

HOW TO BECOME A SOCIALLY COMPETENT COMMUNITY

PARTNER.PLAN.ACT 5-23-18 Webinar

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A Little About the Presenter

Donna Nylander

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IL Pyramid Model, Implementation Director, 2017-

QRIS Implementation Director for Awards of Excellence

- ISBE Consultant/Program Support Specialist

- Administrator Early Childhood Centers 18 years

Indian Prairie District 204, Naperville/Aurora

Valley View #365U Bolingbrook/Romeoville

Valley View program recognized as a

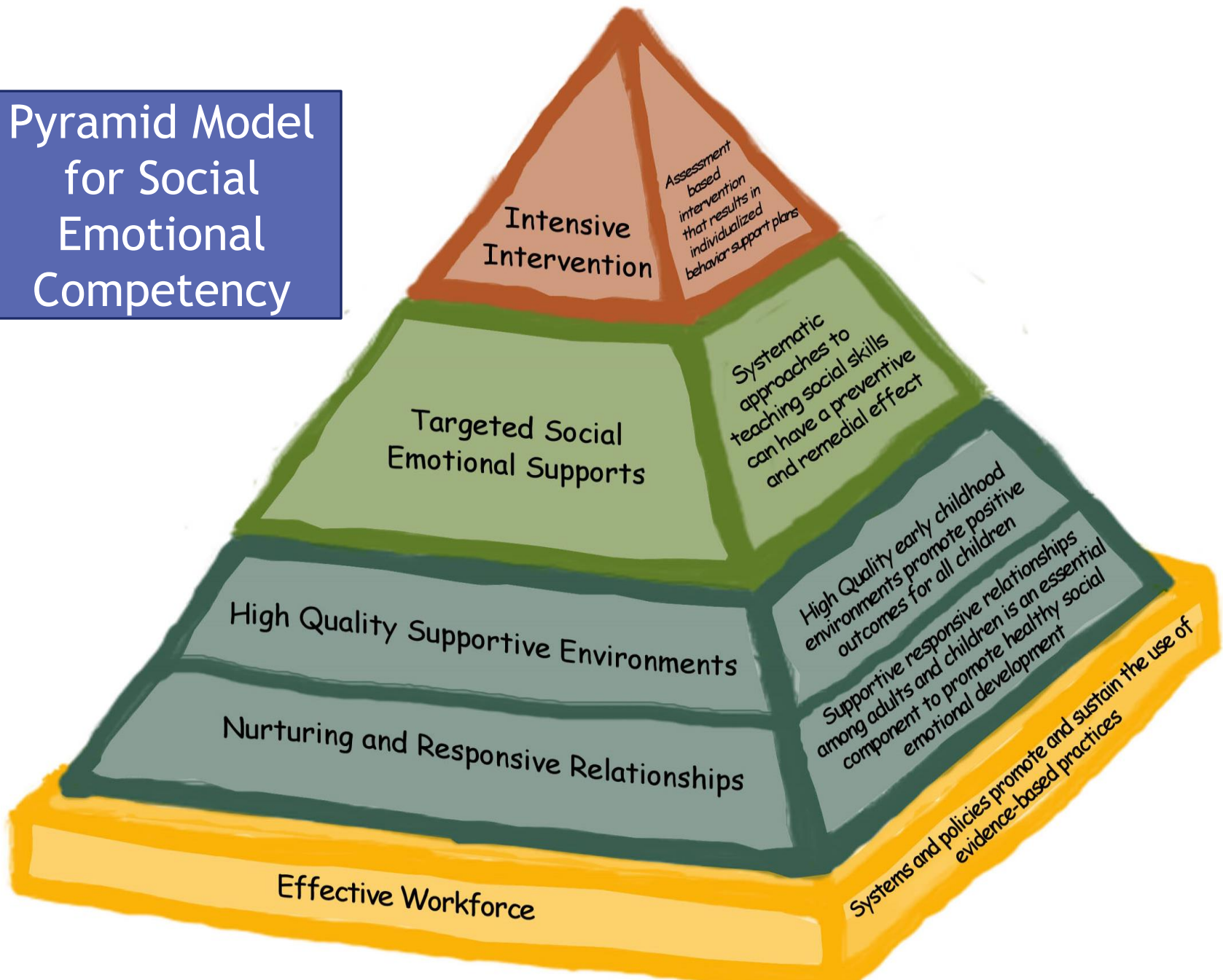
Pyramid Model Implementation Site 2008-14



