

# Essential Leadership Strategies for Adopting the Pyramid Model with Fidelity



Barbara J. Smith, Ph.D.,



**The Center on the Social and Emotional  
Foundations for Early Learning**



**Office of  
Child Care**



**Office of  
Head Start**

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**NOTE:** This module is organized so that it can be either:

- **A full-day workshop** (8 hours including 15 minute breaks and a 45 minute lunch), or
- **Two half-day** (3 hours with one 15 minute break each) workshops. Part 1 and Part 2 can each be a half-day.

**Materials:**

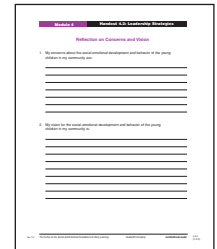
- ☐ Handouts (H4.1, H4.2, H4.3, H4.4, H4.5, H4.6, H4.7, H4.8, H4.9, H4.10, H4.11, H4.12, H4.13).
- ☐ Enough flip charts and markers for all tables.
- ☐ Sticky wall (cheapest and easiest way is a plastic picnic table cloth sprayed with Spray Mount). Put the sticky wall on a wall in the workshop room.
- ☐ Have little pieces of paper on participants' tables. They can write ideas on the paper and stick them to the sticky wall.

**Acknowledgements:**

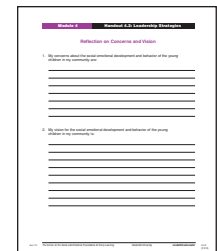
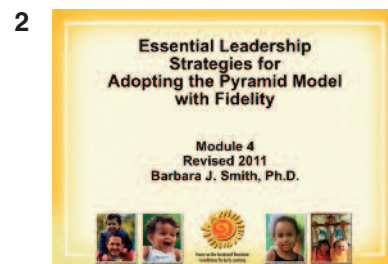
This is the 4<sup>th</sup> edition of the Leadership Module. It has been significantly changed from previous editions reflecting lessons learned over the 10 years of working with states and programs as they implement the Pyramid Model. This edition builds on the previous editions and contributions of many people, especially Beth Rous, Jackie Dempsey, Lise Fox, and Mary Louise Hemmeter. Audiences that have experienced previous trainings on the CSEFEL Leadership Module will find this edition to be quite different, including many of the handouts.



**Slide 1: Reflective Questionnaire:** As the participants enter the room, give them each a copy of the *Participants' Workbook* (**Handout H4.2**) and ask them to complete the “Reflection on Concerns and Vision” questionnaire (**p. 2 of Handout H4.2**) before the session begins.

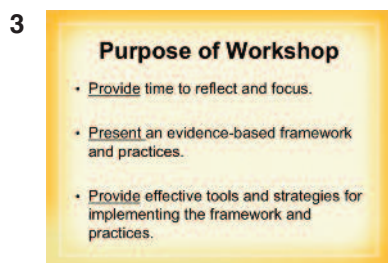


Handout 4.2

Handout 4.2  
(page 2)

**Slide 2: Introduction:** As you begin the session, welcome everyone to the session (title) and introduce the speakers. If there is a small crowd (20 or less), have them introduce themselves: name, location, job description (try to keep to 10 minutes or less). If there is a larger group, ask them to introduce themselves at their table.

Thank everyone for completing the questionnaire and tell them they can keep it for their own records. Explain that this exercise was designed to help them quiet their busy minds and to take advantage of the luxury they have today to focus on one topic: children's social and emotional development and challenging behaviors—rather than on the myriad of other crises program leaders must deal with daily.



**Slide 3: Purpose:** Read the purposes of the workshop. Go through all the workshop materials to familiarize the participants with them. Pay particular attention to those they will be using during the workshop: Power Point (**Handout H4.1**), Participants' Workbook (**Handout H4.2**), DEC Concept Paper on the Identification of and Intervention with Challenging Behavior (**Handout H4.3**), Recommended Practices: Linking Social Development and Behavior to School Readiness (**Handout H4.4**), Facts About Young Children with Challenging Behaviors (**Handout H4.5**), Pyramid Model poster (**Handout H4.6**), The Teaching Pyramid: A Model for Supporting Social Competence and Preventing Challenging Behavior in Young Children (**Handout H4.7**), Administrator Strategies that Support High Fidelity Implementation of the Pyramid Model for Promoting Social-Emotional Competence & Addressing Challenging Behavior (**Handout H4.8**), Inventory of Practices for Promoting Children's Social Emotional Competence (**Handout H4.9**), Resources for Leadership Strategies

(**Handout H4.10**), Collaborative Planning Model for Program Improvement and System Change (**Handout H4.11**), Strategies for Transfer of Quality Practices (**Handout H4.12**), and Program-Wide Adoption of the Pyramid Model (**Handout H4.13**).

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**Learner Objectives**

Participants will:

- Describe an evidence-based framework for addressing social-emotional development and challenging behavior
- Identify strategies to address common challenges to evidence-based practices
- Identify effective leadership strategies including collaborative planning and professional development
- Apply collaborative action planning strategies for improving children's social-emotional and behavioral outcomes

**Slide 4: Objectives:** Review the learner objectives.

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**Agenda**

**Part 1: Knowledge and Skills**

- Introduction
- Importance of Social Skills and Behavior
- The Pyramid Model
- What is Leadership?
- Fidelity of Implementation, Collaborative Leadership and Professional Development
- Effective Collaboration and Teaming Strategies

**Part 2: Application and Examples**

- Effective Professional Development Strategies
- Applying the Strategies and Tools at the Community and Program Levels

**Slide 5: Agenda:** Review the agenda.

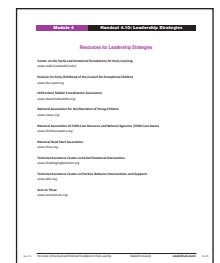
Ask if there are any concerns or suggestions. Suggest that questions be asked throughout the session so that they can be addressed at the time they come up.

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**Resources for Achieving Objectives**

- CSEFEL What Works Briefs, Training Modules, and other web based resources  
[www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel)
- TACSEI (Technical Assistance Center on Social-Emotional Intervention) Recommended Practices fact sheets, tool kits, and other web based resources  
[www.challengingbehavior.org](http://www.challengingbehavior.org)

**Slide 6: Resources for Objectives:** Refer to *Resources for Leadership Strategies* (**Handout H4.10**) point out the websites for the Center on Social and Emotional Foundations for Early Learning Center (CSEFEL) and the partner center, the Technical Assistance Center on Social Emotional Intervention (TACSEI). These two websites will be referred to frequently and have many excellent resources related to the Pyramid Model.



**Handout 4.10**



Small Group Activity



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**Table Activity**

- With the people at your table
- Take 3 minutes**
- On the flip chart, draw:
  - a picture of something that represents building a better life for children and families in your community

**Slide 7: ACTIVITY:** for this activity each table needs a flip chart and markers. Give them **3 minutes** to draw a picture as described on the slide. **GIVE NO OTHER INSTRUCTIONS.**

The purpose is to have them struggle as a “team” doing something together.

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**Report**

- Describe the experience
- Notes taken on flip chart at front of room
- To be used later in the workshop for discussion

**Slide 8: Report:** Have them “shout out” descriptions of the experience (you will likely get “confusion, frustration”, etc.). Write their responses on a flip chart in the front of the room. Do not give feedback. Explain that there will be discussion about this activity later in the workshop. If no one “shouts out” go from table to table for one description. Prompt if necessary: “Was it confusing? Was it frustrating?”





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**CSEFEL Definition of Social-Emotional Development**

The term social-emotional development refers to the developing capacity of the child from birth through five years of age to form close and secure adult and peer relationships; experience, regulate, and express emotions in socially and culturally appropriate ways; and explore the environment and learn – all in the context of family, community, and culture.

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**Definition of Social-Emotional Development, continued**

Caregivers promote healthy development by working to support social-emotional wellness in all young children, and make every effort to prevent the occurrence or escalation of social-emotional problems in children at-risk, identifying and working to remediate problems that surface, and when necessary, referring children and their families to appropriate services.

Adapted from ZERO TO THREE, 2001

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**TACSEI Definition of Challenging Behavior**

Any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning or engagement in pro-social interactions with peers and adults. Challenging behavior is thus defined on the basis of its effects.

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**Examples of Challenging Behaviors**

- Physical and Verbal Aggression
- Noncompliance / Defiance
- Self-Injury
- Disruptive vocal / motor responses (screaming, stereotypic behavior)
- Destruction of property
- Withdrawal

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**Examples of Challenging Behaviors For Infants and Toddlers**

- Attachment difficulties
- Sleeping / eating difficulties
- Excessive crying
- Difficulty in soothing



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**Why All the Fuss?**

- Name some challenging behaviors that you and your staff have experienced.
- How do these behaviors make you and your staff feel?
- Handouts of facts.



