	Teachers, Assistants and Supervisors	7 hours	Program
Preschool Module 2	Teachers, Assistants and Supervisors	6 hours	Program
Preschool Module 3 (a & b)	Teachers, Assistants and Supervisors	6 hours	Program
Positive Solutions for Families (train the trainer)	Family support staff, Director	6 hours	SLT
PIWI - Parents Interacting with Infants	Home Visitors, Home Visitor Supervisors, Program Directors	6 hours	SLT
Introduction to Coaching Early Childhood Professionals	Internal Classroom Coaches	12 hours	SLT
TPOT Reliability Training	The person(s) who will conduct the TPOT in the preschool classrooms	12 hours	SLT
TPITOS Reliability Training	The person(s) who will conduct the TPITOS in the infant-toddler classrooms	12 hours	SLT
Family Child Care Module 1	Family/ Group Child Care Providers	7 hours	FCC/EIP
Family Child Care Module 2	Family/ Group Child Care Providers	7 hours	FCC/EIP
Program-Wide Implementation Module 4	Leadership Teams, Board Members, other stakeholders	6 hours	Program

Frequently Asked Questions

Q: Why should my agency implement the Pyramid Model?

A: Data shows that both adults and children have a stronger positive relationship with their school, as a result of Program-Wide Implementation. Children can spend more time learning and less time being disciplined or removed from learning environments. Children are less likely to be suspended or expelled. Parents are more involved in their child's education. In addition, programs that implement report staff are much happier in their job when they have the skills to support a child who exhibits challenging behavior. Parents report developing skills that help them raise their children.

Q: If I am a Family Child Care provider and don't have a team can I still implement the Pyramid Model?

A: Yes! The Pyramid Model strategies are for all who work with young children. There are special Family Child Care Modules just for you. And Leadership Coaches can work with you in your home or with a small group of FCC providers to help implement the changes you want to see.

Q: What do I do first? How do I get started with implementing the Pyramid Model?

A: If you are ready to implement the Pyramid Model, contact an External Leadership Coach. Or email the State Leadership Team at ecac@ccf.ny.gov.

Q: How do child care agencies pay for Pyramid Model Modules and Coaching for their staff?

A: Here are some ways to pay for Pyramid Model Module training and coaching:

- ▲ NYS Child Care Educational Incentive Program (EIP): State guidelines for EIP qualified participants set a maximum of \$30/hour per-participant if the training is provided by a Verified Specialty Trainer or the category of training is approved as part of the EIP program. The maximum of \$35/hour per-participant is allowable if the trainer is a Credentialed Trainer in the Aspire Registry. The rate for coaching is \$55/hour. To apply for EIP scholarships, go to: <https://www.ecetp.pdp.albany.edu/eip.shtm>.

- ▲ QUALITYstarsNY: Schools and centers that are enrolled in QUALITYstarsNY can include Pyramid Model Implementation (module training and coaching, classroom books and supplies) in their Quality Improvement plan. Consult with your Quality Improvement Specialist for more information.
- ▲ Child Care Resource and Referral (CCR&R) Agencies: In some areas of the state the CCR&R Agencies offer the modules training and coaching as part of their contract. Ask your local CCR&R what they can do for you. Click this direct link to the State's CCR&R Directory to find your local CCR&R: <http://nebula.wsimg.com/cde2e38cde27692142bff715b4fa2416?AccessKeyId=95A51BD6CDE97A4C5005&disposition=0&alloworigin=1>.
- ▲ Schools and child care centers, unions, etc. can contract with a Master Cadre to present the modules onsite at their school. They can do the same for classroom coaching.
- ▲ Regional Special Education Technical Assistance (RSE-TASC): Agencies that are part of a state funded prekindergarten program can reach out to their Behavior Specialists (see [Appendix G](#)) to see about their availability to provide module training.
- ▲ State and private funding or grants may also be available.

Q: Does Classroom Coaching count for OCFS licensing training?

A: Yes! New in 2017, the Office of Children and Family Services (OCFS) and the Aspire Registry now recognize coaching to meet training requirements. EIP can pay for up to 20 hours of coaching per year for those who qualify (income guidelines).

Q: How do I find a trainer to train my staff on the Pyramid Modules?

A: The New York State Pyramid Model website will provide you with a list of Pyramid Model Master Cadre Trainers: <http://www.nysecac.org/pyramid-model/>. Also see [Appendix C](#) in this document for a list of trainers and coaches.

Q: How do I find a Leadership Coach?

A: For a list of Leadership Coaches, go to the New York State Pyramid Model website: http://nysecac.org/files/7415/2026/8070/Appendix_C_-_New_York_State_Pyramid_Model_Master_Cadre_of_Trainers.updated.pdf ; email us at: ecac@ccf.ny.gov ; or refer to [Appendix C](#) in this document. (Trainers with the blue dot can provide Module 4: Leadership Coaching training and onsite leadership team coaching for your team.)

Q: Where can I learn more about the NYS Pyramid Model?

A: There are several ways to learn more:

- ▲ Watch the Pyramid In Action video conference
<https://www.ecetp.pdp.albany.edu/VideoLibrary/VideoLibrary.aspx?ID=117>
- ▲ Explore the Pyramid Model website, specifically The Readiness to Implement power point
http://www.nysecac.org/files/5814/7733/3506/October_6_2016_Webinar_Program-wide_application_Overview.pdf
- ▲ Email questions to the State Leadership Team at ecac@nys.ccf.org



Appendices

Appendix A

PYRAMID MODEL DATA COLLECTION CHEAT SHEET

***Data Collector:** Collecting, reviewing and using data is an important component of the implementation. Data Collector oversees data collection on program, teacher, and child levels. The Data Collector submits data to the NYS Pyramid Model Partnership. The Data Collector reviews and reports data at least monthly for team leadership meetings. It is helpful, but not required, if the Data Collector has some familiarity with Excel spreadsheets. Identify and acknowledge the time commitment for data coordination. Data Collectors will be supported by an External Leadership Coach and, through regular webinars, by the NYS Pyramid Model Partnership.