Why We Do What We Do

- ▶ Increases in numbers of preschool-aged children with behavior challenges (Brauner & Stephens, 2006; Wichstrøm et al., 2012)
- ▶ Disturbing number of preschool-aged children being suspended/expelled (USDOE/USDHHS, 2015; Gilliam, 2006)
- ▶ Program-wide PBS effective approach for preschool-aged children across multiple settings (Conroy, Dulap, Clark, and Alter, 2005)
- ▶ Behavior plans developed and implemented using a team-based approach are more likely to be successful (McLaughlin, Denney, Snyder, & Welsh, 2012; Sugai, 2012)

Pyramid Model for Social Emotional Competency



High Quality Environments

- * Schedules, Routines, Transitions, Visual
- * Comprehensive system of curriculum, assessment, and program evaluation
- * Environmental design, instructional materials, child guidance, and teacher interactions that meet high quality practices as described by NAEYC and DEC



Targeted Social Emotional Supports

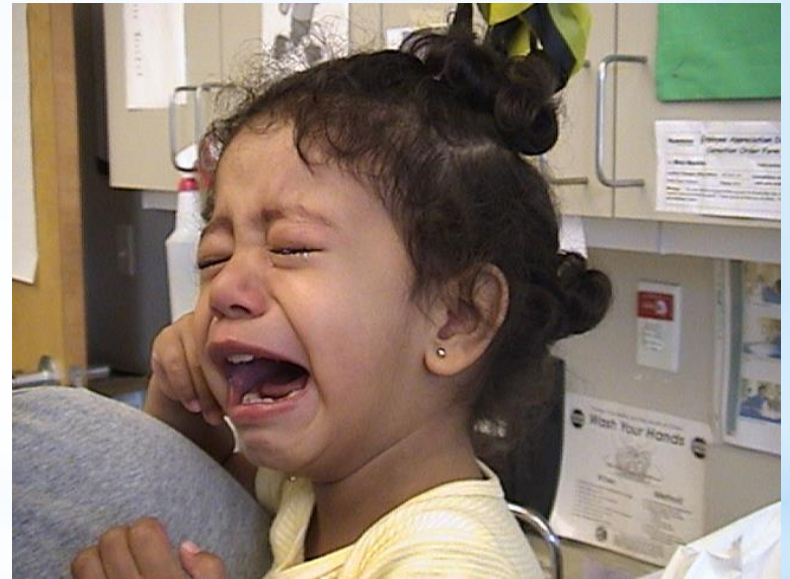
Social Skills Instruction

- * Self-regulation
- * expressing and understanding emotions
- * problem solving, developing social relationships
- * Friendship skills
- * Anger management



Individualized Positive Behavior Support

- * Convene a team
- * Conduct functional assessment
- * Identify hypotheses
- * Develop behavior support plan for all relevant environments



Step 1- Understanding The Pyramid Model & Community wide approach



- ▶ **Program wide (PW)** is the “systemic (universal, complete, total) effort within a program for Pyramid Model Implementation fidelity”. Community-wide (CW) extends this model to the EC Community.
- ▶ **Community wide (CW)** focuses on preserving Pyramid Model adoption throughout programs and communities while building systems and policies to assure ongoing sustainability.

Community-wide Pyramid Model ...things to think about



- ❑ Applying what is learned from Program Wide Pyramid Model to a community-wide Pyramid Model level of adoption
- ❑ What are the Early Childhood programs in your community?
- ❑ What is the current level of implementation of PM in the EC programs in your community?
- ❑ Think about your readiness for adopting the Pyramid Model.
- ❑ Think about the readiness of your community.

Step 2– Why Focus on a Community–Wide Model?