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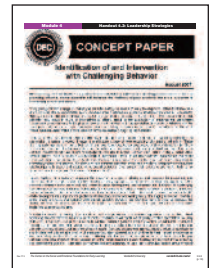
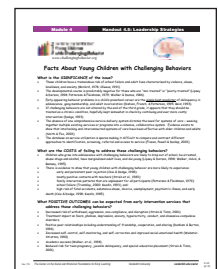
**What Positive Social-Emotional Outcomes Can Be Expected from Evidence-Based Practices?**

- Decrease in:
  - Withdrawal, aggression, noncompliance, and disruption
  - Teen pregnancy, juvenile delinquency, and special education placement
- Increase in:
  - Positive peer relationships including understanding of friendship, cooperation, and sharing
  - Self-control, self-monitoring, self-correction, and improved social-emotional health
  - Academic success

**Slides 9-13: Definitions and Examples:** Slides 9-11 provide the definitions used in CSEFEL and TACSEI and slides 12-13 have examples. Point out that we are concerned about internalizing behaviors, like withdrawal, as well as externalizing behaviors if they are creating problems for the child. Have participants read the slides.

Using **Handout H4.3**, refer to *DEC Concept Paper on the Identification of and Intervention with Challenging Behavior* as a resource from two national associations: DEC and NAEYC.

A key point is that adults find different behaviors “challenging” depending on their own experiences, culture and expectations. Thus it is important for adults to explore their own feelings about behavior. Point out that a key component in a working definition should be that the child is not blamed and the focus should be on the effect of the behavior on learning and social development.

**Handout 4.3****Handout 4.4****Handout 4.5**

**Slide 14: ACTIVITY:** Have participants “shout out” challenging behaviors and write them on the flip chart in front of the room, as well as, how they make them feel. Then go over the *Recommended Practices: Linking Social Development and Behavior to School Readiness* (**Handout H4.4**) and the facts on *Facts about Young Children with Challenging Behaviors* (**Handout H4.5**). Talk about the importance of social skills and behavior, as well as, how these resources can be used by participants in raising awareness about this critical area of development.

**Slide 15: Positive Social-Emotional Outcomes:** Then briefly discuss the positive outcomes of children receiving evidence-based practices.

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**Challenges to Effective Practices**

Focus groups with T/TA providers, state policy makers, program personnel, and families identified *Four Categories of Challenges*:

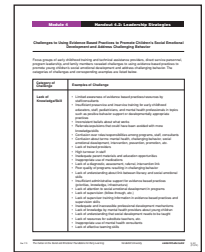
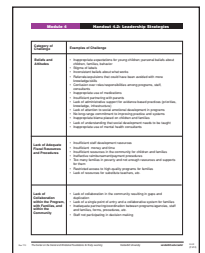
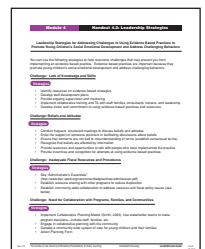
- Lack of knowledge / skill
- Beliefs / Attitudes
- Lack of collaboration within programs, with families, and within communities
- Lack of adequate fiscal resources and procedures

H4.2

**Slide 16: Challenges to Effective Practices:** Refer to pp. 3-5 of the *Participants' Workbook* (**Handout H4.2**). Explain that these focus groups listed many challenges to providing effective services but, they could all be easily categorized into these four categories. Then they were asked to list strategies for overcoming these challenges. Discuss the challenges that the focus groups described in providing effective services to young children.

Focus groups of administrators, teachers, family members, and training and technical assistance (T/TA) providers were held to find out what the challenges are to providing evidence-based services to young children and what some strategies might be to overcome these challenges.

- a. Lack of knowledge of evidence-based practices; where to get this information; and how to ensure that trainers, consultants, and supervisors are providing information and guidance that is based on evidence that the practice works. **Handout 4.2** (page 5)
- b. Beliefs and attitudes about children, behavior, their families, and attitudes about philosophies and certain practices.
- c. Lack of collaboration within programs, with families, and within the community, including the need for all stakeholders to be involved in decision making about practices, procedures, and individual child planning (e.g., families, teachers, administrators); as well as the need to collaborate at the community-wide level to address evidence-based practices, fill in gaps in services, reduce duplication, and share limited resources such as shared training events, etc.
- d. Lack of adequate fiscal resources and procedures, such as not enough money for on-site technical assistance (TA) or providing substitute teachers while staff go to training; fiscal procedures such as insurance or Medicaid reimbursement procedures that do not allow for adequate service or family support approaches.

**Handout 4.2** (page 3)**Handout 4.2** (page 4)**Handout 4.2** (page 5)

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**Activity: What are strategies for addressing these challenges?**

1. Lack of knowledge / skill
2. Beliefs / Attitudes
3. Lack of collaboration within programs, with families, and within communities
4. Lack of adequate fiscal resources and procedures

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**An Evidence-Based Framework: The Pyramid Approach**

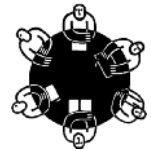
- PROMOTION
- PREVENTION
- INTERVENTION



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**The Pyramid Model: Promoting Social and Emotional Competence and Addressing Challenging Behavior**

**Slide 17: ACTIVITY:** At their tables, ask them to discuss these four categories and the strategies and how they might use this as a resource.

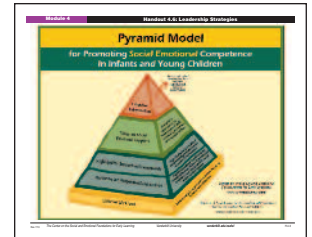


Small Group Activity

Once they have spent **5 minutes** talking, ask for one person at each table to summarize their discussion.

**Slides 18-19: Evidence-Based Framework:**

Explain that the Pyramid Model is the framework guiding the work of the centers. It is a tiered framework: promotion of social-emotional development in all children, prevention of challenging behavior, and intervention with persistent and serious challenging behavior. Ask them to look over the Pyramid Model Poster (**Handout H4.6**) and *The Teaching Pyramid: A Model for Supporting Social Competence and Preventing Challenging Behavior in Young Children* (**Handout H4.7**) for about **3 minutes**.

**Handout 4.6****Handout 4.7**

Refer to the importance for early childhood programs to have a continuum of approaches that range from promoting social-emotional well-being and building positive relationships in all the children, to intensive interventions for a few. Social and emotional teaching strategies (both prevention and intervention) are required for children to understand the behaviors necessary for healthy interactions. Individualized intensive interventions will only be needed by a small number of children if the base of the Pyramid is present. Remember that adult behaviors impact the behaviors of the children. If adults use proven approaches, the behaviors of the children will be more positive (there will be fewer children at the top of the Pyramid). If the adult behaviors are not effective, the behaviors of the children will become more challenging, requiring more intensive interventions.

The Pyramid Model addresses each of the components that need to be in place in a program.

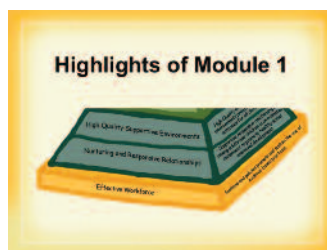
1. Relationships form the foundation of the Pyramid and are necessary for everything else we do.

(continued)



2. Well designed environments support children's appropriate behaviors and make it less likely that children will need to engage in challenging behavior.
3. Talk about the importance of teaching children the skills that they need, so they don't have to use challenging behavior.
4. When we do all of this, we are less likely to need to design intensive, individualized interventions. The success of individualized interventions depends on the extent to which the other levels of the Pyramid have been addressed.

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**Slides 20-23. Tier One of the Pyramid** (more fully explained in Module 1): Promoting Nurturing and Responsive Relationships and providing High Quality Supportive Environments.

**Relationships:** At the foundation of everything we do with children is the relationship that we build with them. We know about the importance of relationships on children's development and success in school.

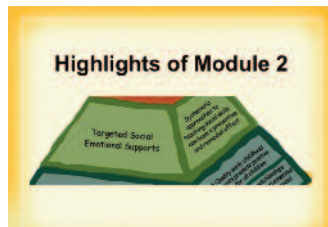
Children learn and develop in the context of relationships that are responsive, consistent, and nurturing.

Children with the most challenging behaviors especially need these relationships, and yet their behaviors often prevent them from benefiting from those relationships. Our time and attention is very important to children, and we need to be sure that we are giving them that time and attention needed, at times other than when they are engaging in challenging behavior.

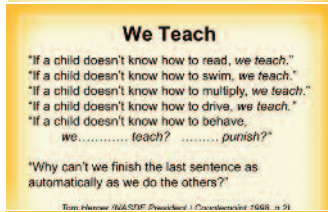
Relationships are important with families and other staff as well. High Quality and Supportive Environments: children respond to their environments both at home and in a center program. When we consider the design of the physical environment, we are trying to do two things: promote engagement and prevent challenging behavior including: (1) the physical design of space, (2) schedules, (3) routines, (4) rules, and (5) how activities are planned and structured.