What is Required and When

All data should go to your Data Collector, and then all final data should be sent to NYS Pyramid Model Partnership at ECAC@ccf.ny.gov.

When should this be Collected?		Tool Name	Link	Who will collect this data?
1.	First step in implementation, then annually in September	Benchmarks of Quality	Benchmarks of Quality	Site Leadership Team will give this to the Data Collector and the Data Collector should email the Benchmarks of Quality Document to ECAC@ccf.ny.gov
2.	Bi-Annually (September and June)	Teaching Pyramid Observation Tool (TPOT) for preschool classrooms (2-5 year-olds)	TPOT	The reliable TPOT Reliability Observer will collect the classroom information and give it to the Data Collector. The Data Collector will enter the classroom data into the TPOT spreadsheet. The TPOT spreadsheet includes instructions for completing the data.
3.	Bi-Annually (September and June)	The Pyramid Infant-Toddler Observation Scale (TPITOS) for infant/toddler classrooms	TPITOS	The reliable TPITOS Reliability Observer will collect the classroom information and give it to the Data Collector. The Data Collector will enter the classroom data into TPITOS spreadsheet. The TPITOS spreadsheet includes instructions for completing the spreadsheet.

When should this be Collected?		Tool Name	Link	Who will collect this data?
4.	Monthly	Behavior Incidents Report	BIR_Rev10.2018_Form BIR_Rev10.2018_Instructions	Teachers involved in an incident will complete the Behavior Incident Report (BIR) Form and give the form to the Data Collector.
			BIR Data Entry Guide_11.2018 BIR Spreadsheet_11.2018	The Data Collector will enter the information into the BIR spreadsheet. Please do NOT include the child's name when entering the information. The Leadership Team should develop a rubric for tracking child specific information.
5.	Bi-Annually (September and June)	ASQ:SE (or other child S/E assessment you already use)	ASQ:SE	Teachers and parents complete the questionnaire.
6.	Monthly	Internal Classroom Coaching Log	Internal Classroom Coaching Log	Internal Classroom Coach will complete the Internal Classroom Coaching Log form after each coaching session, and give to Data Collector to track individual classrooms.
		Log Summary	Log Summary	The Data Collector summarizes the Internal Classroom Coaching Logs into the Log Summary to share with the Leadership Team and send to the state data collector.

Revised November 13, 2018

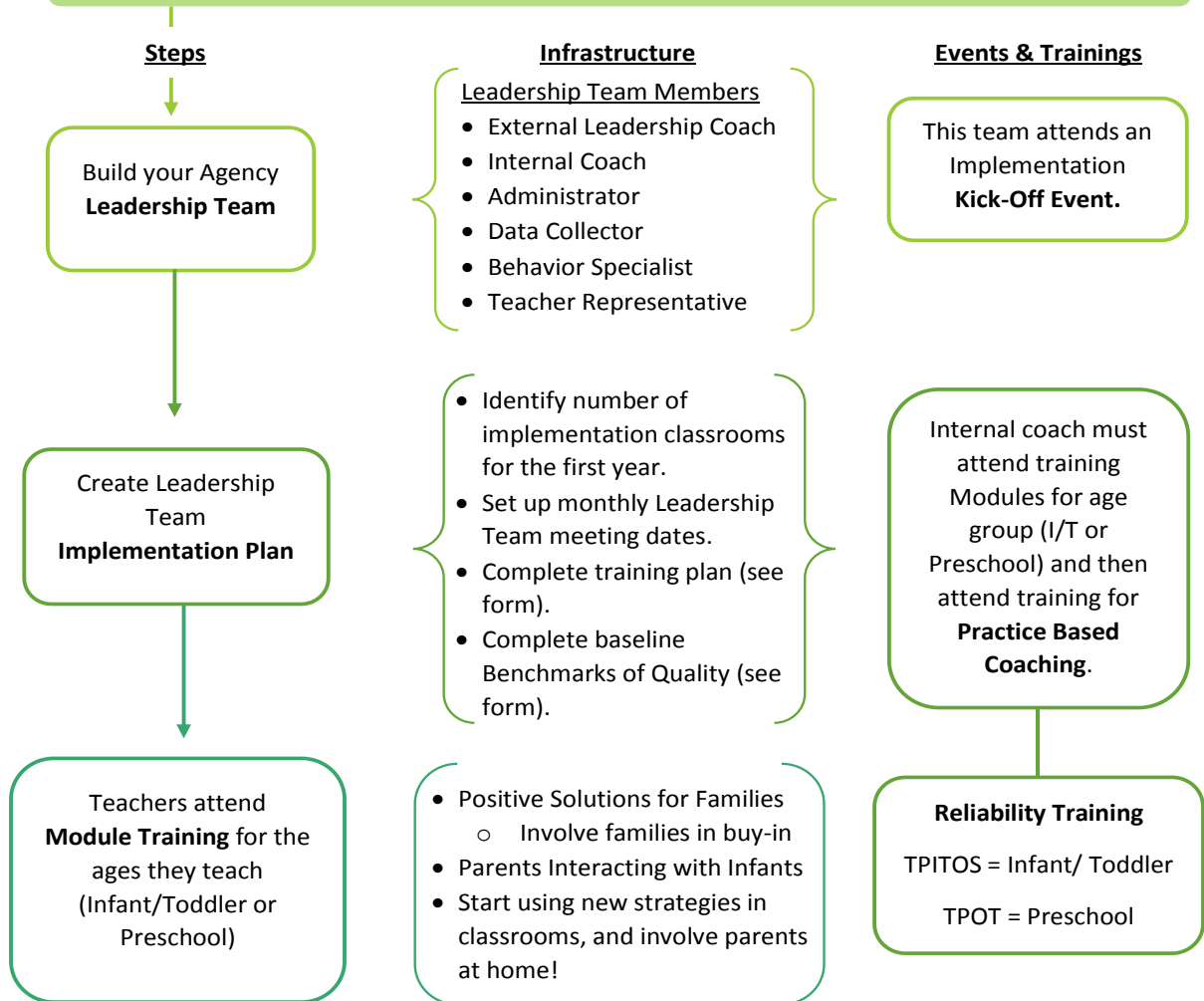
Pyramid Model Data Tracking, Year: _____