- ▶ Positive Behavior Supports are most effective when it is embedded throughout all programming.
- ▶ Building a collaborative atmosphere in the community all reaching for the same goal
- ▶ Support from EC community leaders is KEY at every level!

What is the Suspension & Exclusion state law ?



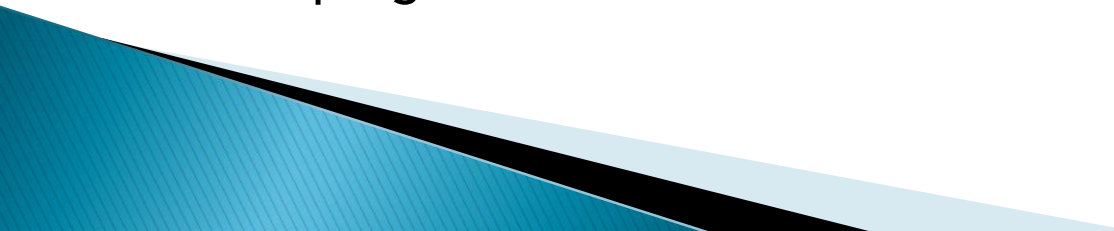
PA 100-105: KEY COMPONENTS

The following early childhood programs may not expel children age 0-5 due to child behavior:

- School- and community-based early childhood programs receiving Early Childhood Block Grant funds from ISBE (Preschool for All, Prevention Initiative)
- Licensed child care centers and homes serving children birth to five
- Note: Head Start and Early Head Start programs already prohibit expulsions

PA 100–105: Key Component

When a child exhibits consistently challenging behaviors, the ECE provider must document:

- ✓ Initial observations of challenging behaviors
 - ✓ Communication with and participation of family
 - ✓ Intervention plan and strategies, including the use of or attempts to access available external resources
 - ✓ Instances where child is ultimately transitioned out of program
- 

PA 100–105: Key components

- ▶ **Planned transitions:**– resources have been exhausted and the provider determines that transitioning the child to another setting is best for child and/or peers, the provider should work with the family to identify and transition the child to a different setting
 - Referrals to other providers
 - Planning with parents, and new provider when applicable, to ensure continuity of services
 - **Planned transitions are not considered expulsions**
- ▶ If the child poses an immediate threat to the safety of him/herself or other children:
 - Child may be temporarily removed from attendance in the group setting
 - Temporary removal of a child should trigger the intervention process
 - If provider determines that it is in the best interest to transition the child to a different setting, initiate the planned transition process

PA 100-105: WHAT THE INTENT IS AND IS NOT

The intent

IS:

- Making removal of a child for behavioral issues a last resort, after providers take documented steps to access available resources
- Making providers more aware of available resources and increase connections to supports
- Help families plan transitions by offering them referrals to other settings and services

The intent

IS NOT:

- To make children stay in a setting no matter what
- To make all resources available everywhere or to make state agencies create additional resources
- To make providers find a new program for the child

Exploration Stage

- Identify the need, programs to meet need, determine fit, and examine evidence.
- Consider resource availability, assess readiness and capacity to implement to fidelity.
- Get board approval