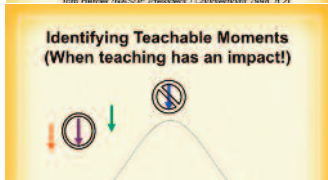
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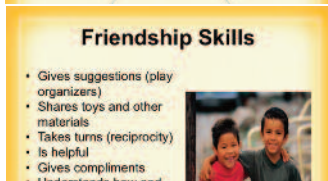
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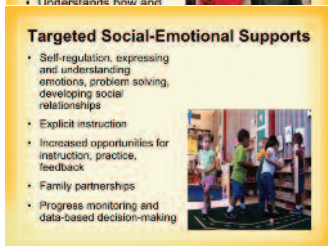
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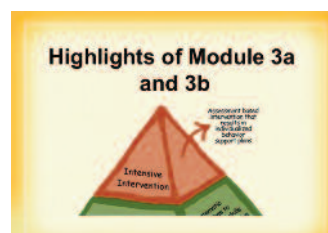
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**Slides 24-28: Tier Two of the Pyramid:** Targeted Social Emotional Supports refers to teaching social skills and appropriate behavior to children (covered in Module 2). Most children don't just "get it" but rather benefit from intentional teaching of these important behaviors and skills.

Reiterate that relationships are an essential foundation for promoting children's social-emotional competence. This tier of the Pyramid Model focuses on teaching key social skills including:

- Friendship skills and how to teach them
- Emotional literacy and activities that build "feeling vocabularies"
- Strategies to teach self-regulation and anger management skills
- Teaching problem solving
- Family partnerships
- Progress monitoring and using data to make instructional decisions

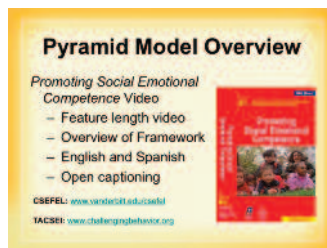
**Slides 29-31: Tier Three of the Pyramid:** Intensive Intervention describes strategies to address severe, persistent, challenging behavior that persists even when the lower tiers of the Pyramid are in place (described in Modules 3a and 3b). It is important for participants to understand that staff and families often want to jump to these strategies before addressing the practices in the earlier stages of the Pyramid. However, these practices are very time consuming and should be reserved for only those children who have not responded to the promotion and prevention strategies of the earlier tiers of the Pyramid. When the earlier practices are effectively in place, very few children will need the intensive interventions at the top of Pyramid!

To implement these practices it is important to: (1) understand the purpose of problem behavior and (2) understand the skills needed to implement a process of Individualized Positive Behavior Support (I-PBS) to address the intervention needs of children with the most challenging behavior. The process involves collaborative teaming, conducting a functional assessment, developing a comprehensive behavior support plan, and data decision-making. Note that the full process is

elaborate, thorough, and very effective. It is not a process that they would use with every child who has behavioral concerns. It is for the child whose problem behavior continues after participants have tried prevention approaches and developmentally appropriate child guidance procedures.

Ask for discussion about how people either are or could embed this framework into their program.

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**Slide 32: Pyramid Model Overview:** There are power point presentations and other materials describing the Pyramid Model on the CSEFEL and TACSEI websites. There is also a 20 minute video that gives an overview of the Pyramid Model on the CSEFEL website.

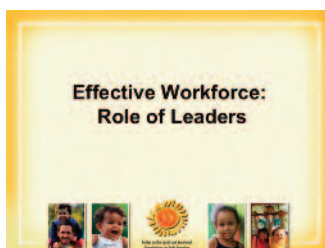
Ask if there are any questions, especially related to the framework.

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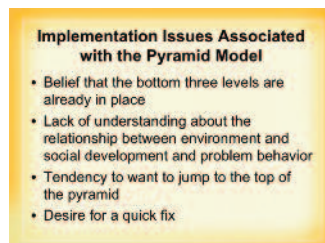
**Slide 33: Foundation of the Pyramid:** Effective Workforce refers to the systems, policies, resources and procedures that create and support an effective workforce. This foundation is essential to “direct-services” (teaching, therapies, etc.). For instance, for teachers to provide evidence-based direct services to children, administrators must provide the infrastructure or supports like professional development and good working conditions. This is the area we will focus the rest of the workshop on.

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**Slide 34: Effective Workforce:** We will talk about the role of leadership in providing the supports necessary for implementing the Pyramid Model.

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**Slide 35: Implementation Issues:** These are typical issues when attempting to implement the Pyramid Model that leaders need to be aware of and plan for.

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**Slide 36: Leadership:** Read the definition of “Leadership”.

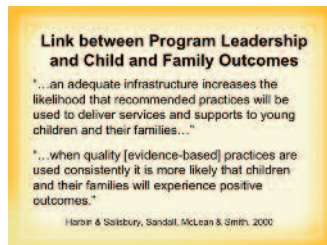
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**Slide 37: Leadership in an EC Program:** Ask for participants to “shout out” answers to these two questions:

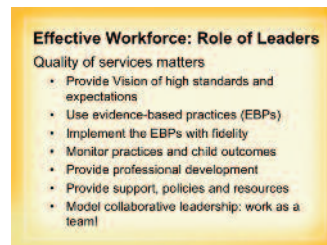
- 1 “What is Leadership in an EC Program?” Ask for behaviors.
- 2 “Who are the Leaders?” You should prompt for things like “lead or mentor teachers”, “coordinators”, “leadership teams”, “family leaders”; in other words, prompt them to think out of the box, not just the “directors”.

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**Slide 38: Program Leadership:** Read the quotes about the link between administrative infrastructure, high-quality (evidence-based) practices, and child and family outcomes.

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**Slide 39: Effective Workforce:** Read the list of leadership roles.

Ask the group why and how child and family outcomes are affected by the program’s administrative policies and procedures.

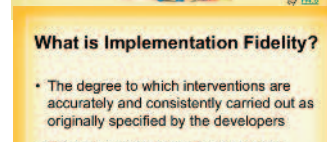
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**Slide 40: The Goal:** Refer participants to *Administrator Strategies that Support High Fidelity Implementation of the Pyramid Model for Promoting Social-Emotional Competence & Addressing Challenging Behavior* (**Handout H4.8**). Have them take 2 minutes to review it.

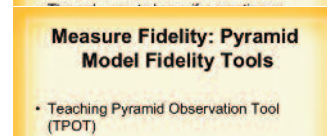


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**Slides 41-44: Implementation Fidelity:** Go **Handout 4.8** over the slides that summarize the handout.

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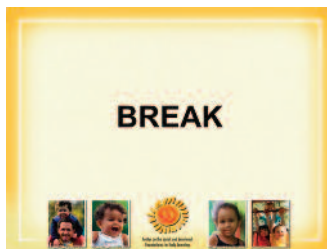


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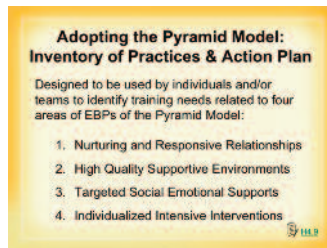




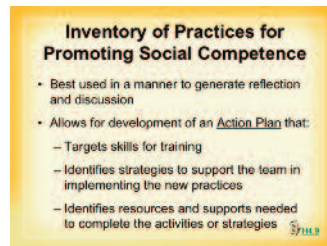
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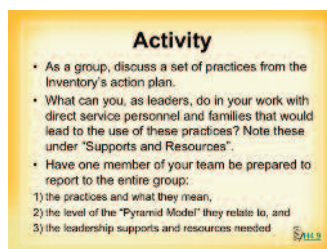
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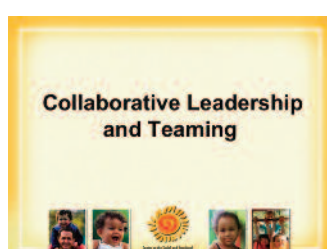
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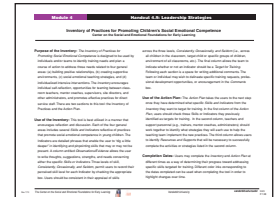
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**Slide 45: BREAK:** Take a 10-15 minute break.

**Slide 46: Adopting the Pyramid Model:**

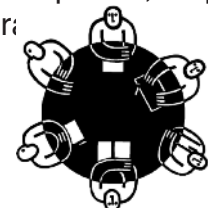
Refer to the *Inventory of Practices for Promoting Children's Social Emotional Competence* (**Handout H4.9**). Discuss the purpose and how it's organized.



