



# Statewide Implementation of the Pyramid Model: Driving Change to All Levels of the System

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CEELO Roundtable  
May 30, 2019

National Center for  
**Pyramid Model**  
**INNOVATIONS**

[ChallengingBehavior.org](http://ChallengingBehavior.org)

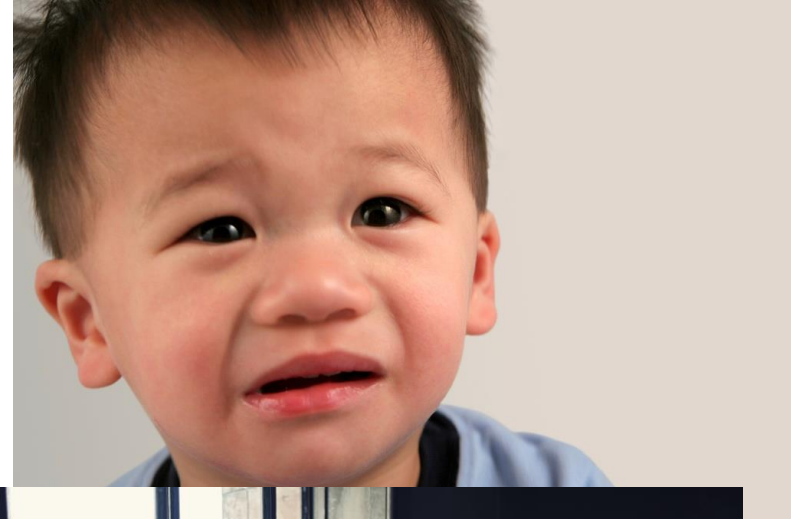
# What Are We Going to Do Today?

- Overview of Pyramid Model
- State Scale-up Model
- Illinois Project
- Data Systems
- Q and A

# What does it look like when we are successful?

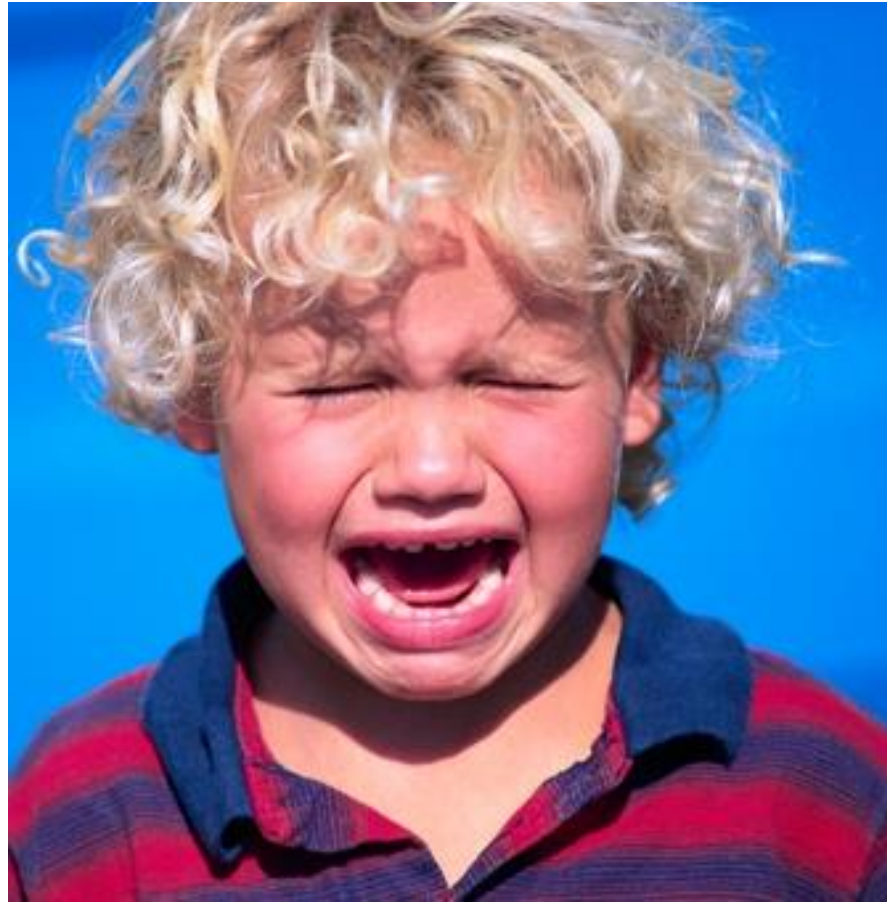


# Big Emotions





# Trajectory of Challenging Behavior



# What Families Say



# What Teachers Say...

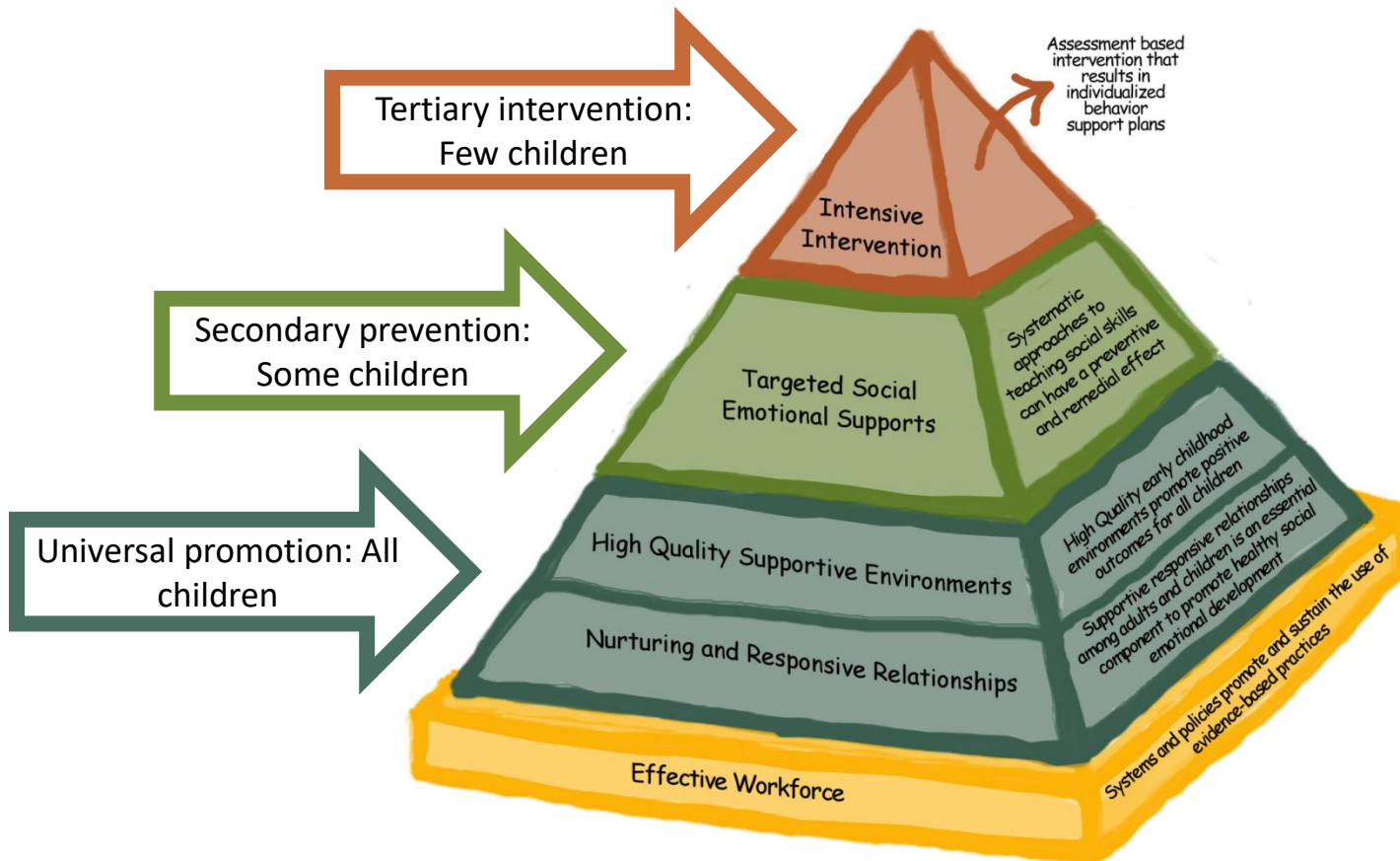


# Our Focus....

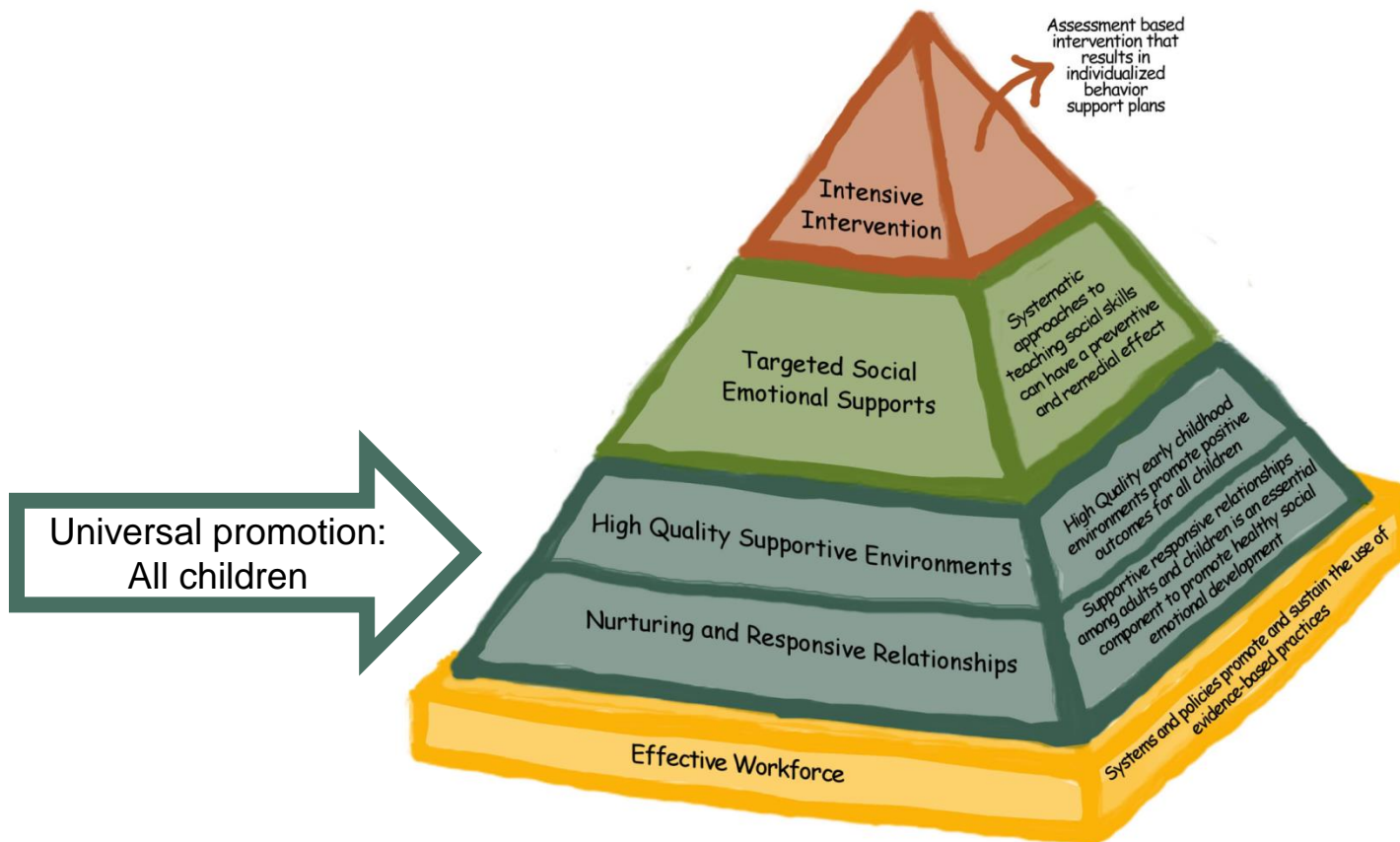
- Adopting a posture of **support**:
  - Supporting all children
  - Supporting all families
  - Supporting all teachers and providers
- Promoting **confidence** and **competence**
- Supporting **inclusion**, not exclusion



# The Pyramid Model: Promoting Social-Emotional Competence and Addressing Challenging Behavior



# The Pyramid Model: Promoting Social-Emotional Competence and Addressing Challenging Behavior



“An ounce of prevention is worth a  
pound of cure.”

- Benjamin Franklin



# It's all about relationships





**“Every child needs one person  
who is irrationally crazy about him.”**

Uri Bronfenbrenner



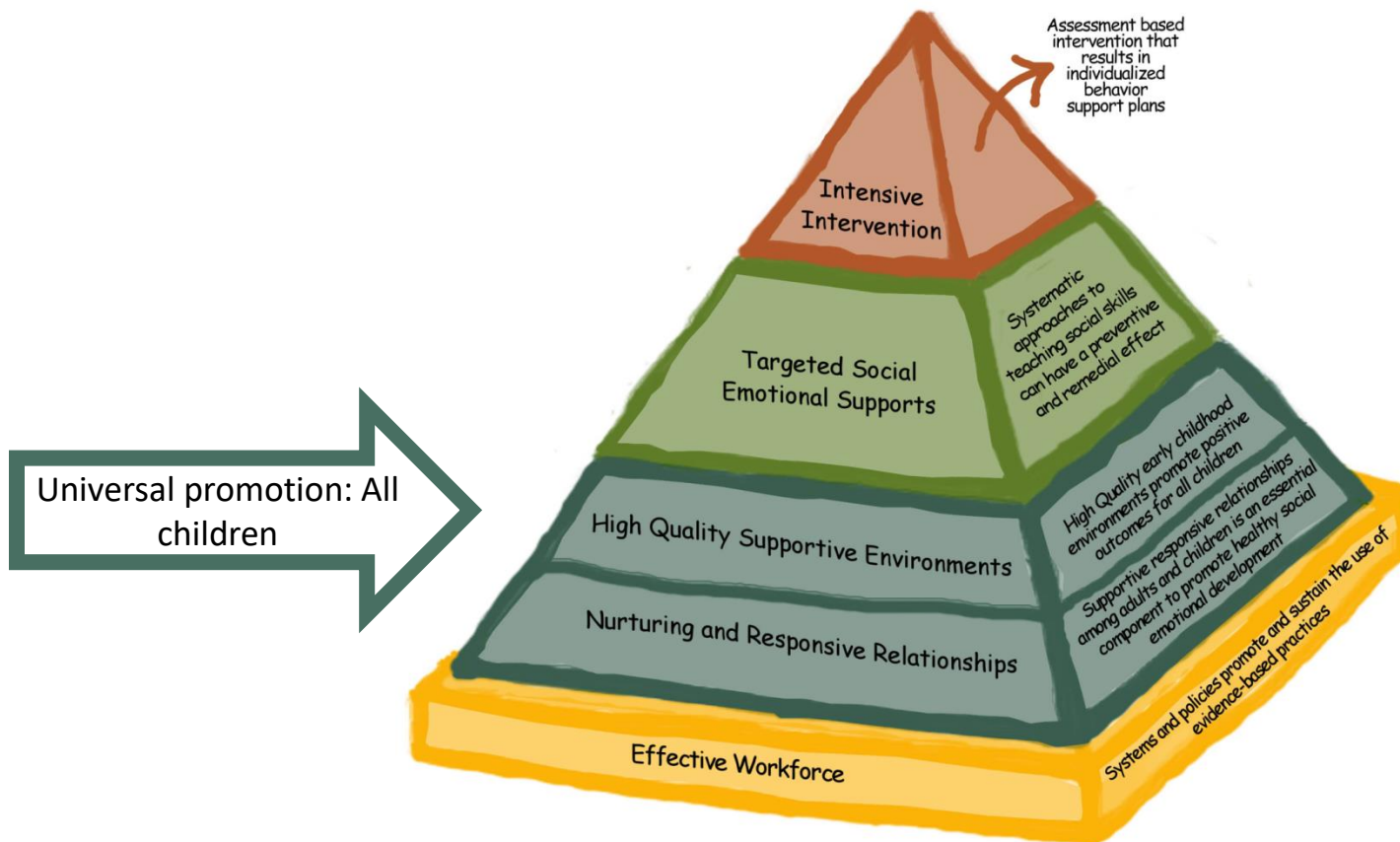
# Building Relationships with Every Child



**“Parents need to know that we care  
before they care what we know”  
(Klass, 1997)**



# The Pyramid Model: Promoting Social-Emotional Competence and Addressing Challenging Behavior





# Supportive Environments

- Predictable and consistent schedules
- Clear expectations
- Minimal number of well designed transitions
- Developmentally appropriate, appropriately challenging, engaging activities
- Planned social opportunities
  - Think, pair, share
  - Peer buddies
  - Cooperative learning activities
- Individualized supports

**When children know what to do, how to do it, and are engaged, they are much less likely to be engaging in challenging behavior**



# Creating Environments to Support Children's Engagement and Prevent Challenging Behavior



# Individual Supports





# The Pyramid Model: Promoting Social-Emotional Competence and Addressing Challenging Behavior



**“If a child doesn’t know how to read, *we teach.*”**

**“If a child doesn’t know how to swim, *we teach.*”**

**“If a child doesn’t know how to multiply, *we teach.*”**

**“If a child doesn’t know how to drive, *we teach.*”**

**“If a child doesn’t know how to behave, *we.....*  
*.....teach?* *.....punish?*”**

**“Why can’t we finish the last sentence as automatically as we do the others?”**

**Tom Herner (NASDE President ) Counterpoint 1998, p.2)**

# Expectations



# Friendship Skills



I Can Be a SUPER FRIEND!







Happy



Sad



Proud



Embarrassed

# Emotions



Loved



Scared



Angry



Frustrated

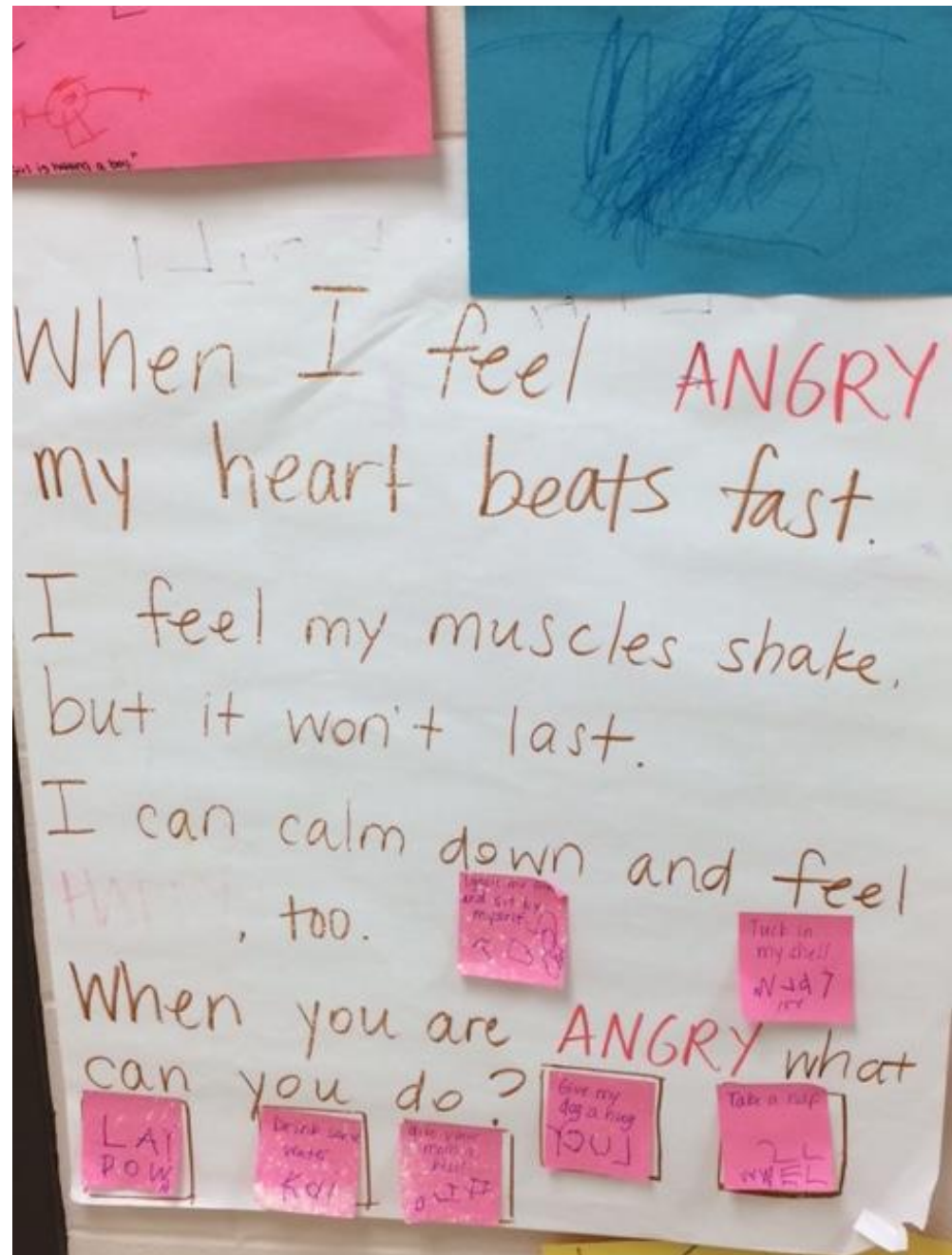


Lonely



Nervous

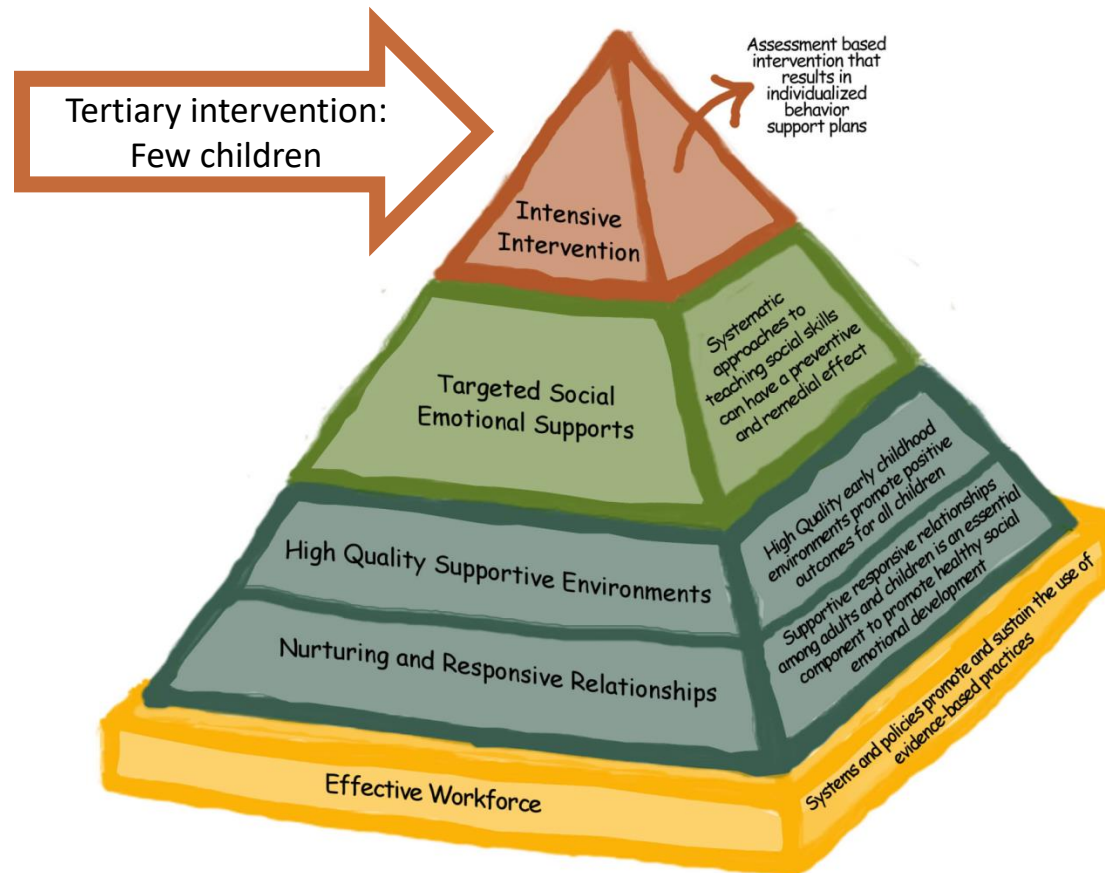
# Calm Down Strategies



# Social Problem Solving



# The Pyramid Model: Promoting Social-Emotional Competence and Addressing Challenging Behavior



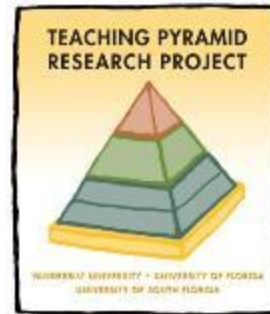


# Tertiary: Individualized Intensive Interventions

- Comprehensive interventions across all settings
- Assessment-based
- Collaborative team
- Skill-building



# Evaluating the Efficacy of Classroom-Wide Implementation



Mary Louise Hemmeter, Vanderbilt University  
Lise Fox, University of South Florida  
Patricia Snyder, University of Florida  
James Algina, University of Florida

Funded by the Institute of Education Sciences R324A07212; R324A120178

# Status of Pyramid Practices in EC Classrooms

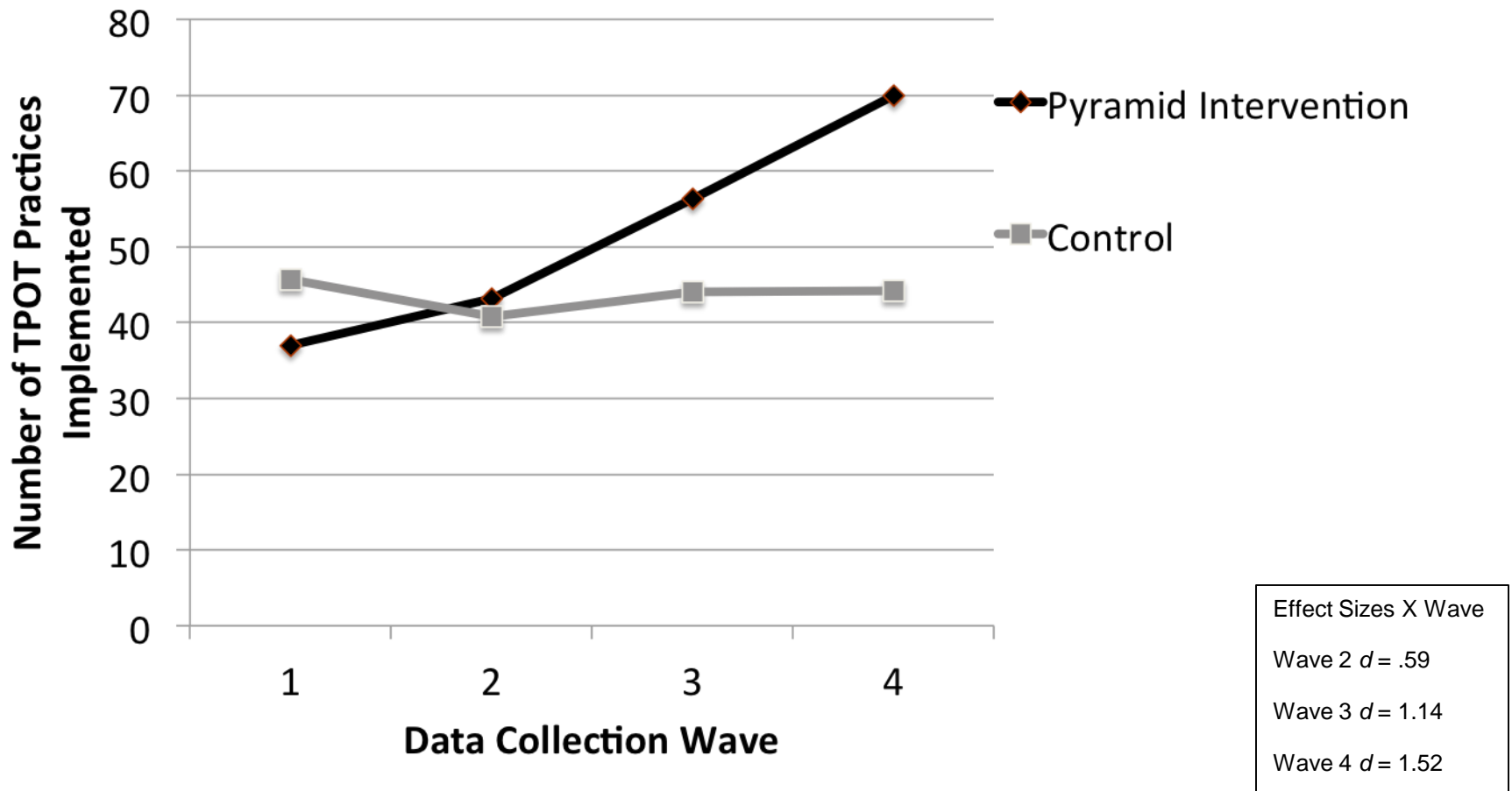
	TPOT study n=50		Efficacy study n=40		Distance coaching n=33	
	Mean	Range	Mean	Range	Mean	Range
Environ- mental items	6.0	3-7	5.05	3-6	6.34	4-7
Red flags	3.0	0-11	3.75	1-10	2.13	0-7
Percent of indicators	39.1%	14% to 73%	38.24%	16% to 74%	39.87%	14% to 66%

# Practice-Based Coaching





# Teacher Implementation of Pyramid Model Practices



# Observations of Target Children's Social Skills

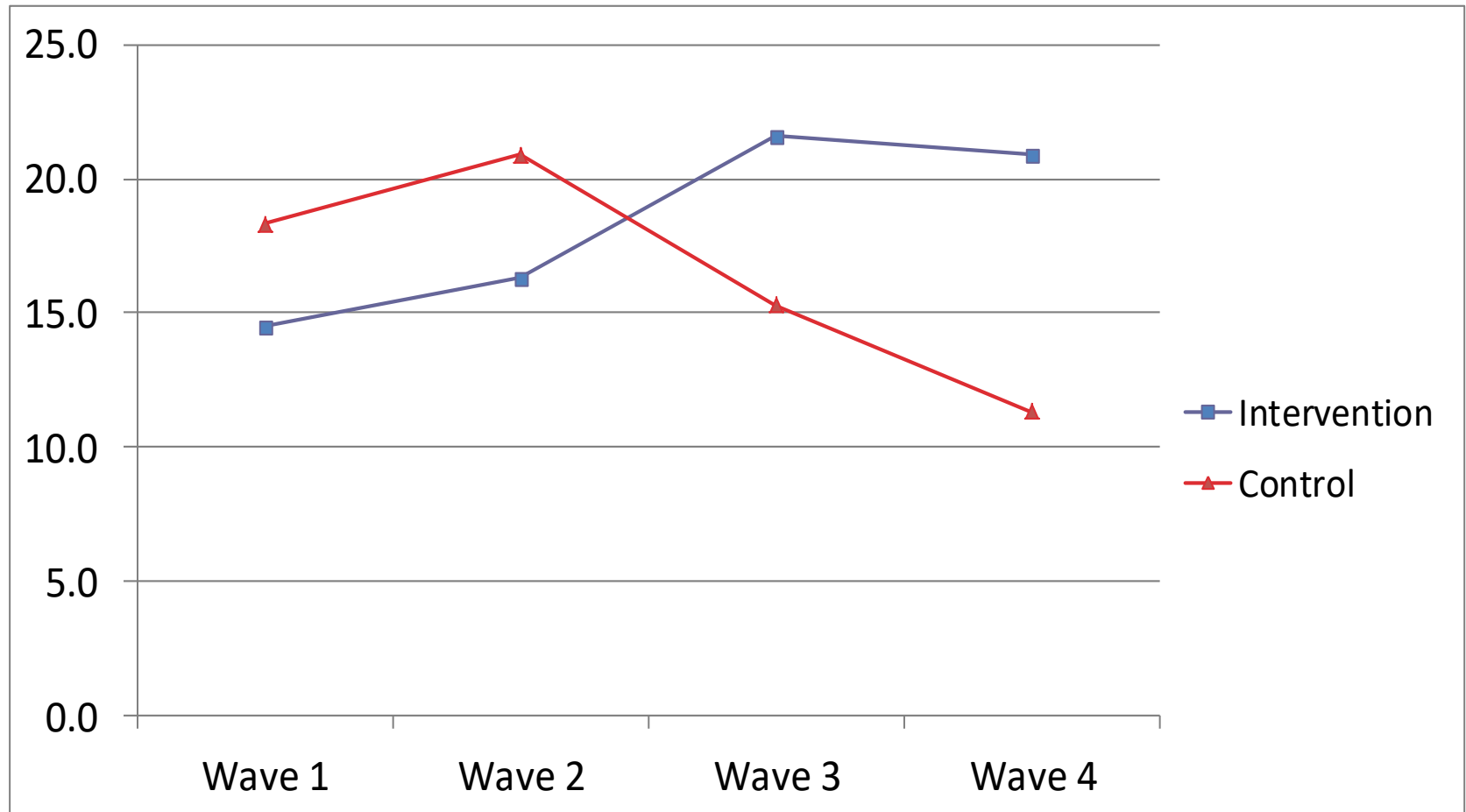


Figure 2. Mean frequency of positive social interactions during 60 min observation session across waves for Cohort 1 target children whose teachers were in the intervention or control condition. An average of the frequency of positive social interactions for the 2 to 3 target children in each classroom was used to derive the means reported for each group at each wave.

# Fidelity Matters

	Fidelity			Inter-rater agreement on fidelity		
	Mean	SD	Range	Mean	SD	Range
<b>Across sessions</b>	93.71%	10.33%	40.00-100.00%	90.83%	11.58%	40.00-100.00%

# Sustainability Year Findings— Intervention Group

Key Pyramid Model Practices			
Wave	Mean	Mean Difference	Effect Size
<b>Wave 4 (Intervention Year)</b>	<b>59.13</b>		
Wave 5	58.67	-0.46	-0.03
Wave 6	57.30	-1.83	-0.12
Wave 7	54.39	-4.7	-0.30
Wave 8	57.43	-1.69	-0.11

Dependent samples *t* tests comparing the mean for intervention teachers at Wave 4 to the mean at each of Waves 5 to 8. Standard errors of the single-level analyses were corrected for clustering.

Findings show teachers in intervention condition generally sustained their use of Pyramid Model practices at similar level to Wave 4 in primary study year.



# Teacher Feedback – Focus Groups



# Implementation Issues

- Findings:
  - Coaching has positive effects on teacher implementation of Pyramid practices
  - Evidence that change in teacher practice is related to changes in children's social skills and challenging behavior
  - Fidelity is related to differences in child outcomes
  - Teachers are satisfied with the intervention and the outcomes
- What does it take?
  - Coaching protocol that is implemented with fidelity
  - Dosage of coaching is measured and reported

# Issues Related to Scaling Up

- Dosage of coaching might vary based on:
  - Content of coaching
  - Teacher entry skills or characteristics
  - Other supports for implementation
- Program wide implementation
  - All staff focused on common approach
  - Behavior support personnel
  - Opportunities for peer support
- Training and support for coaches
- Deciding on the focus of coaching – integration with other initiatives





# Program Wide Implementation?

- Make a program wide commitment to all children
- Develop program policies that reduce the likelihood of suspension/expulsion
- Support teachers:
  - Coaching and support in the classroom
  - Reduce stress
- Engage with families around promotion, prevention and intervention

- Develop process around behavior support for children with the most persistent problem behavior
- Provide access to mental health consultants
- Use data to track program incidences, behavior support planning, implementation etc.

# Outcomes Associated with Program Wide Implementation

- Improvements in classroom quality
- More intentional instruction around social skills and emotional competencies
- Better relationships with families
- Decrease in problem behavior, increase in social skills
- Decrease MH dollars spent on intervention
- Decrease turnover

# Challenges to Program Wide Implementation

- Need for Variations for Different Program Types
  - Center wide – Head Start and Child Care
  - Pre-K in Public Schools – link to school based PBIS work
- Capacity Issues
  - Within child care, lack of resources
  - Across program types, access to expertise around behavior and young children

# What has to happen at the state level?

- Adopt state policies that reduce the likelihood of expulsion/suspension
  - Suspension/expulsion policies
  - Ratios
- Build State data systems to track suspensions and expulsions
- Enhance or build state PD systems around:
  - Training teachers
  - Training behavior support/mental health providers
  - Supporting programs



# