

Data Decision-Making and Program-Wide Implementation of the Pyramid Model

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and Denise Perez Binder
March, 2014



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ROADMAP TO EFFECTIVE INTERVENTION PRACTICES



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This publication was produced by the Technical Assistance Center on Social Emotional Intervention for Young Children funded by the Office of Special Education Programs, U. S. Department of Education (H326B070002). The views expressed in this document do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred.

Suggested Citation:

Fox, L., Veguilla, M., and Perez Binder, D. (2014). Data Decision-Making and Program-Wide Implementation of the Pyramid Model. *Roadmap to Effective Intervention Practices #7*. Tampa, Florida: University of South Florida, Technical Assistance Center on Social Emotional Intervention for Young Children.

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Roadmap to Effective Intervention Practices

Data Decision-Making and Program-Wide Implementation of the Pyramid Model

Lise Fox, Myrna Veguilla, and Denise Perez Binder, March 2014

This document is part of the *Roadmap to Effective Intervention Practices* series of syntheses, intended to provide summaries of existing evidence related to assessment and intervention for social-emotional challenges of young children. The purpose of the syntheses is to offer consumers (professionals, other practitioners, administrators, families, etc.) practical information in a useful, concise format and to provide references to more complete descriptions of validated assessment and intervention practices. The syntheses are produced and disseminated by the Office of Special Education Programs (OSEP) Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI).

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INTRODUCTION

The TACSEI Roadmap on *Data Decision-Making and Program-Wide Implementation of the Pyramid Model* provides programs with guidance on how to collect and use data to ensure the implementation of the Pyramid Model with fidelity and decision-making that improves the provision of implementation supports, delivery of effective intervention, and the promotion of meaningful child outcomes. The roadmap was developed through the contributions and knowledge of multiple faculty members working with the Center on Social and Emotional Foundations for Early Learning (CSEFEL) and the Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI). Their efforts to develop meaningful measures and data decision-making tools were conducted in partnership with the numerous demonstration sites, programs, coaches, and state leadership teams within CSEFEL and TACSEI states. This document reflects over a decade of collective effort to identify or develop data decision-making tools that were useful, efficient, and reliable. However, it is important to note that the tools provided by this guide do not represent the universe of tools that might be helpful in Pyramid Model implementation. Other tools, such as social emotional screening measures and social emotional curricula have been reviewed in multiple documents on the CSEFEL and TACSEI web site and through other entities that are focused on the implementation of social emotional intervention (e.g., <http://www.ecmhc.org/>).

The Pyramid Model provides a framework for the implementation of practices that will promote the social and emotional competence of all young children including children who have persistent challenging behavior. The practices to be used by practitioners in the implementation of the Pyramid Model are defined in tiers to identify those practices that are used to promote the social and emotional outcomes of all children, prevention practices that are designed to provide additional instruction and support to children who might be at risk of social emotional delays or challenging behavior, and the practices that are used to implement effective intervention for children with persistent social emotional delays or challenging behavior. Across the country, programs and practitioners implementing the Pyramid Model have found that Pyramid Model practices are effective and result in increases in children's social and emotional competence and a reduction in child challenging behavior. Moreover, they report that practitioners feel more confident and competent with social emotional teaching. In addition, there is emerging research that provides experimental evidence that the implementation of Pyramid Model practices within a classroom results in improved social and emotional outcomes for all children and a reduction in child challenging behavior among target children (Hemmeter, Fox, & Snyder, 2013, Hemmeter, Snyder, Fox, & Algina, 2011).

The implementation of the Pyramid Model in a program requires that practitioners have the support to use the practices with fidelity. Those supports, described as implementation supports, ensure that practitioners within a program have administrative buy-in, ongoing professional development, and guidance from the program for the implementation of the Pyramid Model (Hemmeter et al., 2013). Programs that implement the Pyramid Model program-wide within their agency or center are typically guided by a leadership team that ensures implementation supports are in place. The leadership team reflects on the provision of implementation supports through the use of data-based decision-making. This guide includes the tools that leadership teams can use to collect data, reflect on data patterns, and identify decisions that will ensure the provision of effective supports to practitioners, families, and children.

DATA DECISION-MAKING

In this guide, we discuss the use of data for two purposes: assessing the fidelity of implementation and intervention and assessing the outcomes that result from those efforts. Essentially, data are used to address the questions of:

- Are we doing what we say we are doing? (Implementation and Intervention Fidelity)
- Is it making a difference? (Outcomes)

As we ask these two questions, we have made a distinction between implementation fidelity and intervention fidelity. Researchers who are engaged in addressing issues related to implementation have offered useful guidance about the value of that distinction (Dunst, Trivette, & Raab, 2013). Implementation fidelity refers to “the degree to which coaching, in-service training, instruction, or any other kind of evidence-based professional development practice is used as intended...”, while intervention fidelity refers to “the degree to which evidence-based intervention practices are used as intended...” For a program to implement an innovation, both implementation and intervention fidelity are critical to achieving meaningful outcomes.

The collection of data is only the first step in a process that is needed for data decision-making. Once data are collected, they must be summarized or displayed for analysis and interpretation. When data are examined within a data decision-making process, the team or practitioner must “ask questions” about what the data might mean while noting the limitations of the data. In addition, the team or practitioner will use multiple data sources to identify and understand the complexity of factors that can influence an issue or concern that might be identified by examining data. Making a decision based on data is best conducted as a team as multiple perspectives are needed to ensure that interpretations of the data are carefully considered during the inquiry process.

In this document, we will use a simple protocol for the process that teams and practitioners should use when analyzing their data. This protocol involves three steps:

1. Look – Examine data for trends, meaningful associations
2. Think – Ask questions related to the data that might help with interpretation
3. Act – Make a decisions as a team and identify the action plan needed to put the decision in place

The data analysis process will begin by thinking about the quality of data and noting whether there are concerns about how data were collected, external factors that might affect interpretation of data, and other considerations to keep in mind as data are analyzed. Teams might make notes regarding those data considerations prior to their review of the data displays.

In the “Look” step, teams should refrain from jumping to an inference about the data. In the initial review of the data, teams should identify what they see factually without coming to conclusions. For example, a statement related to teacher observation data might be “I see that Mr. B has 5 red flags and those have been consistent across both of the formal observations.” As teams examine the data, they might:

- Identify patterns
- Make comparisons
- Identify commonalities
- Identify discrepancies
- Look for unexpected results
- Identify questions that result from the data review
- Identify the need to access additional data

In the “Think” step, teams engage in a discussion to make interpretations about the data. The team records notes to begin to identify their inferences or conclusions based on the data that offer evidence for those conclusions. During the “Think” step, teams might ask:

- What factors might be associated with the results indicated by the data?
- What areas of the data need more inquiry or additional data to understand?
- What are major themes or conclusions that we are ready to make from our review of the data?

In the “Act” step, teams identify actions that will be implemented in response to conclusions from the data. Team action steps might include multiple actions, the collection of additional data, or a decision to continue to monitor a particular situation or data set. Actions might involve steps related to:

- Changes to policy or procedures
- Providing training
- Providing coaching
- Improving response to crises

- Strengthening family relationships
- Working with collaborators
- Improving leadership team functioning
- Improving data collection and analysis procedures
- Other factors related to the issue or concern

PYRAMID MODEL DATA DECISION-MAKING TOOLS

The tools presented in this section are only some of the tools that teams and practitioners might use as they ensure implementation and intervention fidelity and determine the supports needed by practitioners, children, and families. Other tools that are often used in early childhood programs include: environmental rating scales (e.g., ECERS), assessments of classroom quality (e.g., CLASS), child progress monitoring (e.g., Teaching Strategies Gold, Galileo), attendance data, demographic data for children and practitioners, outcome monitoring data (e.g., OSEP child outcomes), family engagement measures, and practitioner fidelity checklists. The tools listed in this document are those that are designed for use in the implementation of the Pyramid Model.

In this section, we describe each tool briefly and provide the measurement form or information for accessing the tool.

Early Childhood Program-Wide PBS Benchmarks of Quality

Authors: Lise Fox, Mary Louise Hemmeter, and Susan Jack (2010)

The Benchmarks of Quality is designed to help programs evaluate their progress toward implementing the Teaching Pyramid Model program-wide. This checklist is completed by each program’s leadership team to assess progress along the nine critical feature areas of implementation. The initial administration of the Benchmarks provides teams with a baseline on team status and a framework for completing their start-up action plans. Teams then use their plans for ongoing guidance for implementation progress and fidelity to the model. The Benchmarks of Quality is updated bi-annually by teams and submitted to the evaluators for progress monitoring.

The Benchmarks of Quality questions are categorized into nine critical elements: (a) establish a leadership team; (b) staff buy-in; (c) family involvement; (d) program-wide expectations; (e) strategies for teaching and acknowledging the program wide expectations; (f) all classrooms demonstrate the adoption of the Teaching Pyramid Model; (g) procedures for responding to challenging behavior; (h) staff support plan; and (i) monitoring implementation outcomes. Each question is rated on a 0 (not in place) to 2 (in place) scale.

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 and a member with expertise in behavior support. Other team members might include parent, teaching assistant, related service specialists 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. 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.			
	6. Team reviews and revises the plan at least annually.			
Staff buy-in	7. Staff are aware of and supportive of the need for a program wide system for addressing children's social emotional development and challenging behavior. A staff poll establishes buy-in before the initiative is launched.			
	8. 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	9. Family input is solicited as part of the planning 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.			
	10. 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.			
	11. 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, open house, websites, family friendly handouts, workshops, rollout events).			
	12. 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	13. 2-5 positively stated program wide expectations are developed.			
	14. 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.			
	15. Expectations are developmentally appropriate and linked to concrete rules for behavior within activities and settings.			
	16. All program staff are involved in the development of the expectations.			
	17. Expectations are shared with families and staff assist families in the translation of the expectations to rules in the home.			
	18. Expectations are posted in classrooms and in common areas in ways that are meaningful to children, staff and families.			
Strategies for teaching and acknowledging the program wide expectations	19. Instruction on expectations is embedded within large group activities, small group activities, and within individual interactions with children.			
	20. A variety of teaching strategies are used: teaching the concept, talking about examples and non-examples, scaffolding children's use of the expectations in the context of ongoing activities and routines. Instruction on expectations and rules occurs on a daily basis.			
	21. 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).			
All classrooms demonstrate implementation of the Pyramid Model	22. Teachers and program staff have strategies in place to promote positive relationships with children, each other, and families and use those strategies on a daily basis.			
	23. Teachers and program staff have arranged environments, materials, and curriculum in a manner that promotes social-emotional development and guides appropriate behavior.			
	24. Teachers and program staff are proficient at teaching social and emotional skills within daily activities in a manner that is meaningful to children and promotes skill acquisition.			
	25. Teachers and program staff respond to children's problem behavior appropriately using evidence-based approaches that are positive and provide the child with guidance about the desired appropriate behavior.			
	26. Teachers and program staff provide targeted social emotional teaching to individual children or small groups of children who are at-risk for challenging behavior.			
	27. Teachers and program staff initiate the development of an individualized plan of behavior support for children with persistent challenging behavior.			
Procedures for responding to challenging behavior	28. Strategies for responding to problem behavior in the classroom are developed. Teachers use evidence-based approaches to respond to problem behavior in a manner that is developmentally appropriate and teaches the child the expected behavior.			
	29. 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.			
	30. A process for problem solving with other teachers around problem behavior is developed. Teachers can identify a process that may be used to gain support in developing ideas for addressing problem behavior within the classroom (e.g., peer-support, classroom mentor meeting, brainstorming session).			

Critical Elements	Benchmarks of Quality	Check One		
		Not in Place 0	Partially in Place 1	In Place 2
<i>Procedures for responding to challenging behavior (continued)</i>	31. 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.			
	32. 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.			
	33. 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.			
	34. A plan for providing ongoing support, training, and coaching in each classroom on the Pyramid Model practices is developed and implemented.			
	35. A data-based coaching model is used to assist classroom staff with implementing the Pyramid Model practices to fidelity.			
	36. Staff responsible for facilitating behavior support processes are identified and trained.			
	37. A needs assessment is conducted with staff to determine training needs on the adoption of the Pyramid Model.			
	38. Individualized professional development plans are developed with all staff.			
	39. Group and individualized training strategies are identified and implemented.			
	40. Plans for training new staff are identified and developed.			
	41. Incentives and strategies for acknowledging staff are identified.			
Monitoring implementation and outcomes	42. Process for measuring implementation fidelity is used.			
	43. Process for measuring outcomes is developed.			
	44. Data are collected and summarized.			
	45. Data are shared with program staff and families.			
	46. Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement.			
	47. Implementation Plan is updated/revised as needed based on the ongoing data.			

