Illinois Pyramid Model
Implementation Guide

Illinois
Pyramid Model
State

Promoting Social Emotional Competence in Illinois' Young Children

Governor's Office of
Early Childhood Development

Message from the Illinois Pyramid Model State Leadership Team

We are pleased to offer you the Illinois Pyramid Model Implementation Guide. The Illinois Pyramid Model State Leadership Team envisions an early childhood education and care system that is committed to promoting and supporting healthy social-emotional development for all children ages birth through five and their families across home, community, classroom, and center-based settings. By actively implementing the Pyramid Model, an evidence-based framework proven to be an effective approach to building social-emotional competence in early childhood education and care programs, you become one of the many programs in Illinois to carry out our vision and achieve our goals.

Social-emotional well-being sets the foundation for the development and learning of infants, toddlers, and young children. Illinois early learning community understands the need to better support and teach young children, teachers/providers, administrators, and family members social-emotional strategies to benefit all children. To that end, in 2017, Illinois formed the Illinois Pyramid Model State Leadership Team to promotes the statewide use of the Pyramid Model in all early childhood education and care settings, becoming the 31st Pyramid Model State.

We hope this Guide provides the information you need to become informed about Pyramid Model implementation. Feel free to contact us at Gov.pyramidmodel@illinois.gov with any questions or concerns along the way.

Thank you for your commitment to the Pyramid Model. We look forward to working with you.

Sincerely,

The Illinois Pyramid Model State Leadership Team

Acknowledgements

Illinois Pyramid Model Implementation Guide

I am interested in…

A brief statewide **overview**
Statewide policy-level information or joining the **State Leadership Team**
A general Pyramid Model **introduction**
Becoming a Pyramid Model **trainer or coach**
Becoming a Pyramid Model **implementation site**
Becoming a Pyramid Model **community**
Pyramid Model **data and evaluation**

I. Overview: Setting the Vision

Our Mission

Early childhood education and care systems in Illinois are committed to promoting and supporting a racially equitable, inclusive, and diverse society that embraces healthy social-emotional development for all children ages birth through five and their families across settings.

Our Vision

Illinois envisions a racially equitable, inclusive, and diverse integrated system of professional development across early childhood education and care programs to provide ongoing information, resources, and supports for young children's social-emotional development.

Goals and Outcomes

The broad goals of the Illinois Pyramid Model State Leadership Team include:

1) Increasing access to a high-quality early childhood education and care system that builds on each child's unique individual and family strengths, cultural background(s), language(s), abilities, and experiences, and eliminates differences in educational outcomes.
2) Equipping early childhood leaders, practitioners, families, and community members to maximize collaboration around the promotion of social-emotional development, mental health, and equitable multi-level systems of support.
3) Prioritizing recruitment and retention of a diverse workforce across early childhood education and care settings that is representative of the communities in Illinois.

The desired outcomes of the Illinois Pyramid Model State Leadership Team include:

1) Enhancing the capacity of the teacher and practitioner workforce to adopt Pyramid Model practices.
2) Increasing the number of high-quality Pyramid Model trainers and process coaches.
3) Expanding the number of high-fidelity program-wide and community-wide implementation sites.
4) Partnering with families to enhance skills and strategies to support their children.
5) Increasing children's prosocial skills and reducing challenging behavior.
6) Preventing and significantly limiting expulsion and suspension in early childhood setting.
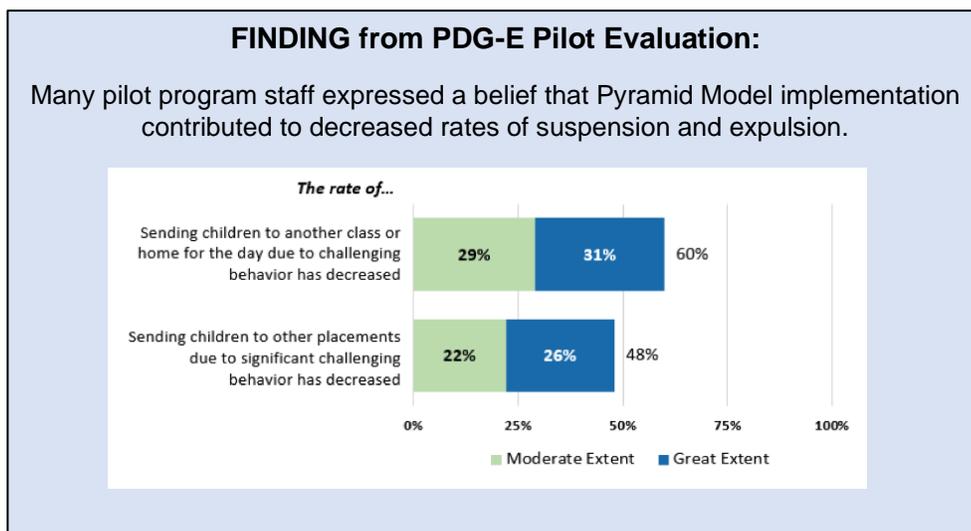
Four Essential Structures

The Pyramid Model is based on implementation science and the four essential structures that have come about over the past two decades. The State Leadership Team supports process coaches and trainers who guide implementation sites, and data is used at each of these levels to inform decision-making.