**Handout 4.9**

**Slide 47: Inventory of Practices:** Discuss how the Inventory is used including developing an action plan.

Discuss the Action Plan section of the Inventory (**Handout H4.9 pp. 15-28**). Talk about how the second column asks for strategies including those that would support others in their use of the practices. The last column (Resources and Supports needed to accomplish these activities) would include leadership supports such as, staff development, help with getting information on evidence-based pr



**Small Group Activity**

**Slide 48: ACTIVITY: Using the Action Plan**

section of the Inventory (**Handout H4.9 pp. 15-28**), assign a group of practices to each table (no more than 4 or 5 in one category—make sure all categories are addressed). Ask them to note the leadership strategies in the second column and the leadership supports in the last column that could support the acquisition and use of the practices by program staff and parents.

Tell them that, at the end of the activity, the reporter for the table will be asked to: (1) describe the practices they were assigned, (2) the level of the Teaching Pyramid the practices relate to, and (3) share their ideas about leadership strategies and support related to the use of the practices by staff and parents. They can use the flip charts or sticky wall for their reports.


**Slide 49: Collaborative Leadership and Planning:** Tell the participants that the remainder of the workshop will focus on evidence-based leadership practices for addressing challenges, particularly those related to collaborative leadership and knowledge and skills.



50

**Activity**

Is Collaboration Effective?



**Slide 50: ACTIVITY:** Ask “Is collaboration effective?”, but don’t take answers yet.

51

**Activity: 15 minutes**

Take 5 minutes and by yourself, write one thing for each question:

- 1) What made a collaborative or team effort you were involved in not worth the time and effort?
- 2) What made a collaborative or team effort you were involved in worth the time and effort?
- 3) “Shout out” one of each (10 minutes)

**Slide 51: ACTIVITY:** Tell participants to do the activity that is on the slide and **take 5 minutes** to write the activity by themselves. (1) Describe one thing that made you dread going to a team meeting and (2) one thing that made it worth your while!

Ask them to think about, if it’s 8:00 in the morning and you have to go to a team meeting, how did you feel? Did you dread it? Why?


Or, did you look forward to it? Why?

You may want to use the sticky wall for this with headers for each of the two questions.

52

**Is Collaboration Effective?**

It depends on, who, how, why, what.....



Then **take 10 minutes** for participants to “shout out” answers to each of the two questions.

**Slide 52: Is Collaboration Effective:** Point out that collaboration works depending on a lot of things that they just described.

53

**What Works**

Collaboration...

- is a process not an event
- is hard work: collaboration
- needs trust and respect: true shared decision-making (yours may not be the decision that is chosen!)

**Slides 53-54: What Works:** There is a wealth of literature from business, school reform and children’s services about the effectiveness of collaborative planning.

54

**What Works**

Collaborative planning needs to show results; evaluation.

Collaboration and collaborative planning requires:

- objective facilitation
- skills and trust re: collaboration
- shared understanding about current state and what needs to be changed
- shared vision about goals
- ongoing supports and resources, incentives
- shared ground rules

These are some of the things that make collaboration and teaming successful. We will be discussing these in more detail.

55

**The Collaborative Planning Model**

- Based on literature on what works
- Used to build community-wide coordinated EC systems
- Used to improve and expand community-wide EC inclusion opportunities
- Used to implement program-wide DEC Recommended Practices
- Used to implement EC program-wide PBS/ Pyramid model
- Used to create collaborative PD systems in CSEFEL and TACSEI partner states

Hayden, Frederick & Smith (2003). A roadmap for facilitating collaborative teams. Longmont, CO: Sopris West.

**Slide 55: Collaborative Planning Model:** A model for collaborative decision making and planning. Collaborative or shared planning and decision-making means asking the people who will be affected by a change in a policy, procedure or practice to help make decisions related to that change. Getting the valuable input and ideas of the “stakeholders” (the people who have a stake in the change) results in a better plan, as well as in their feeling ownership of the plan and the change. Shared planning can also result in less resistance.

(continued)

56

**The Collaborative Planning Model**

- Leadership and Commitment
- Set a Shared Vision
- Identify Challenges and Strengths related to the vision
- Develop Objectives
- Write an Action Plan
- Implement the Action Plan
- Evaluate Progress



57

**Leadership and Commitment**

- Building commitment: information and experiences, hearing from peers
- Administrative Leadership ("champion")
  - Who?
    - Decision-making / resource allocation authority
    - Meaningful...committed to cause and

58

**Leadership and Commitment**

Stakeholder Team Leadership

— Who?

- Has a stake
- Need their support
- Will be committed and positive
- Can make decisions, commit resources as needed (or can within 1 or 2 weeks)
- Membership depends on purpose

59

**Setting a Shared Goal / Vision**

- Destination, goal, outcome, etc.
- Binds the team to a common direction

60

**Setting a Shared Goal / Vision**

- Is concrete and attainable
- Is uplifting, compelling, and important for all

61

**Visioning**

- Builds common ground
- Builds common understanding of context, issues, etc.
- Builds common language
- Builds trust
- Establishes final team membership (subtract and add!)
- Other?

62

**Identify Challenges / Strengths**

- What must we overcome to reach the vision/goal?
- What are the categories of challenges?
- Which challenges do we address, which are priority (prioritize)?
- What are our assets?

The Collaborative Planning Model is based on over 15 years of work with programs and communities and on the literature on effective program improvement. The Collaborative Planning Model has been used with local programs and community teams in several states and communities to develop better services for young children and families.

**Slide 56: Collaborative Planning Model:** Review the steps listed in *Collaborative Planning Model for Program Improvement and Systems Change* (**Handout H4.11**).

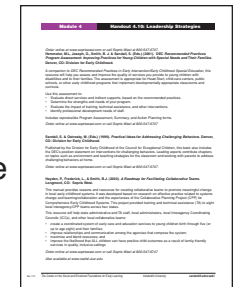
**Slides 57-58: Leadership and**

**Commitment:** Build commitment among the leaders and others by sharing the kind of fact sheets that are in this module and others that are on TACSEI website. Also have people who have implemented the Pyramid Model share their experiences, view the video on the CSEFEL website, and listen to and read stories on the TACSEI website.

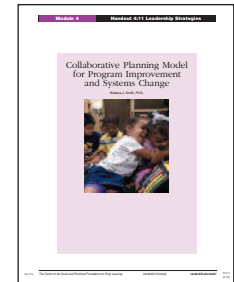
- Make a commitment and provide leadership for collaborative decision-making
- Build leadership and commitment through team (stakeholder) decision-making

**Slides 59-61: Setting a Goal/Vision:** Build a vision with the Stakeholder Team. These slides describe what a vision does and how it should be written. In our experiences, vision setting should not take a lot of time. It can be changed by the team if the team decides to do so. It shouldn't take more than one or two team meetings. Use some of the team decision-making activities that we will talk about later to get everyone's input and reach a decision.

**Slide 62: Identify Challenges/Strengths:** Identify challenges of the vision with the Team (beliefs, knowledge and skills, policies, systems, resources, etc.). Say to yourself "Why haven't we reached our vision yet, what is standing in our way?" Write this down. There are probably categories of challenges...the group can list individual challenges and then group them. These categories can then be written as



**Handout 4.10** (page 2)



**Handout 4.11**

challenges to the vision. Brainstorm assets or strengths that are available related to the vision. These are important to write down as well.

Talk about the action planning steps and the materials in the *Participant's Workbook* (**Handout H4.2**). Again, go over each step. Talk about the importance of the Team brainstorming the suggested statement then transferring the selected barrier/or challenge and strengths to the Action Planning Form.

If a challenge is believed to be a written policy or procedure... Get a copy! It has been our experience that in nearly all cases where a policy was thought to be a challenge, once the planning group obtained a written copy of the policy itself, it was more flexible than they had thought it was and, therefore, was not the challenge. Rather the perception of the policy was the challenge. Therefore, do not rely on someone else's interpretation of a policy; they may have never read it!

**63**

**Objectives for Addressing Challenges**

**Prioritize Objectives:**

- "Think big, but start small"
- Short term, long term
- Cost-benefit analysis



**Slides 63: Addressing Challenges:** Develop objectives (strategies for addressing the challenges). What would address our challenges? The team would brainstorm strategies for each challenge (Ex. "Could we remedy this challenge by...") and write the strategy on the action planning form.

**64**

**Action Plans**

For each prioritized challenge (or category) develop a *written* action plan:

- Objective
- Strategies
- Who is responsible
- Timeline
- Indicator of success / evaluation plan

Identifying strategies will include establishing criteria for trying possible strategies (like timeliness, cost, etc.).

Again, use the decision-making strategies listed later to reach agreement on objectives.

**65**

**Action Plans**

Use the Action Plans to:

- Coordinate activities
- Establish work groups
- Serve as meeting agendas
- Evaluate progress toward vision
- Establish policies, agreements, resources, staff

Objectives need to be prioritized: have some "big" ones, but also some "small" ones to start with and gain some experience and success. Also, have some short-term ones (in the next month...or two), as well as, long-term ones (in the next year...). Also, have some that cost little to nothing, as well as, those that will cost resources and then decide what the benefit is for each (cost/benefit analysis).