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Adopting the Pyramid Model in Home Visiting: Benchmarks of Quality

Authors: Lise Fox and Erin Barton (2011)

The Benchmarks of Quality checklist used by home visiting programs is designed to help programs evaluate their progress toward implementing the Pyramid Model within their early intervention home visiting services. The Benchmarks of Quality for early intervention examines implementation of 24 practices related to data-based decision-making, assessment driven supports and intervention, and home visitor support within each tier of the Pyramid Model. Each practice is rated on a 0 (not in place) to 2 (in place) scale. This checklist is completed by each program's leadership team to assess progress along the nine critical feature areas of implementation. The initial administration of the Benchmarks provides teams with a baseline on team status and a framework for completing their start-up action plans. Teams then use their plans for ongoing guidance for implementation progress and fidelity to the model. The Benchmarks of Quality is updated bi-annually by teams and submitted to the evaluators for progress monitoring.

Preschool-Wide Evaluation Tool (PreSET™) Research Edition. Assessing universal program-wide PBS in early childhood programs

Authors: Elizabeth A. Steed, Tina M. Pomerleau (2012). Available from Paul H. Brookes Publishing, www.brookespublishing.com

The PreSET provides reliable tool that can be used by an external evaluator to examine how well the universal level of program-wide positive behavior intervention and support (PW-PBIS) is being implemented. The Pre-SET examines the following factors: (1) expectations defined; (2) behavioral expectations taught; (3) responses to appropriate and challenging behavior; (4) organized and predictable environment; (5) monitoring and decision making; (6) family involvement; (7) management; and (8) program support. Interviews and observations are conducted in each classroom and with the program administrator.

Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT)

Authors: Mary Louise Hemmeter, Lise Fox, and Patricia Snyder (2014). Available from Paul H. Brookes Publishing, www.brookespublishing.com

The Teaching Pyramid Observation Tool™ (TPOT™), Research Edition is used to assess the implementation of the Pyramid Model in classrooms for children who are 2-5 years old. The TPOT is scored based on an observation of at least two hours and an interview with the teacher following the observation. Observations should be conducted during structured large-group and unstructured child-directed time. TPOT observations should occur in each classroom at the beginning and end of the school

year. The TPOT is organized in three subscales: Pyramid Model Key Practice Items; Red Flags; and Responses to Challenging Behavior. The Key Practices subscale provides information about the implementation of 114 indicators of practices related to 14 key practice items. The Red Flags subscale provides information on whether the teacher is using practices that might impede implementation of the Pyramid Model or conflict with promoting children's social and emotional growth. The Responses to Challenging Behavior subscale summarizes the use of three essential practices that should be used in response to challenging behavior.

The Pyramid Infant-Toddler Observation Scale (TPITOS)

The TPITOS is a tool that is under development. Contact Judith Carta (carta@ku.edu) for information on how to access and use the tool.

The Pyramid Infant-Toddler Observation Scale (TPITOS) is a tool similar to the TPOT and measures implementation of the Pyramid Model practices in infant/toddler classrooms. It focuses on the observation of adult behaviors and environmental arrangements specific to supporting the social-emotional development of infants and toddlers. The TPITOS is scored based on a two-hour observation of at least three different routines with at least three children present, followed by an interview. This tool consists of three types of items: a) observational items, b) interview items, and c) Red Flags. Each item is scored either yes or no based on the observation and/or interview. Programs may score teachers in a classroom separately or decide to only score an individual teacher. Red flags should be scored either for the teacher being observed or the classroom. Teacher behavior for other teachers in the classroom may also be scored if it poses a concern during the observation. Teams should submit a TPITOS for each classroom at the beginning and end of the school year.

Ages and Stages Questionnaires: Social and Emotional (ASQ:SE)

Authors: Jane Squires, Diane Bricker, and Elizabeth Twombly (2002). Available from Paul H. Brookes Publishing, www.brookespublishing.com

The Ages and Stages Questionnaire: Social and Emotional (ASQ: SE) contains eight age-appropriate questionnaires which are completed by caregivers/teachers to identify the social and emotional competence of young children ages three to 60 months. The ASQ: SE has separate questionnaires for 6, 12, 18, 24, 30, 36, 48, and 60 month age intervals. The item content of the questionnaires addresses seven behavioral areas: self-regulation, compliance, communication, adaptive functioning, autonomy, affect, and interaction with people. Questions within these areas are scored on a 3-point scale ranging from "most of the time" to "rarely." An overall score is computed and compared to the cut-off scores to identify children who may need additional targeted additional testing or ongoing monitoring.

Adopting the Pyramid Model in Home Visiting: Benchmarks of Quality

Program Name: _____ Location: _____ Date: _____

	Elements	In Place?		
		No	Partially	Yes
Tier One				
Data-Based Decision Making	Use of social emotional screening tool on quarterly basis (e.g., ASQ-SE, BITSEA)			
	Checklist or screening tool to identify caregiver and environment risks (ESQ, IPCI)			
	Journal or visitation log that includes section for observations of caregiving, emotional responsivity, and child social emotional development			
	Process for scoring screening tools and determining next steps for support/intervention			
Assessment-Driven Supports and Interventions	Resource list for referrals to additional supports to assist caregiver with risk factors, family or personal challenges, home environment, etc.			
	Parent information resources to support responsive caregiving, appropriate child guidance approaches, safe environments, etc.			
Home Visitor Support	Supervision or support to discuss observations, review data, determine next steps			
Tier Two				
Assessment-Driven Supports and Interventions	Curriculum-based Assessment that includes a social emotional domain for the identification of targeted interventions (e.g., SEAM)			
	Family-centered goal identification process to select targeted skills and routines (What)			
	Activity/skill matrix for family guided routine intervention (When); Procedures for caregiver implementation within routines (How)			
	Coaching process for caregiver implementation of interventions			
Data-Based Decision Making	Checklist for observing caregiver implementation fidelity			
	Data collection tool and form to monitor child/caregiver progress			
	Behavior incident recording form for families to capture information on emerging concerns			
	Home visitor protocol for inquiring about behavior challenges/emergent concerns and offering support			
Tier 3				
Data-Based Decision Making	Functional assessment observation forms/procedures and interview			
	Process for gaining team input and/or outside referrals			
	Information gathered is synthesized into hypotheses; Hypotheses validated/reviewed by other team members			
	Data collection system is established (by home visitor or family/caregiver)			
Assessment-Driven Supports and Interventions	Hypothesis review and support plan development in partnership with the family			
	Written plan is provided to the family/caregiver using family- friendly language; Needed supports are provided to the family			
	Coaching process for caregiver implementation of interventions			
Data-Based Decision Making	Checklist for observing caregiver implementation fidelity			
	Data are reviewed to monitor child/caregiver progress			

Social-Emotional Assessment/Evaluation Measure (SEAM™)

Authors: Jane Squires, Diane Bricker, Misti Waddell, Kristin Funk, Jantina Clifford, and Robert Hoselton (2014). Available from Paul H. Brookes Publishing, www.brookespublishing.com

The SEAM™ helps your program: support development of important social-emotional skills in order to minimize challenging behaviors; develop strong partnerships with families; identify goals and develop intervention activities; and monitor child progress toward social-emotional goals. SEAM™ includes three intervals with different developmental ranges: Infant (2–18 months); Toddler (18–36 months); and Preschool (36–66 months). Each interval assesses 10 child benchmarks critical to social-emotional competence, including empathy, adaptive skills, self-image, emotional responses, and healthy interactions with others. SEAM™ is a great tool for developing targeted social and emotional intervention goals and measuring child progress.

Behavior Incident Recording System (BIRS)

Authors: Lise Fox, Denise Perez Binder, Danielle Liso, and Michelle Duda (2010)

The Behavior Incident Recording System (BIRS) provides early care and education programs and classrooms with a system to collect and analyze behavior incidents in their program. The system provides an efficient mechanism for gathering information on elements related to behavior incidents that can be used analytically to make decisions about providing supports to teachers and children within the program. Teachers within programs collect data on behavior incidents that are not developmentally normative or are a cause of concern to the teacher. These data are summarized monthly to provide formative data for examining factors related to behavior incidents (child, teacher, activity, behavior type, behavior motivation, and responses to the behavior). In addition, these data provide summative information on the frequency of behavior incidents over time. Data that are collected can be examined by examining individual BIRs, using a data-based to provide summaries, or using the on-line BIRS available at www.behaviorpartnership.org.

Monthly Program Actions

An assigned person from the leadership team is asked to report, on a monthly basis, a frequency count of important actions taken in the program in response to serious challenging behavior, including: a) calls to families about problem behaviors; b) dismissal from program; c) transfer within program; d) requests for outside assistance; and e) scheduled family conferences around problem behavior.

Coaching Contacts

Coaching contact data provides a summary of the number and duration of coaching visits that were provided to teachers and a description of the professional development strategies used during coaching contacts. Coaching is used to support teachers in their implementation of Pyramid Practices. Coaches submit these data monthly for summary.

Prevent-Teach-Reinforce for Young Children (PTR-YC)

Authors: Glen Dunlap, Kelly Wilson, Phillip S. Strain, and Janice K. Lee. Available from Paul H. Brookes Publishing, www.brookespublishing.com

Prevent-Teach-Reinforce for Young Children is used by teams to design individualized behavior support plans and track child progress in skill acquisition and behavior reduction. The book comes with a CD-ROM that includes planning forms and worksheets tailored for early childhood programs, including a Goal Sheet, Daily Log, Behavior Rating Scale, Intervention Menu, and Team Implementation Guide. The behavior rating scale provides data on the effectiveness of behavior support plans that are developed as intensive, individualized interventions.

Behavior Incident Report

Child's ID: _____

Date: _____

Staff ID: _____

Time of Occurrence: _____

Program ID: _____

Classroom ID: _____

Behavior Description: _____

Problem Behavior (check most intrusive)

- | | | |
|---|---|---|
| <input type="checkbox"/> Physical aggression | <input type="checkbox"/> Inappropriate language | <input type="checkbox"/> Property damage |
| <input type="checkbox"/> Self injury | <input type="checkbox"/> Verbal aggression | <input type="checkbox"/> Unsafe behaviors |
| <input type="checkbox"/> Stereotypic Behavior | <input type="checkbox"/> Non-compliance | <input type="checkbox"/> Trouble falling asleep |
| <input type="checkbox"/> Disruption/Tantrums | <input type="checkbox"/> Social withdrawal/ isolation | <input type="checkbox"/> Other_____ |
| <input type="checkbox"/> Inconsolable crying | <input type="checkbox"/> Running away | |

Activity (check one)

- | | | |
|--|---|--|
| <input type="checkbox"/> Arrival | <input type="checkbox"/> Meals | <input type="checkbox"/> Departure |
| <input type="checkbox"/> Classroom jobs | <input type="checkbox"/> Quiet time/Nap | <input type="checkbox"/> Clean-up |
| <input type="checkbox"/> Circle/Large group activity | <input type="checkbox"/> Outdoor play | <input type="checkbox"/> Therapy |
| <input type="checkbox"/> Small group activity | <input type="checkbox"/> Special activity/ Field trip | <input type="checkbox"/> Individual activity |
| <input type="checkbox"/> Centers/Indoor play | <input type="checkbox"/> Self-care/Bathroom | <input type="checkbox"/> Other_____ |
| <input type="checkbox"/> Diapering | <input type="checkbox"/> Transition | |

Others Involved (check all that apply)

- | | | |
|--|--|-------------------------------------|
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Family Member | <input type="checkbox"/> Peers |
| <input type="checkbox"/> Assistant Teacher | <input type="checkbox"/> Support/ Administrative staff | <input type="checkbox"/> None |
| <input type="checkbox"/> Therapist | <input type="checkbox"/> Substitute | <input type="checkbox"/> Other_____ |

Possible motivation (check one)

- | | | |
|--|---|--|
| <input type="checkbox"/> Obtain desired item | <input type="checkbox"/> Gain adult attention/comfort | <input type="checkbox"/> Avoid sensory |
| <input type="checkbox"/> Obtain desired activity | <input type="checkbox"/> Avoid adults | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Gain peer attention | <input type="checkbox"/> Avoid task | <input type="checkbox"/> Other_____ |
| <input type="checkbox"/> Avoid peers | <input type="checkbox"/> Obtain sensory | |

Strategy/ Response (check one or the most intrusive)

