

HOW TO DEVELOP YOUR CDSA'S READINESS TO IMPLEMENT THE PYRAMID MODEL



Review of Pyramid Basics

Training Requirements

Roles and Definitions

Recommendations for Pre-Implementation



Overview of the Pyramid and Part C



- **Tier 1:** Universal promotion for all families (all infants and toddlers and their caregivers)
- **Tier 2:** Secondary prevention to address the needs of infants/toddlers at risk for social emotional challenges (including support for their caregivers)
- **Tier 3:** Intensive or tertiary intervention for children with persistent behavior challenges (including support for their caregivers)

Families' needs are dynamic, practices are changed to accommodate all levels of support.

5 PM Principles

1. Building Collaborative Partnerships with all families
2. Use Family Coaching Strategies to meet the needs of all caregivers
3. Provide families with knowledge and skills related to responsive caregiving and nurturing relationships
4. Build families' confidence and competence in supporting their child's SE development
5. Provide families tools and strategies to focus on prevention of challenging behavior.



6 PM Practices

- ❖ Building Partnerships with Families
- ❖ Promoting Social Emotional Development
- ❖ Dyadic Relationship Indicators
- ❖ Family-Centered Coaching
- ❖ Supporting Families with Children with
- ❖ Severe, Persistent Challenging Behaviors
- ❖ Social Emotional Assessment



Training Requirements

- Provide Power Point Overview to staff in large group setting
- **Pyramid Model Practices Training (All Direct Service Staff) (16 hours)**
 - Present as **basic overview with additional review of each section later**
- **Practice Based Coaching (PBC) Training (local PB Coaches) (10 hours)**
- **Prevent Teach Reinforce -Families Training (Behavior Specialists) (8 hours)**
- **Data Training (Data coordinator) (4 hours)**
- Video and editing training if necessary
- Individual Practices reviews based on EPPFI data (Practitioners, Coaches)

Leadership team should be involved in all, with the additional staff listed

Roles and Definitions

- **Local Pyramid Leadership Team**
- **Coaches**
 - State Program Implementation Coaches
 - Practice Based Coaches
 - Family Coaches
- **Behavior Specialist**

Pyramid Model Local Leadership Team

This team guides implementation, coaching/professional development, family engagement, behavior support planning, and data decision-making.

Possible members of the team may include:

- Administrator (**Program Director**)
- Early Intervention Staff (EISC and other varied disciplines)
- Social Emotional Service providers
- Practitioner Coach(es) (**similar to Master Coaches**)
- Family member(s)
- Data Coordinator



Additional things to consider for local team

1. Local PM leadership team membership considerations

- a. Consider different perspectives of those implementing the practices
- b. Ensure some SE perspective from various services
- c. **When choosing a Data Coordinator keep in mind that responsibilities include:**
 - ❖ Receive support in collecting fidelity data (Benchmarks of Quality, Early Interventionist Pyramid Practices Fidelity Instrument, Coach Tracking Form)
 - ❖ Bring data to team meetings for discussion and decision-making
 - ❖ Organize data for evaluation report

Additional things to consider for local team

2. Leadership Team Activities

- a. Meet at least monthly
- b. Set expectations
 - ❖ Quick Decisions vs. Long-Term Decisions
- c. **Complete Benchmarks of Quality (BOQ) at least every 6 months**
 - ❖ Create CDSA specific mission statement
 - ❖ Create a Communication Plan, including implementation plan being shared with staff, etc.
- d. **Identify any alterations in training material needed for CDSA**



Pyramid Model Early Intervention (Part C) Benchmarks of Quality

Ein E. Barton, Lisa Fox, and Ashley Nemes

Program Name _____ Location _____ Date _____

Team Members _____

Critical Elements	Implementation Components	Check One		
		Not in Place	Partially in Place	In Place
Leadership Team	1. The Leadership Team has broad representation that includes at a minimum an administrator, a Part C Early Interventionist (hereafter: practitioner), parent, and a practitioner coach. Other team members might include related-service specialists, and other program personnel. The team includes representation from critical stakeholders, partners, and resources.			
	2. The Leadership Team has administrative support. An administrator (a) attends meetings and trainings, (b) connects the team with other resources and initiatives, (c) is active in problem-solving to facilitate parents' and caregivers' competence in supporting their child's social emotional competence, (d) is visibly supportive of the implementation of the Pyramid Model, and (e) ensures budgeting and professional development opportunities are available to result in high-fidelity implementation of the Pyramid Model.			
	3. The Leadership Team has regular meetings. Team meetings are scheduled at least once per month for a minimum of one hour. Team member attendance is consistent. Team establishes meeting ground rules, agendas, and other logistics for effective team meetings.			
	4. The Leadership Team has established a clear mission and purpose related to program-wide, high-fidelity implementation of the Pyramid Model practices. The team purpose or mission statement is written and accessible to all families and practitioners.			
	5. The Leadership Team's effort to improve the implementation of Pyramid Model is visible in supervision guidance, materials, and procedures. Team members communicate clearly the purpose of the Leadership Team.			

National Center for Pyramid Model Innovations
ChallengingBehavior.org



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State Pyramid Implementation Team BOQ example



Coaches in Pyramid Model

State Program Implementation Coaches

- support site leadership

Local Practice Based Coaches

- support local coaching practices

Family Coaches



Early Interventionist Pyramid Practices Fidelity Instrument (EIPPFi)



- ✓ Pyramid Model Practices
- ✓ Aligned with **DEC Recommended Practices** and **OSEP Key Principles of EI**
- ✓ Practice examples
- ✓ Recording options
- ✓ Summary scores by section



Behavior Specialist (s)

- Professional(s) who provide consultation and support to other staff and providers on challenging behavior and facilitates behavior support planning –
- Designated professionals who have experience related to conducting functional behavioral assessments and guiding the development of behavior interventions/support plans (e.g., educational diagnosticians, social workers, psychologists, infant and early childhood mental health consultants, EISCs).
- Could already be trained in Circle of Security, Triple P, ABC, Child Parent Psychotherapy or other Evidence Based Practices.
- Level 2 and 3 on the Pyramid

Recommendations for Readiness for PM Rollout

1. Ensure Coaching training and supports are in place and working well
2. Consider basic SE Milestone Development Training for Staff
3. Training and using the ASQ-SE or other SE screening tool
4. SE and Family Goal writing training/practice
5. Experience using the ACA and establishing/reviewing action and communication plans.
6. Preparing staff/increase staff buy-in
 1. Work-Life balance, time management, etc.
 2. Get feedback on what staff see as barriers and strengths to implementing Pyramid Model Practices and give feedback to staff on how those things are addressed.
 3. Involve LIT to support staff with problem solving identified barriers.



Next Steps

- Review PMI information & expectations.
- Email Andrea.B.Bailey@dhhs.nc.gov
- Readiness Assessment, with link to the Staff Readiness Survey, sent to Director(s) on 8/15/22.
- Readiness Assessment & staff survey responses due by Friday, September 2.
- SMT to review assessment results & survey data.
- Decision of next CDSA(s) announced by end of Sept.
- SPIT & CDSA Director(s) schedule PMI trainings to start in October.

Questions?