**66**

**Action Planning Form**

DATE: \_\_\_\_\_

GOAL/VISION: \_\_\_\_\_

OBJECTIVE: \_\_\_\_\_

TEAMWORK GROUP MEMBERS: \_\_\_\_\_

Strategy/Action To be taken	Person Responsible, Reporting Period, and so on	Indicators of Success/Evaluation Plan	Status: Date Completed

**Slides 64-66: Action Plans:** Write action plans for each objective (**pp. 6-10 of Handout H4.2**). These will guide the work of the team. Go over the instructions and the components of the action plan form. Action plans may look different, but they should have the basic components.



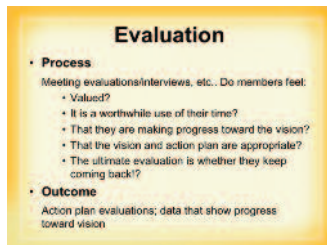
Written action plans should guide all the work of the team. They can even be the agenda for the team meetings. There is no reason to have an action plan if it is never looked at. Action plans are tied to the vision, thus keeping all the team members focused.

More people than just the team members can be asked to participate on action plan work groups. That way more voices are tapped into the work without having a very large team. Work groups should not make decisions but rather work on action items that have been approved by the team and bring recommendations to the team. The team should make decisions.

The team should plan on recognizing individuals, agencies and programs that try to implement the Pyramid Model and succeed in the effort and are willing to help others. The team should provide incentives for effort that can range from acknowledgement to resources.

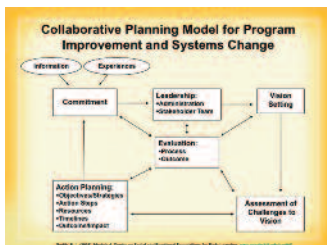
Share news about the work of the team as well as programs and communities that are planning and implementing the Pyramid Model. Share their lessons learned with others.

67



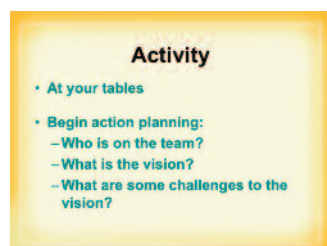
**Slide 67: Evaluation:** Evaluate the effort of both the process and the outcomes. For example, evaluate the team meetings (refer to slide 75). That is an example of evaluating the process. If team members evaluate a meeting as low, change something to make sure they feel that the team meetings are worth their while. The items on the action plans that get accomplished represent outcome evaluation, etc.

68

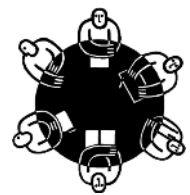


**Slide 68: Collaborative Planning Model:** This is a picture of the Collaborative Planning Model process.

69



**Slide 69: ACTIVITY:** If people are sitting together as a team, they can do this activity as an exercise to take back home. If they are not, they can use it as practice for when they go back and establish a team.



Small Group Activity

Have them work for **15 minutes**, then share for **10 minutes**.



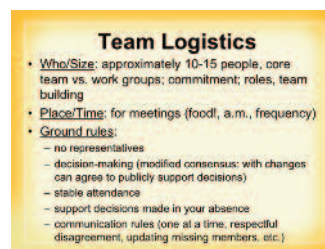
70



**Slide 70: Collaborative Decision Making:** The following slides give ideas for running effective team meetings, encouraging all members to voice their ideas, reaching decisions together, and having fun!

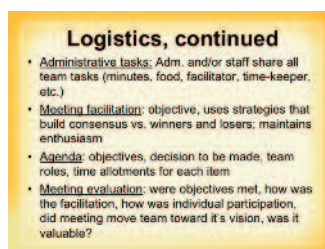
See the Collaborative State Planning Tool Kit on the CSEFEL [http://csefel.vanderbilt.edu/resources/state\\_planning.html](http://csefel.vanderbilt.edu/resources/state_planning.html). While it refers to state planning, it is really applicable to any collaborative team whether state, local or program level.

71



**Slides 71-72: Team Logistics:** The logistics represent many years' experience of successful team meeting facilitation. Try it before you reject it! This has resulted in very busy people feeling like their voices were heard. They were committed to coming to every meeting, if at all possible, for years, and reaching agreement on very hard decisions!

72



Keeping the size of the group small can result in building trusting relationships. Allowing no representatives results in people going to the meetings themselves and not having to review the purpose and actions of previous meetings, etc. Evaluating the meetings results in making adjustments before members decide to quit! Agreeing to reach consensus vs. voting, prevents anyone from feeling like winners and losers.

Meeting facilitation is important. It requires planning, e.g. if a decision is to be made, what activities will be used to make that decision? The facilitator should be objective. Outside facilitators are good. However, most groups can't pay for one, so team members can rotate facilitation. When a member is facilitating, they must refrain from making their opinions known.

Meeting time and day should be decided by consensus and for at least 6-12 months ahead of time, rather than trying to find a time for each meeting. Meetings should be monthly and for at least 3 hours. This enables progress on the action plans. Work groups might need to meet in between the monthly meetings depending on their objectives and timelines.

73

Team Member Role Sign Up Sheet						
Date	Host	Facilitate meeting	Provide Snacks	Keep Time	Take notes	Buddy for Absent members

**Slide 73: Team Sign-up Sheet:** It is important for team members to sign up for meeting roles. This makes the meetings their own, not just one person's. It builds ownership.

- Sign up for all the meetings scheduled for at least 6 months.
- Host or convener hosts the meeting
- Facilitator plans agenda and activities
- Someone brings snacks
- Timekeeper monitors times of agenda items
- Note taker
- Buddy updates absent team members

74

Meeting Agenda Format			
Meeting Roles			
Host:	Note-taker:	Facilitator:	
Time Keeper:	Snack:	Buddy:	
Objectives:			
1.			
2.			
Agenda:			
Time	Item	Type of Action	Decision Required?
8:00	News from Team	Info Sharing	
10:00	Selection of coaches from applications	Discussion	Yes
12:00			

**Slide 74: Meeting Agenda Format:** Meeting agenda format can vary but needs to include these kinds of items: meeting objectives, time for each item (this is what the timekeeper monitors!), type of action and whether decisions are needed. Also remember that the action plans need to be reviewed at each meeting.

75

Meeting Evaluation				
Meeting Objectives:				
1.				
2.				
3.				
4.				
5.				
6.				
Please answer the following questions.				
	Low			High
• Degree to which the meeting objectives were achieved	1	2	3	4 5
• Facilitation of the meeting was:	1	2	3	4 5
• I would rate my own contributions to the meeting as:	1	2	3	4 5
• Degree to which I think the meeting contributed toward achieving our purpose:	1	2	3	4 5
Additional comments...				

**Slide 75: Meeting Evaluation:** The objectives on this form are the ones from the agenda for that day. Each member completes the evaluation after each meeting. Someone averages the ratings and lists the comments and sends the results to the whole team.

76

Action Planning Form			
DATE:			
GOAL/VISION:			
OBJECTIVE:			
TEAM/WORK GROUP MEMBERS:			
Strategy/Action to be Taken	Person Responsible/Resource Needed	Indicator of Success/Completion Plan	Status Done Completed

**Slide 76: Action Planning Form:** These materials and more are on the CSEFEL and TACSEI websites under the state team pages in the Collaborative State Planning Tool Kit; [http://csefel.vanderbilt.edu/resources/state\\_planning.html](http://csefel.vanderbilt.edu/resources/state_planning.html).

77

Team Decision Making Activities	
Purposes of activities:	
– Get <b>EVERYONE'S</b> ideas	
Team Decision Making Activities	
Facilitation materials:	
– Sticky wall	
Team Decision Making Activities	
Activities:	
– Brain storming on sticky wall then merge categories (vision setting, identifying challenges to vision, etc.)	
– Small group work with flip chart paper (identifying objectives for each challenge; editing vision statement and objectives, etc.)	

**Slides 77-79: Team Decision Making Activities:** Team decision-making activities are important for true shared decision-making and helping the meeting to be productive. They encourage everyone to voice their opinions, they ensure that everyone gets a chance to have input, and they help reach consensus efficiently. Without using these kinds of activities, the meeting can just be the loudest voices talking for 3 hours and no shared decisions being made!

Team facilitation strategies can be found on the internet or in Hayden, et al (2003).

80

**Discussion**

Let's talk about your experiences this morning, when you had to develop a picture together.

**Slide 80: Discussion:** Now let's talk about the ideas generated earlier about what things made previous team meetings a waste of time, and what things made them productive (slides 7-8 and 50-51). Go over participants' flip chart notes and let them discuss. There should be a lot of overlap and it should summarize a lot of what has been covered!