- | | | |
|---|--|---|
| <input type="checkbox"/> Verbal reminder | <input type="checkbox"/> Time with a teacher | <input type="checkbox"/> Family contact |
| <input type="checkbox"/> Curriculum modification | <input type="checkbox"/> Re-teach/practice expected behavior | <input type="checkbox"/> Loss of item/privilege |
| <input type="checkbox"/> Move within group | <input type="checkbox"/> Time in different classroom | <input type="checkbox"/> Time out |
| <input type="checkbox"/> Remove from activity | <input type="checkbox"/> Time with support staff | <input type="checkbox"/> Physical guidance |
| <input type="checkbox"/> Remove from area | <input type="checkbox"/> Redirect to different activity/toy | <input type="checkbox"/> Physical hold/restrain |
| <input type="checkbox"/> Provide physical comfort | | <input type="checkbox"/> Other_____ |

If applicable, administrative follow-up (check one or most intrusive)

- | | | |
|--|--|--|
| <input type="checkbox"/> Non-applicable | <input type="checkbox"/> Arrange behavioral consultation/ team | <input type="checkbox"/> Reduce hours in program |
| <input type="checkbox"/> Talk with child | <input type="checkbox"/> Targeted group intervention | <input type="checkbox"/> Dismissal |
| <input type="checkbox"/> Contact family | <input type="checkbox"/> Transfer to another program | <input type="checkbox"/> Other_____ |
| <input type="checkbox"/> Family meeting | | |

Comments: _____

Monthly Program Actions Tracking Form

Program Name: _____ Month: _____

Staff ID: _____ Phone: _____

Number of Classrooms Participating: _____

Actions	Week 1 _/_/___	Week 2 _/_/___	Week 3 _/_/___	Week 4 _/_/___	TOTAL
Calls to families about child's behavioral concerns ¹					
Dismissal from program due to child's behavioral concerns (with no transfer to alternate program)					
Transfer to different program due to child's behavioral concerns					
Requests for assistance from mental health consultant, psychologist, or other professional due to child's behavioral concerns ²					
Family conferences scheduled to address child's behavioral concerns ³					

Please place a 0 in any of the categories if there were no occurrences

- 1 Only record phone calls that are not routine and are specifically conducted to address topic of child's problem behavior
- 2 Only record requests for assistance that are focused on addressing an individual child's problem behavior, not general technical assistance
- 3 Only record conferences that are convened to discuss child's problem behavior, not routine family conferences where behavior may be discussed

Coaching Log

Coach ID: _____

Program: _____

Date	Teacher <i>(first name only)</i> / Program	Activities/Strategies <i>(check all that occurred during session)</i>		Duration <i>(in min)</i>	Follow-up?
		Observations	Meetings		
		<input type="checkbox"/> Observing <input type="checkbox"/> Modeling <input type="checkbox"/> Verbal support <input type="checkbox"/> Side by side gestural support <input type="checkbox"/> Problem solving discussion <input type="checkbox"/> Reflective conversation <input type="checkbox"/> Help with environmental arrangements <input type="checkbox"/> Other help in the classroom <input type="checkbox"/> Conduct TPOT <input type="checkbox"/> Conduct TPITOS <input type="checkbox"/> Other	<input type="checkbox"/> Problem solving discussion <input type="checkbox"/> Reflective conversation <input type="checkbox"/> Help with environmental arrangements <input type="checkbox"/> Role play <input type="checkbox"/> Video feedback <input type="checkbox"/> Graphic feedback <input type="checkbox"/> Goal setting/action planning <input type="checkbox"/> Performance feedback <input type="checkbox"/> Material provision <input type="checkbox"/> Demonstration <input type="checkbox"/> Other		<input type="checkbox"/> email <input type="checkbox"/> phone <input type="checkbox"/> none
		<input type="checkbox"/> Observing <input type="checkbox"/> Modeling <input type="checkbox"/> Verbal support <input type="checkbox"/> Side by side gestural support <input type="checkbox"/> Problem solving discussion <input type="checkbox"/> Reflective conversation <input type="checkbox"/> Help with environmental arrangements <input type="checkbox"/> Other help in the classroom <input type="checkbox"/> Conduct TPOT <input type="checkbox"/> Conduct TPITOS <input type="checkbox"/> Other	<input type="checkbox"/> Problem solving discussion <input type="checkbox"/> Reflective conversation <input type="checkbox"/> Help with environmental arrangements <input type="checkbox"/> Role play <input type="checkbox"/> Video feedback <input type="checkbox"/> Graphic feedback <input type="checkbox"/> Goal setting/action planning <input type="checkbox"/> Performance feedback <input type="checkbox"/> Material provision <input type="checkbox"/> Demonstration <input type="checkbox"/> Other		<input type="checkbox"/> email <input type="checkbox"/> phone <input type="checkbox"/> none
		<input type="checkbox"/> Observing <input type="checkbox"/> Modeling <input type="checkbox"/> Verbal support <input type="checkbox"/> Side by side gestural support <input type="checkbox"/> Problem solving discussion <input type="checkbox"/> Reflective conversation <input type="checkbox"/> Help with environmental arrangements <input type="checkbox"/> Other help in the classroom <input type="checkbox"/> Conduct TPOT <input type="checkbox"/> Conduct TPITOS <input type="checkbox"/> Other	<input type="checkbox"/> Problem solving discussion <input type="checkbox"/> Reflective conversation <input type="checkbox"/> Help with environmental arrangements <input type="checkbox"/> Role play <input type="checkbox"/> Video feedback <input type="checkbox"/> Graphic feedback <input type="checkbox"/> Goal setting/action planning <input type="checkbox"/> Performance feedback <input type="checkbox"/> Material provision <input type="checkbox"/> Demonstration <input type="checkbox"/> Other		<input type="checkbox"/> email <input type="checkbox"/> phone <input type="checkbox"/> none

USING DATA: LEADERSHIP TEAMS

The Leadership Team should examine data monthly and make decisions that result in greater implementation and intervention fidelity. In addition, they will use data to address problems, concerns, and identify areas of growth. Below is an evaluation matrix that describes some of the data tools that might be used by the Leadership Team for data decision-making related to implementation of the Pyramid Model within Center and Home Visiting programs.

Table 1.
Evaluation Matrix for Program-Wide Implementation

Tools	When Collected	By Whom
Benchmarks of Quality (center programs); or Home Visiting Benchmarks (for home visiting programs)	Pre-Implementation and Annually	Demonstration site leadership team
Coach Contact Log	Monthly	Coaches
Teaching Pyramid Observation Tool (TPOT) for preschool classrooms (2 to 5 year olds) The Pyramid Infant-Toddler Observation Scale (TPITOS) for infant/toddler classrooms	Bi-Annually	Coaches
Monthly Program Actions	Monthly	Demonstration site leadership team
Behavior Incidents	Monthly	Teachers complete following an incident
ASQ:SE	Bi-Annually	Teachers or parents
Progress Monitoring	Two times per week for children with intervention plans	Teacher or home visitor

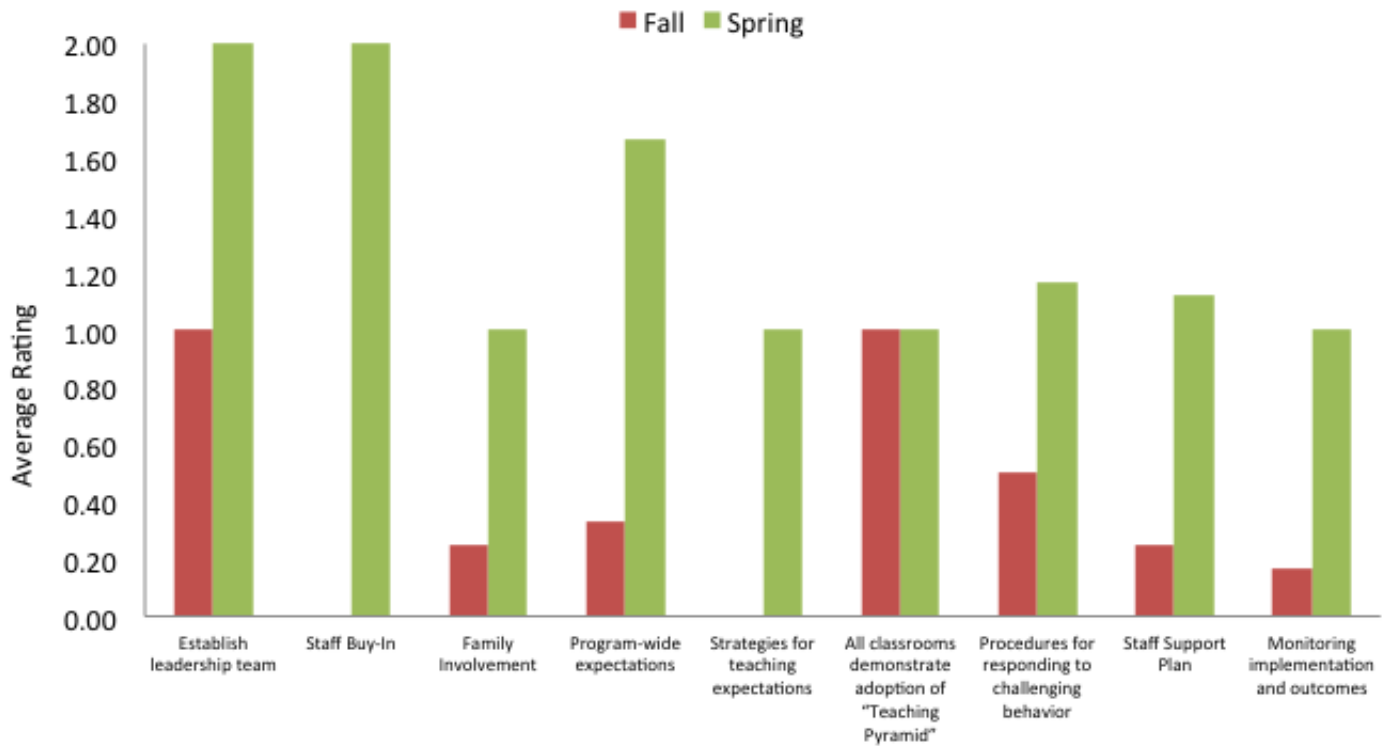
The Leadership Team collects data at the beginning and end of the school year or a program year using a set of tools to evaluate the impact of the Pyramid Model practices on programs, classrooms and children. All programs, regardless of the ages of the children, complete the Benchmarks of Quality to measure the implementation of their program wide supports. Programs that provide Part C home visiting services complete a Benchmarks of Quality that is tailored for that program service delivery model. Coaches who work with teachers or practitioners, complete a coaching contact log monthly to document their coaching activities and the strategies used within those interactions. To measure changes in classroom practices, The Pyramid Infant-Toddler Observation Scale (TPITOS) is used to assess infant/toddler classrooms, and the Teaching Pyramid Observation Tool (TPOT) is used in preschool classrooms. Programs also collect data on actions related to challenging behavior and child behavior incidents. To measure child social emotional developmental status, the Ages and Stages Questionnaire: Social and Emotional (ASQ:SE) is completed for each child. Measures are also used to examine the effect of intervention efforts for children with social emotional intervention plans and for children with behavior support plans.

Benchmarks of Quality

The Benchmarks of Quality measures the extent to which critical elements of program-wide implementation are in place within the program. Questions are scored from 0 (not in place) to 2 (in place). Program leadership teams complete the Benchmarks at the beginning of the year as a guide in action planning and should update it on a regular basis as their teams meet. The scores from the Benchmarks of Quality can be summarized using the scoring spread sheets provided on the TACSEI web site (http://challengingbehavior.fmhi.usf.edu/communities/coaches_main.html).

On the following pages we have provided sample summary data from the Benchmarks of Quality for Program-Wide Implementation and the Benchmarks of Quality used with home visiting programs. We also provide worksheets that might be used by Leadership Teams as they examine the data from the Benchmarks of Quality. This worksheet guides the team in what questions might be used for each step of the data analysis process: Look, Think, Act.