The Impact

The Pyramid Model Consortium has evaluated data from years of implementation across multiple states, leading the field to regard it as a sound framework for early childhood education and care systems. In the state of Illinois, there are several data reports that speak to the Pyramid Model's effectiveness.

- Pyramid Model 2018 Highlights - This poster, presented at the Pyramid Model's National Training Institute, details how Illinois built the capacity to implement the model to fidelity.

- Preliminary Preschool Development Grant-Expansion (PDG-E) Pyramid Model Pilot Evaluation - A brief evaluation report based on the first six months of the PDG-E Pyramid Model implementation.

- Full PDG-E Pyramid Model Pilot Evaluation - The full evaluation report of the 26 PDG-E grantees who participated in the Illinois Pyramid Model Pilot from 2018-2019.

FINDING from PDG-E Pilot Evaluation:

Many pilot program staff expressed a belief that Pyramid Model implementation contributed to decreased rates of suspension and expulsion.

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II. Introduction: Pyramid Model Foundation

Pyramid Model Framework (birth to age six)

The Pyramid Model is a framework and a way to organize evidence-based practices to support children's social-emotional development and prevent challenging behaviors. The Pyramid Model is a nationally recognized framework that is currently being implemented across the United States and the world. It is most often used by early childhood educators, though it can also be employed by families and other professionals who interact with young children. The Pyramid Model builds upon a tiered public health approach outlined in more detail below.

Tier 3: Tertiary Intervention
- Describes the need to provide individualized and intensive interventions to the very small number of children with persistent challenges.

Tier 2: Secondary Prevention
- Includes practices that are targeted social-emotional strategies to prevent problems, for children at risk of challenging behavior.

Tier 1: Universal Promotion
- Supports for all children through nurturing and responsive relationships and high-quality environments

Supporting the Pyramid Model
- The systems and policies necessary for a workforce to adopt and sustain evidence-based practices

Pyramid Model History

Though Illinois only recently became a "Pyramid Model" state, Illinois is one of the birthplaces of the Pyramid Model. Faculty at the University of Illinois at Urbana-Champaign led a multi-institutional endeavor that created **the Center on the Foundations for Early Learning** (**CSEFEL**) in 2001. CSEFEL began as a national resource center funded by the Office of Head Start and Office of Child Care to disseminate social-emotional evidence-based practices to early childhood programs nationwide. Beginning in 2005, CSEFEL was based at Vanderbilt University, but as previously mentioned continued to include collaborators from various institutions, including University of Illinois at Urbana-Champaign. CSEFEL's funding ended in 2012.

Somewhat simultaneously in 2008, the U.S. Department of Education, Office of Special Education Programs funded the **Technical Assistance Center on Social and Emotional Interventions** (**TACSEI**) to support the inclusion of children with disabilities through implementation of the Pyramid Model.

Given that CSEFEL and TACSEI funding ended, but demand for the Pyramid Model has only increased, a new non-profit was created in January 2014, called the **Pyramid Model Consortium (PMC)**. The Pyramid Model Consortium now consists of founding members of CSEFEL and TACSEI. In 2016, federal funds became available again and were used to create the **National Center for Pyramid Model Innovations** (**NCPMI**), which partners with PMC to provide technical assistance and training to states implementing the Pyramid Model.

In sum, while the origins of the Pyramid Model can be traced to CSEFEL and TACSEI, the most current and up-to-date information and resources can be found through the following websites:

- ❖ PMC: https://www.pyramidmodel.org/
- ❖ NCPMI: https://challengingbehavior.cbcs.usf.edu/index.html

State of Research/Outcomes

Evidence from randomized controlled trials has taught us that the Pyramid Model works!