81

**BREAK**



**Slide 81: BREAK: THIS CAN BE FOR LUNCH IF THIS IS AN ALL DAY WORKSHOP, OR IT CAN BE THE END OF THE FIRST OF TWO 3 HOUR WORKSHOPS.**

82

**Quick Review**

**Part 1: Knowledge and Skills**

- Introduction
- Importance of Social Skills and Behavior
- The Pyramid Model
- What is Leadership?
- Fidelity of Implementation, Collaborative Leadership and Professional Development
- Effective Collaboration and Teaming Strategies

**Part 2: Application and Examples**

- Effective Professional Development Strategies
- Applying the Strategies and Tools at the Community and Program Levels

**Slide 82: Quick Review:** Do a quick review of the workshop thus far. If you are continuing after lunch, just review the agenda and the fact that you are now at Part 2. If you are reconvening on another day, go over the earlier slides: purpose of workshop, learner objectives, and agenda.

83

**Providing Effective Professional Development**

Experiences designed to develop new knowledge, skills, and behaviors that are expected to be applied immediately on the job.

Purpose of Professional Development:  
**Change behavior in the work environment**

**Slide 83: Effective Professional Development:** Discuss the definition of professional development and the purpose: change behavior in the work environment.

84


**Professional Development (PD)**

- Implementation Fidelity is the Goal!
- Ongoing Process
- Include All Staff
- Avoid "Train and Hope!"

**Slide 84: Professional Development:** Discuss the fact that the goal is fidelity of implementation of the evidence-based practice, e.g. the practices need to be used the way they were intended to be used in order to get the outcomes that we desire for children. Professional development (PD) is on-going, not just a one-shot training, and all staff need it.

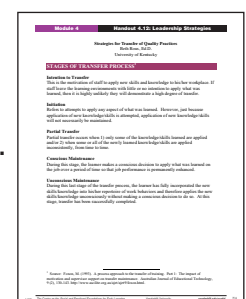
85

**What Is Transfer of Learning?**



Effective and continuing application of knowledge, skills, and behaviors gained through instructional experiences by staff, to their job over a period of time.

**Slide 85: Transfer of Learning:** What is transfer of learning? Refer to *Strategies for Transfer of Quality Practices* (**Handout H4.12**). For behavior to change in the work environment, transfer of learning has to take place. Ask participants how they would describe transfer of learning.



**Handout 4.12**

**Restate the goal:** For the knowledge/competencies learned during the professional development experience to transfer back to the work environment so that a change of behavior can take place and lead to quality practices for children and families.

The key point of the definition is, learning is applied over time, not just tried out, but it becomes an application.

**Transfer Strategies:** As noted on the handout (H4.12), there is a lot involved in transferring information gained from professional development activities into actual practice. You can facilitate the transfer of learning in many ways which are included in the handout, but we will focus on two major strategies:

- Support application of what they've learned.
- Give recognition to employees who do apply what they learned.

Instead of telling staff what training they will attend, whenever possible, allow staff to select training based on the needs they've identified and the evidence-base of the practices to be covered OR offer staff choices of relevant training and allow them to self-select from these choices.

You can help staff see the importance and relevance of training by: expressing your expectations during interviews, writing it as part of the job descriptions, including it in staff orientations, and requiring written professional development plans.

86

**Support Application of New Knowledge / Skills**

- Conduct post-instructional meetings
- Help staff develop an individual action plan and monitor/supervise progress
- Modify the work environment to support application
- Provide opportunities to practice new skills
- Provide observation and feedback

**Slide 86: Support Application of New Knowledge/Skills:**

- Conduct post-training meeting
- Help staff develop an individual action plan or post training plan, and monitor progress—collect data on implementation and effect on child progress.
- Modify the work environment to support application
- Provide opportunities to practice new skills
- Try new skill on small group of children
- Set aside a time during the day to practice
- Provide observation and feedback

What other supports can program leadership provide?



87

Individual Growth Plan		
AREA	GOAL	
Activities	Evaluation	Resources Needed

88

Transfer of Knowledge and Skills			
TRAINING COMPONENTS	OUTCOMES (% of Participants who Demonstrate Knowledge, Demonstrate new Skills in a Training Setting, and Use new Skills in the Classroom)		
	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
+ Demonstration in Training	30%	20%	0%
+ Practice & Feedback in Training	60%	60%	5%
+ Coaching in Classroom	90%	90%	90%

**Slide 87: Individual Growth Plan:** Individual Growth Plan on p. 11 of the *Participants' Workbook* (**Handout H4.2**): This form, or something like it, can be used as a professional development plan. It can include pre-training as well as post-training plans. The important thing is to be specific about the knowledge and skills to be acquired, how they will be learned, how the use of them will be observed and evaluated, and the resources needed for the staff person to carry out the plan. Resources can include: providing a coach, time for planning, meeting with a coach, etc.

**Slide 88: Transfer of Knowledge and Skills:** This chart is from Joyce and Showers (2002), in their words:

“By extrapolating from the research and making judgments from our experience, we can depict the relationship between types of training outcomes (knowledge, skill, transfer) in terms of the percentage of participants likely to attain them when the combination of components are employed. Note that these estimates are very rough, but they give rules of thumb for estimating the product of training.” (p.79).

Let's walk through it. The first column describes four types of PD or components of PD to improve the use of teaching strategies:

1. Training/workshop that focused on theory and discussion only
  - a. this results in NO transfer to the classroom
2. Training that includes theory and discussion as well as proving demonstration of the strategy in the training/workshop setting
  - a. this results in NO transfer to the classroom
3. The above, plus, practice of the strategy with feedback within the training/workshop setting
  - a. This results in only 5% of people transferring the strategy to their classroom
4. All of the above components in the training/workshop setting, PLUS, coaching of the strategy in the trainees' classroom
  - a. This results in **95%** of people actually using the teaching strategy in their classroom with their students!

89

**Changing Practice**

- Training alone is inadequate
- Coaching is necessary for translation of training to classroom practice
- Fidelity of implementation, focus on coaching
- Administrative support and systems change, necessary for sustained adoption
- Data-driven systems necessary for ensuring targeted program, practitioner, and child outcomes

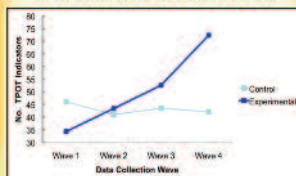
90

**Coaching: TACSEI Definition**

An ongoing, outcome focused approach to improving intervention practices by providing opportunities to observe practices, implement with support and eventually implement independently. Coaching refers more specifically to on-site and in-vivo guidance provided by a consulting professional in order to help a practitioner (parent, teacher, child care professional) learn to implement an intervention procedure with fidelity.

91

Control and Experimental Group Means Across Data Collection Waves on TPOT Indicators ( $N = 108$ )



## ON-SITE COACHING IS KEY TO TRANSFER OF KNOWLEDGE AND SKILLS LEARNED IN A WORKSHOP OR TRAINING!

**Slide 89: Changing Practices:** What does this tell us? To change someone's practice, i.e., have them adopt the Pyramid Model practices: then read the slide

We will be discussing all of these key elements the rest of our time together. What are your questions/comments?

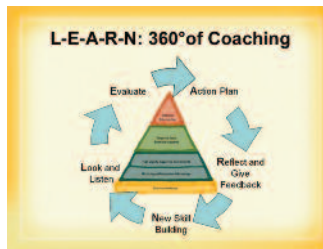
**Slide 90: Coaching:** There are many definitions or words used related to coaching. The TACSEI definition of coaching is based on the literature as well as experience in training and supporting Pyramid Model coaches around the country:

Have them read the slide. Discuss the definition. Key elements of the definition: coaching is:

- ongoing with the coachee
- outcome focused (the evidence-based practice is used with fidelity)
- coachee is given opportunities to observe practices
- implement it (practice it) with observation and support
- eventually use it independently

**Slide 91: Comparison Chart:** Pyramid coaching effectiveness. A study by CSEFEL and TACSEI researchers involved providing coaching to a group of teachers implementing Pyramid Model practices (experimental group); with a comparison to a group that had not received training or coaching. The fidelity or accuracy of their use of the practices was measured by the TPOT. The figure depicts four points of time where the TPOT was used to assess the fidelity of implementation of the Pyramid Model practices. The first wave is when neither group has received training or coaching and the second wave occurs after the experimental group received training and only the first two sessions of coaching that are focused on building the coaching relationship and establishing the goals of coaching. As you can see in the subsequent waves of measurement, those receiving coaching used the practices significantly more accurately than those who did not. Presentations describing this study and the coaching approach are on the TACSEI website under workshop and conference presentations.