[illegible]

Instructions: For **Implementation Action Plan** and **Benchmarks of Quality**, record the month the forms were submitted. For **Internal Coaching Log Summary** and **Behavior Incident Report**, shade the box grey that correlates to the month the forms were submitted (January = 1, February 2, etc.). For the **TPOT** and **TPITOS**, shade the box grey that correlates to the report that was sent in (Fall or Spring). For the **ASQ:SE**, shade the box grey that correlates to the report that was sent in (Fall or Spring). 2/23/18

Appendix B

Pyramid Model Implementation



Data Collection

- **Teachers** are responsible for completing **Behavior Incident Reports** and giving them to the **Data Collector**.
- The **Internal Coach** is responsible for classroom coaching – **Coaching Logs** are given to the **Data Collector** for tracking at least once a month.
- **Benchmarks of Quality** should be completed at the beginning of implementation and then bi-annually.

Whoever attends the TPOT and/or TPITOS should complete Modules 1, 2, and 3 for the respective age group **prior** to the reliability training(s). The same person can do the TPOT and TPITOS.

For more resources, visit <http://www.nysecac.org/news-and-events/pyramid-model/>

Appendix C

New York State Pyramid Model Master Cadre of Trainers and Coaches						
WESTERN REGION						
			External Leadership Coach	Classroom Coach	Family Child Care	Introduction to Coaching Early Childhood Professionals (Practice Based Coaching)
Deborah	Fitzgerald	dyfitzgerald@yahoo.com	●	★	◆	■
Dorthea	King-Simpson	dortheaking@outlook.com	●	★	◆	■
Ellen	Leopold	eleopold@childrensinstitute.net	●	★	◆	
Lynn	Lubecki	llubecki@childrensinstitute.net	●	★		■
Mackenzie	Albert	kenzielee78@gmail.com		★	◆	■
Marilyn	Ballard	marilynballard@gmail.com	●	★	◆	■
Mary	Iwanenko	mmiwanenko@gmail.com	●	★	◆	
Mary Ellen	Monafo	mmonafo@gmail.com	●	★		
Rose	Shufelt	r.shufelt@childcarecouncil.com	●	★	◆	■
Tracy	Lyman	lyman.tracy@gmail.com	●	★	◆	
CENTRAL REGION						
Bethann	Fischer	BethannF@capco.org		★		
Colleen	Wuest	cwuest@moboces.org		★		
Deborah	Fitzgerald	dyfitzgerald@yahoo.com	●	★	◆	■
Dorthea	King-Simpson	dortheaking@outlook.com	●	★	◆	■
Ellen	Olson	elp32@cornell.edu		★	◆	■
Kristi	Cusa	kristic@childcaresolutionscny.org		★		
Martha	Rodriquez	ecuadros@yaho.com		★	◆	
Rachele	VerValin-Pettit	rachelevv@yahoo.com		★	◆	
Tami	Callister	tami@achievements.org	●	★	◆	■
Tracy	Lyman	lyman.tracy@gmail.com	●	★	◆	

New York State Pyramid Model Master Cadre of Trainers and Coaches

GREATER CAPITAL REGION

			External Leadership Coach	Classroom Coach	Family Child Care	Introduction to Coaching Early Childhood Professionals (Practice Based Coaching)
Claudia	Stedge	claudia@partnershipfored.com		★		
Lynn	Morris	lynnsmorris@twc.com		★	◆	■
Sarah	Gould-Houde	sgouldhoude@qualitystarsny.org	●	★	◆	■
Tami	Callister	tami@achievements.org	●	★	◆	■
Wendy	Bender	wendysbender@aol.com	●	★	◆	

NORTHERN REGION

Deborah	Collette-Crompt	teachingimprovesperformance@gmail.com	●	★	◆	■
Ellen	Olson	elp32@cornell.edu		★	◆	■
Sarah	Gould-Houde	sgouldhoude@qualitystarsny.org	●	★	◆	■
Tami	Callister	tami@achievements.org	●	★	◆	■

MID-LOWER HUDSON REGION

Caroline	Doty	connectthedotsny@gmail.com		★	◆	
Donna	Morrison	dmorrison@theguidancecenter.org		★		
Frederica	McLean	fmclean@livingabovedisorder.org	●	★		
Kathy	Moss	kathymoss33@aol.com	●	★	◆	
Michelle	Friedel	mfriedel@ulsterboces.org		★	◆	■
Sheridan	Povemba	swpovemba@aol.com	●	★	◆	■

NEW YORK CITY REGION

Ellen	Cogan	ellen@earlychildinfo.com		★	◆	
Gem	Moriah	gmoriah@babove.com		★	◆	■
Ke'shon	Mack-Brown	keytrain4success@yahoo.com	●	★	◆	■

New York State Pyramid Model Master Cadre of Trainers and Coaches						
			External Leadership Coach	Classroom Coach	Family Child Care	Introduction to Coaching Early Childhood Professionals (Practice Based Coaching)
Lillian	Sanabria-Hernandez	lsanabria@mac.com	●	★	◆	
Paula	Mack	paulamackece@aol.com		★		
Vidya	Ragoo-Stark	vstark@qualitystarsny.org	●	★	◆	
LONG ISLAND REGION						
Colleen	Farrell	cfarrell@childcaresuffolk.org		★		
Karin	Sperb	ksperb@qualitystarsny.org	●	★	◆	
Kathy	Moss	kathymoss33@aol.com	●	★	◆	
Lillian	Sanabria-Hernandez	lsanabria@mac.com	●	★	◆	
Stephanie	Dockweiler	sdockweiler@gmail.com		★		■

Appendix D

Early Childhood Program-Wide PBS Benchmarks of Quality

Program Name: _____ Location: _____ Date: _____

Team Members: _____

Critical Elements	Benchmarks of Quality	Check One		
		Not in Place 0	Partially in Place 1	In Place 2
Establish Leadership Team	1. Team has broad representation that includes at a minimum a teacher, 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. Administrator attends meetings and trainings, is active in problem-solving to ensure the success of the initiative, 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, use of positive guidance and prevention approaches and eliminates 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.			

Critical Elements	Benchmarks of Quality	Check One		
		Not in Place 0	Partially in Place 1	In Place 2
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 – coffee break with the director, focus group, suggestion box. Leadership team provides update on the process and data on the outcomes to program staff on a regular basis.			
Family Involvement	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., suggestions 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 house, websites, family friendly handouts, workshops, rollout events, 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.			

Critical Elements	Benchmarks of Quality	Check One		
		Not in Place 0	Partially in Place 1	In Place 2
Program-Wide Expectations	14. 2-5 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 needs, cultural norms and values of the program and community.			
	18. Expectations are shared with families and staff assist 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 on 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.			

Critical Elements	Benchmarks of Quality	Check One		
		Not in Place 0	Partially in Place 1	In Place 2
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, 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 meeting, brainstorming session).			
	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 in the process.			
	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.			

Critical Elements	Benchmarks of Quality	Check One		
		Not in Place 0	Partially in Place 1	In Place 2
Monitoring Implementation and Outcomes	35. Data are collected, summarized with visual displays, and reviewed by the leadership team on a regular basis.			
	36. The program leadership team monitors implementation fidelity of the components of program-wide implementation and uses data for decision making about their implementation goals.			
	37. The program measures implementation fidelity of the use of Pyramid Model practices by classroom teachers and uses data on implementation fidelity to make decisions about professional development and coaching support.			
	38. The program collects data on behavior incidents and program actions in response to behavior and uses those data to address child and teacher support needs.			
	39. Behavior incident and monthly program action data are analyzed on a regular basis to identify potential issues related to disciplinary action bias.			
	40. Program-level data are summarized and shared with program staff and families on a regular basis.			
	41. Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement.			

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

External Leadership Coach Resources

External Leadership Coach: Programs need on-site coaching support particularly in the first year of the implementation beyond the training received at the Kick-Off Meeting. The leadership coach is typically a member of the state's Master Cadre of trained Pyramid Model experts who support the program leadership team to collect and analyze data to make decisions about professional development, policy alignment and action steps to implement the ***Program-Wide Benchmarks of Quality***. As the NYS Pyramid Model Partnership, we have identified a leadership coach for programs participating in the Program-Wide Implementation.

Leadership Team Forms

Documents	Links
Program-Wide Leadership Team Implementation Action Plan	http://www.nysecac.org/files/9114/8407/9939/1_PW_Team_Implementation_Plan.docx
Leadership Team Meeting Agenda	http://www.nysecac.org/files/2114/8407/9124/a_Team_Meeting_Agenda.docx
Leadership Team Meeting Agenda/Minutes Combined	http://www.nysecac.org/files/3214/8407/9125/b_Team_Meeting_Agenda.doc
Leadership Team Meeting Minutes	http://www.nysecac.org/files/1614/8407/9126/c_Team_Meeting_Minutes.docx
Leadership Team Expectation/Rules Matrix Worksheet	http://www.nysecac.org/files/4314/8407/9330/Expectation_Rules_Worksheet.docx
Buy-In-Ballot for Staff	http://www.nysecac.org/files/2414/8407/9661/BuyInBallot.pdf
Sample Flow Chart for Behavior Support – Phase 1	http://www.nysecac.org/files/8514/8407/9666/Sample_Flow_Chart_for_Behavior_Support_P1.pdf
Sample Flow Chart for Developing a Behavior Support Plan – Phase 2	http://www.nysecac.org/files/9314/8407/9663/Flowchart_P2.pdf
Revising Your Child Guidance and Discipline Policy	http://www.nysecac.org/files/4914/8407/9664/Revising_Your_Child_Guidance_and_Discipline_Policy.pdf
Safety-Net Procedures Crisis Risk Management Plan	http://www.nysecac.org/files/4114/8407/9664/safety_net.pdf

Internal Classroom Coaching Resources

Collecting, reviewing and using data to make program-wide or individual decisions is an important component of the Program-Wide Implementation process. Although it is the Data Collector's responsibility to oversee data collection, it is equally important for each member of the Program-Wide Implementation Leadership Team to be familiar with the documents and their purpose.

Below is a list of **the Internal Classroom Coaching documents** that will support Program-Wide implementation at your site.

Tool Name		Description	Links
1.	Internal Classroom Coaching Log	Internal Classroom Coach will complete this log after each coaching session, and give to Data Collector. The Data Collector will track individual classrooms.	http://www.nysecac.org/files/4914/9038/3867/Internal_Coaching_Log_-_pyramid.docx
2.	Log Summary	The Data Collector will collect the Internal Classroom Logs, summarize to the Log Summary spreadsheet and send the Log Summary to the state data collector.	http://www.nysecac.org/files/9114/9063/9072/Internal_Coaching_Log_Summary.xlsx
3.	Behavior Incidents Report (BIR)	<p>Teachers will complete a BIR when needed. If necessary, the Leadership Team should meet with the Behavior Specialist to analyze the data from the BIR. The Behavior Specialist will work with the child and family to replace the behavior with a more effective alternative.</p> <p>Send copies of the BIRs <u>[without identifying information]</u> to the state data collector.</p>	<p>BIR_Rev5.2017_Form http://www.nysecac.org/files/9514/9684/6820/BIR_Rev5.2017_Form.docx</p> <p>BIR_Rev5.2017_Instructions http://www.nysecac.org/files/9414/9684/6821/BIR_Rev5.2017_Instructions.pdf</p>
4.	Functional Behavior Assessment (FBA)	The Functional Assessment (Interview Form) is conducted by appropriate program staff and the corresponding Support Planning Chart will be completed for children exhibiting persistent behaviors that inhibit learning and/or whose physical and verbal behavior causes concern.	<p>FBA Interview Form: http://www.nysecac.org/files/6115/1377/6661/07bFAl.pdf?sm_aui=ivVJr8pkkPP0SL0P</p> <p>FBA Blank Support Plan Chart: http://www.nysecac.org/files/6315/1377/6284/07eBlankSupportPlanChart.pdf</p>

Tool Name		Document Description	Link to Document
5.	Teaching Pyramid Observation Tool (TPOT) for preschool classrooms (2-5 year olds)	The reliable TPOT Observer will conduct the TPOT on all implementing classrooms and give the results to the Data Collector who will send to the state data collector. This should be done in the fall and spring each year.	http://nysecac.org/files/8115/1846/7774/TPOT_Data_Collection_2-8-18.xlsx
6.	The Pyramid Infant-Toddler Observation Scale (TPITOS) for infant/toddler classrooms	The reliable TPITOS Observer will conduct the TPITOS on all implementing classrooms and give it to the Data Collector who will send to the state data collector. This should be done in the fall and spring each year.	http://nysecac.org/files/7615/1846/7990/TPITOS_Data_Collection_2-12-18.xls
7.	ASQ:SE (or other child S/E assessment you already use)	Teachers and parents complete the Questionnaire on each child, the summary sheet is sent to the Data Collector who removes child identifying information and sends to the state data collector at the start and end of the program year.	http://nysecac.org/files/5115/1846/8112/ASQSE-2_Master_List_for_Child_Data_2-12-18.xlsx
8.	Crosswalks with the Pyramid Model: Functional Behavioral Assessment (FBA) and the Behavior Intervention Plan (BIP).	NYSED Special Education, NYS Master Cadre and the National Pyramid Model Consortium have developed a crosswalk to help participants understand the differences and in some cases the similarities of Functional Behavioral Assessment (FBA) and the Behavior Intervention Plan (BIP). These charts can be used as a handout or to answer questions during training, especially the Pyramid Model Preschool Module 3 trainings.	PyramidvsFBA http://www.nysecac.org/files/9715/1378/7328/3_PyramidvsFBAfinal_002.pdf PyramidvsBIP http://www.nysecac.org/files/3615/1378/7328/4_PyramidvsBIPfinal.pdf

Practice Based Coaching Resources



There are two formats to choose from for coaching teachers:

- ▲ **Format 1: Group Practice Based Coaching** – The coaching can be provided to 4-6 teachers on a similar topic. This takes about 14 hours a month to lead the group. The teachers are each investing about 6 hours a month.
- ▲ **Format 2: Expert Coach model** – Coaching one teacher at a time. Under this model, the Coach is spending about 14 hours a month for each person they are coaching and the teacher is spending about 6 hours a month.

Time Investment: An Internal Coach (Coach) can spend **about 2-3 hours a week** per teacher. It takes about **35 weeks (9 months)** to get a classroom to fidelity. Importantly, this time includes EVERYTHING related to coaching: the prep time, travel time, and completing the Coaching Log. The Coach needs to be organized and use their time efficiently. A respectful agreement should be reached between the teachers and the Coach. The Coach should never talk about the teachers they are coaching to other staff or parents. Model the environment you want to see in the classroom.

Set up a coaching plan with each teacher. Build trust, by discussing what the teacher wants to work on and not what YOU want to work on.

Coaching tools:

- [Teacher-Coach Agreement](#)

http://www.nysecac.org/files/6414/9882/9328/teacher_coach_agreement.pdf

- [Teacher Goal Planning Form](#)

http://www.nysecac.org/files/9114/9882/9414/goal_planning.pdf

- [Action Planning Form](#)

http://www.nysecac.org/files/6014/9882/9514/ActionPlan_a.pdf

- [Internal Classroom Coaching Log](#)

http://www.nysecac.org/files/4914/9038/3867/Internal_Coaching_Log_-_pyramid.docx

- [Internal Coaching Evaluation](#)

<https://www.surveymonkey.com/r/CoachingCycleEval>

Coaching goals should be achievable, that is:

"Too small to fail"

For example: greet each child and parent by name each morning

Other useful Coaching resources:

- [Inventory of Practice](#) (This is a good place to select areas to focus on)

http://www.pyramidmodel.org/wp-content/uploads/2016/11/H1.2.pdf?_sm_au=iVVM6nMNZjsHS5PS

- [TPOT](#) or [TPITOS](#) (Use the results of these observations tools as a place to start)

[refer to items #5 & #6 in the Internal Coaching Resources chart above]

- [Practice Based Coach Leadership Guide](#)

http://www.nysecac.org/files/2014/9883/1118/Practice_Based_Coach_Leadership_Guide.pdf

To find the complete guide and resources for Practice-Based Coaching, go to:

<https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc>

Coaches' To Do List:

TASK	✓ Completed
Step 1: Meet with agency's Pyramid Leadership Team to understand the coaching expectations.	
Step 2: Reach out to teachers for coaching. NOTE: Teachers should be allowed to volunteer to participate in the coaching practice and not be coerced.	
Step 3: Orient each teacher to the coaching process (sign coaching agreement, discuss the teacher's hopes and priorities for coaching).	
Step 4: Conduct/or ask a trained Observer to conduct the TPOT/ TPITOS to use as a starting point.	
Step 5: Follow the Practice Based Coaching cycle (see below).	
Step 6: Chart progress using the tools on the prior page.	
Step 7: Send Internal Classroom Coaching Log forms to Data Collector monthly.	

PRACTICE BASED COACHING (PBC) is a cyclical process for supporting the use of **effective teaching practices** that lead to positive outcomes for children.

The coaching cycle components are:

1. Planning **shared goals and action planning steps**
2. Engaging in **focused observation**
3. **Reflecting on and sharing feedback** about teaching practices

PBC occurs **within the context of a collaborative partnership**. Each component in the cycle is designed to inform the actions taken by a coach or teacher during the next component (and throughout the coaching process). The cyclical nature of PBC emphasizes that expectations and desired outcomes of coaching are regularly reviewed and updated.

REMEMBER

Coaching is not supervision.
You are not telling them what to do or holding what you see against them. You have to wear a different hat if you are also this teacher's supervisor.

Source: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-handout.pdf>



PRACTICE-BASED COACHING

Head Start has a long tradition of providing professional development to support teachers as they implement effective practices that lead to positive outcomes for children. Coaching is one form of professional development that has shown promise for supporting teachers as they implement effective teaching practices.

The purpose of this document is to present the National Center on Quality Teaching and Learning's (NCQTL) coaching model. This model has both a research base* and an experience base. We refer to this coaching model as *Practice-Based Coaching*. Practice-Based Coaching is a model of coaching that includes three components (described below) which are associated with change in teacher practices and associated changes in child outcomes. While the components are all necessary, the way in which they are implemented may vary. This document will define *Practice-Based Coaching* and discuss formats in which *Practice-Based Coaching* can be implemented, and it will highlight and explain the components of *Practice-Based Coaching*.

What Is Practice-Based Coaching?

PBC is a cyclical process for supporting teachers' use of effective teaching practices that lead to positive outcomes for children. The coaching cycle components are:

1. Planning goals and action steps
2. Engaging in focused observation
3. Reflecting on and sharing feedback about teaching practices

PBC occurs within the context of a collaborative partnership. Each component in the cycle is designed to inform the actions taken by a coach or teacher during the subsequent component (or throughout the coaching process). The cyclical nature of PBC emphasizes that expectations and desired outcomes of coaching are regularly reviewed and updated. The figure below shows the PBC cycle and illustrates the relationships among the components.



Practice-Based Coaching Cycle



Pyramid Model Implementation Behavior Specialist Resources

The Behavior Specialist provides the behavioral support for children with persistent challenging behavior. This person may be a qualified member of the program team, i.e., a mental health consultant or behavior specialist, or an external consultant to the program. **The Specialist should have experience in function-based problem solving.**

The Behavior Incident Report (BIR) is one way that teachers communicate with the Behavior Specialist. Teachers use this report to document incidents of concern and to reflect, with the Behavior Specialist, on the antecedents, the reactions of the children – and staff – involved, and determine alternative responses that will reinforce more effective behavior in the future. The Behavior Specialist may also be asked to work with specific teacher(s) or children, and possibly their families, to provide focused support and attention on the behavior changes or changes in practice desired.

Copies of the BIRs, with identifying information removed such as names of individuals, should be sent to the state data collector.

Other tools useful for communicating intervention strategies are the Functional Assessment (FBA) Interview Form and Support Planning Chart (see Resource Chart below)

Resource Chart for Behavioral Specialists

Tool Name	Description	Link
Behavior Incidents Report (BIR)	<p>Teachers will complete a BIR when needed. If necessary, the Leadership Team should meet with the Behavior Specialist to analyze the data from the BIR. The Behavior Specialist will work with the child and family to replace the behavior with a more effective alternative.</p> <p>Send copies of the BIRs <u>[without identifying information]</u> to the state data collector.</p>	<p>BIR_Rev5.2017_Form http://www.nysecac.org/files/9514/9684/6820/BIR_Rev5.2017_Form.docx</p> <p>BIR_Rev5.2017_Instructions http://www.nysecac.org/files/9414/9684/6821/BIR_Rev5.2017_Instructions.pdf</p>
Functional Behavior Assessment (FBA)	<p>The Functional Assessment (Interview Form) is conducted by appropriate program staff and the corresponding Support Planning Chart will be completed for children exhibiting persistent behaviors that inhibit learning and/or whose physical and verbal behavior causes concern.</p>	<p>FBA Interview Form: http://www.nysecac.org/files/6115/1377/6661/07bFAl.pdf?sm%20au%3D%20VJr8pkPP0SL0P</p> <p>FBA Blank Support Plan Chart: http://www.nysecac.org/files/6315/1377/6284/07eBlankSupportPlanChart.pdf</p>

Crosswalks with the Pyramid Model: Functional Behavioral Assessment (FBA) and the Behavior Intervention Plan (BIP).	NYSED Special Education, NYS Master Cadre and the National Pyramid Model Consortium have developed a crosswalk to help participants understand the differences and in some cases the similarities of Functional Behavioral Assessment (FBA) and the Behavior Intervention Plan (BIP). These charts can be used as a handout or to answer questions during training, especially the Pyramid Model Preschool Module 3 trainings.	PyramidvsFBA http://www.nysecac.org/files/9715/1378/7328/3. PyramidvsFBAfinal_002.pdf PyramidvsBIP http://www.nysecac.org/files/3615/1378/7328/4. PyramidvsBIPfinal.pdf

During the Implementation Team meetings, the Behavior Specialist contributes expertise in helping the team members understand the dynamics of the situation such as the developmental needs of the child, the relationship between the child and the teachers and with other children, etc. This is especially important input if the child has an Individualized Education Plans (IEP) or Individualized Family Service Plan (IFSP). The Behavior Specialist is responsible for:

- ♦ guiding the team's problem solving and intervention support for children who need individualized interventions.
- ♦ assisting the team in gathering and synthesizing information to determine antecedents and behaviors, and to maintain consequences.
- ♦ facilitating the team planning process to determine individualized prevention, intervention and response strategies to address challenging behavior.
- ♦ assisting the team in understanding and analyzing data that measures a child's progress.
- ♦ including family members in the process to support the child who might present with challenging behaviors.
- ♦ contributing to new policies that the Implementation Team might develop in response to behavioral issues.

NOTE: The Behavior Specialist, if working on site full time, may also serve as the Data Collector (refer to Appendix A for the tasks assigned to the role of Data Collector in the Implementation Plan).



External Leadership Coach

Pyramid Model Debrief Form

Leadership Coach

Meeting with Leadership Team at what Program?

Date(s) of session(s):

Location of session(s):

Leadership Coaching

1. Cost of this contract/length of this Leadership Coaching contract.	\$
2. Number of hours for this meeting with the Leadership Team.	
3. Total number of leadership members present and total number on leadership team.	/
4. Who attended the session? (Admin, Internal Coach, External Coach, Behavior Spec, Data Collector, other define). IMPORTANT: <u>ADD the names</u> of who attended <u>AND attach</u> sign-in sheet.	
5. Did you review the Implementation Action Plan with the Leadership Team? If any changes were made, please send the updated plan to your point of contact.	
6. Did you review any data points with the team (TPOT, TPITOS, BoQ, Social-Emotional Screening, BIR)? If yes, how did the data discussion inform decisions made by the team?	

7. Summarize the Leadership Team Meeting:

8. How do you think the Meeting went overall?

9. Is there anything you need assistance with as a Leadership Coach?

10. What is the date of your next leadership team meeting with this agency?

Please email this form to your point of contact. Thank you!

Program-Wide Leadership Team Implementation Action Plan

Program Name: _____

Address:_____ Date Updated: _____

Administrator:_____ Email:_____

Leadership Coach:_____ Email:_____

Classroom Coach:_____ Email:_____

Team Roster		
Name	Role	Email

Meeting Dates											
AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
Meeting Time:						Meeting Location:					

Meeting Ground Rules	

Team's Mission Statement

Total number of classrooms in program:	_____
Number of classrooms that are implementing Pyramid Model:	_____
Number of classrooms that are currently receiving Practice Based Coaching:	_____
Number of classrooms that have completed 35 weeks of Practice Based Coaching:	_____
Number of classrooms that have completed TPOT observations:	_____
Number of classrooms that have completed TPITOS observations:	_____
Number of classrooms that have completed ASQ:SE or similar social-emotional tool:	_____

Please indicate the number of staff trained on the following Pyramid Model Modules:

Preschool Module 1 _____

Infant Toddler Module 1 _____

Preschool Module 2 _____

Infant Toddler Module 2 _____

Preschool Module 3 _____

Infant Toddler Module 3 _____

Positive Solutions for Families _____

Parents Interacting w/ Infants (PIWI) _____

IMPORTANT: Anytime you update this form, please send it to your External Leadership Coach and Data Collector and to ecac@ccf.ny.gov .

Critical Elements: Establish Leadership Team; Staff Buy-In; Family Engagement; Program-Wide Expectations; Strategies for Teaching and Acknowledging the Program-Wide Expectations; All Classrooms Demonstrate Implementation of the Pyramid Model; Procedures for Responding to Challenging Behavior; Professional Development and Staff Support Plan; Monitoring Implementation and Outcomes.

Critical Elements	What is the Problem/issue/task to be addressed?	Action Step/Activity	Persons Responsible	Follow-Up or Completion Date
Establish Leadership Team		1.		
		2.		
		3.		
		4.		
		5.		
		6.		
Staff Buy-In		1.		
		2.		
		3.		
		4.		
		5.		
		6.		

Critical Elements	What is the Problem/issue/task to be addressed?	Action Step/Activity	Persons Responsible	Follow-Up or Completion Date
Family Engagement		1.		
		2.		
		3.		
		4.		
		5.		
		6.		
Program-Wide Expectations		1.		
		2.		
		3.		
		4.		
		5.		
		6.		

Critical Elements	What is the Problem/issue/task to be addressed?	Action Step/Activity	Persons Responsible	Follow-Up or Completion Date
All Classrooms Demonstrate Implementation of the Pyramid Model		1.		
		2.		
		3.		
		4.		
		5.		
		6.		
Professional Development and Staff Support Plan		1.		
		2.		
		3.		
		4.		
		5.		
		6.		

Critical Elements	What is the Problem/issue/task to be addressed?	Action Step/Activity	Persons Responsible	Follow-Up or Completion Date
Procedures for responding to Challenging Behavior		1.		
		2.		
		3.		
		4.		
		5.		
		6.		
Monitoring and Implementation and Outcomes		1.		
		2.		
		3.		
		4.		
		5.		
		6.		

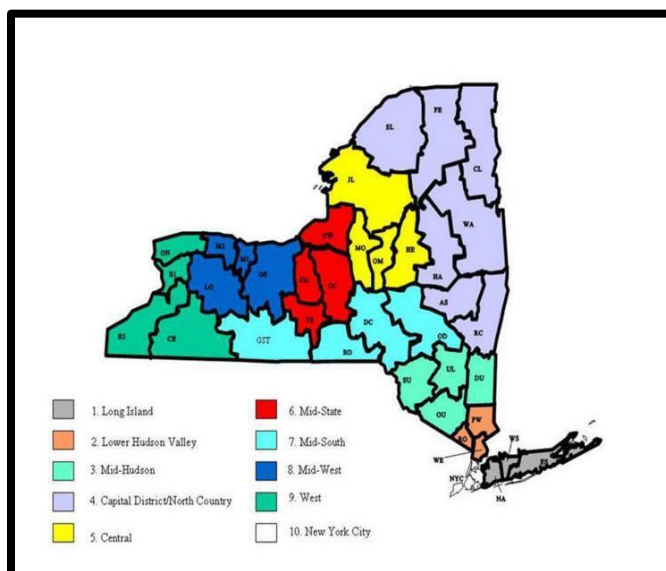
Appendix J

Regional Special Education Technical Assistance (RSE-TASC) Behavior Support Specialists & NYS PBIS Technical Assistance Center (NYS PBIS TAC)

Name	Title/Regional Location	Email
Carolyn Candela	Behavior Specialist – Long Island RSE-TASC	ccandela@esboces.org
Erin Leskovic	Behavior Specialist - Lower Hudson RSE-TASC	Eleskovic@pnwboces.org
*Clara Murphy	Behavior Specialist – Mid-Hudson RSE-TASC	Clara.Murray@DCBOCES.ORG
Dorothy Novogrodsky	Behavior Specialist - Mid-Hudson RSE-TASC	dorothy.novogrodsky@DCBOCES.ORG
Dawn Appleby-Quackenbush	Behavior Specialist - Capital District/North Country RSE-TASC	Dawn.appleby-quacken@neric.org
Darcy Burns	Behavior Specialist - Central RSE-TASC	dburns@boces.com
*Kelley Burt	Behavior Specialist - Mid-State RSE-TASC	kburt@ocmboces.org
Stacy Smith	Behavior Specialist - Mid-South RSE-TASC	ssmith@btboces.org
*Jennifer Rymanowski	Behavior Specialist - Mid-West RSE-TASC	Jennifer_Rymanowski@boces.monroe.edu
Megan King	Behavior Specialist - West RSE-TASC	MKing@e1b.org
Caryn DePinna	Behavior Specialist - NYC RSE-TASC	CDepinna@schools.nyc.gov
*Marianna Mostovaya	Behavior Specialist - NYC RSE-TASC	MMostovaya@schools.nyc.gov
Erin Brewer	Director - NYS PBIS TAC	erin.brewer@neric.org
Heather Normandin	Associate - NYS PBIS TAC	heather.normandin@neric.org

*=Hired after 2016 Pyramid Model Training of Trainers

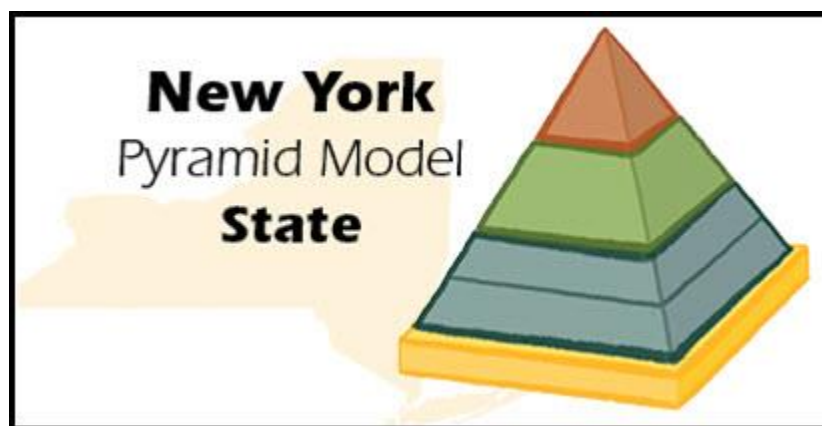
List as of March 2018



Some of the regions have Pyramid Model module training as part of their regional plan. Check with your Behavior Specialist to see if your staff can be invited to their module trainings, also called Tier trainings.

For more information on the RSE-TASC, see:

<http://www.p12.nysed.gov/special-ed/techassist/rsetasc/memo909.htm>



Promoting Social & Emotional Competence in New York's Young Children

Access the online version of the New York State Program-Wide Implementation Guide at:
<http://www.nysecac.org/ecac-initiatives/pyramid-model/>

For more information on the New York State Pyramid Model Leadership Team
achievements in training and implementation please visit us at:
<http://www.nysecac.org/ecac-initiatives/pyramid-model/>