EC PBIS Leadership Team Strategic Planning

Session 3

mimtsstac.org

Acknowledgments

The content for this training day was developed based on the work of:

- National Center for Pyramid Model Innovations (website: challengingbehavior.org)

- Great Lakes Equity Center

Thank you to all of our Michigan preschools who contributed examples to the content!

Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share "air time"
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

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Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training

- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders

- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward

- Recorder: keep written documentation of key discussion points, decisions, and next steps

- Time-Keeper: keep track of time and bring the team back together

Purpose

The Leadership Team Strategic Planning Sessions result in a Leadership Team Implementation Plan for the use of the Pyramid Model with fidelity, leading to improved outcomes for ALL children, families, providers, and programs.

Intended Outcomes

- Develop action items to address professional development and staff support for implementation of the Pyramid Model

  - Practice-based coaching

  - Staff acknowledgement

- Begin building fluency with data tools that will measure implementation and impact

- Review next steps for meetings, trainings, and implementation

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Agenda

1.0 Professional Development and Staff Support

2.0 Monitoring Implementation and Outcomes

3.0 Wrap-Up and Next Steps

Activity 1

Let's Review!

- When prompted, record one word or phrase for each of the following critical elements of EC PBIS:

  - Leadership Team

  - Staff Buy-In

  - Program-Wide Expectations

  - Family Engagement

  - Procedures for Responding to Challenging Behavior

1.0 Professional Development and Staff Support

Components of EC PBIS

1. Establish a leadership team
2. Ensure staff buy-in
3. Promote family engagement
4. Establish program-wide expectations
5. **Develop and implement a plan for professional development and staff support**
6. Develop procedures to identify and respond to individual children's social, emotional, and behavioral support needs
7. Monitor implementation and outcomes

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Activity 1.1

- Locate the **Early Childhood Benchmarks of Quality** in the materials provided

- Independently, review the items under the heading Professional Development and Staff Support (Items 21-27)

- We'll be discussing them in more detail as we go through this section

Activity 1.2

- Think about a time when you attended a training and felt energized to do something new, but you **were never able to implement** it when you got back to your district or school

  - What factors contributed to this?

- Now think about a time when you attended a training and felt energized to do something new, and you were able to **successfully implement** it

  - What factors contributed to this?

- Be ready to share

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Coaching Research

- On-going coaching is necessary to transfer knowledge and skills into practice
  - Training alone does not result in learned skills being implemented
  - When training is paired with practice and coaching, it results in implementation rates as high as 95%
- "Most skills needed by successful educators can be introduced in training but are learned on the job with the help of a qualified and skilled coach"
- High-quality coaching support provided to educators is critical to achieving successful outcomes for learners

(Joyce and Showers, 2002; National Implementation Research Network)

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# Ongoing Support, Training, and Coaching

EC PBIS Leadership Teams will commit to the following:

1. Train all staff in Pyramid Model practices, including culturally responsive practices and implicit bias

2. Ensure coaching and support the implementation of the practices in all classrooms

Preschool Classroom Coach

- Every preschool classroom should have a Classroom Coach!
- What they do:
  - Observe teachers (i.e., complete a fidelity assessment)
  - Help teachers develop action plan for their implementation of practices
  - Provide coaching (observation, reflection, and feedback)
- Time Commitment:
  - Approximately 2 hours per month per classroom
  - Approximately 4 hours per fidelity tool administration (1-2 times per year)
- New coaches will need time to receive training

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Practice-Based Coaching Framework
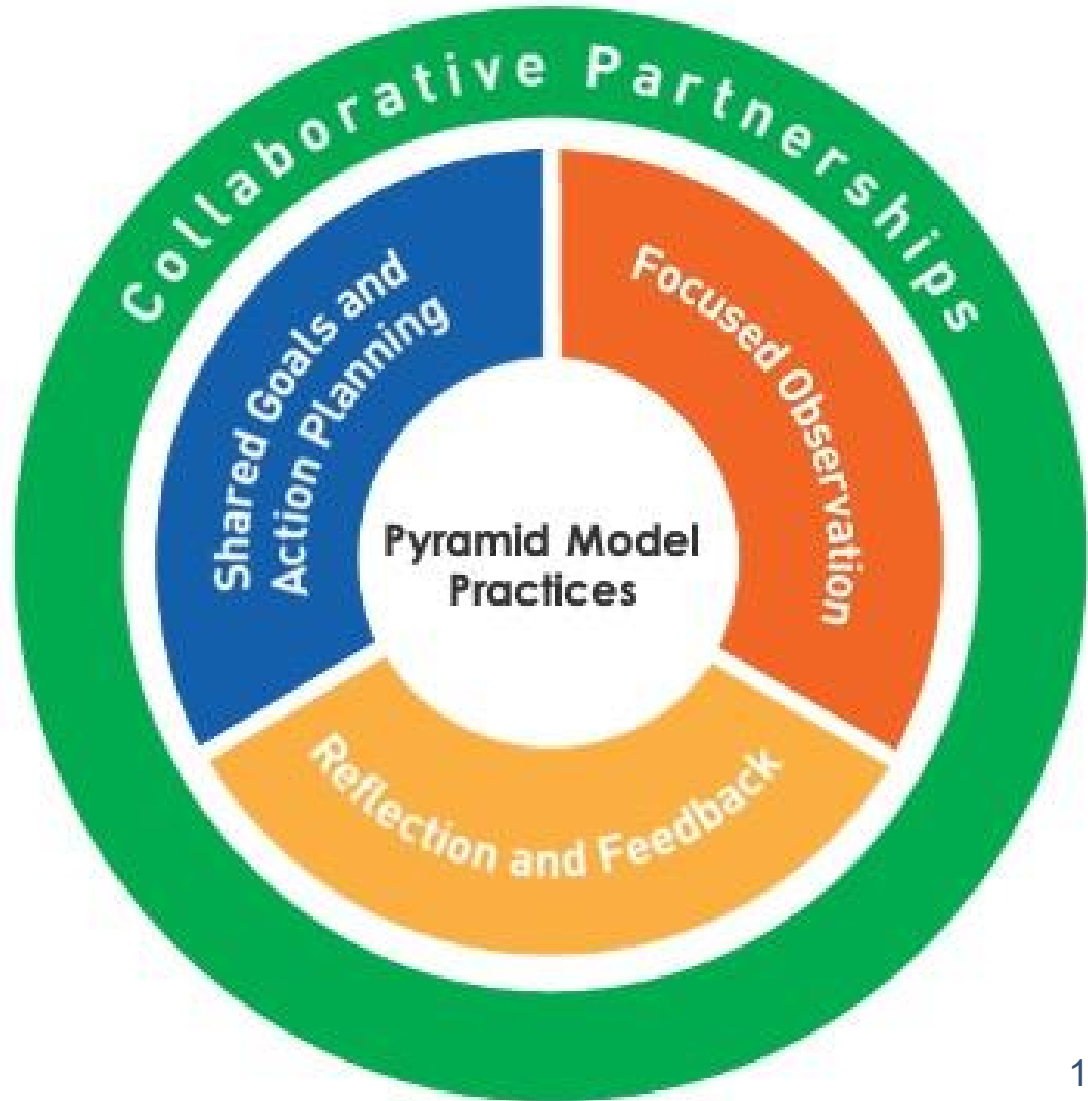
Practice-Based Coaching is a **cyclical process** for supporting teachers' use of effective **teaching practices** that lead to positive outcomes for children