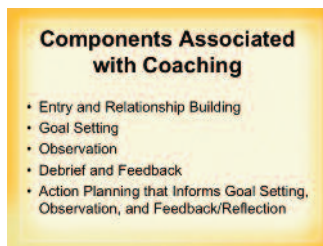
92



**Slide 92: The Coaching Process:** CSEFEL and TACSEI have developed a process called “LEARN: 360 degrees of coaching” which includes the following steps:

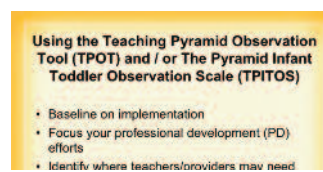
- 1. Preparing for Coaching:** Conduct a baseline observation using the TPOT/TPITOS; during a planning conference, the coach and coachee: (1) review the TPOT/TPITOS and develop an action plan based on new skills the coachee would like to become better at, (2) prepare the coachee for the coaching process: make plans for the coach to observe the coachee using the new skill.
- 2. Observation:** Coach observes the coachee using the new skills in the program, gives feedback, may model the practice and provides suggestions.
- 3. Debriefing Conference:** During a debriefing conference the coach provides positive and corrective performance feedback, discusses issues related to individual children and develops and plans for next implementation steps and next observations. Support needs are discussed, e.g. coachee needs to observe the practices more, needs more coaching support, etc.

93



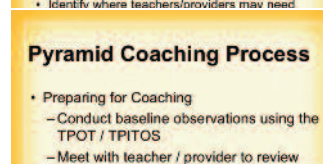
**Slide 93: Components Associated with Coaching:** Discuss the basic components of effective coaching.

94



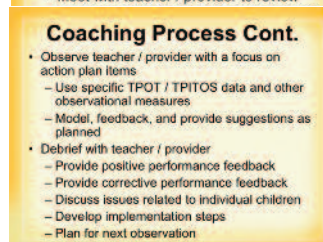
**Slides 94-96: TPOT and TPITOS:** Talk about how Pyramid Model coaching uses the TPOT and TPITOS to measure whether practitioners are in fact using the practices accurately (with fidelity).

95



Have a copy of these tools available. Go over all the slides.

96



97

**Recognize Staff for Applying New Knowledge/Skills**

Acknowledge and recognize successes:

- Hats-off bulletin board
- Special certificates
- "Pats on the back" notes
- Have them mentor colleagues
- E-newsletter stories from the person about how they achieved high fidelity and the effects it is having on them and the children they work with



**Slide 97: Recognize Staff:** Research shows that staff are more likely to apply newly learned knowledge and skills if their hard work is recognized.

Start by catching employees applying the knowledge/skills learned during training and letting him/her know that you have noticed and appreciate the desired behavior.

Then, to the extent possible, tie application of training to tangible benefits.

Brainstorm what some of these might be and record on flip chart.



Does anyone do this now? What are your questions?

While the literature suggests not tying coaching to performance evaluations (keep coaching as part of the professional development opportunities of the program), rewarding employees for a job well-done is important. Indeed, it's important to do this more often than just when performance evaluations are taking place! There are many ways to do this. Talk about the various ways listed and consider how easy or difficult it might be to use them.

98

**Program-wide and Community-wide Adoption and Implementation**



**Slide 98: Adoption and Implementation of the Pyramid Model:** Adopting the Pyramid Model "program-wide" can be effective. Thus far, we have talked about how to support the use of the Pyramid Model practices by one practitioner in their setting, but the goal would be for all teachers/practitioners to implement the Pyramid Model and use the practices, right? Additionally, our goal would be for all children in our communities to have the benefit of this effective model and practices.

99

**What is a program-wide and / or community-wide model for preventing / addressing challenging behavior?**

- Builds on the Pyramid Model by designing intervention from the whole (universal) program to the individual child
- Uses collaboration to ensure:
  - Administrative support and buy-in
  - Buy-in from staff
  - Family involvement

100



We call these initiatives, program-wide adoption and community-wide adoption. There are ways to do this that we have found successful. The remainder of the workshop is focused on these procedures.

**Slides 99-100: Adoption and Implementation of the Pyramid Model:** Go over these slides. We will be talking about these important procedures in the following slides.



101

**Outcomes Across Programs**

- Reduced challenging behavior
- Promotion of social development
- Improved staff satisfaction
- Decreased turnover
- Increase in overall program quality
- Clearly articulated and implemented policies and procedures
- More intentional teaching and purposeful in supporting children's emotional development
- Elimination of "time-out"
- Less reliance on "outside" experts
- Stronger collaboration with mental health providers



102

**Readiness Criteria**

- Behavior is goal
- Leadership Team is formed and includes:
  - Administrator
  - Training and Technical Assistance
  - Person with behavioral expertise
  - Teachers
  - At the community level: all key agencies

103

**Readiness, continued**

- Leadership Team commits to evaluating outcomes in classrooms
- Commits to meeting monthly, monitoring progress, and using data for decision making
- Commits to
  - Facilitating ongoing training and TA
  - Supporting teachers to implement the pyramid
  - Developing and promoting program/community-wide expectations
  - Developing plan to provide individualized positive behavior support (PBS)

**Slide 101: Program Outcomes:** Describe some of the outcomes programs have experienced when they adopted the Pyramid Model throughout their whole program.

**Slides 102-103: Readiness Criteria:** However, we also know that adopting this model requires true system change, attitude change, and change in practice. What do we know about CHANGE? It's hard, and there is often resistance to change. Have the audience discuss why change is hard.

Therefore, programs and communities that want to adopt the Pyramid Model throughout their program or community need to know that they are embarking on systems change, there will be resistance that they need to plan for, they need to provide a lot of support, they will likely need to reallocate and/or find new funding, and it will take 2-3 years!

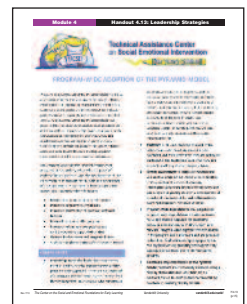
These slides list some of the readiness criteria that need to be in place for success. Review the slides.

104

**What Makes it Work?**

- A champion
- Administrative leadership
- Shared decision-making with a collaborative leadership team
- Ongoing support for those working directly with children and families
- Clearly articulated policies and procedures related to behavior
- Commitment to long term process - systems change
- Collaboration between ECE and mental health/behavior consultants

**Slide 104: What Makes it Work:** Read the key ingredients for success. **Handout H4.13** is a fact sheet on Program-Wide Adoption of the Pyramid Model. Have everyone read it. Encourage open discussion for a few minutes.



105

**Critical Elements: Leadership Team**

- Establish a Team
  - Broad representation (membership)
  - Administrative support
  - Regular meetings
  - Implementation / action plan
  - Review and revise plan at-least annually

106

**Team Responsibilities**

- Monitor implementation, use data for decision-making
- Plan and implement professional development activities
- Create system of support for addressing behavior concerns

107

**Team Roles**

- **Convener** (role can rotate) - starts meetings, prepares meeting agendas and evaluations, keeps team meeting focused
- **Recorder** (role can rotate) - records meeting summary and team actions, disseminates meeting summary and actions and evaluations, maintains team records
- **Timekeeper** (role can rotate) - makes sure that the team keeps to the agenda timelines in order to keep the meeting moving forward
- **Snack Provider** (role can rotate) - brings snacks
- **Evaluation Coordinator** (role can rotate) - collects and summarizes meeting evaluations, synthesizes data and prepares data presentations for review
- **Behavior Specialist** - provides leadership in behavior support strategies and tertiary systems development

**Slides 105-107: Leadership Team:** As described on **Handout H4.13**, CSEFEL and TACSEI have developed, from experience, a set of critical elements or components to program-wide and community-wide adoption. The first of these is establishing a leadership team. Go over these slides and point out that this component builds on the earlier discussions we had on teaming, collaboration and activities for effective meetings. Ask the participants to discuss how all this pulls together.

Handout 4.13

108

**Critical Elements:  
Staff / Stakeholder Buy-In****Staff / Stakeholder Buy-In:**

- Staff / community poll establishes and indicates awareness of initiative, interest and buy-in
- Leadership Team maintains buy-in by inviting input and feedback from key stakeholders such as staff, parents, community

**Slide 108: Staff/Stakeholder Buy-In:** These strategies are developed collaboratively by the leadership team. The goal being: all staff and families know and support the behavioral expectations of the children and how the program: (1) promotes pro-social behavior, (2) prevents challenging behavior and (3) addresses challenging behavior through individualized intensive interventions. Resources and supports are needed to make the approach successful. Key is a data system for monitoring outcomes (child behaviors, teacher and family satisfaction, etc.). Basically this is applying the Pyramid, the staff development/supervision/evaluation and collaborative planning throughout the program rather than focusing on isolated problems.