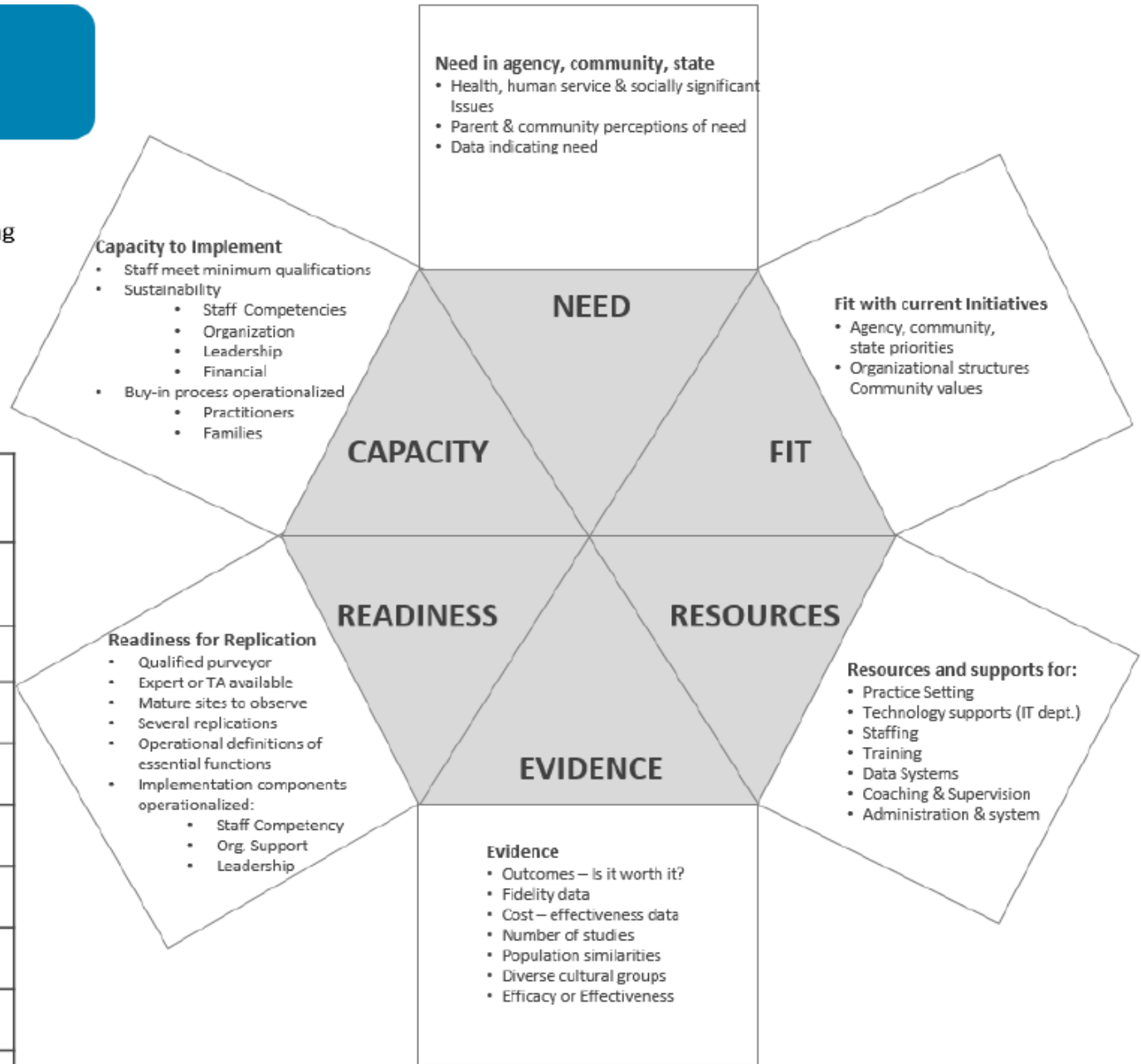


The Hexagon Tool

Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library <http://implementation.fpg.unc.edu>



EBP:			
5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.			
	High	Med	Low
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score			

