

**Idaho****A Cross-Sector Effort to Build the Capacity of Early Childhood Programs to Promote the Development of Social, Emotional, and Behavioral Skills**

Preschool children receiving special education services are served in a variety of programs within communities, including community early childhood programs, Head Start, and public school classrooms. Efforts to promote improved preschool outcomes for children with Individualized Education Programs must consider strategies that can ensure that early educators across these systems are using evidence-based practices that will provide an optimal learning environment.



The Idaho State Department of Education is the lead of a statewide collaborative to build state-level systems for

implementing the *Pyramid Model for Promoting the Social and Emotional Competence of Young Children* (Pyramid Model). The collaborative includes partners from Boise State University, The Center on Disabilities and Human Development at the University of Idaho, Idaho Head Start Collaboration Office, AimEarly Idaho, IdahoSTARS, Idaho Association for the Education of Young Children, Idaho Parents Unlimited, Idaho Special Education Support and Technical Assistance, IdahoSTARS, and the Idaho Department of Education. Representatives from each of these organizations are members of a state leadership team that

supports the implementation of the Pyramid Model within early childhood programs. This effort will ensure that all early childhood programs will have the capacity to improve social-emotional skills and address children's behavioral needs and that children receiving special education services enrolled in those programs will have improvements in positive social-emotional skills (Part B indicator 7A).

Idaho's Pyramid Model Collaborative follows the guidance from the National Center for Pyramid Model Innovations (NCPMI), a federally-funded project established to disseminate effective use of the Pyramid Model to support young children's social, emotional, and behavioral development through three years of training and technical assistance activities. The Pyramid Model focuses on program leadership, creating internal coaching capacity, and building knowledge for teachers to support the development of social and emotional competencies in young children. The project provides technical assistance and professional development to teams, identified practitioner coaches, and instructional staff as part of the project. In the 2022-2023 school year, Idaho's Pyramid Collaborative included 37 Program Leadership Teams, 29 Programs (14 Child Care Programs, 3 Head Start Programs, 12 School District Programs), 102 Teachers (38 Child Care Teachers, 24 Head Start Teachers, and 40 School District Teachers).

Learn more about Idaho's work:

[Idaho Pyramid Collaborative](#) | [Project Implementation Guide](#) | [Annual Pyramid Collaborative Report](#)



For additional resources and information related to the state implementation of the Pyramid Model as an Multi-Tiered System of Support for promoting social, emotional, and behavioral skills, please visit [challengingbehavior.org](https://challengingbehavior.org).



**National Center for Pyramid Model Innovations** | [ChallengingBehavior.org](https://ChallengingBehavior.org)

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