Benchmarks of Quality



	Not In Place	Partially in Place	In Place
Fall	28	17	2
	60%	36%	4%
Spring	0	33	14
	0%	70%	30%

Data Decision Making Benchmarks of Quality: Program-Wide in Centers

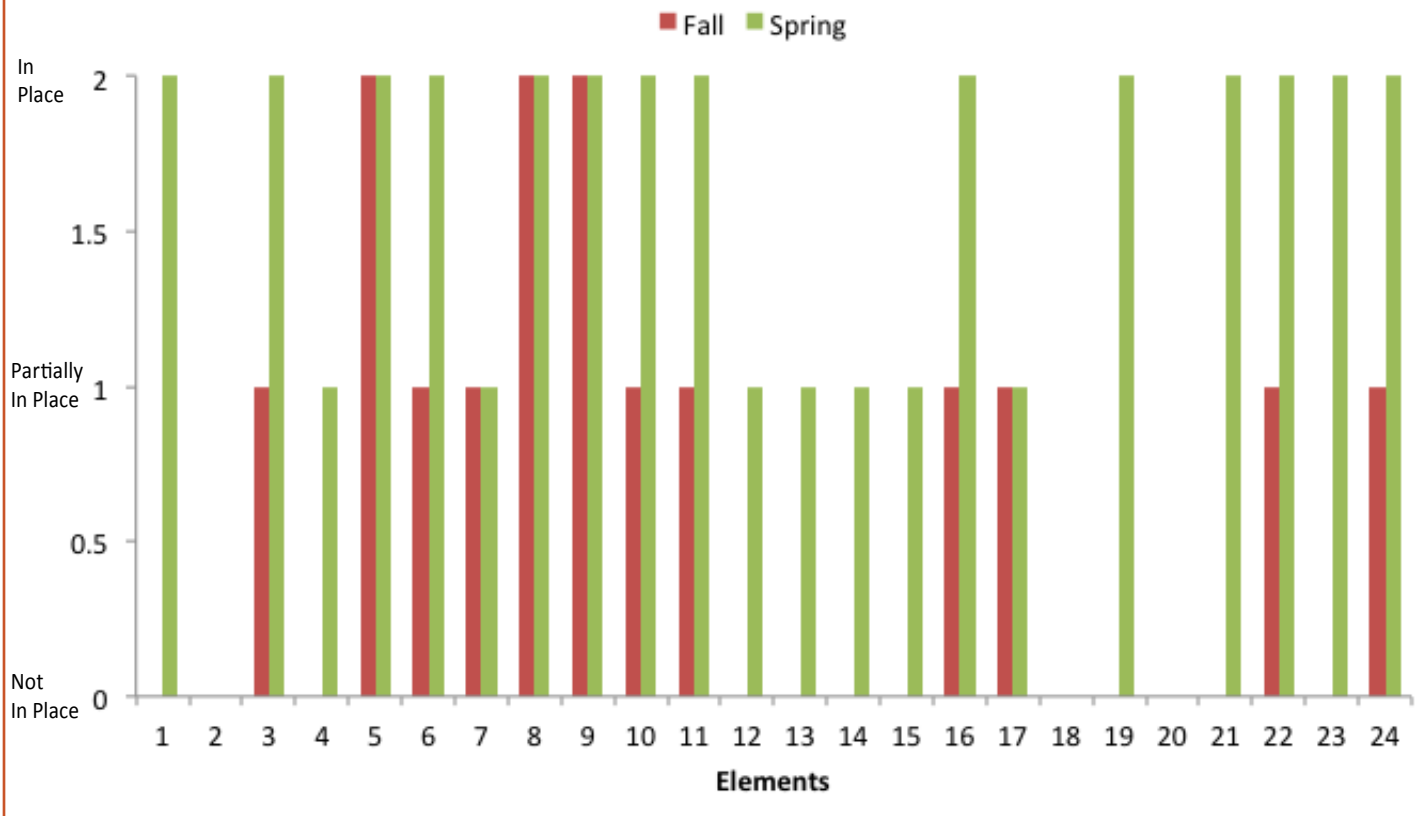
Look

Think

Act

Look	Think	Act
<p>Data Considerations:</p> <ul style="list-style-type: none"> • Did the same team provide time 1 and time 2 data? If not, try to make sure the same team provides time 1 and time 2 data in the future. • Were there any major state or program changes during the year? Consider how these changes might have impacted scores. • Was there sufficient program support? Personnel? Fiscally? Make a plan for increasing support or for meeting Benchmarks at current level of support. • Were the major initiatives that diverted the team’s attention and resources from Pyramid Model implementation? 		
Identify elements that are partially being implemented.	<p>What are the data showing?</p> <p>Are implementation issues due to lack of effort, commitment, resources, professional development, or data collection efforts?</p>	<p>What should the action be?</p> <p>Review resources, availability of professional development and data collection methods/ protocol.</p>
Identify the elements with no implementation.	<p>Was there buy-in by teachers, other practitioners, administrators, and support staff?</p> <p>Are implementation issues due to lack of effort, commitment, resources, or professional development?</p>	<p>Consider how buy-in can be addressed programmatically.</p> <p>Consider these options:</p> <ul style="list-style-type: none"> • Overview of model to staff • Survey staff for issues related to buy-in • Open staff discussion for questions and concerns • Process for regular review of data with all staff <p>Review resources, availability of professional development and data collection methods/ protocol.</p>
<p>Look at the implementation of elements that are pivotal to moving to the “next level” in implementation fidelity. For example:</p> <ul style="list-style-type: none"> • Staff buy in • Processes for addressing persistent challenging behavior • Family involvement • Expectations • Data collection 		
Other Observations	Data Interpretations	Actions

Early Intervention Benchmarks of Quality



Tier 1

- 1 Use of social emotional screening tool on quarterly basis (e.g., ASQ-SE, BITSEA)
- 2 Checklist or screening tool to identify caregiver and environment risks (ESQ, IPCI)
- 3 Journal or visitation log that includes section for observations of caregiving, emotional responsivity, child social emotional development
- 4 Process for scoring screening tools and determining next steps for support/intervention.
- 5 Resource list for referrals to additional supports to assist caregiver with risk factors, family or personal challenges, home environment, etc.
- 6 Parent information resources to support responsive caregiving, appropriate child guidance approaches, safe environments, etc.
- 7 Supervision or support to discuss observations, review data, determine next steps

Tier 2

- 8 Curriculum-based assessment that includes a social emotional domain for the identification of targeted interventions (e.g. SEAM)
- 9 Family-centered goal identification process to select targeted skills and routines (What)
- 10 Activity/skill matrix for family guided routine intervention (When); Procedures for caregiver implementation within routines (How)
- 11 Coaching process for caregiver implementation of interventions
- 12 Checklist for observing caregiver implementation fidelity
- 13 Data collection tool and form to monitor child/caregiver progress
- 14 Behavior incident recording form for families to capture information on emerging concerns
- 15 Home visitor protocol for inquiring about behavior challenges/emergent concerns and offering support

Tier 3

- 16 Functional assessment observation forms/procedures and interview
- 17 Process for gaining team input and/or outside referrals
- 18 Information gathered is synthesized into hypotheses; Hypotheses validated/reviewed by other team members
- 19 Data collection system is established (by home visitor or family/caregiver)
- 20 Hypotheses review and support plan development in partnership with the family
- 21 Written plan is provided to the family/caregiver using family-friendly language; Needed supports are provided to the family
- 22 Coaching process for caregiver implementation of interventions
- 23 Checklist for observing caregiver implementation fidelity
- 24 Data are reviewed to monitor child/caregiver progress

Data Decision Making Benchmarks of Quality: Home Visiting Programs

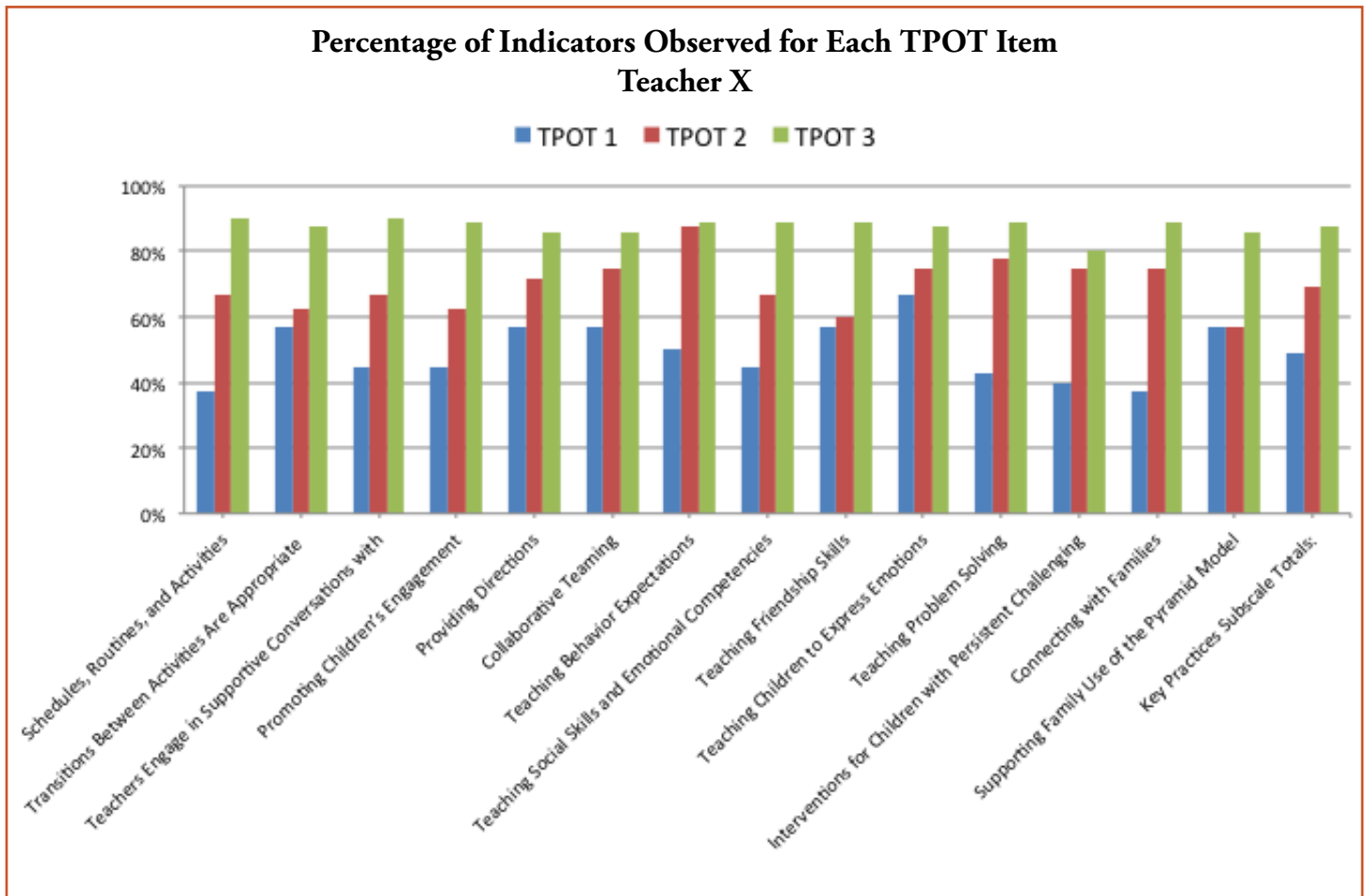


Look	Think	Act
Data Considerations: <ul style="list-style-type: none"> • Did the same team provide time 1 and time 2 data? If not, try to make sure the same team provides time 1 and time 2 data in the future. • Were there any major state or program changes during the year? Consider how these changes might have impacted scores. • Was there sufficient program support? Personnel? Fiscally? Make a plan for increasing support or for meeting Benchmarks at current level of support. • Were the major initiatives that diverted the team’s attention and resources from Pyramid Model implementation? 		
Identify elements that are partially being implemented.	What are the data showing? Are implementation issues due to lack of effort, commitment, resources, or professional development?	What should the action be? Consider availability of resources and professional development.
Identify the elements with no implementation.	Was there buy-in from practitioners? Are implementation issues due to lack of effort, commitment, resources, or professional development?	Consider how this can be addressed programmatically. Consider availability of resources and professional development.
Look at the implementation of elements that are pivotal to moving to the “next level” in implementation fidelity. For example: <ul style="list-style-type: none"> • Data decision-making • Monitoring of fidelity • Use of screening tool or curriculum-based assessment 		
Other Observations	Data Interpretations	Actions