- ❖ Children have **better social skills** and **fewer challenging behaviors** in Pyramid Model classrooms.
- ❖ Teachers implement Pyramid Model practices better if they receive **training** and **practice-based coaching.**
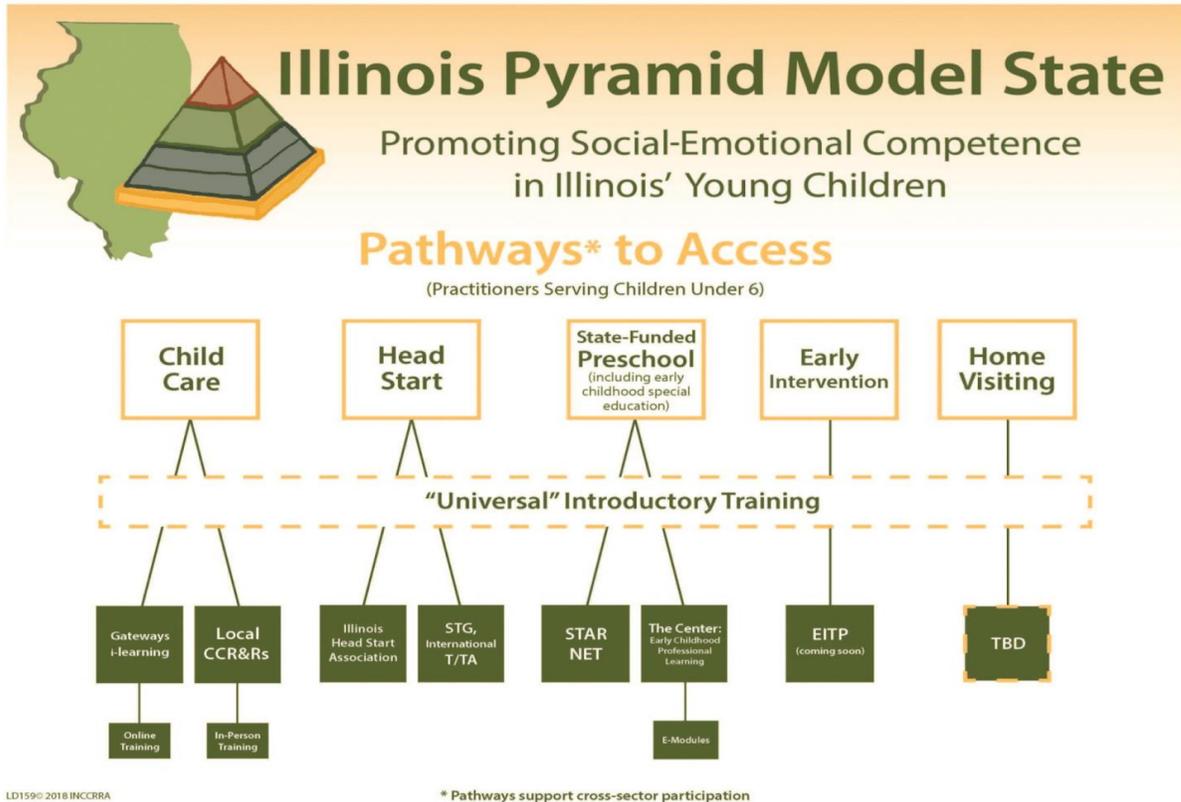
Links to the evidence base:

- ❖ Pyramid Model Evidence-Base
- ❖ Brief Summary of 2014 Pyramid Model Study
  - ○ Academic article from the study: Evaluating the Implementation of the *Pyramid Model for Promoting Social-Emotional Competence* in Early Childhood Classrooms

Access to Content Trainings

The Pyramid Model uses lessons from **implementation science** to teach adults in early childhood programs about the framework. We know that "sit and get" professional development experiences are not as effective as ongoing, job-embedded coaching. Therefore, though the Pyramid Model employs workshops and online trainings, these modules are intended to be nested within a much larger implementation system that ensures real changes to practice.

Within Illinois' mixed delivery system, there are various avenues by which an early childhood program would access Pyramid Model trainings, depending on their governing agency and/or funding stream. The following visual depicts the Pathways to Access in Illinois and can also be accessed here.

Illinois Pyramid Model State

Promoting Social-Emotional Competence in Illinois' Young Children

Pathways* to Access

(Practitioners Serving Children Under 6)

| Child Care | Head Start | State-Funded Preschool (including early childhood special education) | Early Intervention | Home Visiting |

"Universal" Introductory Training

Gateways i-learning | Local CCR&Rs | Illinois Head Start Association | STG, International T/TA | STAR NET | The Center: Early Childhood Professional Learning | EITP (coming soon) | TBD

Online Training | In-Person Training | | | | E-Modules

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* Pathways support cross-sector participation

The purpose of these pathways is to build a statewide system where everyone can access the Pyramid Model and its resources. Each of these Early Childhood Education and Care (ECEC) entities have a different access point, which is demonstrated by the visual above. Everyone can start with the universal introductory training accessed through the Illinois Network of Child Care Resource & Referral Agency's (INCCRRA's) iLearning portal.

# III. Illinois Pyramid Model State Leadership Team

Illinois' Path to Becoming a Pyramid Model State

In April 2017, a small group, with members from STAR NET and the Governor's Office of Early Childhood Development, attended the Pyramid Model National Training Institute to meet with other states about their implementation of, and results from, the Pyramid Model. Later that same month, professors of Early Childhood/Special Education at the University of Illinois hosted a meeting to discuss offering Pyramid Model Training of Trainers (TOT) and Teaching Pyramid Observation Tool (TPOT) for statewide systems of professional development across Illinois. In May 2017, the three systems providing early care and education, the Illinois State Board of Education (ISBE), Head Start, and Childcare (INCCRRA: Illinois Network of Child Care Resource and Referral Agencies), collaborated with University of Illinois professors to execute a TOT of the Pyramid Model. ISBE was the primary funder of the trainings, with Head Start and INCCRRA also contributing. The initial training held from May 23-25, 2017, was on five Pyramid

Model modules and was delivered to 40 professional development trainers. On June 6-7, 2017, 20 of those trainers were trained on the TPOT as well. This officially began the journey to become the 31st Pyramid Model State under the Pyramid Model Consortium.