109

**Critical Elements: Family Involvement****Family Involvement**

- Build awareness of and input to the initiative from the beginning
- Membership on Leadership Team
- Multiple mechanisms for sharing and having input into the initiative
- Multiple mechanisms for home implementation
- Family partnership in decisioning and

110

**Critical Elements: Pyramid Model****Classrooms and programs are implementing the Pyramid Model**

- Positive relationships
- Supportive environments
- Teaching social emotional skills
- Individualized supports for children with persistent challenging behavior

Discuss how buy-in from various staff might be garnered. Stress that successful achievement of these elements can only occur through an on-going process and not through one day of training. Further, various planning activities for individualized approaches, staff support, and monitoring outcomes requires a serious commitment, rooted not only in training and practice but also in program policy.

**Slides 109-110: Family Involvement:** These elements are discussed on **Handout H4.13**. Discuss each slide.

111

**Critical Elements: Professional Development and Staff Support****Staff Support Plan**

- Ongoing technical assistance - **Coaching**
- Behavior support specialists are trained
- Needs assessment for pyramid implementation
- Individualized professional development plan
- Group and individualized training strategies
- Incentives and acknowledgment

**Slide 111: Professional Development and Staff Support:** Go over this slide and how it sums up all the slides we have gone over on professional development. Especially the importance of going beyond the traditional approach of providing training and hoping it results in transfer of the knowledge to actual practice.

112

**Critical Elements: Responding to Challenging Behavior****Responding to problem behavior**

- Developmentally appropriate strategies
- Crisis responses
- Problem solving and support
- Team assessment-based process for tertiary level
- Partnerships / teaming with families

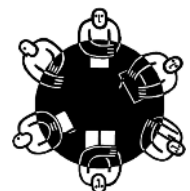
**Slide 112: Responding to Challenging Behavior:** This critical element underscores the importance of a program having policies and procedures in place for addressing challenging behavior rather than only reacting to it when it occurs...because it WILL occur!

113

**Activity:  
Responding to Challenging Behavior****As a team, answer the following questions:**

- What processes do you have in place in your program for:
  - Responding to crisis situations
  - Problem solving with teachers around challenging behavior
  - Developing individualized plans for children with ongoing challenging behavior
- How are they working?
- What resources, activities, training do you need in order to ensure these processes are in place?

**Slide 113: ACTIVITY:** Have participants do the activity at their table. If there is time, have participants share their answers. Use a sticky wall for them to post some of their ideas under each of the headings/questions. If there is not enough time for sharing, suggest they walk around and look at the sticky wall at the break.



Small Group Activity

114

**Critical Elements: Monitoring Implementation & Outcomes**

Monitoring implementation and outcomes

- Measurement of Implementation
- Measure outcomes
- Data collected and summarized
- Data shared with staff, programs, community and families
- Data used for ongoing monitoring and problem solving
- Action Plan is updated, revised based on data

**Slide 114: Monitoring Implementation and Outcomes:** This slide summarizes the critical role of data collection, monitoring and changing practice depending on the data.

115

**Critical Elements:**

**Monitoring Implementation & Outcomes**

Levels of Data Collection


- Implementation
  - Benchmarks of Quality: community and program
  - TPQT, TPITOS
- Program
  - Program Incidents (calls to families, dismissals, transfer, requests for assistance, family conferences)
  - Behavior Incidents
- Child
  - ASQ-SE or other measure (social skills; problem behavior)
  - Behavior / Skill rating for tier 2 and tier 3

**Slide 115: Monitoring Implementation and Outcomes:** Describes the major measures used for data collection. Discuss how leadership teams at the community and program level would use this data to ensure high fidelity implementation and positive outcomes for children and personnel.

Tell participants that following the break, we will be seeing how one program in Kansas has succeeded in adopting the Pyramid Model program-wide.

116

**BREAK**



**Slide 116: BREAK:** Take a 10-15 minute break.

117

**Example of Program-Wide Adoption: SEK-CAP Head Start**

- Rural program in southeast Kansas
- Covers over 7,000 square miles in 12 counties
- Serves 768 children and families
- Employs 174 staff in the Early Childhood Services
- 14 centers, 17 classrooms, 25 home visitors, and 19 child care partners


**Slides 117-118: SEK-CAP Head Start Example:** These slides describe the demographics of the SEK-CAP program and a booklet that is on the TACSEI website, describing their story.

STRONGLY suggest that participants have a copy of this booklet!


118

**SEK-CAP Story**

- Available from [www.challengingbehavior.org](http://www.challengingbehavior.org)
- Watch a video illustration on You Tube! <http://www.youtube.com/watch?v=8R100F49Hq>





119	<b>Why They Chose Program-wide Adoption</b> Background: <i>Even with training in behavior management techniques, Head Start staff reported:</i> <ul style="list-style-type: none"> <li>• leaving work in tears</li> </ul>
120	<b>Administrative Support for Program-Wide Adoption</b> 
121	<b>Leadership</b> <ul style="list-style-type: none"> <li>• Leader as resource and support to staff</li> <li>• Leader as listener and data collector</li> <li>• Shared decision making: Build a team and shared vision; foster a climate of risk-taking</li> <li>• I.D. consultant re: evidence based practices</li> </ul>
122	<b>Resource Deployment / Budget</b> <ul style="list-style-type: none"> <li>• Resources re-focused to support promotion and prevention, e.g., MH consultants assisted with promotion &amp; prevention not just intervention</li> <li>• Resources for staff development and support: transfer of knowledge activities; and continuing education</li> </ul>
123	<b>Resource Deployment / Budget</b> <ul style="list-style-type: none"> <li>• Resources were used for consultants to identify evidence based practices, training, facilitation</li> <li>• Resources and time were allocated for acknowledging staff work</li> </ul>
124	<b>Staff Development and Support</b> <ul style="list-style-type: none"> <li>• Embed Pyramid throughout the program</li> <li>• Staff listen, discuss, learn, expectations</li> </ul>
125	<b>Staff Development and Support</b> <ul style="list-style-type: none"> <li>• Following initial training, each center worked as a team to identify needs</li> </ul>
126	<b>Staff Development and Support</b> Attend to transfer of knowledge by: <ul style="list-style-type: none"> <li>• Mentoring / Coaching: staff and sites can mentor based on assessed strengths</li> <li>• Adaptation to meet</li> </ul>
127	<b>Planning and Accountability</b> Ongoing evaluation and Data-based planning meetings. Data collected through: <ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Staff Interviews &amp; Satisfaction Surveys</li> </ul>
128	<b>Planning and Accountability</b> <ul style="list-style-type: none"> <li>• Build a data management system</li> <li>• Child and family outcome data</li> <li>• All data used by Team for short and</li> </ul>
129	<b>Collaboration</b> <ul style="list-style-type: none"> <li>• <b>Collaboration!</b> Takes time, effort, and patience.</li> <li>• With families: Partner from beginning. What are their objectives? What does the child like? Policy Council approved initiative.</li> <li>• With staff: Core and staff teams collaborate in planning and decision making: home-visitor program is trans-disciplinary.</li> <li>• With community: Share training opportunities; collaborate with higher education (courses, field placements); ensure child care and other community programs at table when planning for a child.</li> <li>• Challenges: Philosophies, beliefs, turf, and finances.</li> </ul>

**Slides 119-129: Why They Chose Program-wide Adoption:**  
 Go over each slide. These slides describe the steps used to adopt the Pyramid Model throughout their program.



130

**Outcomes**

- ✓ Staff view themselves as having the skills to better support children in classrooms.
- ✓ Staff look to each other as sources of additional information and support.
- ✓ Staff can demonstrate the fundamental elements in their classrooms.
- ✓ A culture of support is created throughout the program.
- ✓ Staff become intentional and purposeful in interactions with children in order to build on their strengths.

131

**Outcomes Continued**

- ✓ Staff turn over is reduced; staff satisfaction is increased.
- ✓ Staff ask for fewer suggestions from mental health professionals.
- ✓ The number of children receiving individual counseling from psychologists decreased.
- ✓ The number of children identified as having challenging behavior and referred for mental health services decreased.
- ✓ Program spends less time and resources on intervention level and more on prevention level of the Pyramid.

**Slides 130-131: Outcomes:** Describe the outcomes.

132

**Activity**

For a challenge you identified in your action planning:

- Identify a strategy for solving the challenge.
- What are your next steps?
- Report out.

**Slide 132: ACTIVITY:** Ask them to work a bit more on their action plans and to follow the instructions on the slide. Suggest that this should give them a start or at least practice on the process for when they return home.

133

**Resources**

- CSEFEL What Works Briefs, Training Modules, and other web based resources  
[www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel)
- TACSEI (Technical Assistance Center on Social Emotional Interventions) Recommended Practices fact sheets, tool kits, and other web based resources  
[www.challengingbehavior.org](http://www.challengingbehavior.org)

**Slide 133:** Talk about the resources available to the participants and the websites.

There are other take home activities in the *Participants' Workbook* (**Handout H4.2**).

134

**Questions / Comments?**

**Slide 134:** Answer any questions that the participants may have. Thank the participants for their attention and hard work throughout the day.