Classroom Coaching Process:
Prepare and Action Plan

- Conduct initial strengths and needs assessment for all classrooms using the Teaching Pyramid Observation Tool (TPOT)

- Meet with teacher to review data and develop shared goals and an action plan

- Prepare teacher for the coaching process

Classroom Coaching Process:

Focused Observation

- Observe teacher with a focus on action plan items

- Use specific TPOT data and other observational measures

- Use coaching strategies to support

Reflection & Feedback

- Debrief on observation

- Provide positive and constructive performance feedback

- Discuss issues related to individual children

- Develop implementation steps

- Plan for next observation

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# MiMTSS Support for Classroom Coaches

- Practice-Based Coach sessions

- Teaching Pyramid Model Observation Tool (TPOT) sessions to become a Reliable Observer

- Monthly Community of Practice meetings
  - 1-hr meeting monthly beginning once coaching has started

Leadership Team Responsibilities for Coaching

- Getting Ready for Coaching
  - Identify and train coaches in all necessary components of EC PBIS
  - Decide how coaching will be delivered, time allocation, caseload, etc.
  - Develop a plan to prepare teachers, including expectations and training
- Enacting Coaching
  - Identify any additional supports or resources needed by coaches or teachers
- Evaluating Coaching
  - Review data to ensure coaching is implemented to fidelity and is resulting in improved practices and outcomes
  - Share coaching data with stakeholders

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Resources for Coaching

- For Leadership Teams:
  [Implementing Practice-Based Coaching within the Pyramid Model](https://challengingbehavior.org/docs/LeadershipTeam_PBC_Guide.pdf)
  (https://challengingbehavior.org/docs/Leader shipTeam_PBC_Guide.pdf)

- For Practitioner Coaches:
  [Classroom Practitioner Coaching Guide](https://challengingbehavior.org/docs/Class-Practitioner-Coach-Guide.pdf)
  (https://challengingbehavior.org/docs/Class-Practitioner-Coach-Guide.pdf)
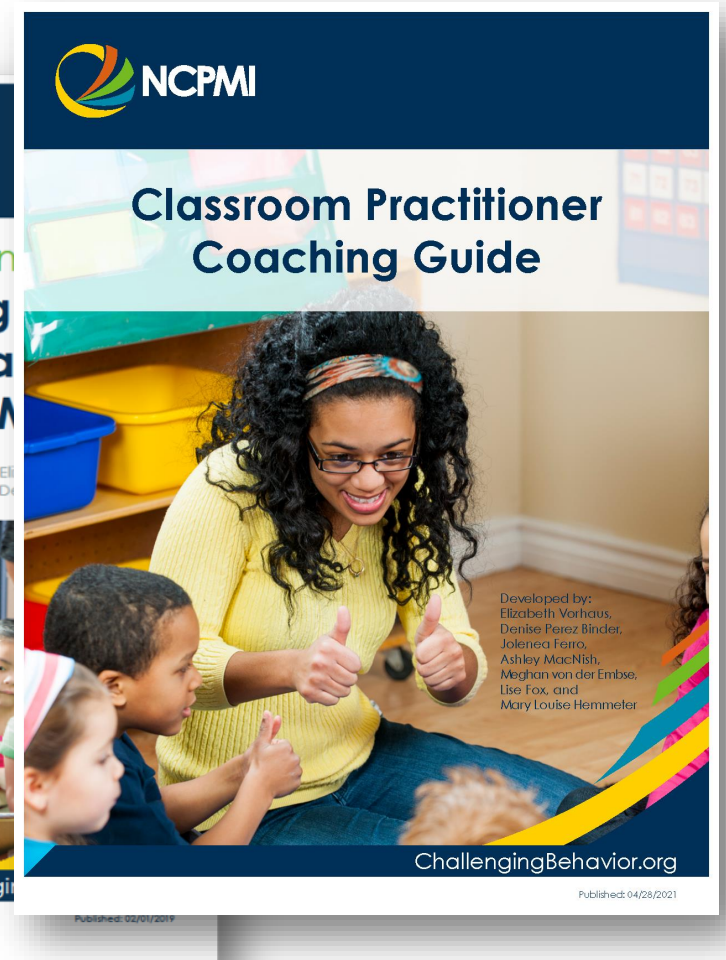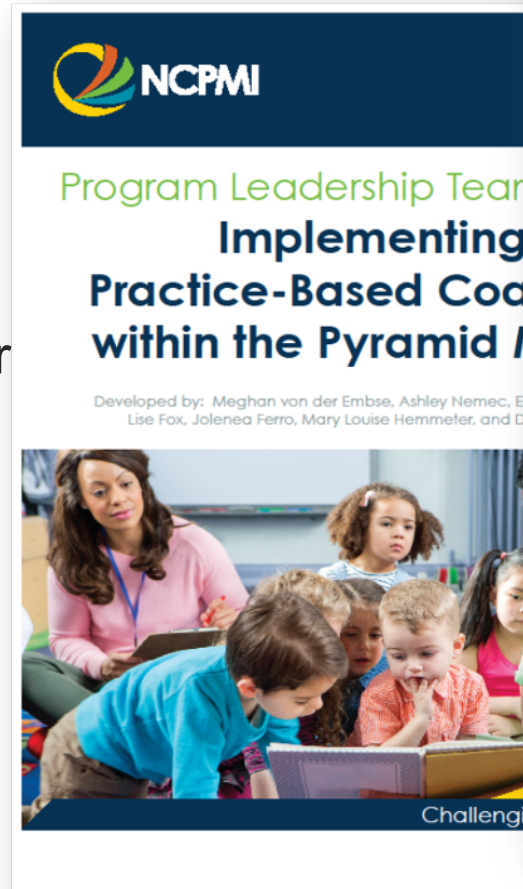
Activity 1.3

- Reflect on what coaching already looks like in your program

- What parts of practice-based coaching are similar to what you are already doing? What parts are different?

- Does every classroom have an assigned Classroom Coach to provide this support?

- Share your responses in the chat box when prompted

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Staff Support: Acknowledgement

- Staff need and deserve acknowledgement too!

- Acknowledgement serves as feedback for the steps they're taking toward implementation of EC PBIS

- This is an important component that can be easy to overlook
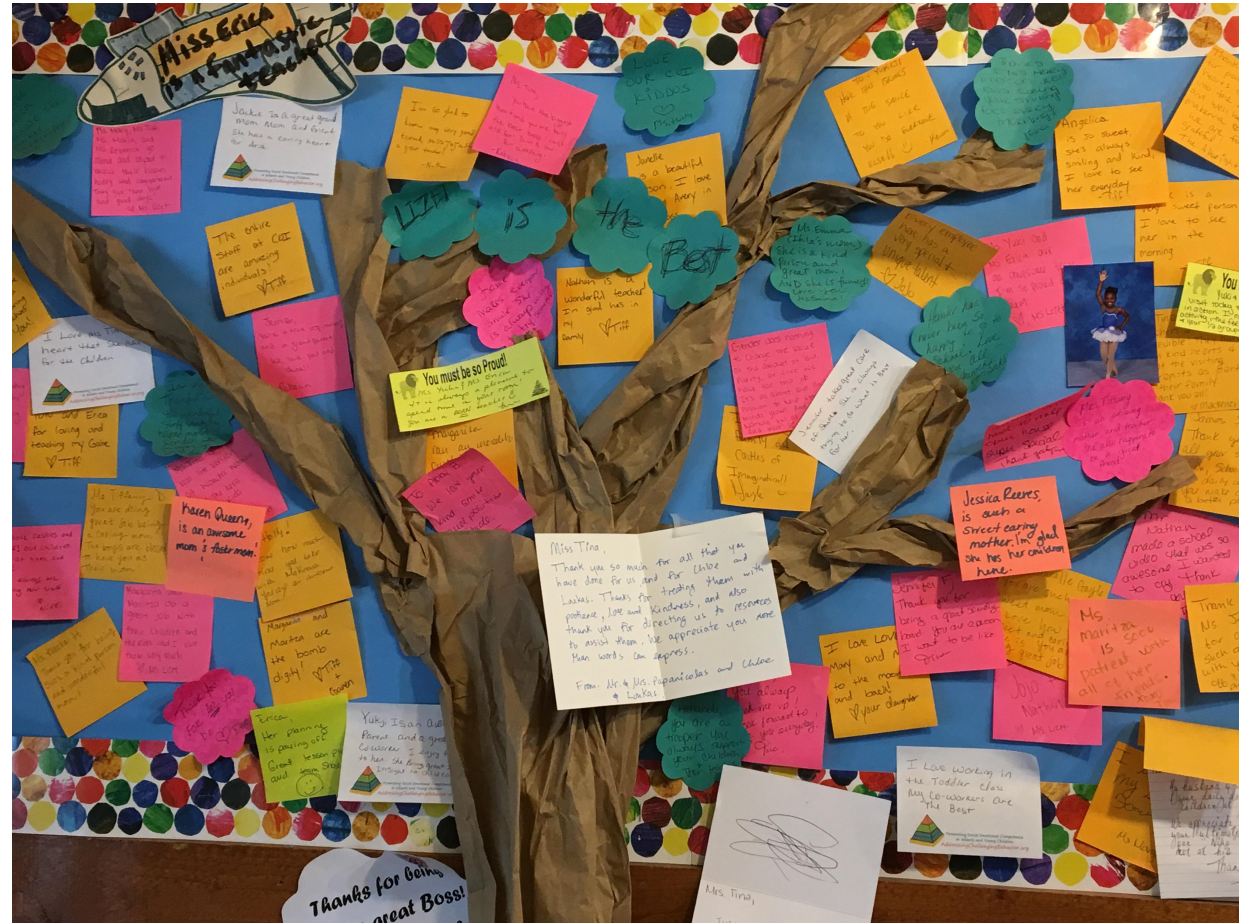
Staff Acknowledgement Examples
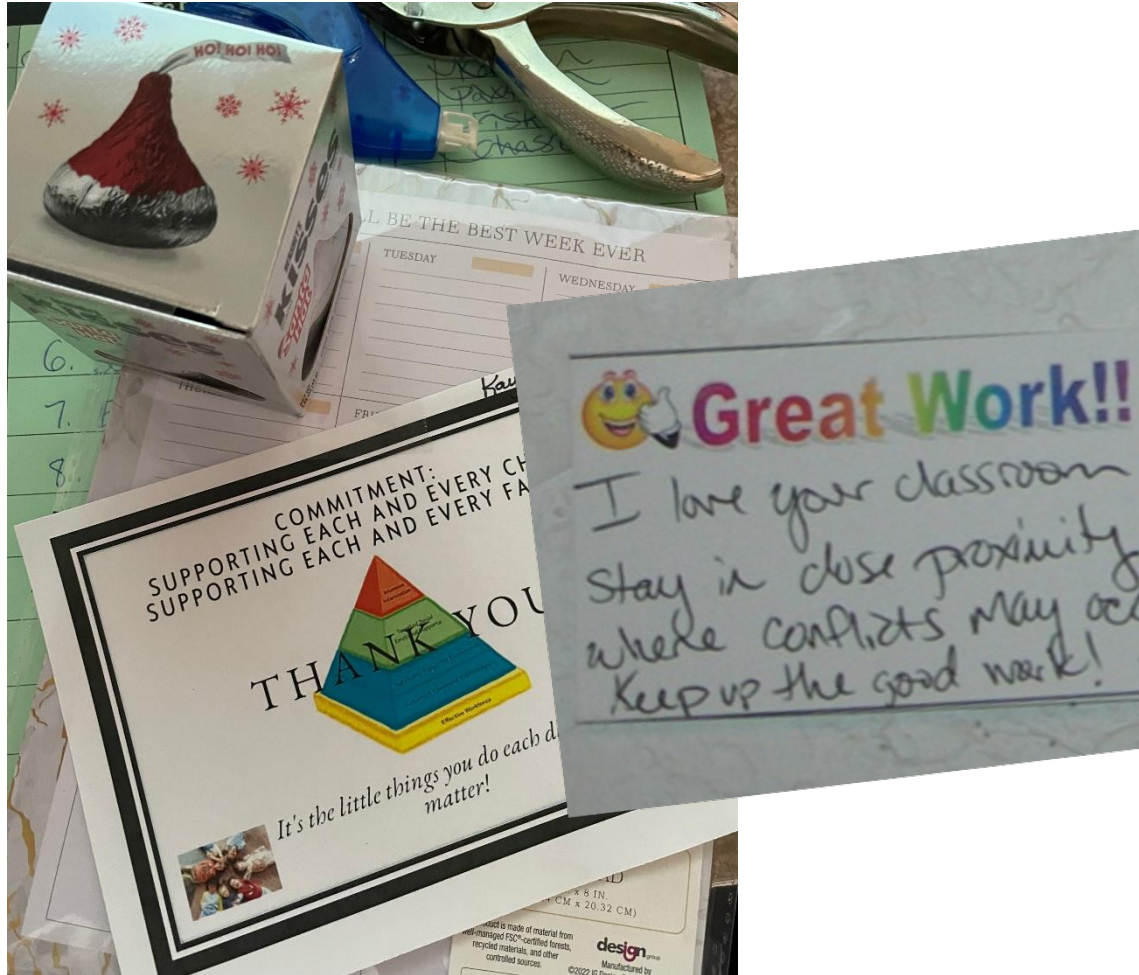
Professional Development Planning Time

- How will you ensure initial training in Pyramid Practices for all staff members (e.g., behavior specialist, teachers)?

- How will you set up your coaching system to ensure ongoing support for teaching teams?

- How will you support new staff?

- How will you acknowledge staff's ongoing efforts throughout implementation of EC PBIS?

Activity 1.4

- Begin action planning based on the BOQ items 21-27
  - What next steps will you make as a team?
  - What do you want to take on first?
  - Who can do what?

- **Recorders:** Make sure these action items go into the Implementation Plan under the heading Professional Development

- Remember, your Implementation Manual provides additional information and examples

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2.0 Monitoring Implementation and Outcomes

Components of EC PBIS.

1. Establish a leadership team

2. Ensure staff buy-in

3. Promote family engagement

4. Establish program-wide expectations

5. Develop and implement a plan for professional development and staff support

6. Develop procedures to identify and respond to individual children's social, emotional, and behavioral support needs

7. **Monitor implementation and outcomes**

Activity 2.1

- Locate the **Early Childhood Benchmarks of Quality** in the materials provided

- Review the items under the heading Monitoring Implementation and Outcomes (items 35-41)

- We'll be discussing them in more detail as we go through this section

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EC PBIS Leadership Team and Data

- Outcomes are identified
- Fidelity and outcomes are measured
- Data are summarized and used to:
  - Identify training needs
  - Deliver professional development
  - Make other programmatic changes (e.g., playground schedule, program-wide expectations)
  - Determine needs for specific children or issues, including potential equity issues
  - Ensure child learning and success
- Data collection and analysis is ongoing

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Centering Equity in Using Data for Decision Making

Access	Representation	Meaningful Participation	High Outcomes
Diverse stakeholders intentionally use data to understand who is and who is not benefiting from the way the behavior systems are set up	Diverse Stakeholders review the disaggregated data to ensure all learner groups are experiencing high outcomes and acting upon the data to provide the appropriate level of support where needed.	The voices of the members who have historically been excluded are intentionally centered and teams review disaggregated data and action plan.	Diverse stakeholders collect and review multiple disaggregated data sets to ensure all student groups are experiencing high academic, behavior, and social emotional outcomes.

(Midwest and Plains Equity Assistance Center; Payno-Simmons, In Press)

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Supporting Data Coordinators: Data Roadmap

- The Data Coordinator will:
  - Keep the team's data organized
  - Ensure accurate data collection
  - Prioritize the use of data during monthly team meetings
- The Data Roadmap provides all the details related to monitoring EC PBIS, including links to data-based decision tools and forms
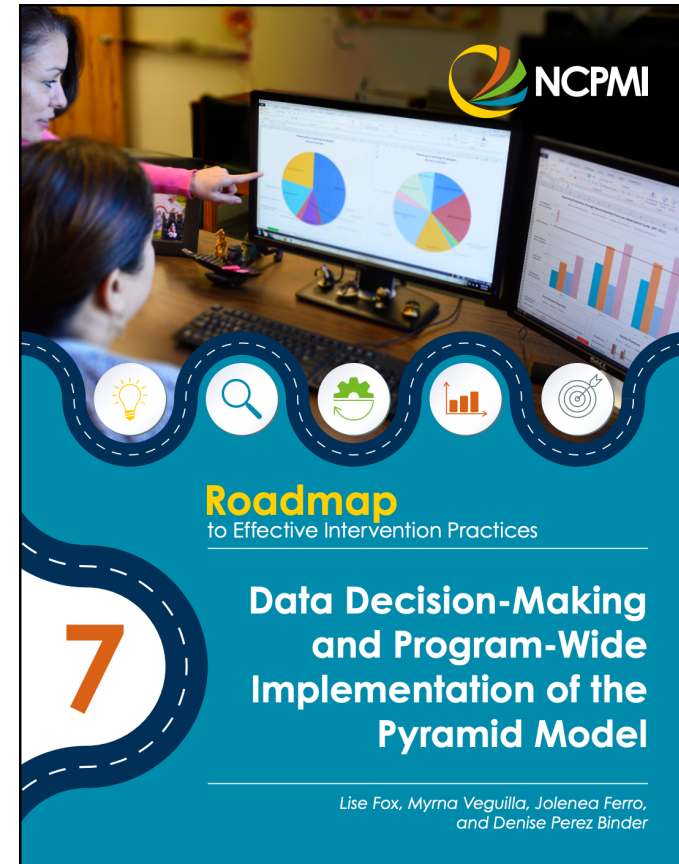
(https://challengingbehavior.cbcs.usf.edu/docs/roadmap/Roadmap_7_Data.pdf)
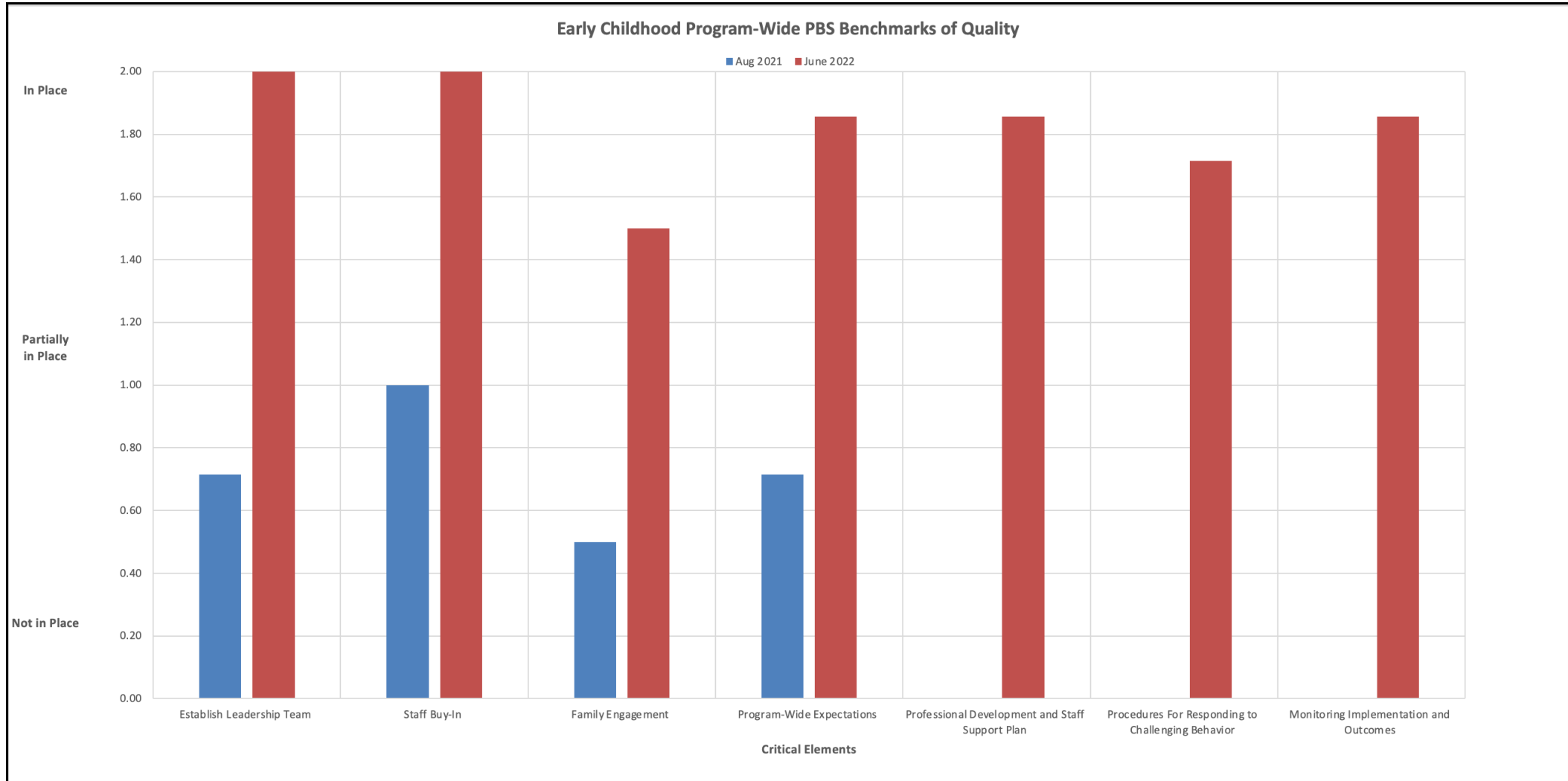
Data-Based Decision-Making Tools

- Implementation
  - **Early Childhood Benchmarks of Quality (BOQ)**
  - **Teaching Pyramid Observation Tool (TPOT)**
  - Coaching Logs
- Impact
  - **Behavior Incident Reports (BIR)**
  - **Staff and Family Perception Surveys**
  - Social-Emotional Screeners or Assessments
  - Progress Monitoring Data

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# Implementation: EC Benchmarks of Quality (BOQ)

- Next steps for the program and Leadership Team

- Growth in implementation (will collect at 6-month intervals in the first year, annually after reaching fidelity)

- The goal is to have all critical elements on the Early Childhood Benchmarks of Quality (BOQ) partially or fully in place, with 80% fully in place

- The discussion it generates is critical to implementation

- Your Leadership Team Coach will support the administration of the BOQ within the next month or two

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Sample BOQ Growth Graph

Early Childhood Program-Wide PBS Benchmarks of Quality

■ Aug 2021 ■ June 2022

Implementation: Teaching Pyramid Observation Tool (TPOT)

- Observation and interview-informed, judgement-based rating scale

- Developed to assess teachers' implementation of universal and targeted Pyramid Model practices and teachers' capacity to implement tertiary practices
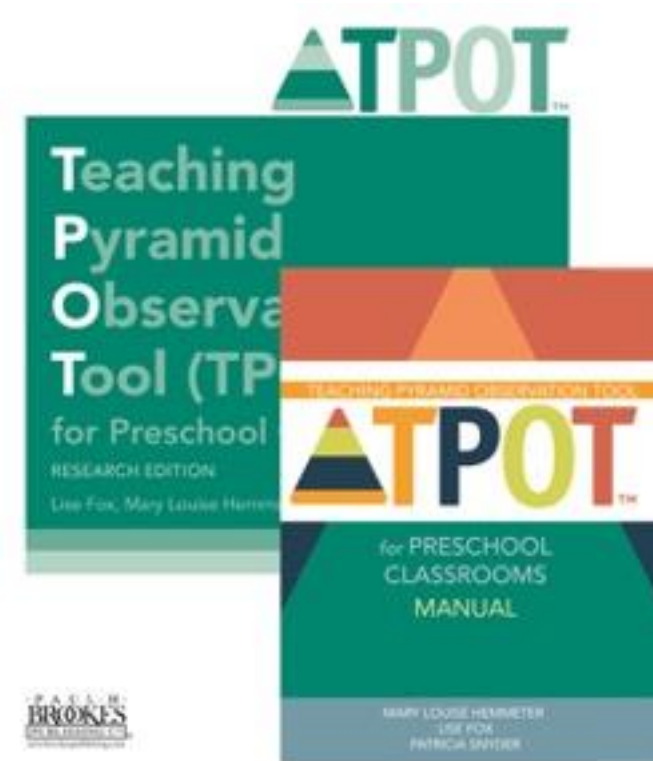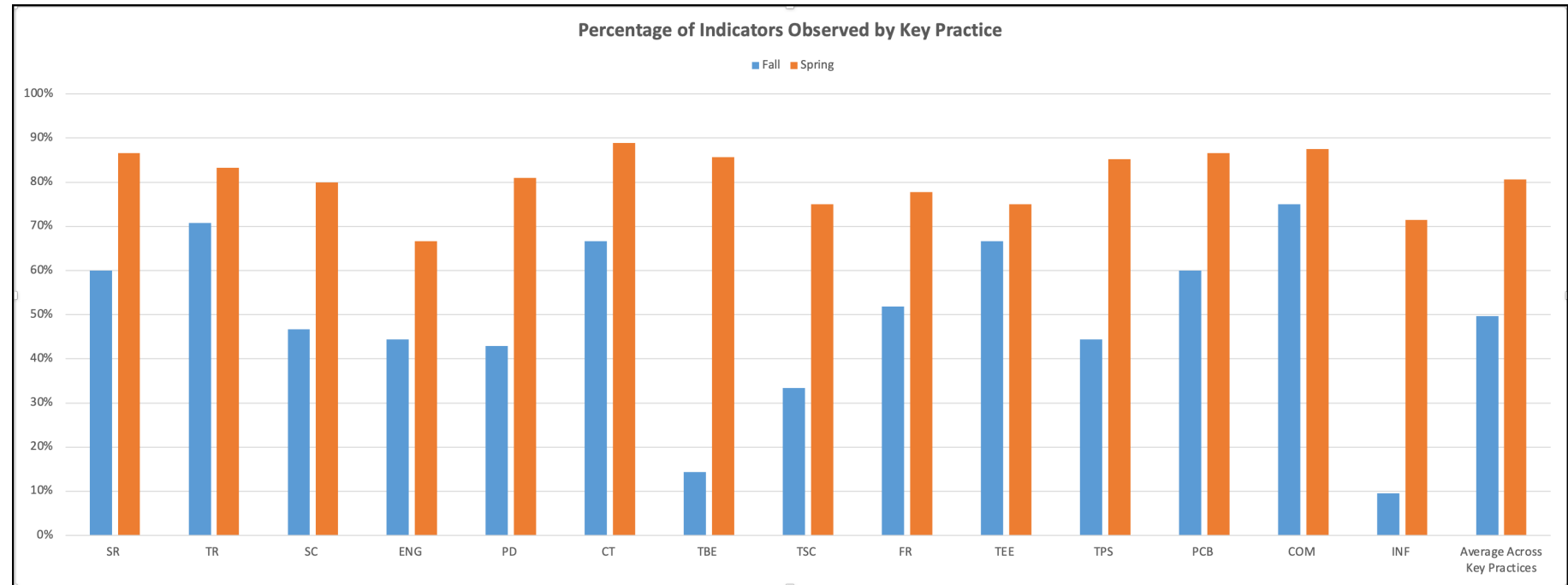
Activity 2.2

- Read through the **TPOT Overview document** provided in your materials

- As you read, record any questions you might have

- We'll go through any questions as a group

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The TPOT Provides Data About Key Practices

Percentage of Indicators Observed by Key Practice
■ Fall ■ Spring

Categories along x-axis: SR, TR, SC, ENG, PD, CT, TBE, TSC, FR, TEE, TPS, PCB, COM, INF, Average Across Key Practices

Program Summary

- Average percentage of indicators across all teachers
- Leadership Team uses for decision making

Individual Teacher Summary

- Shows growth for a single teacher
- Non-evaluative; should only be viewed by teacher and Classroom Coach

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Measuring Impact: Behavior Incident Reports (BIR)

- Used to measure the impact of implementation (outcome data)
- Look for patterns in data to address program-wide and classroom behaviors more efficiently
- Identify children who may need additional support
- Identify factors related to challenges (e.g., location, activity, possible motivation)
- Look for disproportionality issues
- Entered into the Behavior Incident Reports System (BIRS) or EC-SWIS

Tracking Behavior Incidents

Behaviors

- Physical aggression, tantrums, inconsolable crying, non-compliance, etc.

Activities

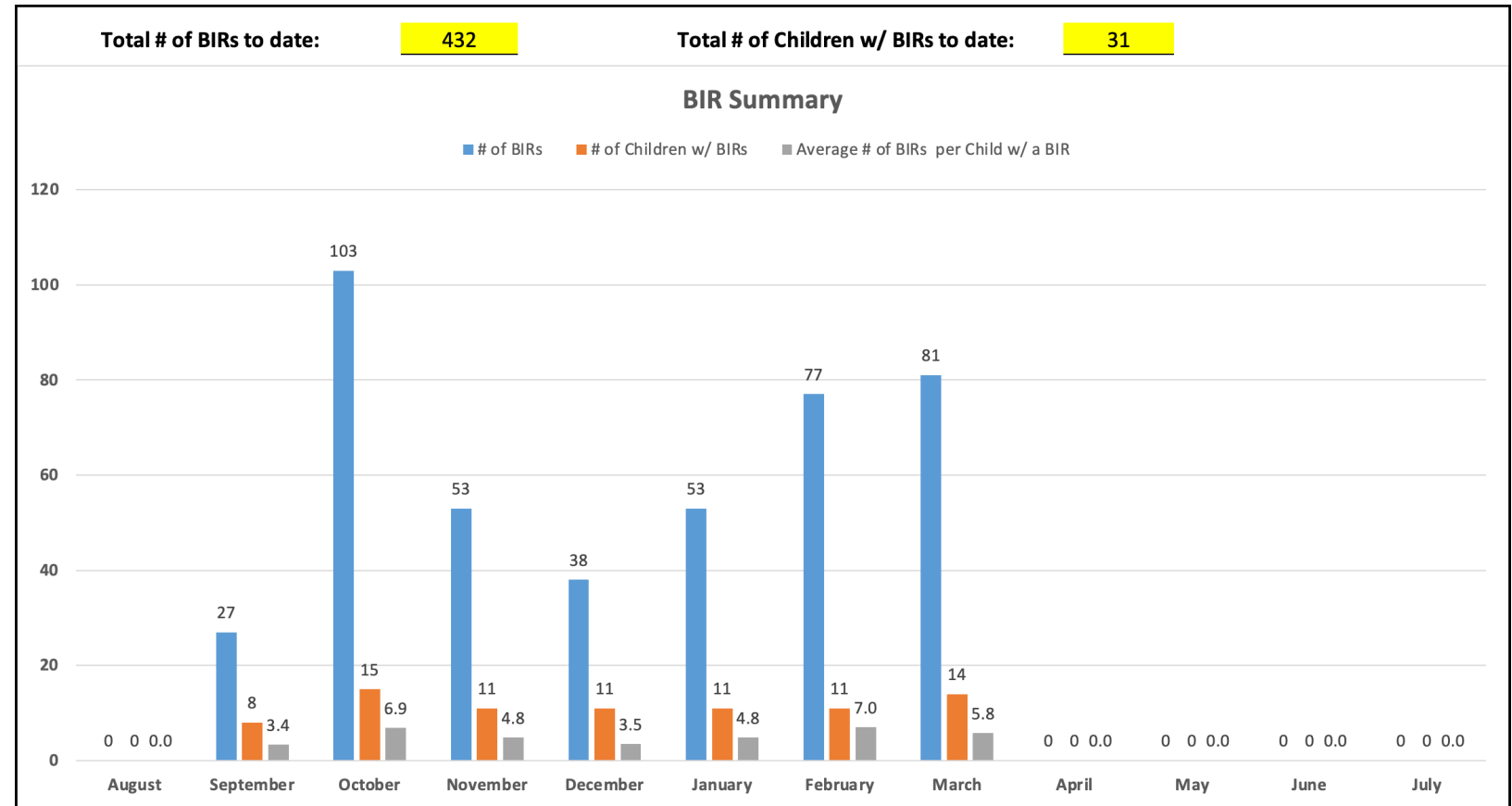- Centers, circle time, snack, nap, etc.

Motivations

- Obtain item, obtain attention, avoid activity, avoid sensory, etc.

Responses

- Verbal reminder, remove item, provide comfort, remove from area, physical guidance, etc.
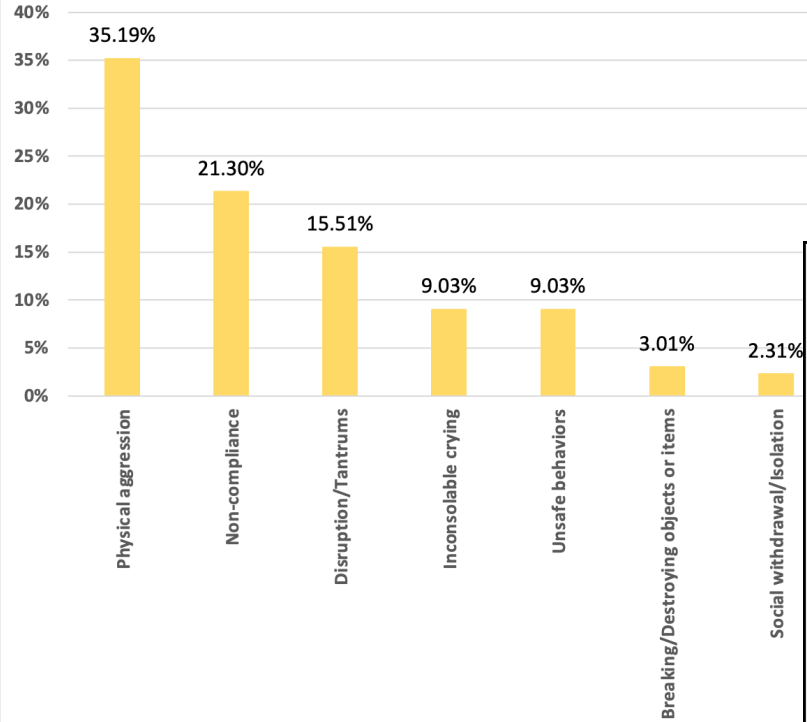
BIR Data and Decision Making

- Who (teacher, child)

- Where (transition, outside play, centers)

- How often (frequency per month)

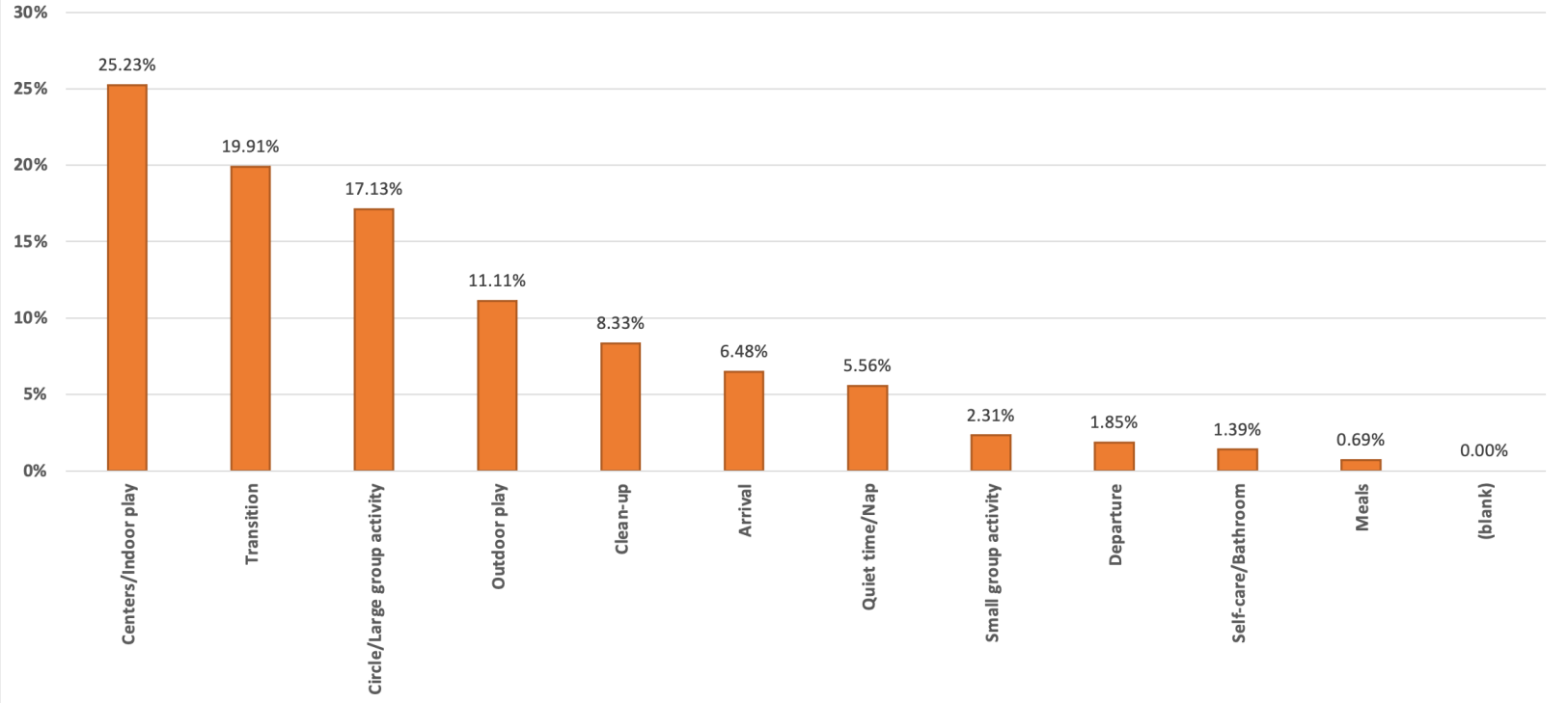- What behaviors

- Possible motivation

Total # of BIRs to date: 432   Total # of Children w/ BIRs to date: 31

BIR Summary

■ # of BIRs ■ # of Children w/ BIRs ■ Average # of BIRs per Child w/ a BIR

Month	# of BIRs	# of Children w/ BIRs	Average # of BIRs per Child w/ a BIR
August	0	0	0.0
September	27	8	3.4
October	103	15	6.9
November	53	11	4.8
December	38	11	3.5
January	53	11	4.8
February	77	11	7.0
March	81	14	5.8
April	0	0	0.0
May	0	0	0.0
June	0	0	0.0
July	0	0	0.0

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BIR Data

Percent of BIRs to Date by Problem Behavior

Problem Behavior	Percent
Physical aggression	35.19%
Non-compliance	21.30%
Disruption/Tantrums	15.51%
Inconsolable crying	9.03%
Unsafe behaviors	9.03%
Breaking/Destroying objects or items	3.01%
Social withdrawal/Isolation	2.31%

Percent of BIRs to Date by Activity

Activity	Percent
Centers/Indoor play	25.23%
Transition	19.91%
Circle/Large group activity	17.13%
Outdoor play	11.11%
Clean-up	8.33%
Arrival	6.48%
Quiet time/Nap	5.56%
Small group activity	2.31%
Departure	1.85%
Self-care/Bathroom	1.39%
Meals	0.69%
(blank)	0.00%

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Which is More Likely to Lead to Effective Intervention?

Instead of:

- We have a major problem with behavior

We can get precise:

- The program overall had 32 incidents of **physical aggression** in September across classrooms and involving multiple children
- Most occurred during **center time** and involved **peers**
- The most common motivation was to **obtain desired item**
- The most common response was a **verbal reminder** with no administrative follow-up

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Measuring Impact: Staff and Family Surveys

- Perception data should be collected from families and staff annually at a minimum, but teams may consider a fall and spring administration

- Surveys help identify:

  - Strengths of the support provided to staff and families

  - Areas of improvement for your EC PBIS system

- Leadership Team Coaches can help support the development of surveys and help determine when to administer them

  - The MiMTSS TA Center has sample surveys that can be adapted

  - Recall: Possible family survey questions were provided in Session 2

Sharing Data With Stakeholders

- Share data of interest based on the audience

- Share data in a way that people can access it

- Ensure confidentiality is maintained when sharing any program data

Our goal is to prepare every child and family for Kindergarten

We are proud to report that we have:

☑ **Established a leadership team**

☑ **Established program-wide exp...**

Every successful team needs a coach!

We are coaching teachers to implement **best practices** in the classroom.

15 Hours of training have been provided to our teachers

12 Hours of coaching have been provided to our teachers

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Activity 2.3

- With your team, complete the following tasks:

  - Ensure your team has a Data Coordinator and consider the support and resources this person might need (e.g., time to organize data, practice with Google Sheets or Excel)

  - Decide when your Leadership Team will complete the baseline Benchmarks of Quality (BOQ); your Leadership Team Coach will be ready to facilitate the administration in about a month

  - Consider ways in which your team will prioritize the collection and use of data

- **Recorders:** Make sure these action items go into the Implementation Plan under the heading Monitoring Implementation and Outcomes

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3.0 Wrap Up and Next Steps

Congratulations!

- Your team set up some operating procedures that are going to help you be more efficient and effective during your monthly meetings

- You are ready to complete your first (baseline) administration of the Benchmarks of Quality (BOQ)

- You're walking away with your first EC PBIS Implementation Plan

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Big Picture: Next Steps

- Finish your Leadership Team Operating Procedures document

- Program-wide Expectations

  - Determine program-wide expectations

  - Plan for a program-wide roll-out of behavior expectations

  - Post expectations and visuals in classrooms and public spaces

  - Implement family engagement strategies

- All staff attend Preschool Pyramid Model Practices

- Classroom Coach(es) attend Practice-Based Coaching and TPOT

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Resources for Next Steps

Installation Checklist

- Provides a checklist of items that teams should be completing during their first year of EC PBIS

- Can be used to plan for monthly meeting agendas

Getting Ready for PBIS

- Provides readiness activities and resources for communicating with staff and families

- Includes a recommended "Scope and Sequence" for the remaining learning for EC PBIS

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Activity 3.1

- Locate the **Installation Checklist** and review all of the items
- Locate the **Getting Ready for EC PBIS** document in your materials and review the scope and sequence provided on page 2
- As you review, make note of any questions you may have
- We'll answer everyone's questions as a large group

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Who Will Help?

Your Identified Leadership Team Coach!

- This person will be your "Guide on the Side," but can't do it for you

- Provide support every step along the way

- Support your Classroom Coach(es), Leadership Team, Data Coordinator, and behavior support person

- Help plan monthly Leadership Team meetings with team facilitator

- The Coaching Session for your Leadership Team Coach will be held in a few weeks

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Review: Components of EC PBIS

1. Establish a leadership team

2. Ensure staff buy-in

3. Promote family engagement

4. Establish program-wide expectations

5. Develop and implement a plan for professional development and staff support

6. Develop procedures to identify and respond to individual children's social, emotional, and behavioral support needs

7. Monitor implementation and outcomes

Activity 3.2

In the chat box, record:

- One thing you're excited to get started

- One thing you're anxious about

Impact on Learner Outcomes

"Developing capacity for implementation at the local district level contributes to preventing practice abandonment, thus allowing the sustainability of effective practices that have demonstrated evidence for improving outcomes"

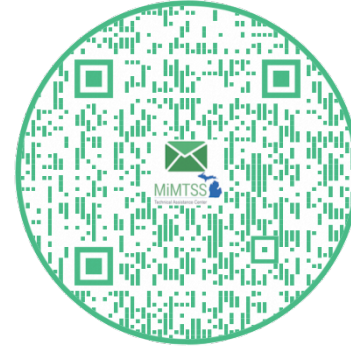(Fixsen, Blasé, Metz & VanDyke, 2013)

Keep in Mind
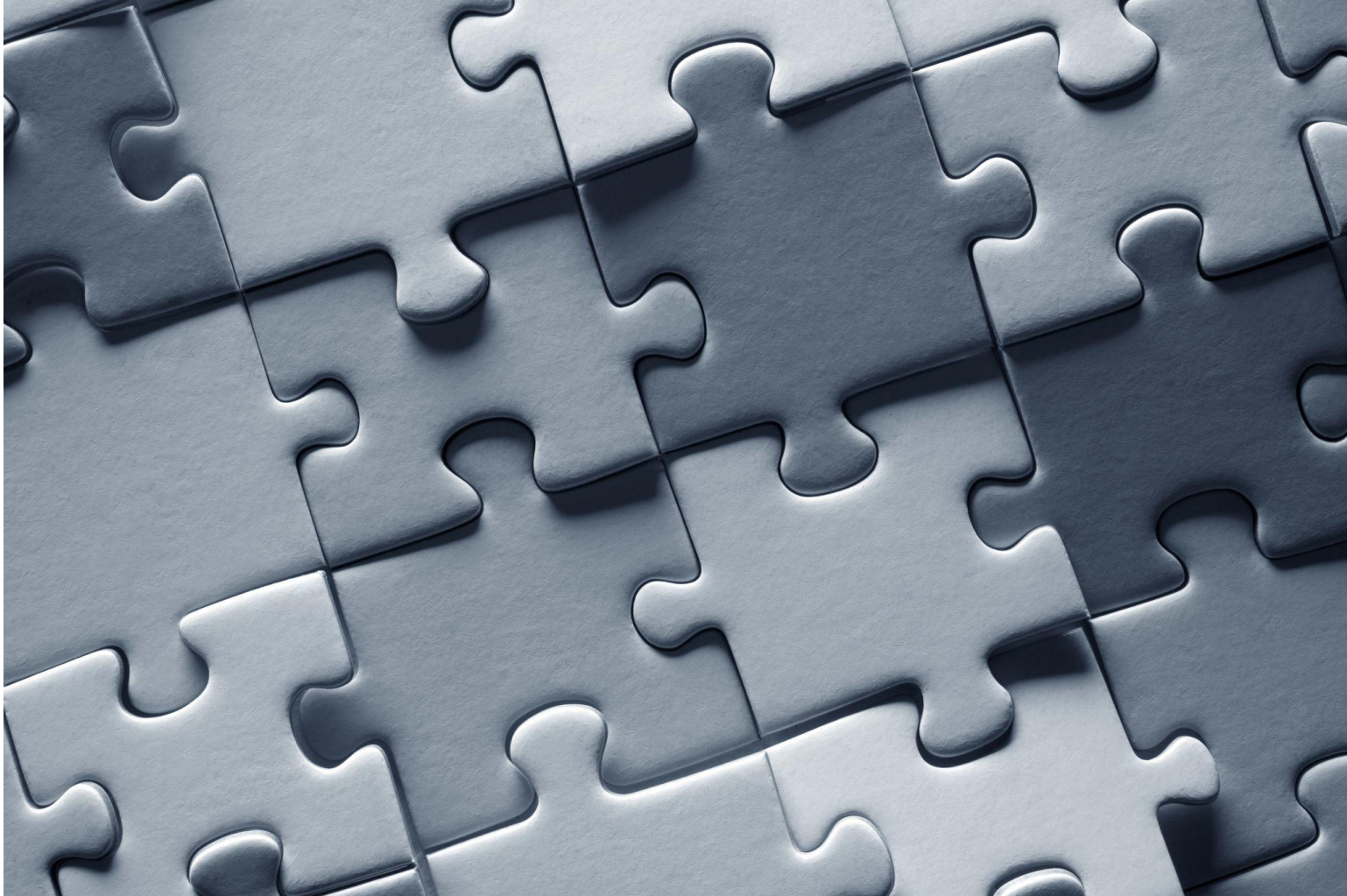
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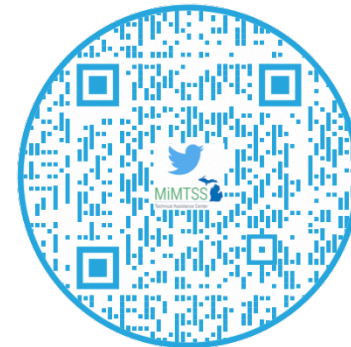- facebook.com/MiMTSSTACenter
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