While the training was being planned, stakeholders were recruited to build the State Leadership Team (SLT) who decided to form a collaborative, cross-agency team to develop policies, procedures, resources, and other mechanisms to plan, implement, evaluate, and sustain a statewide professional development system that supports the high-fidelity use of the Pyramid Model. The primary goal of the SLT is to resolve state-level barriers (with training for various professional development systems based on a common model); facilitate access to necessary interventions at the local level; and ensure that supports and resources are available to programs in order to adopt the Pyramid Model with fidelity. These structures include training, coaching, data systems, demonstration programs, behavior specialists, and the necessary financial and technical assistance. The SLT is composed of approximately 20-25 people who are passionate about the Pyramid Model and who can make decisions on behalf of their agency/program, meeting every other month to:

❖ Increase children's social skills
❖ Reduce suspensions and expulsions
❖ Reduce children's challenging behaviors
❖ Enhance social-emotional skills of staff through professional development
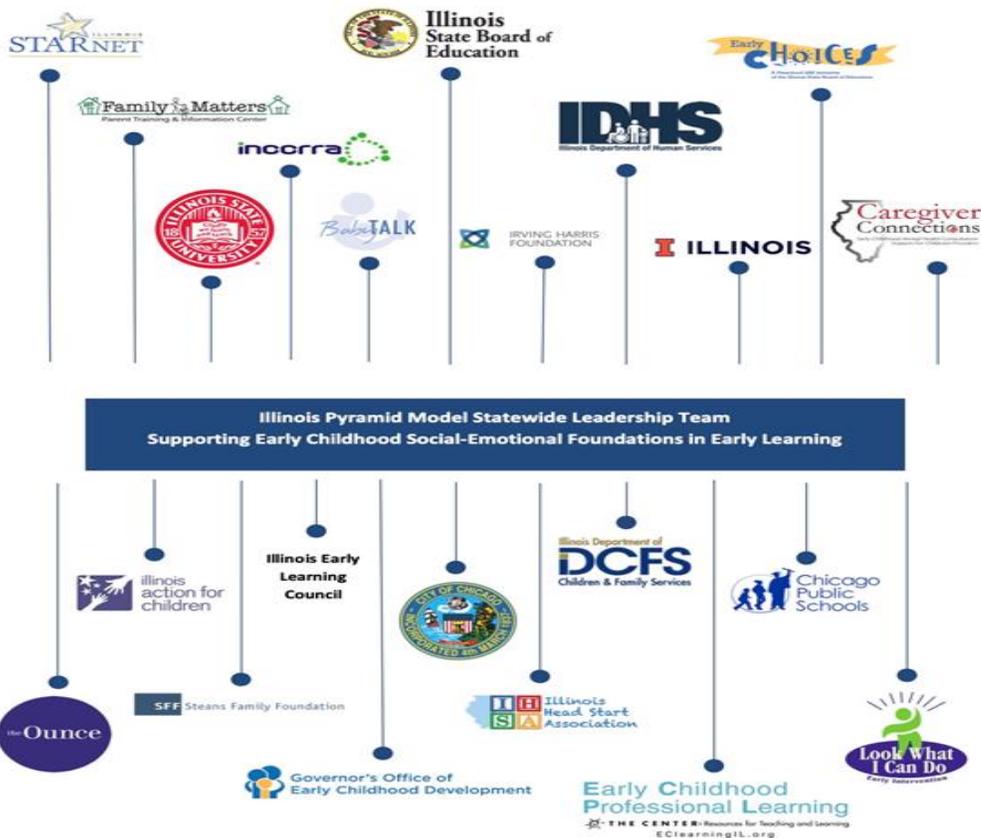
At each SLT meeting, workgroups share a report of their tasks accomplished. Over the years, the vision grew to be broader and to incorporate the full community of ECEC within Illinois. Originally, the group thought of the Pyramid Model as just being classroom based but have since transitioned to include home visiting, early intervention, community systems, and other partners beyond traditional early childhood education.

The SLT recognizes that the Pyramid Model conceptual framework emphasizes strong relationships, support for social competence, and the prevention of challenging behaviors, and is congruent with its social-emotional foundations for infants, toddlers, and preschool-age children. The SLT collaborates with the Pyramid Model Consortium to train and build the capacity of the Illinois [Professional Development Network (PDN) of trainers and coaches](#), made up of early childhood professionals in professional development systems across the state. The SLT also informs the implementation of the [Master Cadre.](#)

Having a common vision for social-emotional development across all statewide training efforts creates a cohesive and effective approach to addressing all levels of need of very young children, including those with challenging behaviors and special needs. The common vision aligns with Illinois' Social-Emotional [Early Learning Standards.](#)

Since 2018, SLT meetings have been occurring quarterly, either virtually or in-person. Action plans, agendas, and minutes from SLT meetings can be found [here.](#)

Membership

Membership consists of representatives from ECEC state sector and/or program representative in Illinois who are relevant stakeholders interested in promoting the Pyramid Model in their work. These members were invited to join the SLT and it is important that each sector has a representative. A list of current SLT members can be found [here.](#)

To ensure that relevant stakeholders are represented, if a SLT member leaves the team, there is an application and onboarding process for replacement of that member. New members are paired with a mentor from the SLT, to support them as they navigate through the PM SLT. To ensure the quality of our leadership team, we have a [New Member Application](#) and [Membership Team Policy](#).

