Pyramid Model Peer Learning Communities: Supporting Oklahoma's Workforce

September 19, 2023

THE PYRAMID MODEL CONSORTIUM

Supporting Early Childhood PBIS

OKLAHOMA HEAD START COLLABORATION OFFICE

Helping People, Changing Lives

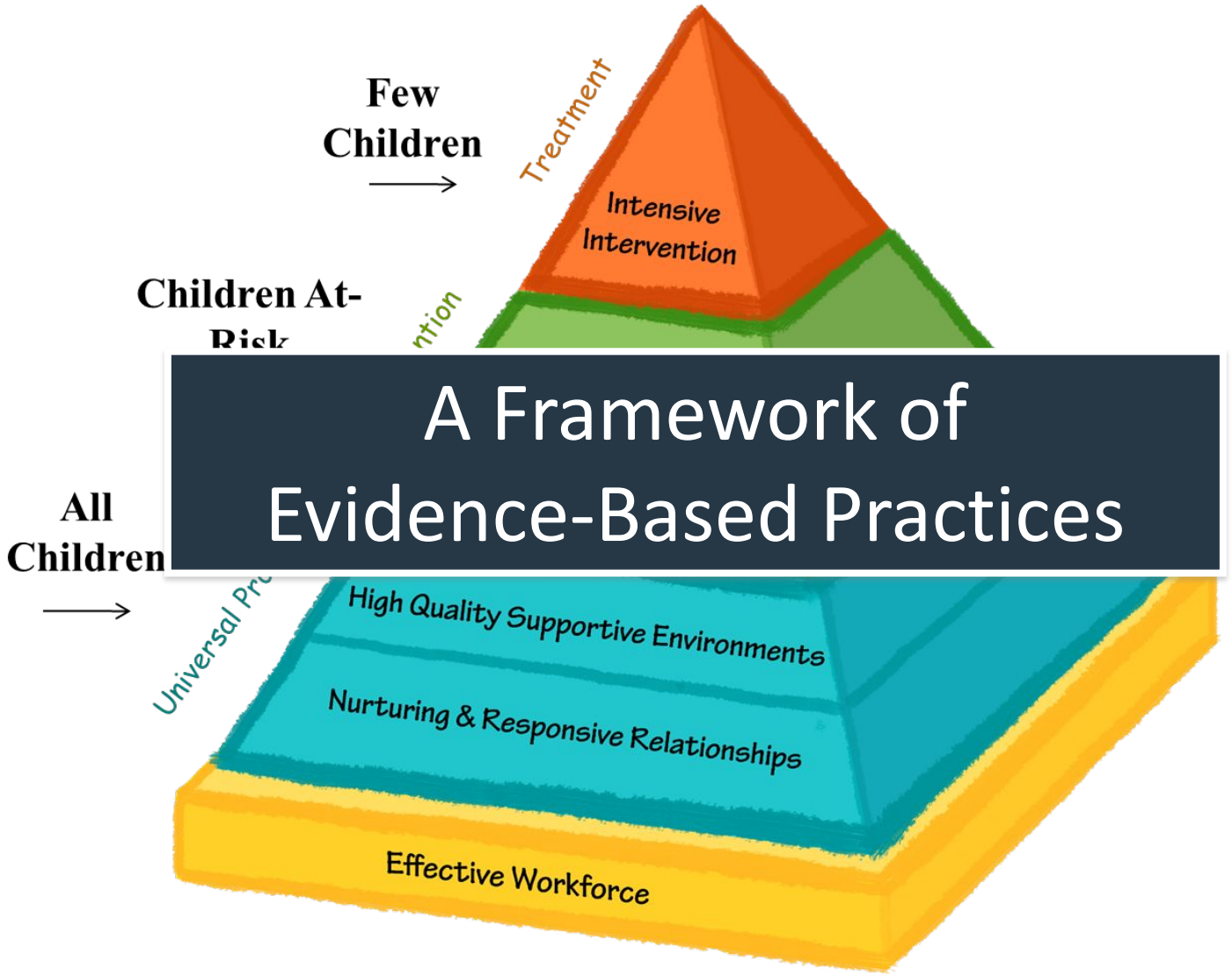
Oklahoma Clearinghouse for EARLY CHILDHOOD SUCCESS

Welcome
Paula Brown, Director
Oklahoma Head Start
Collaboration Office &
Pyramid Model Project