Teaching Pyramid Observation Tool

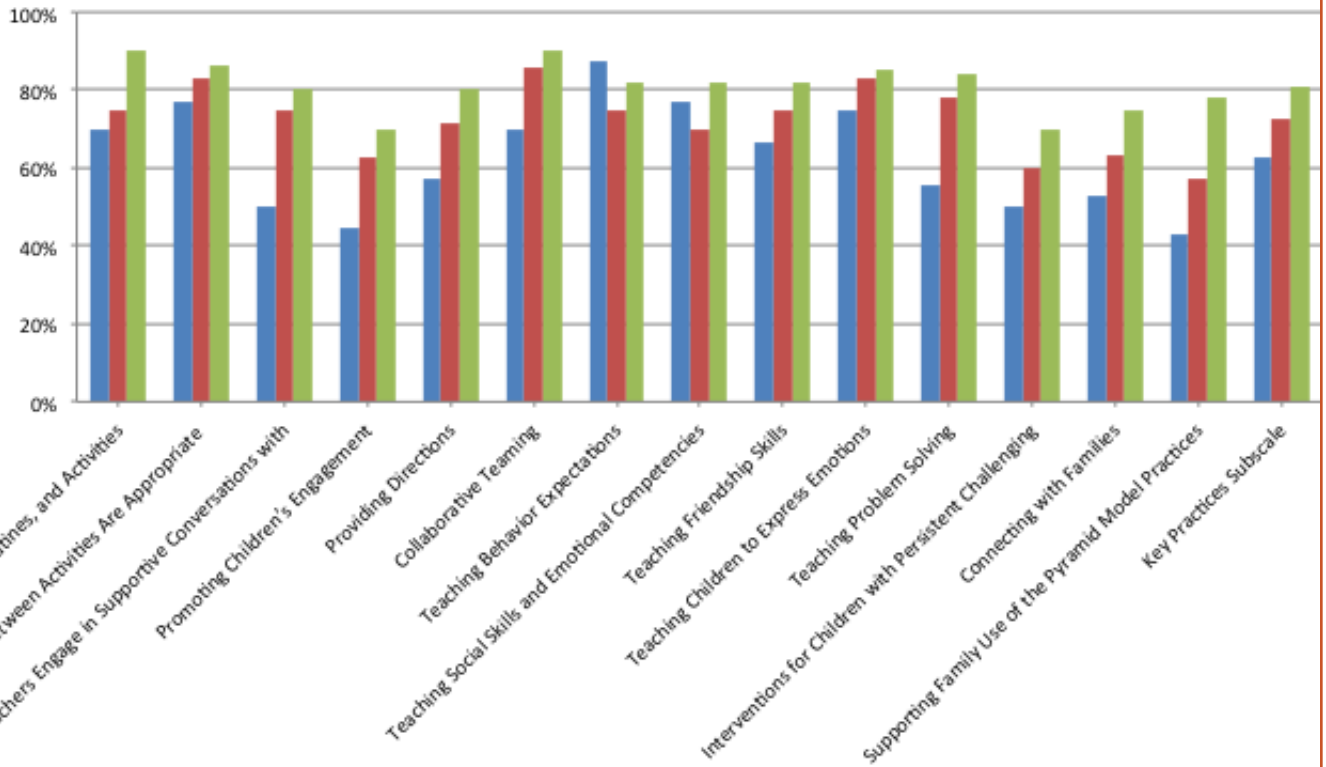
The Teaching Pyramid Observation Tool (TPOT) assesses the implementation of the Pyramid Model in preschool classrooms. The TPOT is scored based on an observation of at least two hours and an interview with the teacher following the observation. Observations should be conducted during structured, large-group and unstructured child-directed time. Teams submit a TPOT for each classroom at the beginning and end of the school year. A scoring spreadsheet is provided by the publisher of the TPOT (<http://www.brookespublishing.com/resource-center/screening-and-assessment/tpot/>)

(tpot-scoring-spreadsheet/). This spreadsheet results in a graphic display for individual teacher scores and a summary of scores across teachers (up to 20 teachers). A sample of the graphic display of data for one teacher on the key practice items is provided below and a sample of the graphic display for examining the average TPOT scores across teachers within a program is on the following page. In addition, we also provide a worksheet that might be used by the Leadership Team as they examine data from the TPOT.



Percentage of Indicators Observed for Each TPOT Item Across Teachers

■ TPOT 1 - 8 Teachers
 ■ TPOT 2 - 8 Teachers
 ■ TPOT 3 - 8 Teachers



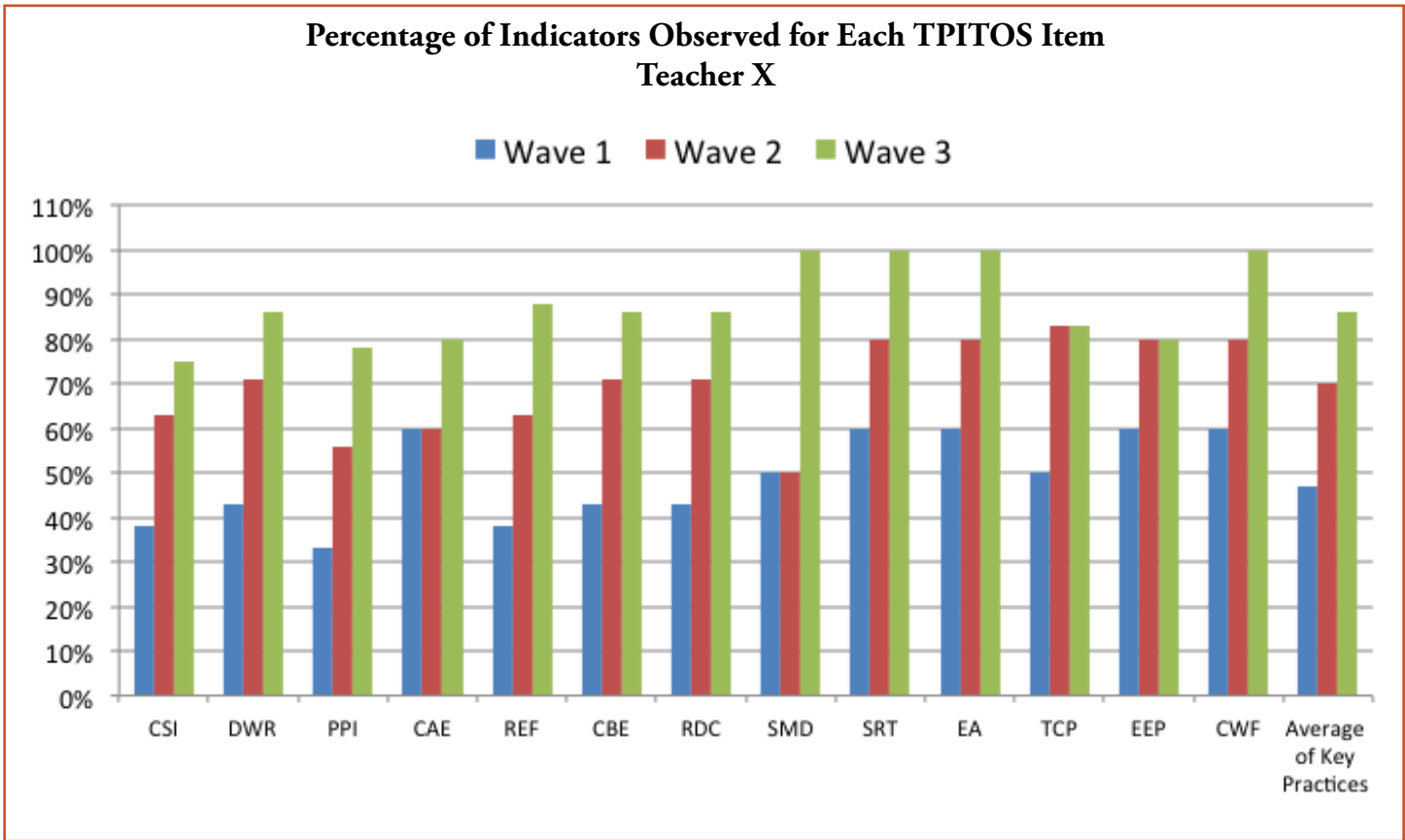
Data Decision Making Teaching Pyramid Observation Tool

Look	Think	Act
<p>Data Considerations:</p> <ul style="list-style-type: none"> • Were data collected by trained observers? • Were TPOT administration procedures, as outlined in the manual, followed? • Has there been turnover in classroom staff that might affect program scores or scores within a classroom? • Did class composition change between time 1 and time 2 data? 		
Look at Red Flags across teachers.	What might contribute to those red flags? Is additional training needed? Is there a procedural issue?	What should the action be? Plan training to build capacity for desired practice. Identify needed changes, establish new policy, share with teachers including rationale for change.
Look at individual teacher Red Flags.	Was there buy-in from practitioners? Are implementation issues due to lack of effort, commitment, resources, or professional development?	Provide feedback on red flags and identify PD opportunity. Develop action plan and provide coaching support.
Look at average scores for Key Practice Items across teachers. Identify the areas that are the lowest in implementation.	What might contribute to common low scores? <ul style="list-style-type: none"> • Has the program established the expectation that practices should be implemented? • Do teachers lack materials for implementation? • Do teachers lack training in the practice? • Does the curriculum being used support the practice? • Is the culture of the program to not implement the practice? 	Consider the following actions: <ul style="list-style-type: none"> • Programmatic efforts to communicate importance and expectations that teachers will implement Pyramid practices • Provision of materials for implementation • Targeted professional development activities to strengthen common areas of need • Curricular changes to align curriculum with Pyramid Model implementation • Provide teachers with a process for requesting and receiving classroom implementation ideas
Look at average score for Key Practice Subscale over administrations.	Is there evidence of growth across all teachers in the implementation of Pyramid Model practices? Is the growth expected or in proportion to program efforts in providing teachers with professional development support (e.g., training and coaching)?	Consider actions related to: <ul style="list-style-type: none"> • Quality of professional development effort • Amount of professional development • Provision of coaching • Quality of coaching • Competing initiatives that might be affecting implementation
Look at teacher individual scores for Key Practice Items. Identify the areas that are the lowest in implementation	What might be factors related to a teachers implementation scores? <ul style="list-style-type: none"> • Teacher training or background • Quality or intensity of coaching • Classroom composition • Personal circumstances • Teacher beliefs 	Consider actions related to: <ul style="list-style-type: none"> • Quality of professional development effort • Amount of professional development • Provision of coaching • Quality of coaching • Providing support to teacher to address personal circumstances
Look at Using Effective Strategies to Respond to Challenging Behavior data for individual teachers	Are teachers using the essential strategies when behavior incidents occur? Do some teachers have higher frequencies of behavior incidents during an observation?	Consider actions related to: <ul style="list-style-type: none"> • Training in response strategies • Coaching in response strategies • Behavior support planning for children
Other Observations	Data Interpretations	Actions

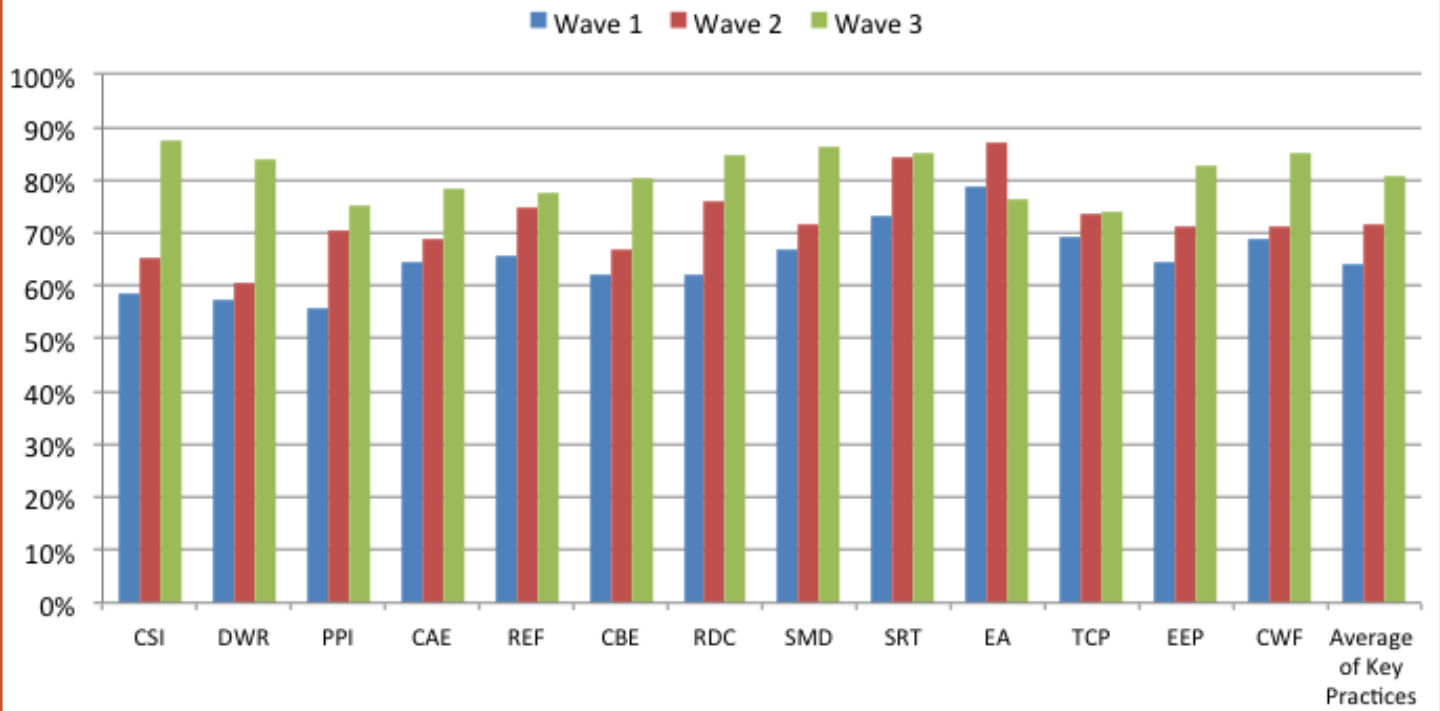
The Pyramid Infant-Toddler Observation Scale

The Pyramid Infant-Toddler Observation Scale (TPITOS) is a tool similar to the TPOT and measures implementation of the Pyramid practices in infant and toddler classrooms. It focuses on the observation of adult behaviors and environmental arrangements specific to supporting the social emotional development of infants and toddlers. The TPITOS is scored based on a two-hour observation of at least three different routines with at least three children present, followed by an interview. This tool consists of three types of items: a) observational items; b) interview items; and c) Red Flags. Each item is scored either yes or no based on the observation and/or interview. Programs may score

teachers in a classroom separately or decide to only score an individual teacher. Red flags should be scored either for the teacher being observed or the classroom. Teacher behavior for other teachers in the classroom may also be scored if it poses a concern during the observation. On the following pages is the data display for an individual teacher over three administrations as well as across teachers in a program. A worksheet that might be used by the Leadership Team as they examine the data from the TPITOS observations is also included. This worksheet guides the team in what questions might be used for each step of the data analysis process: Look, Think, Act.



