

Data are an important part of Pyramid Model

implementation. However, before beginning any data collection effort, program leadership teams must first decide how they will use unique identification codes (IDs) instead of names and other identifying information for data collected about children, early interventionists, and teachers. Using de-identified data ensures data quality, data security and privacy, and enhances data management. By using unique identification codes, the program ensures the confidentiality of practitioner and child level data as data are used for decision-making.

The guidance for assigning identification codes should be made at the state level if data are being collected as part of a state-level effort. The state data coordinator should decide how programs will create unique identification codes and train program data coordinators in how to assign identification codes to staff and children at their program prior to data collection. If data are not being collected as part of a state-level initiative, programs should discuss this task at a program leadership team meeting and decide how unique identification codes will be developed and assigned.

When deciding on unique identifiers, there are important considerations about what to use (e.g., identifier code elements of letters and numbers), the length, and who will manage IDs. The process can be complex and will require careful attention. It is essential that the codes are not easily traced back to individuals and do not compromise confidentiality. The list below, although not exhaustive, includes key considerations.



 DO:	 Do NOT:
<ul style="list-style-type: none"> ▶ Use numbers and/or letters, no names ▶ Use a pattern – At the state level, you will be receiving data from multiple programs. Develop a code structure that will help you link all data together (e.g., codes for practitioner coaches and teachers include the code for a program) and that help you organize your data (e.g., data from cohort 1 has a 1 at the beginning, cohort 2 begins with 2) ▶ Be consistent – a combination of letters and numbers works well ▶ Avoid using initials – many people have the same or similar initials ▶ Create an ID that is easy to remember and as short as possible 	<ul style="list-style-type: none"> ▶ Make your IDs long ▶ Use personal information (i.e., social security numbers)

Once identification codes are created, the program data coordinator should create a table in a Word document or use an Excel spreadsheet to keep track of assigned IDs. The key should be kept electronically in a folder on the program's network drive that is accessible only to the program data coordinator and the administrator or director, and/or stored on a secure cloud drive (i.e., Dropbox, Box). It is recommended that a paper copy of the key be kept in a secured filing cabinet as well. Because data are aggregated at the state level, it is unlikely the state data coordinator will need to identify individuals by name, but they should be able to aggregate data for individuals by unique identifier as long as the program has followed the guidance on assigning IDs by the state. However, the state data coordinator should know what IDs have been assigned at each program so that they know what data they will be receiving, in other words, each program should provide a list of IDs (without the names of who is linked to the IDs) to the state data coordinator.

Using Unique IDs

Unique IDs are used on each Pyramid Model measure (paper forms and Excel workbooks). When and which IDs are used are dependent on the measure. For example, child IDs are only used for Behavior Incident Reports. They are not used on any other Pyramid Model measure. The list below provides guidance on which Pyramid Model measure you will use each ID.

Program Implementation Coach ID:

- ▶ Program Implementation Coach Log

Practitioner Coach ID:

Classroom programs

- ▶ Teaching Pyramid Observation Tool (TPOT)
- ▶ Teaching Pyramid Infant Toddler Observation Scale (TPITOS)
- ▶ Classroom Coaching Contact Log

Early intervention programs

- ▶ Early Interventionist Pyramid Practices Fidelity Instrument (EIPPF)
- ▶ Early Intervention Practitioner Coaching Contact Log

Practitioner ID:

Classroom programs

- ▶ Teaching Pyramid Observation Tool (TPOT)
- ▶ Teaching Pyramid Infant Toddler Observation Scale (TPITOS)
- ▶ Classroom Coaching Contact Log
- ▶ Behavior Incident Report System (BIRS)

Early intervention programs

- ▶ Early Interventionist Pyramid Practices Fidelity Instrument (EIPPF)
- ▶ Early Intervention Practitioner Coaching Contact Log

Child ID (*only used in classroom programs*):

Programs should follow their state's guidance on creating and using unique identifiers for children.

- ▶ Behavior Incident Report System (BIRS)

Creating Unique IDs: Examples

Examples of a state and program ID key are below. In this example, the state ID key begins with the Program Implementation Coach ID. This ID begins with the initials PC for Program Coach followed by a two-digit number. The notes might include which implementation sites the Program Implementation Coach is coaching.

State ID Key Example

Program Implementation Coach IDs

Program Implementation Coach Name	ID	Notes
Melissa V.	PC01	Coaches site 205, 206
John C.	PC02	
Jenny T.	PC03	

Next, the state might consider organizing IDs by program. In the example below, the state uses a 3-digit number for each program (100-199). The first digit of the program ID represents the cohort number (i.e., program 101, cohort 1, program 01).

Program IDs

Program Name	ID	Notes
ABC	101	
Cindy's Castle	102	
Jack-n-Jill	103	

The state might ask that each program assign an ID for practitioner coaches that is a combination of the program ID and the unique practitioner coach ID, in this case the letter C for coach followed by a 2-digit number (01, 02, 03, etc.). The notes section might include which practitioners are being coached by that particular practitioner coach.

Practitioner Coach IDs

ABC Practitioner Coaches (101)	
Practitioner ID	Notes
101C01	Coaches T01, T03
101C02	
101C03	

The state might also guide the program to structure the ID for a teacher by using the program ID and a unique practitioner ID.

The table below uses the letter T for teacher followed by a 2-digit number (01, 02, 03, etc.). Note that 2-digits are being used as the program does not expect to exceed 99 practitioners. However, if the program is large, the use of 3-digits might be more appropriate.

Practitioner IDs (teachers)

ABC Practitioners (101)	
Practitioner ID	Notes
101T01	Left program 11/12/2020
101T02	
101T03	

The table below uses the letters EI for early interventionist followed by a 2-digit number (01, 02, 03, etc.).

Practitioner IDs (early interventionists)

Practitioner ID	Notes
101EI01	
101EI02	
101EI03	

The state should consider using an Excel workbook to input IDs on separate tabs (one tab for one program).

Program ID Key Example

Below is an example of the ABC program ID key. Note that the IDs in the program ID key match what is saved within the State ID key. The difference is that the program has the names of the individuals associated with each ID, and the state does not. Please note that each state is unique and might have a different set of guidelines. These are only suggestions.

Practitioner Coach IDs

Practitioner Coach Name	ID	Notes
Daniel T.	101C01	
Betty B.	101C02	

Practitioner IDs (teachers)

Practitioner Name	ID	Notes
Ariel M.	101T01	Left program 11/12/2020
Cindy C.	101T02	
Ben E.	101T03	

Practitioner IDs (early interventionists)

Practitioner Name	ID	Notes
Kathryn L.	101EI01	
Joey T.	101EI02	
Carmen M.	101EI03	

Resources

Creating Unique IDs YouTube video

<https://youtu.be/ux54w3sygtA>

DaSy Data Governance Toolkit

<https://dasycenter.org/data-governance-toolkit/>

Building a Culture of Data Use (DaSy)

<https://dasycenter.org/building-a-culture-of-data-use-with-a-focus-on-equity/>