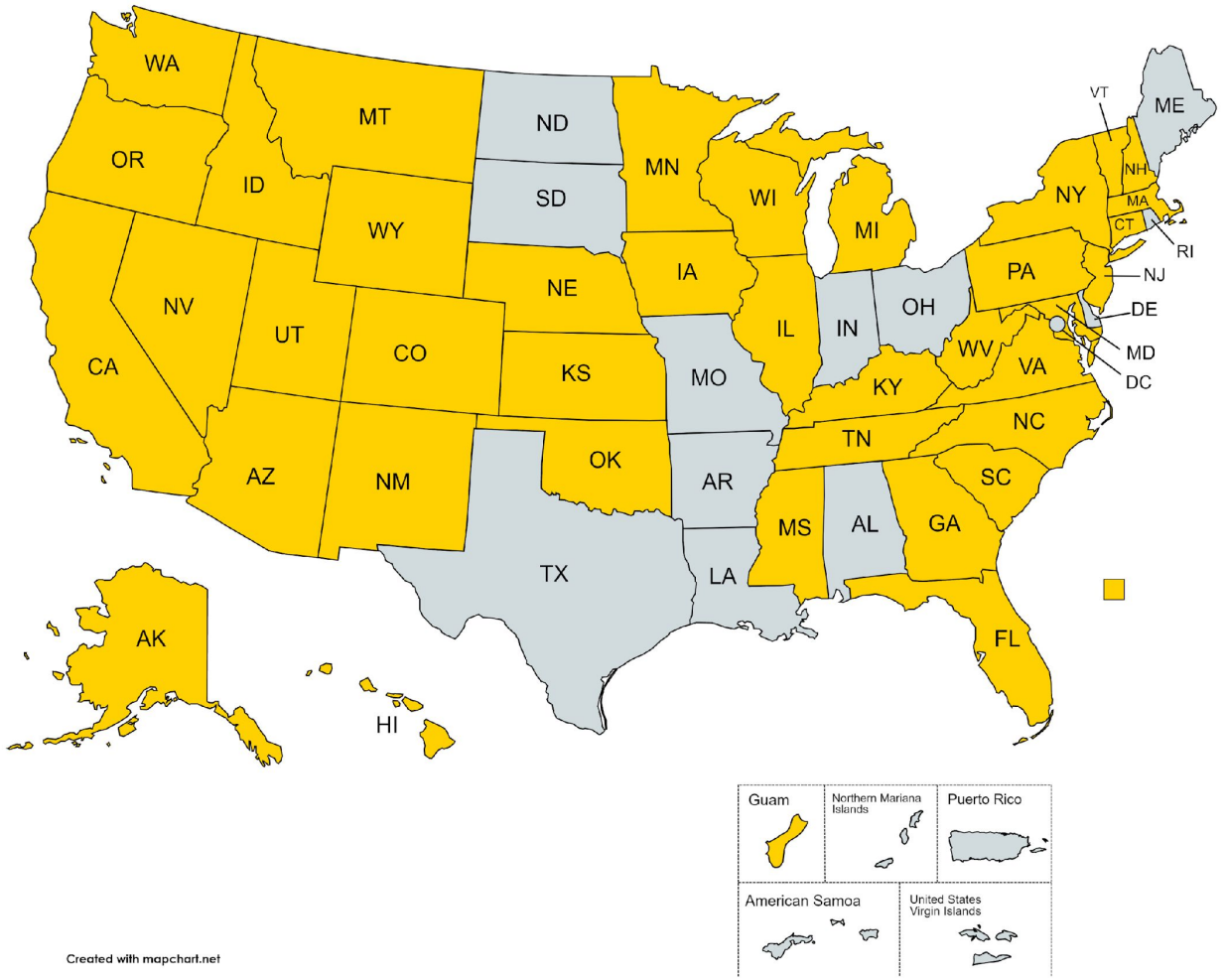
How familiar are you with the Pyramid Model?

- 0-1: Not at all…I thought I was coming to a session that was going to teach me how to make money and I would never have to work again!
- 2-3: I've heard of it, but before today, I only thought it was something used for children with severe social-emotional diagnoses/behaviors
- 4: I've heard of it, I've been to some training or taken some of the eModules online
- 5: I know it, I've implemented it, I've trained it, I've been to NTI and have the t-shirt!