Count off 1-6

Go to your number – bring your Hexagon Tool handout

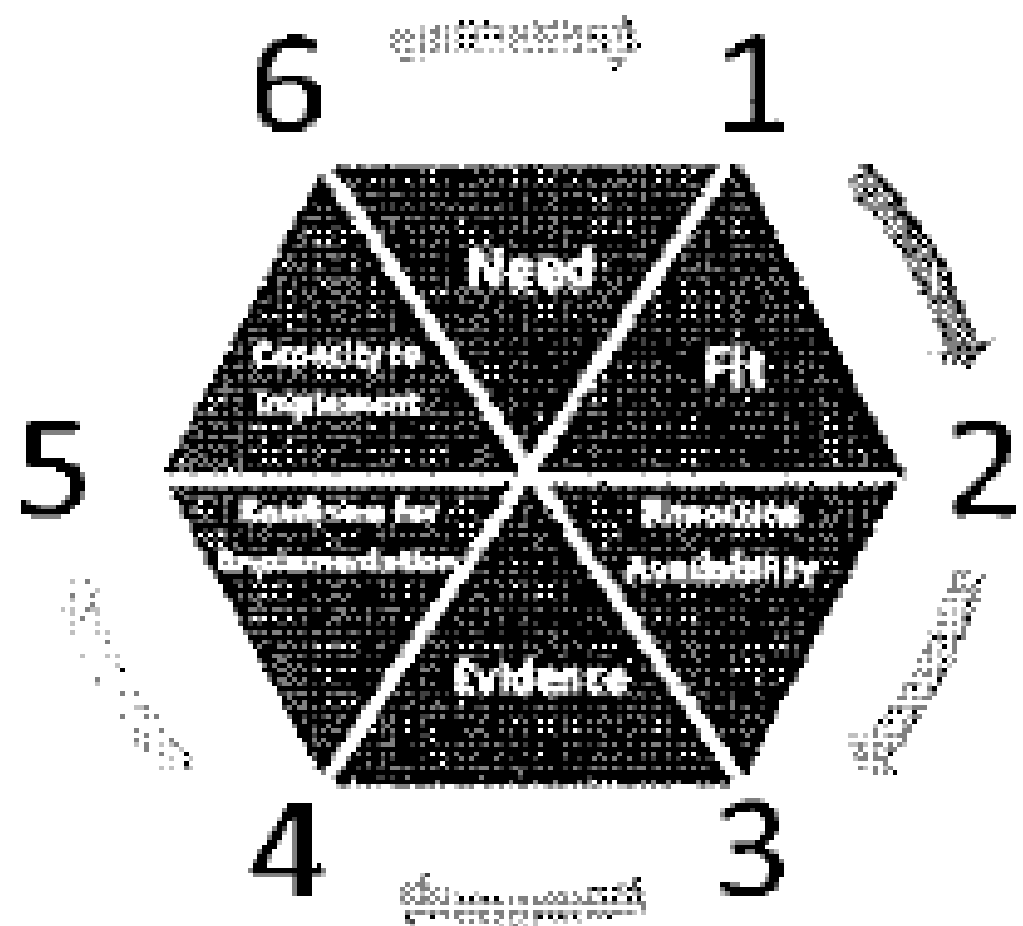
With your group, identify pro's and con's as they relate to your program

Think about and discuss how these questions could be used with your team

Generate specific questions you would want to bring to your team, and write those on the blank sheet next to your number

When indicated (and not before!) rotate with your group to the next item and repeat!

Hexagon Tool Carousel Activity



Illinois Readiness Checklist

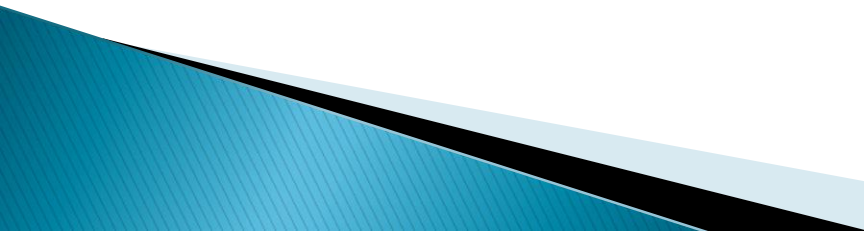
Step 3-How ready is your program/community?

Promoting Social Emotional Competence in Illinois' Young Children

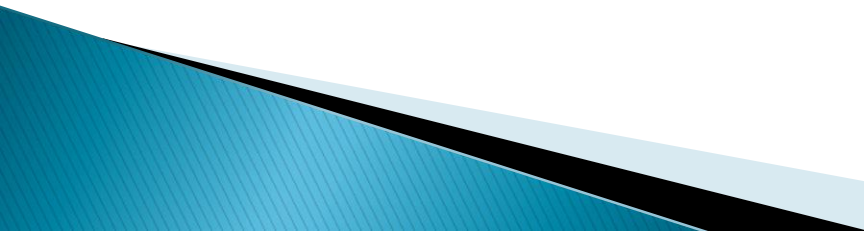
Readiness Process for Site Implementation of the Pyramid Model in Illinois