Percentage of Indicators Observed for Each TPITOS Item Across Teachers (n=10)



Data Decision Making The Pyramid Infant Toddler Observation Scale

Look	Think	Act
Data Considerations: <ul style="list-style-type: none"> Were data collected by trained observers? Were TPITOS administration procedures followed? Did class composition change between time 1 and time 2 data? 		
Look at red flags across classroom staff.	Is there a supervision issue? What might contribute to those red flags? <ul style="list-style-type: none"> Is additional training needed? Is there a procedural issue? 	Provide feedback on red flags and identify PD opportunity. Develop action plan and provide coaching support. Plan training to build capacity for desired practice. Identify needed changes, establish new policy, share with teachers including rationale for change.
Look the average scores across teachers.	Do teachers need more intensive professional development?	Increase supervision or coaching, provide directive feedback and set goals.
Look at teacher individual scores. Identify the areas that are the lowest in implementation.	What might be factors related to a teachers implementation scores? <ul style="list-style-type: none"> Teacher training or background Quality or intensity of coaching Classroom composition Personal circumstances Teacher beliefs 	Consider offering additional training opportunities. Review coaching data to examine how teachers have been supported and identify if changes in coaching support might be needed.
Other Observations	Data Interpretations	Actions

Coaching Contacts

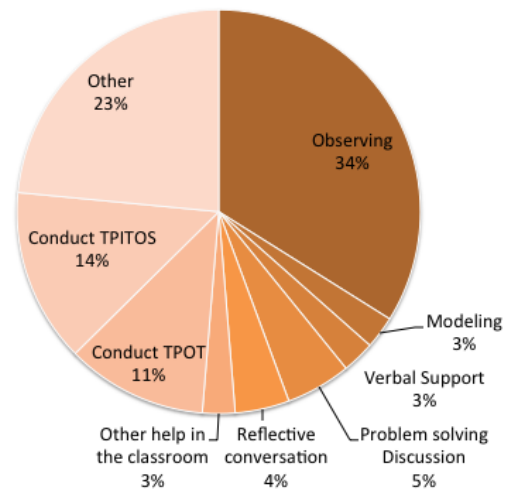
Coaching contact data provides a summary of the number and duration of coaching visits that were provided to practitioners and a description of the professional development strategies used during coaching contacts. The scoring spreadsheet (http://challengingbehavior.fmhi.usf.edu/communities/coaches_main.html) allows for a summary of the frequency and duration of coaching sessions to each classroom by providing the total number of coaching sessions provided to a classroom, the number of sessions devoted to TPOT or TPITOS observations, the number of additional coaching sessions, and the average duration of sessions. In addition, you can aggregate these data to provide a view of the total coaching

effort across classrooms within the program. These data include frequency and duration information and data on the nature of coaching that was provided. The data can be examined to gain information on what strategies were used during the observation portion of a coaching visit, for an analysis of the strategies used during coaching meetings, and an analysis of follow-up that was provided to the coaches. Below, we provide data displays that can guide leadership teams in considering the coaching supports that are provided to teachers. These data displays were generated using the coach data scoring spreadsheet provided by TACSEI (http://challengingbehavior.fmhi.usf.edu/communities/coaches_main.html).

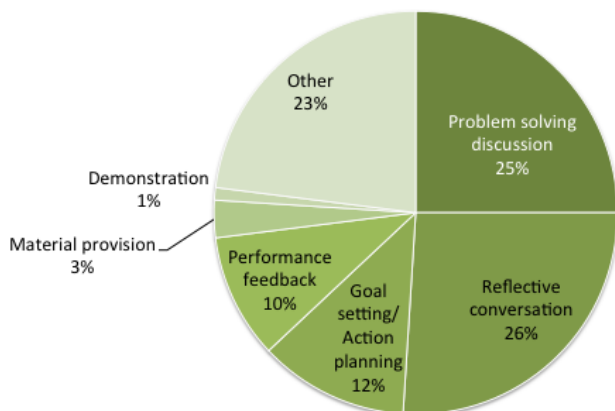
Coaching Summary

Teacher ID	Total # of Sessions	TPOT/ TPITOS Sessions	Avg Duration (in minutes) TPOT/ TPITOS Sessions	# of Other Coaching Sessions	Avg Duration (in minutes) Other Coaching	Range of Other Coaching (in minutes)
T1	12	2	120	10	88.0	10 - 150
T2	14	2	190	12	76.2	15 - 240
T3	12	2	185	10	78.1	20 - 210
T4	13	3	120	10	75.0	20-120
T5	13	2	130	11	66.4	10-130
T6	14	2	120	12	83.2	10-120
T7	12	2	120	10	101.6	60-120
T8	13	3	130	10	65.8	20-120
Across Class-rooms	103	18	139.38	85	79	10 - 240

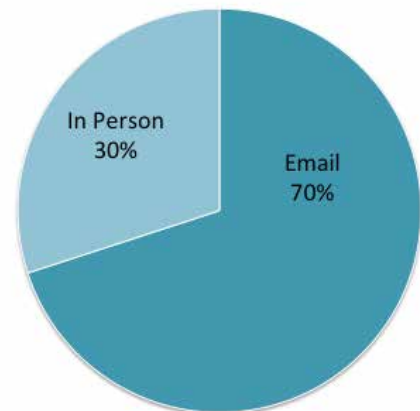
Observation Coaching Strategies (n=72)



Meeting Coaching Strategies (n=128)

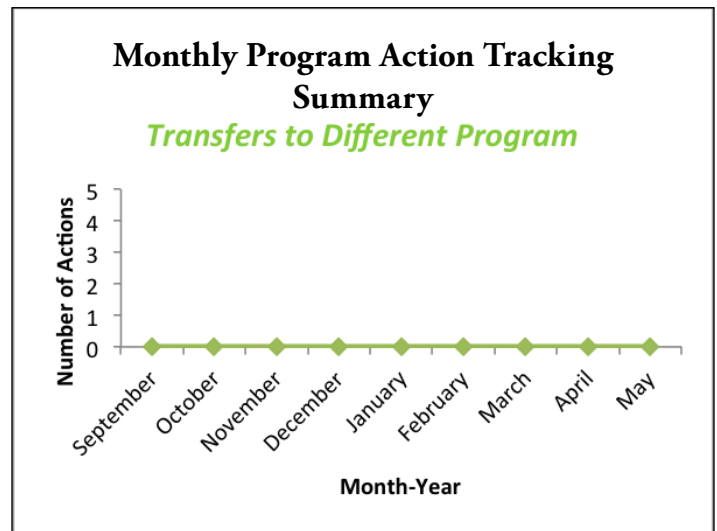
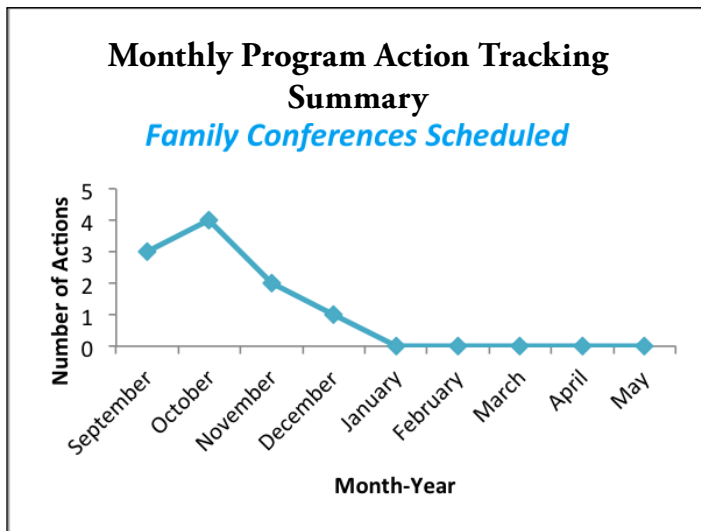
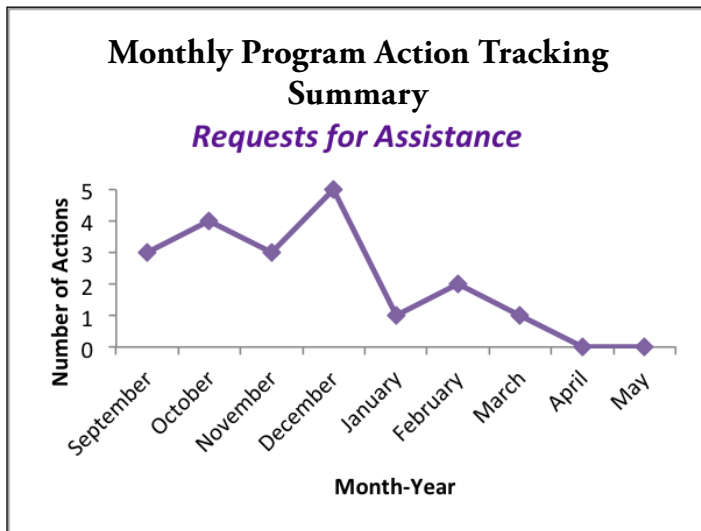
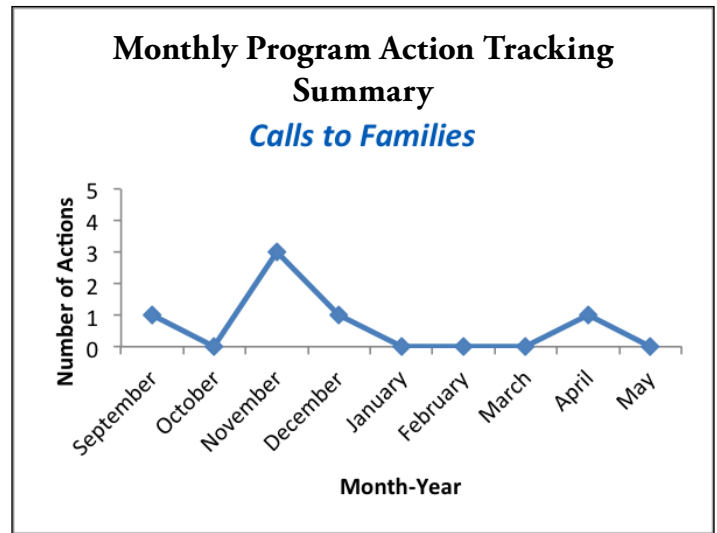


Type of Follow Up (n=71)



Monthly Program Actions

The monthly program action summary provides a frequency count of actions taken by the program in response to child behavioral concerns. These data show trends over time in the average number of calls to families related to behavioral concerns; child dismissal from program; child transfer to another program; request for external assistance related to child challenging behavior; and requests for family meetings to address child challenging behavior. These data can be summarized using the scoring spread sheet on the TACSEI web site (http://challengingbehavior.fmhi.usf.edu/communities/coaches_main.html). The worksheet on the next page can be used to examine a data summary of Monthly Program Actions.