The SLT is made up of three separate, interconnected workgroups with membership based on members' knowledge and areas of expertise. SLT members are typically part of one workgroup. The workgroups include data, implementation, and professional development.

Workgroup	Vision and Goal
Data Workgroup	Ensures the needed data are available to effectively evaluate the impact of the State Leadership Team and cross-system implementation. This workgroup assesses what data already exists in the State and what data the State Leadership Team seeks to obtain. In addition, this workgroup coordinates the development of additional data tools and procedures as needed.
Implementation Workgroup	Supports the infrastructure needed to develop and create high-fidelity implementation sites that are committed to Program-wide and/or Community-wide Implementation. This workgroup develops processes for recruiting and launching cohorts of agencies developing high-fidelity sites across the state's mixed delivery system.
Professional Development Workgroup	Develops processes for the provision of training and coaching across the three levels of the **Professional Development Network (PDN) of trainers and coaches:** Level 1: Master Cadre, Level 2: Statewide Professional Development Systems, and Level 3: Job-Embedded Professional Development. This workgroup works to strengthen interagency and cross-system collaboration for an integrate Pyramid Model professional development delivery and ultimately to improve outcomes for the children and families being served. Collaboration may occur among public agencies or between public and private agencies, communities, or families. Additionally, this group works to coordinate with higher education.

IV. Professional Development Network (PDN) of Trainers and Coaches

Illinois' Professional Development structure for Pyramid Model Implementation consists of a three leveled approach for training and coaching. The PDN structure involves a collaborative effort of Pyramid Model training and coaching delivery to ultimately improve outcomes for the children and families being served across ECEC programs.

Level 1: Master Cadre

Master Cadre members support professional development of Pyramid Model across Illinois' ECEC mixed delivery system.

Level 2: Statewide Professional Development Systems

Statewide professional development on the Pyramid Model is executed locally across Illinois' ECEC mixed delivery professional development system.

Level 3: Job-Embedded Professional Development

Job-embedded professional development is executed at a program level across Illinois' ECEC mixed delivery system.

Training and coaching supports offered by Levels 1 to 3 can be found in the following chart.

Training and Coaching Supports

Level 1: **Master Cadre**	Pyramid Model Training Modules Process (external) Coach Communities of Practice Training of Trainers
Level 2: **Statewide Professional Development**	Pyramid Model Training Modules Process (external) Coach Practice Based Coach Training Cohorts Training of Trainers
Level 3: **Job-Embedded Professional Development**	Practice Based Coach (ex. Instructional Lead) Pyramid Model Practices

Professional Development Definitions

Master Cadre

Master Cadre is an umbrella term that encompasses both process coaches and trainers. Master Cadre (MC) members are carefully selected professional development experts who are responsible for delivering training and providing process coaching to Program Leadership Teams and for training the program's internal coaches to build internal capacity for establishing and supporting the high-fidelity implementation of the Pyramid Model. MC members work across Illinois' ECEC mixed delivery system, in many different settings (e.g. homes, centers, and schools) and under varied auspices (public school systems, not-for-profit, and for-profit providers). MC members can engage in both coaching (as a Process Coach) and Pyramid Model training, or just one of the roles depending on expertise, interest, and availability.

To become an MC member, early childhood experts must have an understanding of Pyramid Model practices and have attended a Pyramid Model module training. The State Leadership Team announces MC opportunities as needed, and the application goes out to all SLT members and early childhood contacts for dissemination. Criteria for Master Cadre selection include, but are not exclusive to: (a) experience and skills as trainers and providers of TA and coaching; (b) experience and expertise with young children, family support, and disability; (c) availability of time and ability to commit' (d) interest and commitment to the Pyramid Model; (e) geographic distribution within Illinois; (f) and a three year commitment. All members of the Master Cadre must participate in training on all elements of the Pyramid Model and Pyramid Model

implementation. More information about the Requirements and Qualifications for Master Cadre can be found **here.**

The Master Cadre will become the central element for Pyramid Model implementation for building capacity within Illinois, primarily through training of other trainers and coaches as early childhood programs begin and maintain implementation of the Pyramid Model.

> *Ongoing Support for the Master Cadre:*
>
> Master Cadre members receive continuing education on current research through ongoing training, Professional Learning Communities (PLCs) and communities of practice, mentoring opportunities, and co-facilitation of other MC members and national experts.

Process Coach
Process Coaches guide and support to the Leadership Team on the implementation of targeted practices. They provide a perspective that is informed by experiences across programs. Process Coaches support Level 1 and Level 2 Pyramid Model professional development. More information on the Requirements and Qualifications for Process Coaches can be found here.

Pyramid Model Practice-Based Coach
Practice-based coaching guides practitioner use of evidence-based practices for promoting positive child outcomes. Pyramid Model Practice-Based Coach supports Level 3 Pyramid Model professional development. Requirements and Qualifications for Practice-Based Coaching can be found here.

Pyramid Model Trainer
Trainers deliver high-quality trainings on the Pyramid Model to adults who care for young children. Pyramid Model Trainers Support Level 1 and Level 2 Pyramid Model professional development. More information about the Requirements and Qualifications for Pyramid Model trainers can be found here.

Process Coaches vs. Trainers

As was previously mentioned, the Master Cadre is made up of both Process Coaches and Trainers. Many members of the Master Cadre serve in both roles but can also choose to serve as one or the other. The Child Care and Head Start professional development systems also have staff members that can serve in both roles or serve as one or the other. The table below details the specific activities of each of the roles.

Process Coach	Trainer
Provides guidance and support to the Leadership Team on the implementation of targeted practices. • Ensures program/site Leadership Teams have effective meetings (agendas, minutes, ground rules) • Mentors program leaders to facilitate meetings • Supports a Collaborative Leadership team model where all members have a voice and the opportunity to share their perspective. • Supports program in developing a meaningful implementation plan based on Benchmarks of Quality. • Makes sure programs keep meeting and helps get them unstuck.	Delivers high-quality trainings on the Pyramid Model to adults who care for young children. • Employs best practices in Adult Learning/Presentation skills. • Leads and/or facilitates in a training environment through the use of a variety of learning methods that may include lecture, discussions, experiences, and hands-on activities. • Ensures that all information presented will adhere to developmentally appropriate practices for the specified age groups. • Includes training techniques and strategies that are inclusive of children with special needs. • Actively engages in ongoing professional development in Pyramid Model practices and/or best practices regarding training, social-emotional, behavior challenges, etc. in the field of early childhood education and care. • Stays up to date on Pyramid Model Consortium and NCPMI resources.

Program Supports

Professionals who provide Infant/Early Childhood Mental Health Consultation are critical partners in the implementation of the Pyramid Model. Both Infant/Early Childhood Mental Health Consultation and the Pyramid Model have a strong focus on the critical importance of positive relationships in the early years of a child's development. Additionally, these approaches focus on building the capacity of leaders, practitioners, and families to create levels of sustainability for the ongoing promotion of infant and young children's healthy social-emotional development.

Infant/Early Childhood Mental Health Consultation is a multi-level, multi-disciplinary, proactive approach that pairs an Infant/Early Childhood Mental Health Consultant (I/ECMHC) with families and practitioners who work with infants and young children in the different settings where they learn and grow, such as child care, preschool, and their home. The aim is to build practitioners' capacity to strengthen and support children's social-emotional development and overall health and well-being early before intervention is needed.

I/ECMHCs are valuable partners with Process Coaches in supporting Pyramid Model implementation. The I/ECMHC and Process Coach work alongside each other across the tiers of the Pyramid Model.

The table below details the primary activities of each of the roles in Pyramid Model implementation.

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Process Coach	Infant/Early Childhood Mental Health Consultant (I/ECMHC)
Process coaching is a promotion and prevention-based support. This level of coaching is directed at ECEC Program Leadership Team to assist in the implementation the Pyramid Model practices to fidelity. The primary objective of process coaching is to build and expand the capacities of the Leadership Team.	I/ECMHCs provide a combination of intervention, prevention, and promotion-based direct services. This level of consultation is directed at the professionals, in whichever capacity, who work directly or indirectly with children in their care, as well as caregivers. The primary objective of consultation is to build and/or expand the capacity of families and professionals.
The Process Coach possesses educational knowledge of topics such as early education, child development (typical and atypical), training and technical assistance, and leadership, among others.	The I/ECMHC possesses clinical knowledge of topics such as child development, infant/early childhood mental health, and trauma, among others.
Listed below are some components of process coaching in Pyramid Model implementation:	Listed below are some components of consultation in Pyramid Model implementation:
• Guides the Leadership Team in the implementation of the critical elements of program-wide implementation that will address the needs of children and families in the program	• Reflective consultation, case consultation and training to improve practice and leadership for teachers, supervisors, directors, administrators
• Provides leadership coaching on implementation of Pyramid Model practices to improve practice	• Early identification of concerns through screening and/or assessment
• Serves as a conduit to ongoing professional development on Pyramid Model training modules and practices	• Collaboration with program to develop and support the implementation of positive behavior supports plan
• Collaborates with Leadership Team and Practice Based Coach on strategies and supports for teachers to implement Pyramid Model practice	• Ongoing onsite/home support, and link to treatment and community supports, as needed
• Supports data-based decision-making to guide implementation	• Assessment of social/emotional learning environment.
• Assesses the social/emotional climate	• Exploration of issues related to equity and disparity; provides trainings on racism, bias, and discrimination/oppression; encourages ongoing conversations and programmatic work to assist in systemic, programmatic, and individual practice change
• Supports the Leadership Team in exploring issues related to equity and disparity, and encourages program-level policy and practices to assist in systemic, programmatic, and individual practice change	

• Provides support for program-level policy and practices to support the social-emotional health of staff, children, and families. This includes, but is not limed to, providing insight, information, and resources to effectively develop and implement:
  o Inclusion of children with IFSP and IEP
  o Expulsion and suspension policy that includes culturally responsive practices and Pyramid Model practices for addressing challenging behavior
  o Protected time for meeting and coaching
	• Support for program-level policy and practices to support social-emotional health of staff, children and families. This includes, but is not limed to providing insight, information, and resources to effectively implement:
	  o Inclusion of children with IFSP or IEP
	  o Expulsion and suspension policy that includes culturally responsive practices, and best practices for addressing challenging behavior

V. Implementation

Program-Wide Approach

Program-wide implementation of the Pyramid Model or Program-Wide Positive Behavior Support refers to a systematic effort within a program to implement the Pyramid Model with fidelity. In program-wide implementation, a leadership team guides the process and develops the supports and infrastructure needed to ensure the adoption of the Pyramid Model, ensuring Pyramid Model practices can occur within a setting and services are provided to children and families. Leadership Teams focus on the ongoing process of supporting the implementation of the Pyramid Model and using data-based decision-making to guide these efforts and monitor outcomes.

The following are the critical elements of the Program-Wide approach:

- **Leadership Team** - The leadership team meets regularly and guides the implementation of the program-wide approach. The team consists of a Process Coach, a program administrator, educators, an individual who can provide coaching and support to educators, an infant/early childhood mental health consultant and/or behavior specialist, family educator (some individuals might fill more than one of these roles), and family members. The team ensures the following are in place: a process for providing individualized behavior supports to children with behavior challenges, professional development/support to educators, a plan for family participation, and a process for using data to make decisions to guide implementation.
- **Staff buy-in** - All staff (e.g., cook, teaching assistant, and teachers) must agree that they are willing to participate and become involved in the implementation. The leadership team monitors and supports staff buy-in on an ongoing basis.
- **Family involvement** - A variety of mechanisms are used to establish partnerships with families during the adoption of the model, including inviting them to join the leadership team, sharing information, providing families with information and support in guiding children's development of social-emotional skills, and collaboratively teaming to support individual children.
- **Program-wide expectations** - The adoption of program-wide expectations provides a shared focus and shared language for describing behavior expectations to children, staff, and families. Program-wide expectations are posted in program settings and are also provided to families. Staff engage in reinforcing expectations by providing developmentally appropriate feedback to children.
- **Classroom implementation of the Pyramid Model** - Teaching staff are supported to understand and implement Pyramid Model practices in their classrooms. A fidelity observation tool is used to identify teacher strengths and needs followed by action planning to identify goals for supporting teachers in reaching fidelity.
- **Staff professional development and support plans** - All staff have the training and coaching supports needed to effectively implement Pyramid practices. The leadership team also develops strategies to provide ongoing support to staff as they implement the model.
  - **Practice-Based Coaching -** Practice-based coaching is a cyclical process for guiding practitioners' use of evidence-based practices for promoting positive child

outcomes. Practice-based coaching is an evidence-based coaching model that involves the following components: collaborative partnerships, shared goals and action planning, focused observation, reflection, and feedback.

- **Behavior support procedures** - The leadership team develops policies and procedures for providing support to staff to address challenging behavior, which includes providing a mechanism for promoting healthy social-emotional development for all children, supporting crisis situations, developing a problem-solving process for children with emerging challenges, and providing a system for identifying children who need a behavior support plan to be developed by a team of relevant stakeholders.
- **Data based decision-making** - Data based decision-making is a pivotal component of the program-wide approach. The team will gather and review data on implementation and outcomes using Pyramid Model tools.

How to Become an Implementation Site

Since 2017, Illinois has worked across early childhood education and care systems to create implementation sites throughout the State. If you are a program director or staff member looking to understand the process to becoming an implementation site within your specific system, you have come to the right section! While the prior section contains a list of what you would "get" and agree to as an implementation site, this section walks you through what the process of getting there actually looks like.

The first step to becoming a Pyramid Model program-wide implementation site is for staff to receive training on evidence-based practices promoted by the Pyramid Model.

The Illinois Pyramid Model State Leadership Team Professional Development Workgroup developed "*Building Positive Social-Emotional Skills for ALL Children: Introducing the Pyramid Model Framework* as an overview training on the Pyramid Model. You can register for this training at the Gateways iLearning site.

For information and access to additional Pyramid Model and/or social-emotional trainings, visit the "Access to Content Trainings" section of this document.

Implementation Sites across Systems

Given our State's mixed delivery system, implementation of the Pyramid Model throughout the State needs to consider school-based (Illinois State Board of Education), Head Start, Child Care (INCCRRA), and Early Intervention programs.

Each ECEC system has used a cohort model, offering the Pyramid Model Implementation supports to programs through a variety of federal and state funding sources. While the timelines and specifics for each of the systems can be found in this chart, all implementation sites to date have gone through an application process. The purpose of this process is to ensure that programs are ready for the three-year commitment of implementing the Pyramid Model to fidelity.

Moving forward, the Pyramid Model State Leadership Team is working on approaches for multiple pathways to becoming an implementation site; therefore, still contact us at

GOV.PyramidModel@illinois.gov if you are interested in becoming a Pyramid Model implementation site.

Community-Wide Approach

Community-wide adoption of the Pyramid Model is a systemic effort of multiple early childhood programs and community organizations with a shared interest in supporting the social-emotional development of young children. A focus of the community-wide approach is the development of a Community Leadership Team whose members guide the Pyramid Model adoption throughout programs and communities while building systems and policies to assure ongoing sustainability of the model. The Community-Wide Benchmarks of Quality include 15 indicators to encourage forward movement in the collaborative process.

VI.   Evaluation/Data

Why should we collect data?

Data collection, as it relates to the Pyramid Model, serves many important purposes. Simply put, we want to collect and utilize data to improve our ongoing implementation of the Pyramid Model, as well as to measure the overall impact of the Pyramid Model for programs and children. A major component of the Pyramid Model is teaching programs how to collect and utilize data to inform their decisions and practices. It is our hope that Pyramid Model programs feel empowered by data.

In Illinois' pilot programs of the Pyramid Model, data has been an instrumental part of the process. Results from an independent evaluation of the Pyramid Model pilot in Preschool For All-Expansion (PFA-E) sites from the 2018-2019 school year were recently published in an Evaluation Report.

The following sections describe some of these data sources in more detail.

Types of Pyramid Model Data

Benchmarks of Quality (BoQ)

State BoQ

State Benchmarks of Quality, or BoQ, is a tool used by a State Leadership to assess progress and plan future actions to implement the Pyramid Model statewide. The form contains the following headers:

Critical Elements (& sub-elements)	Benchmarks of Quality	Who (e.g., SLT, staff)	Not in place 0	Emerging/ Needs Improvement 1	In Place (Evidence) 2
State Leadership Team (SLT)					
SLT Membership and Logistics	1. The SLT has written criteria for membership which ensures broad representation from a range of stakeholders, programs, and agencies (e.g., early childhood special education, early int...				

The "Critical Elements" listed in this column represent the core features and structures needed to implement and sustain the use of the Pyramid Model successfully.

The items under the "Benchmarks of Quality" column describe the functions to be performed in order to operationalize the core feature. The relevant implementation stage is aligned with each Benchmark function to help the SLT match activities to the stage of work.

In the "Who" column, indicate the person or structure (e.g., coordinator, staff, SLT) responsible for that item.

For each item marked as "In Place," provide evidence such as documents, data, descriptions, minutes of meetings etc.

NCPMI provides additional information regarding how to implement the Pyramid Model Statewide using State Benchmarks of Quality.

Program-wide BoQ

The Benchmarks of Quality is designed to help programs evaluate their progress toward implementing the Pyramid Model program-wide. This checklist is completed by each program's leadership team to assess progress along the nine critical elements of implementation. The initial administration of the Benchmarks provides teams with a baseline on team status and a framework for completing their start-up action plans. Teams then use their plans for ongoing guidance for implementation progress and fidelity to the model, as well as for evaluation use.

TPOT/TPITOS

Teaching Pyramid Observation Tool (TPOT): Developed by highly respected creators of the Pyramid Model for classrooms enrolling children between two and five years of age, the TPOT™ is an in-depth tool that provides information on how well teachers are implementing practices related to universal, targeted, and individualized supports. A trained administrator of the tool conducts a classroom observation and teacher interview, uncovering detailed information about the quality of 14 key teaching practices, noting areas of improvement that indicate areas for immediate support and observing how teachers respond to challenging behaviors. TPOT™ results show which practices are being implemented successfully and what teachers need to focus on to ensure positive social-emotional outcomes for young children.

Teaching Pyramid Infant-Toddler Observation Scale (TPITOS): Modeled after the Teaching Pyramid Observation Tool (TPOT™) for Preschool Classrooms, TPITOS is for early childhood settings caring for infants and toddlers from birth to three years of age. Focusing on teacher practices and classroom environment variables, TPITOS measures how well your program's staff is fostering responsive, nurturing relationships with children and promoting strong social-emotional development in their earliest years.

BIR: Behavior Incident Reports

The Behavior Incident Report System (BIRS) provides early childhood education and care programs and classrooms with a system to collect and analyze behavior incidents in their

program. The system provides an efficient mechanism for gathering information on elements related to behavior incidents that can be used analytically to make decisions about providing supports to teachers and children within the program. Teachers within programs collect data on behavior incidents that are not developmentally normative or are a cause of concern to the teacher. These data are summarized monthly to provide formative data for examining factors related to behavior incidents (child, teacher, activity, behavior type, behavior motivation, and responses to the behavior). In addition, these data provide summative information on the frequency of behavior incidents over time and an analysis of potential equity issues by calculating disproportionality related to race, ethnicity, IEP status, gender, and dual language learners.

Training Evaluations

Following Trainer of Trainer events or trainings on the Pyramid Model modules, surveys are collected from participants on their level of satisfaction, as well as what they learned. This data is used for evaluation purposes, as well as for an iterative quality improvement process.

Please send comments or questions to Lori Orr: Lori.A.Orr@Illinois.gov. We are more than happy to share any resources with other states using the Pyramid Model.