Pyramid Model – Overview and History



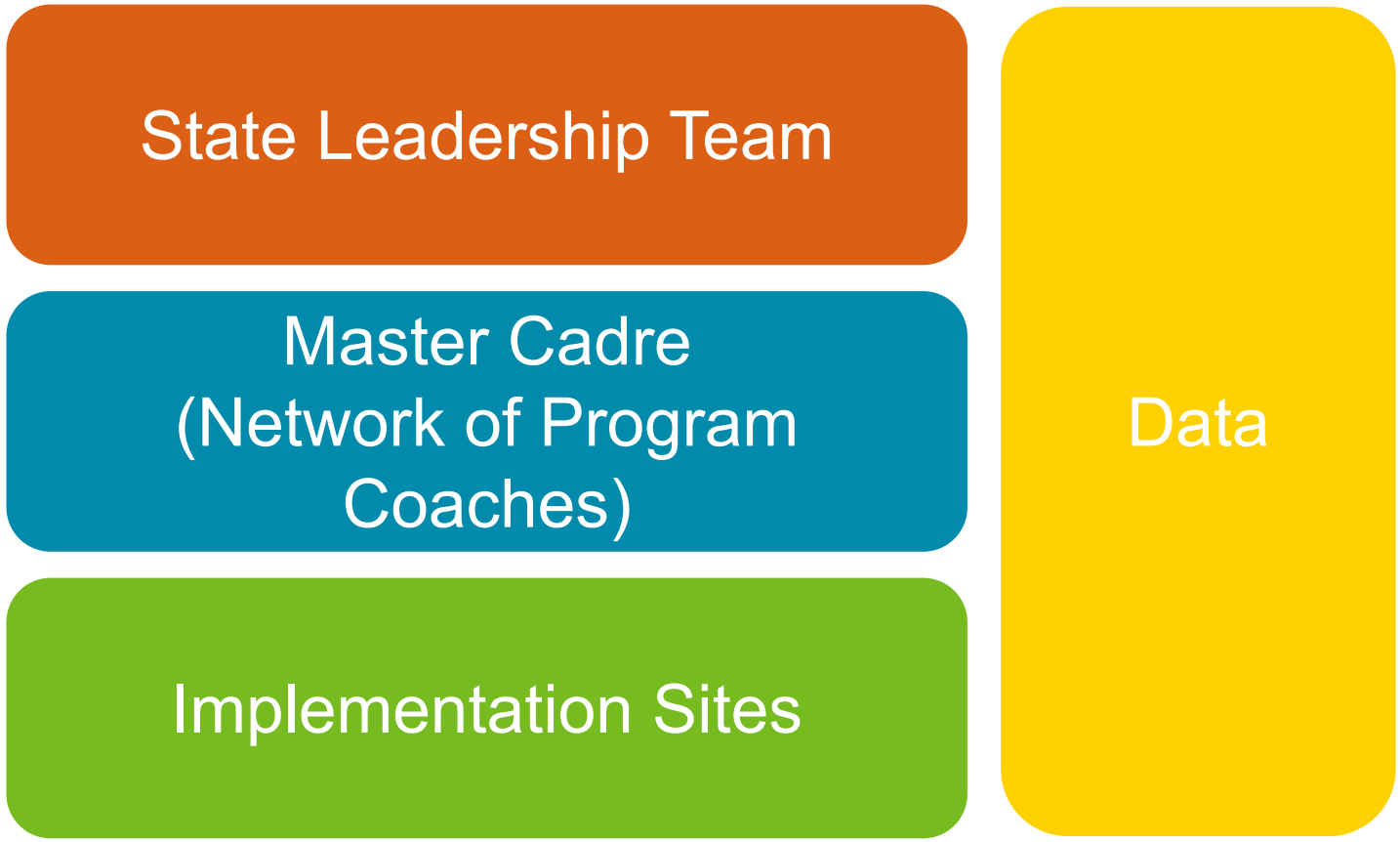
Statewide Implementation



What Does it Take to Get Implementation with High Fidelity Sustained in Programs and Scaled up Statewide?

Addressing Suspension and Expulsion

4 Essential Structures



Oklahoma
PYRAMID MODEL
Child Care Inc.
Tribal Head Start and Child Care
Oklahoma Department of Mental Health and Substance Abuse Services
Oklahoma Partnership for School Readiness
University of Oklahoma Early Childhood Education Institute
Oklahoma State Regents for Higher Education
Oklahoma State Department of Education
George Kaiser Family Foundation
Potts Family Foundation
UCAP Inc. Head Start
Oklahoma Department of Human Services
Tulsa Educare
Oklahoma Association of Community Action Agencies/ Head Start
Oklahoma Child Care Resource and Referral Association, Inc.
Oklahoma State Department of Health

Formula for Success

Pyramid Model Practices

x

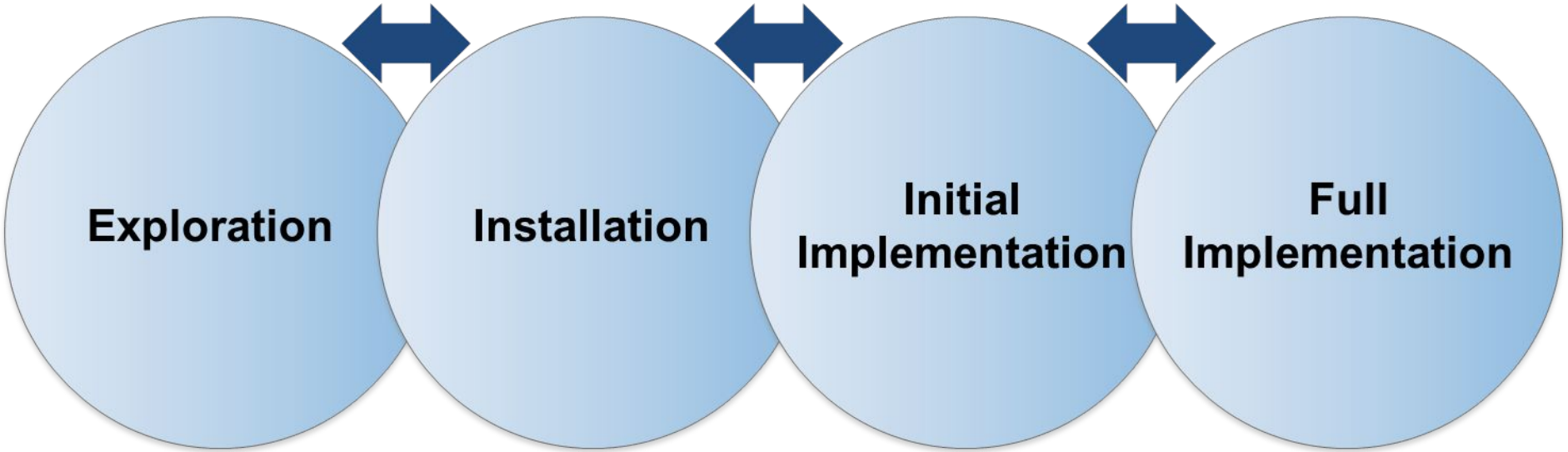
Intervention Fidelity

x

Systems for Implementation Fidelity

Meaningful Outcomes

Implementation Stages



- Assess needs
- Examine fit and feasibility
- Form Team
- Develop communication protocols
- Identify infrastructure elements

- Assure resources
- Assess gaps
- Initiate feedback loops
- Develop infrastructure to support practice & organizational change

- Initiate new practices
- Use data for continuous improvement
- Strengthen the infrastructure to support practice & organizational change

- Use improvement cycles
- Assess fidelity and outcomes
- Maintain skillful practice
- Produce more efficient and effective infrastructure

2-4 Years

Levels of Implementation

LEVEL 1: Beginning Site

*Access Pyramid Model Training content, Implicit Bias

*Practice Based Coaching

View Administrator Webinar

LEVEL 2: Practicing Site

- Active Leadership Team
- Implementation Plan based on Program Wide
- Benchmarks of Quality

LEVEL 3: High Fidelity Site

*Use of TPOT and/or TPITOS

*80% or higher of PM Practices

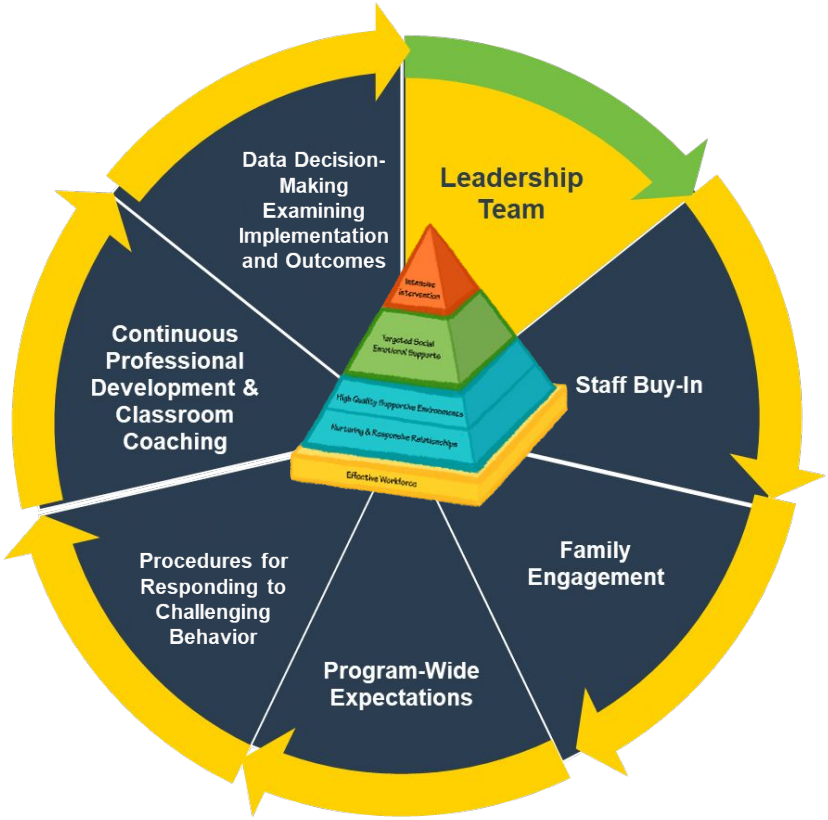
*Internal coach

Level 4: Mentor/ Demo Site

*Support other Level 2/3 programs

* Available for Level 2/3 to see it in action

Pyramid Model Implementation Sites



Why an Implementation Team?

No Implementation Team

From "Letting it Happen"

14%
17
Years

Improvement in Outcomes

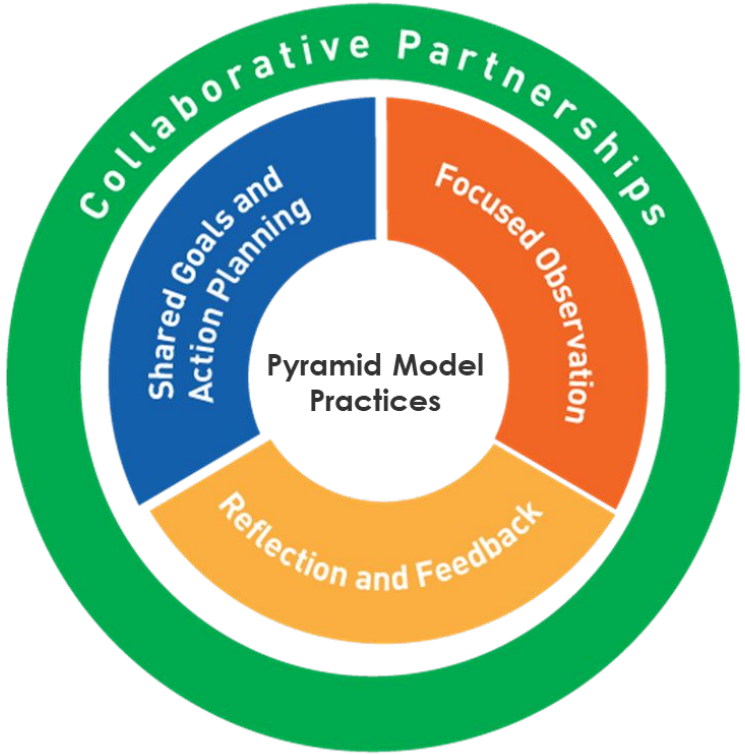
Implementation Team

To "Making it Happen"

80%
3
Years

Sources:
Fixsen, Blase, Timbers, & Wolf, 2001
Balas & Boren, 2000
Green & Seifert, 2005
Saldana & Chamberlain, 2012

Practice-Based Coaching FRAMEWORK



Pyramid Model Training Materials (Free)

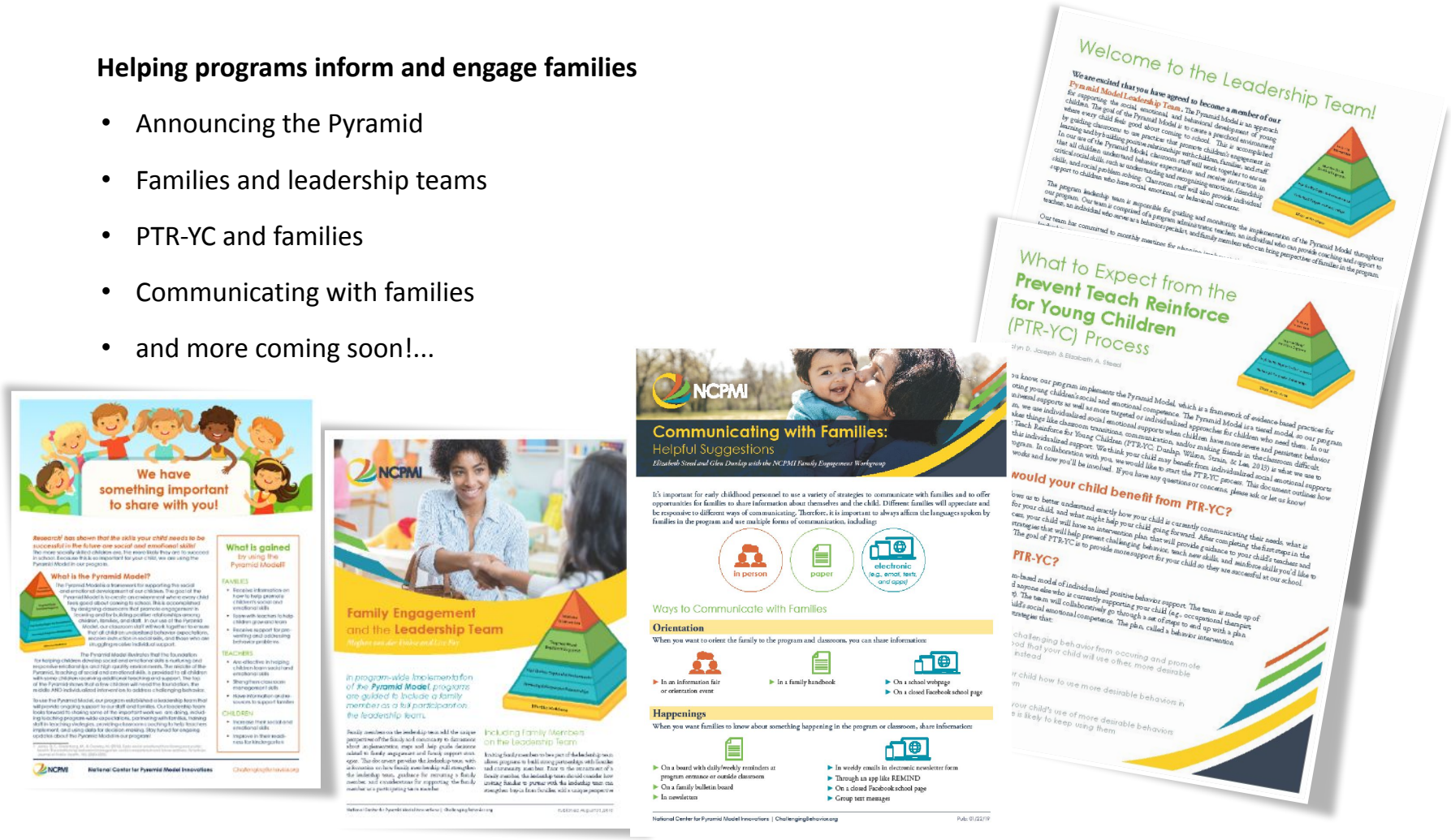
- Infant Toddler Modules
- Preschool Modules
- Coaching Modules
- Family Coaching Modules
- Positive Solutions for Families
- Early Intervention

from the National Center for Quality Teaching and Learning, 2012
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/development/coaching.html

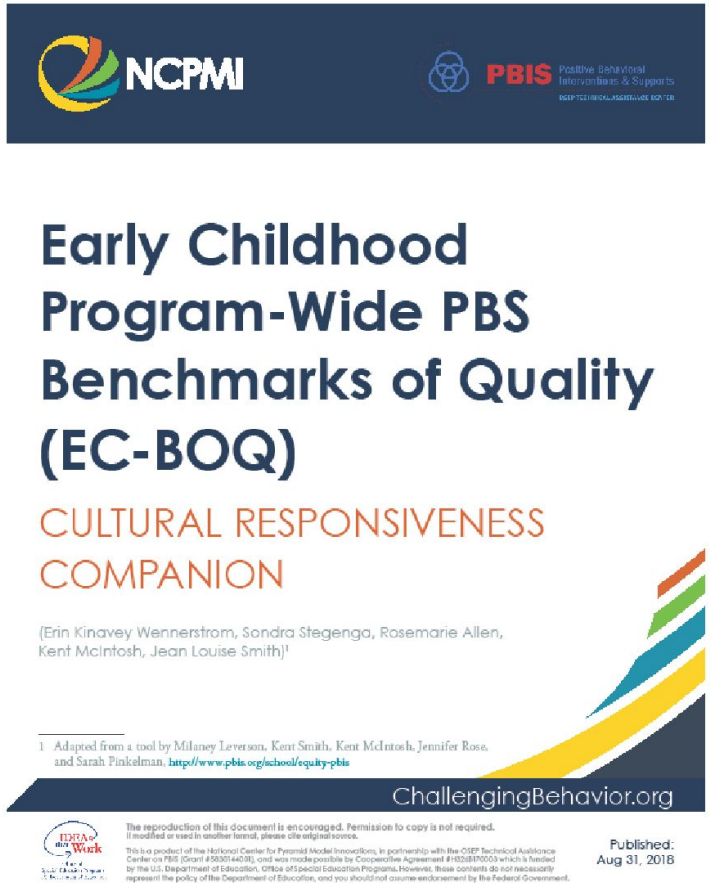
Family Engagement Resources

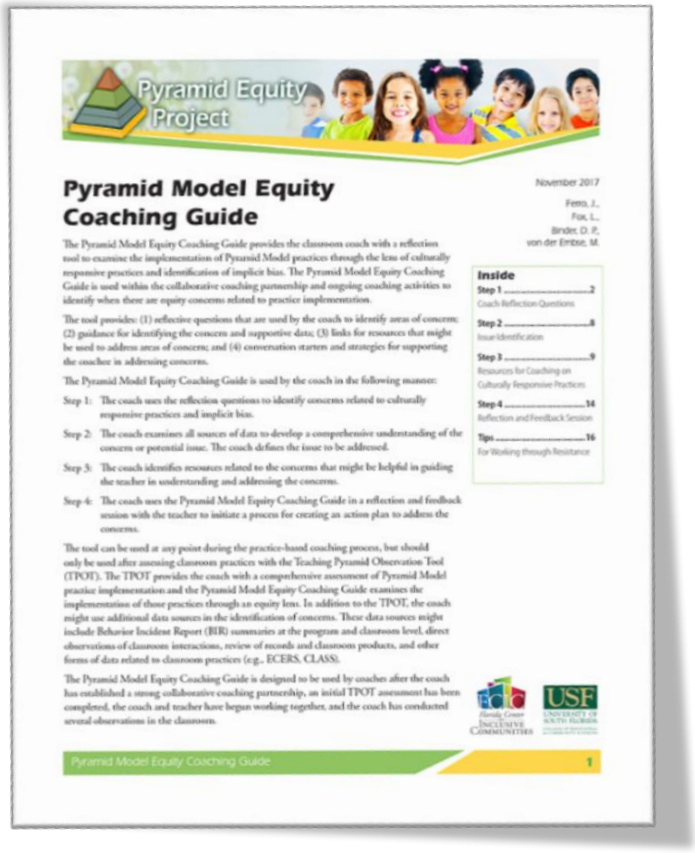
Helping programs inform and engage families

- Announcing the Pyramid
- Families and leadership teams
- PTR-YC and families
- Communicating with families
- and more coming soon!...



Addressing Equity Issues





Inclusion Resources

NCPMI

Why Focus on Quality Inclusion as Part of Statewide Pyramid Model Implementation?

Alissa Rausch and Phillip Strain

The *Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children* was developed to build the capacity of programs and professionals to use evidence-based practices in promoting social competence, preventing social-emotional skill delays and problem behavior, and providing effective interventions for children with severe or persistent challenging behavior (Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003). The Pyramid Model is also designed to promote the inclusion of children with disabilities within community programs. In states where there is a focus on increasing the use of high-quality inclusion practices, the implementation of the Pyramid Model offers an effective approach. This white paper provides information on the importance of inclusion and how the Pyramid Model might be used in statewide initiatives to increase the use of inclusive practices.

Relatedly, the 2015 U.S. Department of Education and U.S. Health and Human Services Joint Policy Statement on Inclusion of Children with Disabilities in Early Childhood Settings defines high-quality inclusion as "inclusion in early childhood programs refers to including children with disabilities in early childhood programs, together with their peers without disabilities; holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations; and using evidence-based services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers, and sense of belonging. This applies to all young children with disabilities, from those with the mildest disabilities to those with the most significant disabilities."

Additionally, the importance of inclusion has been increasingly highlighted beyond early childhood special education. The National Association for the Education of Young Children's statement on advancing equity in early childhood education (2019) addresses ability as it relates explicitly to children diagnosed with disabilities and their families, the role early childhood providers, administrators, and policymakers have in the services provided for young children diagnosed with disabilities and their families, and the inclusion of young children diagnosed with developmental delays and their families in the community. This statement encourages the extension of inclusion of children with disabilities beyond preschool special education programs and into community preschools, child-care (family and center-based), and private preschools. It also recommends that a child with disabilities receive their special education services in their established early childhood setting.

The Efficacy of Inclusion

The benefits of inclusion for children with and without disabilities, programs, and communities are well described and empirically supported in the literature. These benefits are highlighted below.

Benefits to children with disabilities:

- Children with disabilities birth to age eight who are included in early childhood educational settings with their typically developing peers have more positive outcomes than children who are not. Improved outcomes for children with disabilities have been noted in

Overview | Inclusion and the Pyramid Model | Indicators | Resources

Inclusion and the Pyramid Model

Why Focus on Quality Inclusion as Part of Statewide Pyramid Model Implementation? (White Paper)

> *"In states where there is a focus on increasing the use of high-quality inclusion practices, the implementation of the Pyramid Model offers an effective approach. This white paper provides information on the importance of inclusion and how the Pyramid Model might be used in statewide initiatives to increase the use of inclusive practices."* (Rausch, Strain)

Read the complete white paper.

Partnering with Success: Stories from ECE Professionals and Family Engagement

Pyramid Model practices support professionals to make positive connections with families in inclusive settings. In this webinar, you will hear perspectives from three panelists: an early childhood special education classroom teacher, a program coach, and a mental health specialist. Panelists share effective tips and strategies for partnering with families of children diagnosed with disabilities and their peers.

For presenter bios, related resources, and certificate

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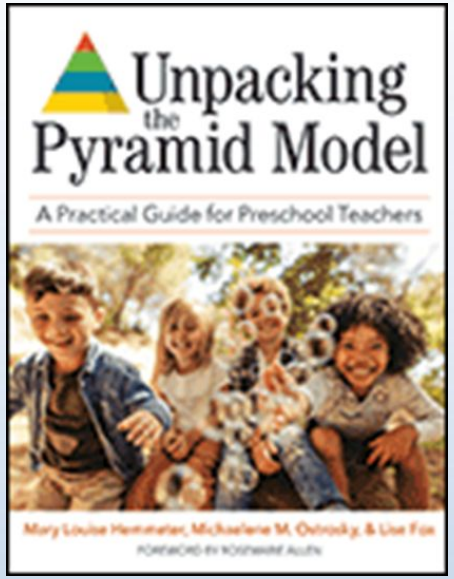
THE DISCOVERY SOURCE

Complete Pre-K Classroom Kit

The Discovery Source published the recommended resources so teachers can begin to teach Social-Emotional Development skills immediately, more effectively, and with high fidelity implementation of the Pyramid Model Training.



Classroom Kit Includes:

- **Tucker Turtle Kit**
- **Problem Solver Solution Kit**
- **Super Friends Kit**
- **Classroom Visual Kit**
- **Emotional Literacy Kit**

Download PDF Flyer

ePyramid

Self-Paced On-Line
Learning Modules

A new way to access
Pyramid Model training &
support long-term outcomes!

Announcing New Module!

"Highlighting Culturally Responsive Practices in the Pyramid Model to Reduce Implicit Bias, Disproportionality, Suspensions and Expulsions"

ePyramid Modules-Click Here

- Infant Toddler Package (Mods 1-3)
- Preschool Package (Mods 1 – 3)
- Birth – 5 Package (Mods 1 – 3 - English and Spanish)
- Trauma Informed Care and the Pyramid Model
- Staff Wellness: Taking Care of Yourself
- Implicit Bias
- Practice Based Coaching
- Early Intervention
- Prevent Teach Reinforce – Young Children
- Prevent Teach Reinforce - Families

What are the main challenges providers face?

- Staff Shortages?
- Staff burnout/adult wellness?
- Lack of adequate training?
- Increase of challenging behaviors?
- Other?

- How might the Pyramid Model address these challenges?

Peer Learning Communities

Infant Toddler, Preschool and Birth – 5 ePyramid Facilitated Cohorts

- eModule plus 9, 1 hour or 6, 90 minute facilitated sessions

Trauma Informed Care and the Pyramid Module

- eModule plus 3, 1 hour facilitated sessions-tba

Wellness: Taking Care of Yourself

- eModule plus 1, 1 hour facilitated sessions-tba

Looking for Early Care & Education professionals who are interested in being part of a Master cadre of coaches/trainers/facilitators

Levels of Implementation

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Pyramid Model Peer Learning Communities

For OK Licensed Providers Only!

The **ePyramid courses and Peer Learning Communities (PLC)** are designed to add a human touch point and help participants implement Pyramid Model practices. Facilitators will lead participants through reflections and action planning that are structured and inspired by the ePyramid content. More specifically, the sessions are designed to help participants discuss the lessons, provide reflection and ask questions while implementing the practices.

Each course is about 18 hour of course work, including videos, activities, and handouts. The live, facilitated sessions that support each course are made up of either 9, 60 minute sessions or 6, 90 minutes sessions, depending on the option you choose below.

We are offering a variety of courses and meeting times to choose from. First, decide which topic is the best fit for you, Infant/Toddler, Preschool, or Birth to 5. Then **select only one** of the options in that topic. Once registered participants are expected to attend all the sessions in their selected series.

To explore all of the current PLC offerings visit our homepage at https://www.pyramidmodel.org /affiliate/oklahoma/

Infant/Toddler

Preschool

Birth to 5 English

Coming Soon! Birth to 5 Spanish

For additional information please contact Kimberly Jumper-Brown at pyramid@okacaa.org

OKLAHOMA community Action

Oklahoma Clearinghouse for EARLY CHILDHOOD SUCCESS

Project Number Two – Level Two and Three

- 80 High Fidelity Implementation Sites from licensed providers
  - Licensed Family Child Care
  - Licensed Center Based Child Care
  - Licensed Tribal Child Care
  - Early Head Start/Head Start
- 30 Sites preliminary identified
- Pull from Project One Sites for other 50

Role of CCR & R

- Support recruitment of participant in Project One
- Support recruitment of programs for Project Two
- Make linkages to QRIS
- 10 staff will serve as Program Coaches

Program Coach

- Serves as an External Coach
  - Meets with local Leadership team
  - Supports the internal coach
  - Provides additional training and content support to local professionals
  - Helps Local leadership team collect, disaggregate and act on data for quality program implementation
  - Helps scale-up region-wide
  - Connections to SW-PBIS/VTmtss to support integration to K-12

Benchmarks of Quality

- Overview of the quality indicators of each of the critical elements associated with implementing behavior support program wide
- Each indicator (benchmark) builds on the previous ones
- The goal is to determine where you are in order to make a “to do list” (use your implementation action plan for that)

Readiness for Program-Wide Implementation

- Clear commitment and buy-in from staff
- Leadership Team is formed and includes:
  - Administrator
  - Classroom Coach – professional development
  - Person with behavioral expertise
  - Teachers
- Program commits to 2-3 year process to achieve full implementation
- Program commits to using data for decision-making including progress monitoring and fidelity assessments

Readiness (continued)

- Leadership team commits to meeting monthly, monitoring progress, and using data for decision making
  - Support of children
  - Support of teachers
- Leadership team commits to
  - Facilitating ongoing training and TA
  - Supporting teachers to implement the Pyramid practices
  - Developing and promoting program-wide expectations
  - Developing plan to provide individualized PBS

Resources

National Center for Pyramid Model INNOVATIONS

www.challengingbehaviors.org

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www.pyramidmodel.org

Any other favorite resources?

Contact Information:

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