Items to Consider	Yes	No	Notes
1. Do teachers in your program have a good understanding of social and emotional development for the age that they work with?			
2. Do teachers in your program have a good understanding of <u>how to support</u> social emotional development for the age that they work with?			
3. Do teachers in your program use developmentally appropriate practices with the children they work with?			
4. Is there (or will there be) a long-term commitment from program leadership to implementing the Pyramid Model to fidelity in your program?			
5. Do the current leaders/administrators participate in shared leadership to create common goals and outcomes for program?			
6. Do teachers and other support staff collaborate to promote and support the goals and outcomes of the program?			
7. Currently, is there staff member(s) who can help with the additional workload of implementation a new initiative?			
8. Based on external evaluation sources (i.e., CLASS, ECERS, <u>Excelerate Circle of Quality</u> , and/or NAEYC Accreditation) is your program aligned with quality standards?			

Readiness for Program/Community Wide Implementation

- ▶ Clear commitment and buy-in from staff
 - ▶ Leadership Team is formed and includes:
 - Administrator
 - Instructional leader/Coordinator/Coach – professional development
 - Person with behavioral expertise
 - Teachers
 - ▶ Program/Community commits to 2–3 year process to achieve full implementation
 - ▶ Program/Community commits to using data for decision-making including progress monitoring and fidelity assessments
- 

Readiness (continued)

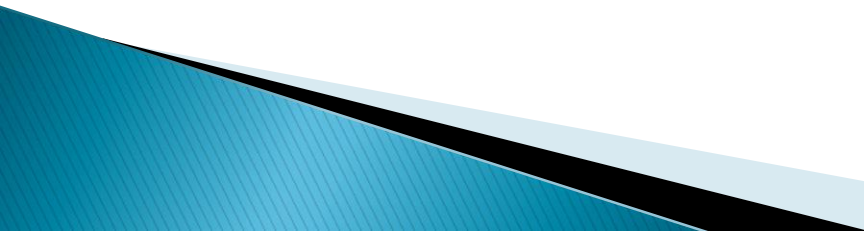
- ▶ Leadership team commits to meeting monthly, monitoring progress, and using data for decision making
 - Support of children
 - Support of teachers
 - ▶ Leadership team commits to
 - Facilitating ongoing training and TA
 - Supports teachers to implement the Pyramid practices
 - Developing and promoting program/community wide expectations
- 

Guiding Notes

GUIDING NOTES: How to Become a Socially Competent Community using the Pyramid Model

Nylander 5/23/18		Adapted from S. Doubet & A. Quesenberry, PhD, ISU	
Questions	Information Shared	How it applies to my Community	Next Steps
1. What I learned about Pyramid Model Expectations?			
2. Readiness Checklist What's in place?			
3. Process of Implementing Community Wide Pyramid Model			
4. What I know about my Program/Community			

What are the Key Components of Benchmarks of Quality

- Establish a Leadership Team
 - Staff Buy-In
 - Family Involvement
 - Program Wide/Community Wide Expectations
 - Classroom Implementation
 - Staff Professional Development
 - Behavior Support/Mental Health Consultants
 - Data Based Decision Making
- 

Benchmarks of Quality critical elements

Critical Element	Why its important	Key things to consider
Establish an Implementation Team	This team becomes the structure to support the implementation process and keep things moving forward	<ul style="list-style-type: none">• Broad representation including active administrative support• Regular meetings• Develops implementation goals
Staff Readiness and Buy In	The creation of a climate for growth of staff is critical to program wide implementation. This is best achieved when all staff are informed and feel valued in the process.	<ul style="list-style-type: none">• All staff are aware of the need and long term goals of the innovation• Staff members are supportive of the program wide implementation process• Implementation team has a process to obtain staff feedback as well as keep all staff informed of the process

Halle, T. (n.d.). *Applying implementation science in early childhood programs and systems.*

Critical Elements

Critical Element	Why its important	Key things to consider
Family Engagement	In early childhood, families are critical “stakeholders” in what we do, thus we need their input and support as we implement “new” evidence based practices	<ul style="list-style-type: none">• Process for gaining family input on the process• Process to inform families of innovation elements• Multiple mechanisms for sharing implementation goals with families
Program Wide Implementation	Considered the “active” phase of the implementation process, this element reflects the learning and building of new skills through training, coaching and technical assistance.	<ul style="list-style-type: none">• Program wide action plan guides the team in the implementation process• Specific action steps to ensure achievement and sustainability of innovation implementation• Data is used to drive action planning• All staff members are aware of the implementation goals

Halle, T. (n.d.). *Applying implementation science in early childhood programs and systems.*

Critical Elements

Critical Element	Defined	Key things to consider
Building Staff Capacity	Building staff capacity goes beyond the training and increasing of skills to include developing and using data systems. These systems drive ongoing fidelity of implementation, leading to our desired outcomes of increased child and family outcomes.	<ul style="list-style-type: none"> • Plan for ongoing coaching • Internal coaches are identified and participate in ongoing training • Coaches use innovation data to collaboratively identify implementation goals with staff • A process for onboarding new staff is developed and implemented
Monitoring Implementation and Outcomes	Implementation data is collected and used to increase program quality and skill development. Data is valued information by the program, not collected solely to submit to the state.	<ul style="list-style-type: none"> • Innovation data are used to make decisions regarding professional development and coaching needs • Data is reviewed by the implementation team on a regular basis • Data is shared with program staff and families

Halle, T. (n.d.). *Applying implementation science in early childhood programs and systems.*

Step 4. Implementation Process

Using Benchmarks of Quality As a Guide

- a) Original Program-wide Benchmarks of Quality
- b) Community-wide PBIS Benchmarks of Quality
- c) How will you customize this tool to guide your agency?

Early Childhood Program-Wide PBS Benchmarks of Quality




Program Name: _____ Location _____ Date _____

Team Members _____

Critical Elements	Benchmarks of Quality	Check One		
		Not in Place	Improve ment	In Place
Establish leadership team	1. Team has broad representation that includes at a minimum a teacher, administrator and a member with expertise in behavior support. Other team members might include parent, teaching assistant, related service specialists and other program personnel.			
	2. Team has administrative support. Administrator attends meetings and			27

Original P-W Benchmarks of Quality

Community-Wide Benchmark s of Quality

1. Establish leadership team	1. Community Leadership Team (CLT): Membership and Logistics
2. Staff buy-in	2. Programs: commitment
3. Family involvement	3. CW Expectations for programs/agencies
4. Program-wide expectations	4. Curriculum support for developing strategies on how to teach and acknowledge the expectations
5. Strategies for teaching and acknowledging PW expectations	5. All programs demonstrate the adoption of the 
6. All classrooms = adoption of 	6. Staff support plan
7. Procedures for responding to CB	7. Action Planning
8. Staff support plan	8. CLT Coordination and Staffing
9. Monitoring implementation & outcomes	9. CLT Funding
	10. CLT Communication and visibility
	11. Authority, priority, & communications & Linkages
 = The Pyramid Model	12. Family Involvement
	13. Demonstration sites
	14. Implementation communities and expansion sites
<u>4/2017 Sharon Doubet, ISU Prof</u>	15. Evaluation/Data-based decision making

Step 5 – Starting Your Implementation Journey

- ▶ Include the community which is all programs serving young children, representation of adults in all roles, and families for all their perspective—eventually tap business/community stakeholders
- ▶ Review the Readiness Checklist & BoQ for your action planning Use to capture key points, apply to your community
- ▶ Frequently review your guided notes

The Story of How One Community Implemented the Pyramid Model Community-Wide



The Peoria Community Wide Story: 9 Years of Pyramid Model Collaboration

- ❖ 1996: Early Childhood Forum of Central IL (3 counties)
- ❖ 2008: Began focus on PM. 25 people from 15 programs –
Head Start, PFA, SpEd, ChildCare, PreSchool
 - pooled funds for PD in all Modules
 - Internal coaches, Parent Educator
- ❖ 2009/current: Community-wide L'ship Team formed
 - Focus on securing funds, shared PD, marketing
 - Banks, United Way, Mental Health Agencies, State \$, Police Dept., business leaders, civic organizations
- ❖ 2012: Developed PD – Road to Positive Behavior
- ❖ 2016: TPOT was introduced in 30 classrooms
(urban-rural)

Your Program and Your Community

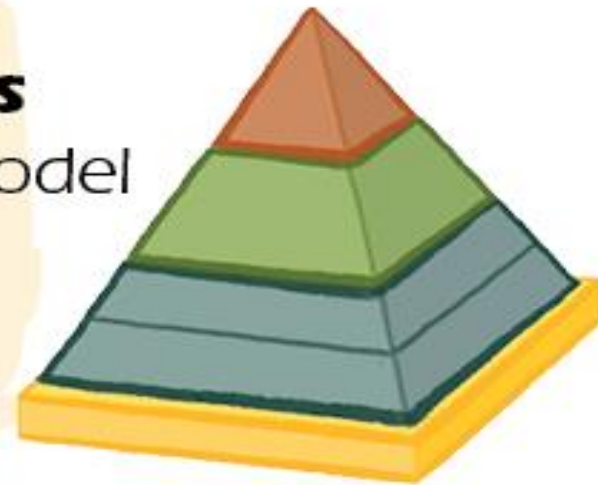
- ▶ Using your GUIDED NOTES handout – write out your program’s PM Implementation process for your community.
 - Where are you currently in your journey?
 - How many YES in place on the Readiness Checklist?
 - What Critical Elements are in progress?
 - What Critical Elements are mastered?

Peoria Talks...Implementation Advice

- Remember – it's a journey – not a destination.
- Slow is ok, procrastination is not.
- Parallel Process is key!
- Time to learn new skills and to practice
- Need in-house champions
- CW will be individualized/program
- TPOT helped us find the “holes” in our implementation
- Data speaks....funders listen!

STATE INITIATIVE: PYRAMID MODEL PARTNERSHIP WITH 16 STATE AGENCIES

Illinois
Pyramid Model
State



Promoting Social Emotional Competence in Illinois' Young Children

What Illinois is doing... by the numbers

- ▶ State Leadership Team – Est. **2017**
- ▶ Master Cadre of Trainers/coaches – **24**
- ▶ Programs applied– Implementation Sites–**23**
- ▶ # of Pyramid Model trainers – **50**
- ▶ Teaching Pyramid Observation Tool (TPOT) – reliable for fidelity– **25**
- ▶ State PD systems training on Pyramid Model– **5**
(StarNet, The Center for Professional Learning, Head Start, CCR&R, Action for Children)

Where are you now? Rate 1–5

1. I am trained on the Pyramid Model
2. I am part of a collaborative Early Childhood group in the community
3. Our community is investigating how we can better support young children's Social/E development
4. Our community is in the beginning stages of Pyramid Model program-wide implementation
5. Our community has been implementing PM for over one year

Illinois Governor's Office of Early Childhood Development

- ▶ Website: www2.illinois.gov for link to Illinois Pyramid Model mission & vision, state leadership team
- ▶ Questions? email:
gov.pyramidmodel@illinois.gov

Pyramid Model for Social Emotional Competency Websites

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

<http://csefel.vanderbilt.edu/>

- ▶ National Center on Pyramid Model Innovations (NCPMI)

<http://www.challengingbehavior.org>

- ▶ Pyramid Model Consortium

<http://pyramidmodel.org>

Tools for Implementation

Readiness Checklist

http://csefel.vanderbilt.edu/resources/states/hi_site_readiness_checklist.pdf

Benchmark of Quality

http://www.nysecac.org/files/9914/7379/0008/PW_Benchmarks.pdf

THANK YOU FOR YOUR PARTICIPATION

There is something amazing happening in Illinois...the Pyramid Model!