Data Decision Making Monthly Program Actions

Look

Think

Act

Data Considerations:

- Did the same person consistently gather these data? If not, try to make sure the same person collects the data each time.
- Are there clear operational definitions for what has been scored?
- Are there missing data?

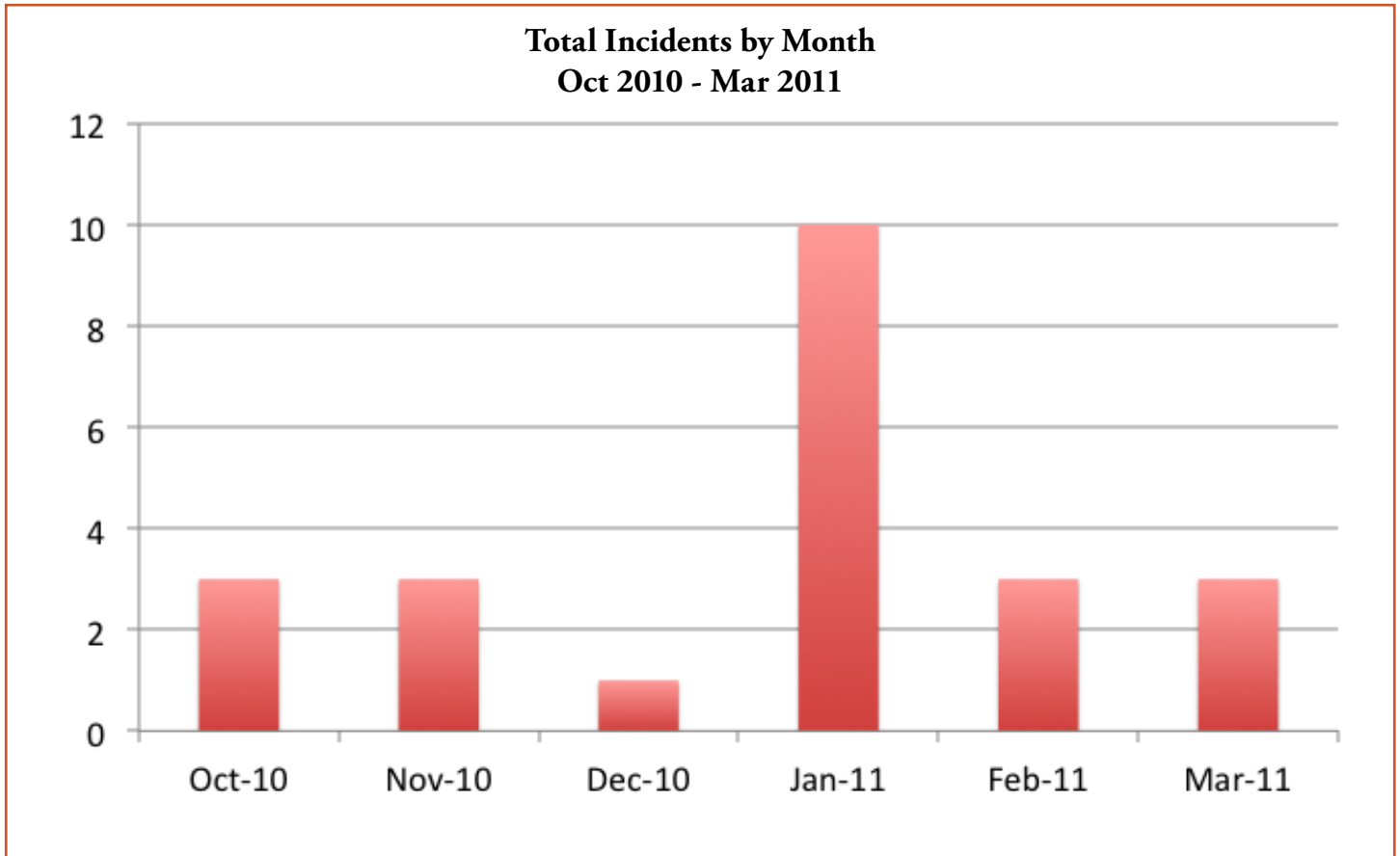
<p>Look at each action.</p>	<p>What are the data showing?</p> <p>What is the trend for each action?</p> <ul style="list-style-type: none"> • Increased • Stable • Decreased 	<p>What should the action be?</p> <ul style="list-style-type: none"> • Change in policy or procedure • Training of staff • Increase professional development • Improve crisis responding • Strengthen behavior support capacity • Strengthen family relationships
<p>Are the numbers below or above your previous year?</p>	<p>What factors relate to these data?</p> <ul style="list-style-type: none"> • Linked to key staff? • Related to policy or procedures? • Related to teachers understanding or knowledge • Occur in crisis? • Lack of professional resources (e.g., behavior specialists)? • Related to relationships with Families? 	

Other Observations	Data Interpretations	Actions

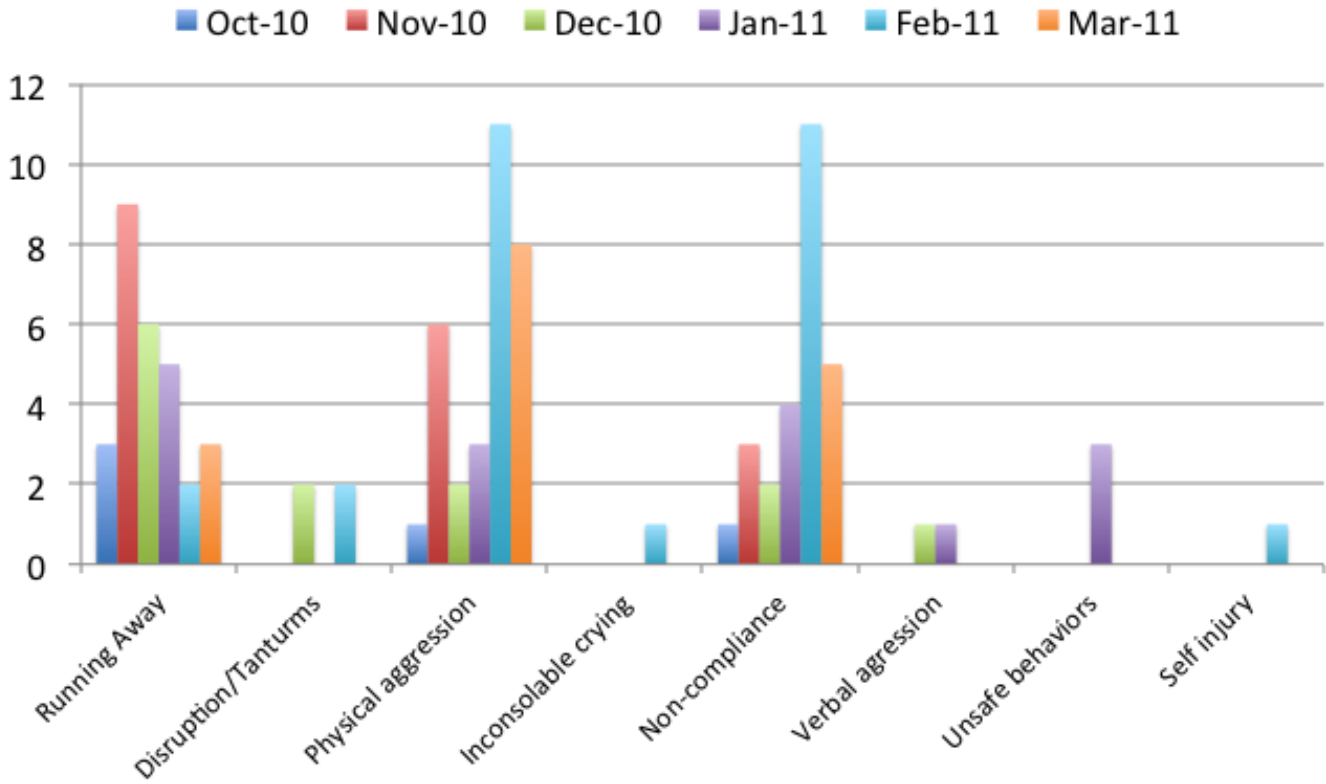
Behavior Incident Reports

Teachers within programs collect data on behavior incidents that are not developmentally normative or are a cause of concern to the teacher. These data can be summarized using an access database program or the online Behavior Incident Recording System provided at www.behaviorpartnership.org. In reviewing the data, it is important to note that these represent frequency counts for the months and some months have more classroom days than other months (e.g., December

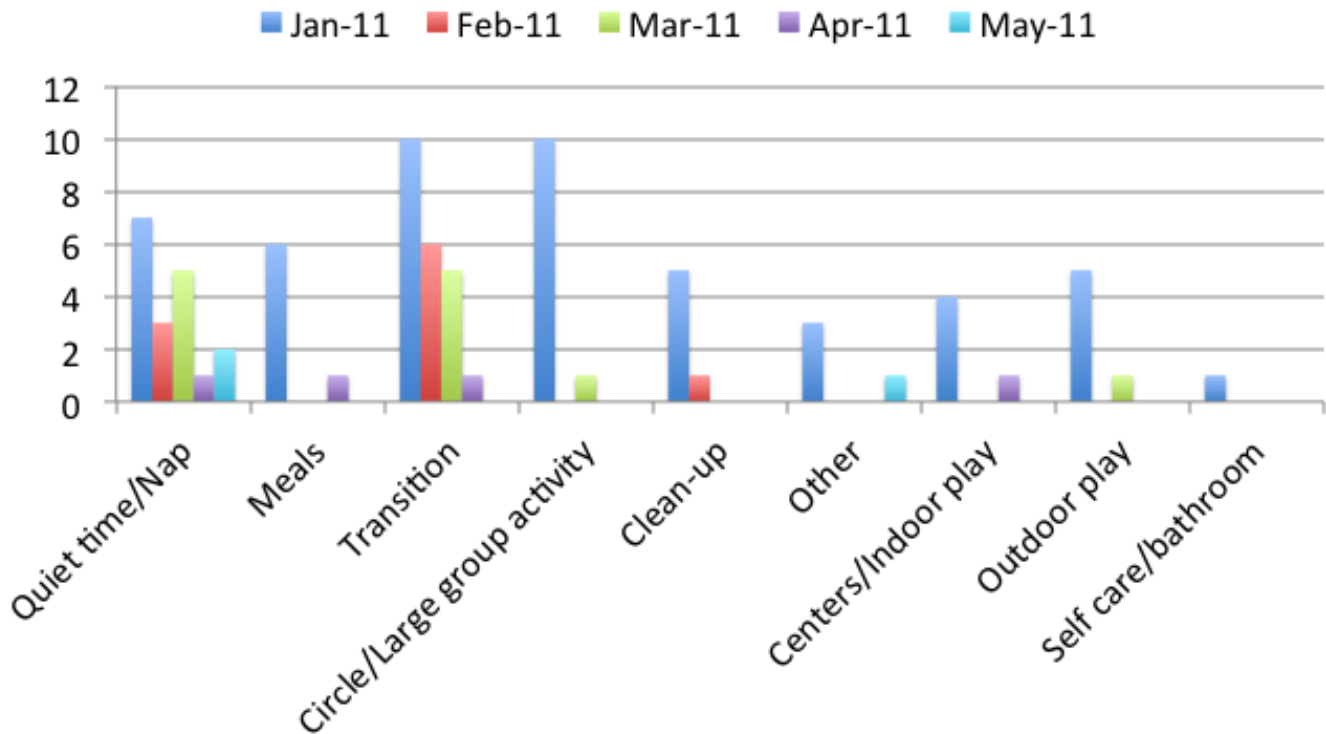
versus October). It is also important to note, that a single child can be responsible for the majority of these counts and there may be multiple incidents by one child in a day. Each program can generate monthly graphs that provide data on the frequency of incidents by child, teacher, activities, type of behavior, and the strategies commonly used in response to behavior challenges.



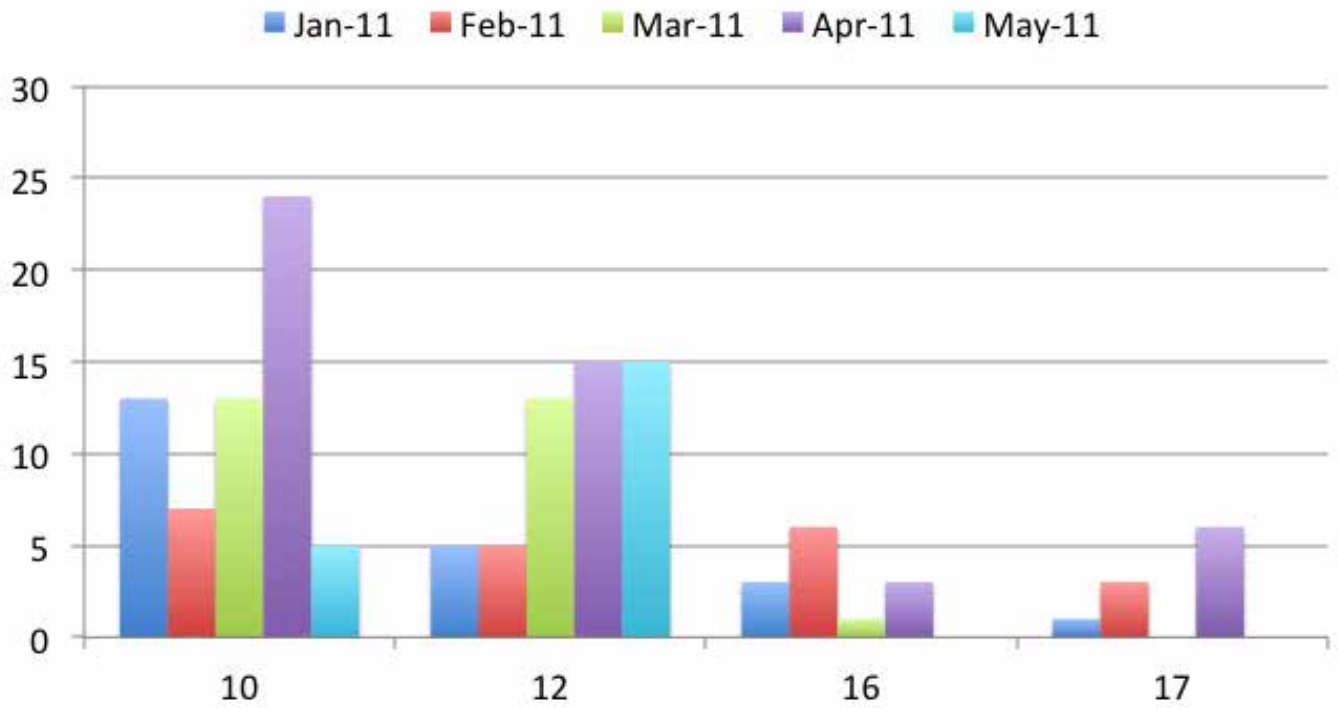
Total by Behavior/Month
Oct 2010 - Mar 2011



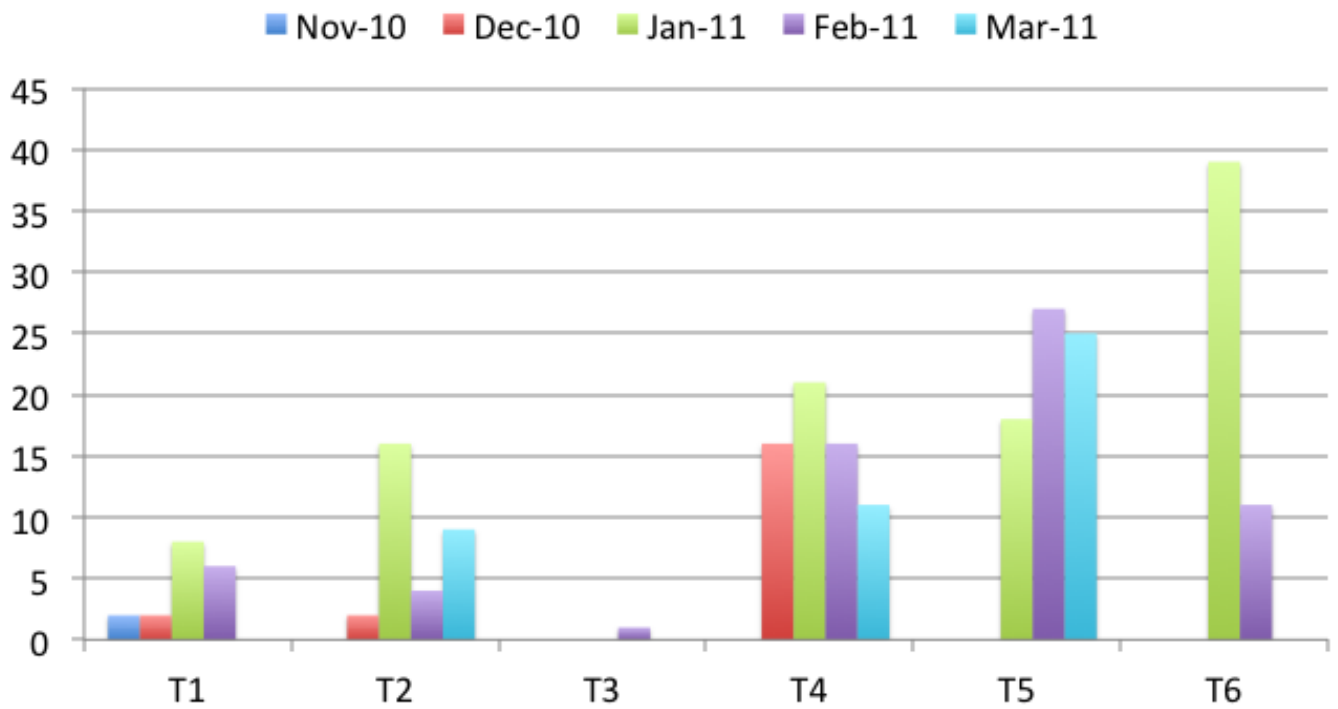
Total by Activity/Month
Jan 2011 - Jun 2011



Total by Child/Month
Jan 2011 - May 2011



Total by Staff/Month
Jan 2011 - Jun 2011



Data Decision Making Behavior Incident Reports

Look

Think

Act

Look	Think	Act
<p>Data Considerations:</p> <ul style="list-style-type: none"> Do all teachers participate in the submission of BIR data? If not, analyses that compare some teachers to others will not be accurate nor can the team make conclusions about program trends. Have all teachers received training on how to identify a behavior incident and properly complete the form? Are all BIRs entered in a timely manner? Are there forms that were not entered due to teacher error? 		
Look at the total incidents across months.	Are incidents increasing or decreasing? Are there factors that might impact these data (e.g., new enrollment, new teachers, changes in the program at a point in time)?	What should the action be?
Look at total incidences across months for: <ul style="list-style-type: none"> Activities Behaviors Staff Children Motivations Responses 	Are there activities where incidents are more likely to occur?	Consider if there are professional development needs related to certain activities.
	Are there behaviors that seem to occur more often and might indicate needed intervention (e.g., aggression) or programmatic changes (e.g., elopement)?	Consider if there are intervention practices that might be used to address certain types of behavior (e.g., teaching children peer conflict skills). Consider if programmatic changes might influence behavior incidents (e.g., supervision on the playground).
	Are there some staff who continue to have more incidents in their classrooms?	Do some teachers need additional training, more staff, or other supports?
	Are there some children whose behavior does not seem to be responding to intervention?	Do all children with behavior incidents have a social or emotional skills instructional plan? Are interventions being implemented with fidelity?
	Are the perceived motivations for behavior incidents related to certain motivations (e.g., escape)?	Consider changes in teaching practices or curriculum that might affect child behavior (e.g., circle times are long, activities might be too difficult).
	Are teachers more likely to use a certain response to behavior incidents? Are there responses that rarely occur?	Consider the responses that teachers are using and if they are effective or appropriate (e.g., time-out).
Examine BIRs from classrooms with a higher number of incidents: <ul style="list-style-type: none"> Total incidents over months Child incidents for current month Behavior incidents for current month Incidents by activities for current month Activities for current month Responses to incidents 	What might contribute to incidents? <ul style="list-style-type: none"> Were there changes in child enrollment that might account for incidents? Were there changes in classroom staffing that might account for changes in incidents? <ul style="list-style-type: none"> Are their certain types of incidents that are more likely to occur? Are there more incidents in certain activities? Are there certain responses that the teacher is most likely to use? 	What might be the actions related to: <ul style="list-style-type: none"> Child support? Family support? Quality of intervention plan? Monitoring implementation fidelity of interventions? Teacher professional development? Can changes be made to provide the child with more support or a different intervention approach related to: <ul style="list-style-type: none"> Classroom activities? Teaching new social and emotional skills? Using more effective responses when behavior incidents occur?
Other Observations	Data Interpretations	Actions

Ages and Stages Questionnaires: Social and Emotional

For each ASQ: SE questionnaire there are specific cutoff scores that are age determined. These cutoff scores are empirically derived scores that indicate the point at which a child's performance requires further evaluations and assessments. If a child scores at or above the given cutoff score, the child

shows a potential risk in his/her specific social and emotional development. If a child has a lower score than the cutoff score, then the child is competent in his/her social and emotional development. The worksheet provided on the following page provides guidance for examining the results of the administration of the ASQ:SE.

Data Decision Making Social Emotional Screening Tool (e.g., ASQ:SE)

Look	Think	Act
Data Considerations: <ul style="list-style-type: none"> Consult measure manual for guidance in interpreting scores when these challenges are present Did the same person collect time 1 and time 2 data? If not, try to make sure the same person collects time 1 and time 2 data in the future. 		
Look at the children who are identified to be at or above cut-off	Why might this child be at risk?	What should the action be?
	Is the child already identified as having developmental delays?	Refer the child to more diagnostic testing to identify eligibility for additional supports or services
	If the child has an individualized family service plan or individualized education plan, are there functional goals related to addressing social and emotional concerns?	Provide family supports needed to address environmental or parenting issues for these children
	Are the practitioners supporting these children well-equipped to address social and emotional development concerns?	Determine what additional supports can be provided to practitioners?
	Is there a plan for continuing to monitor the progress of children who have concerns?	Identify tools that might be used to continue monitoring individual children's progress and determine how often will they be used.
Examine time 1 and time 2 scores for individual children	Have some children improved in their status? For children who did not improve or declined in their score, did the child experience any major challenges or changes during the year? <ul style="list-style-type: none"> Health problems Family problems 	Identify what might have led to the improvement and determine what continued supports should be provided.
Other Observations	Data Interpretations	Actions

USING DATA: PRACTITIONERS AND COACHES

The data that are collected related to Pyramid Model implementation and intervention includes tools that will be relevant for coaches and practitioners to use in the provision of Pyramid Model practices. Coaches will use data on Pyramid practice implementation (collected by the TPOT or TPITOS) and data that are collected in observation of the practitioner to inform their coaching process. For example, coaches can use data on practice implementation to:

- Identify coaching goals;
- Understand practitioner strengths and coaching needs; and
- Track practitioner implementation progress.

In addition, coaches might track their coaching support activities (e.g., duration of session, frequency of sessions, session activities, strategies used) to provide data that summarizes the coaching provided to a practitioner. These data can be examined along with teacher implementation data to make decisions about which teachers might need additional or different modes of support.

Other Pyramid Model data tools that can inform coaching include the Behavior Incident Recording System and child progress monitoring forms. These data will provide coaches with information about the nature of behavior incidents that are occurring within the classroom that can be used to help teachers modify their practices, understand child behavior challenges, or provide effective intervention. Coaches will also use the data from child progress monitoring forms to guide teachers in evaluating the effectiveness of individual child interventions.

Practitioners will use their implementation fidelity data (e.g., TPOT or TPITOS) in the development of professional development goals, to identify their strengths, and to identify areas for improvement. These data can also be used to show growth when practitioners are actively engaged in efforts to increase implementation fidelity of Pyramid Model practices.

In addition, practitioners will be using child data to understand the instructional needs of individual children and child progress in response to intervention. Practitioners might use curriculum-based assessment to monitor child progress on learning goals, use informal data collection tools to gather information on child responses, or might use progress monitoring tools to track child outcomes. In addition, there are numerous child standardized assessments that provide information on children's skills and developmental status.

The ASQ:SE or a social emotional screening tool will provide important information for a practitioner. These data identify infants and young children whose social or emotional development requires further evaluation to determine if referral for intervention services is necessary.

Practitioners will also use the information gained from the use of the Behavior Incident Report (BIR) that is used to collect information related to behavior incidents that are of concern. Data from this tool can be used to identify which children have incidents of concern and the factors that relate to those incidents. BIR data can also be used to track incidents over time and show child progress when supports are in place. Finally, practitioners will use the child progress-monitoring tool that is designed for children who have a behavior support plan to ensure that the plan is *making a difference* in the child's acquisition of a replacement skill and reduction of challenging behavior.

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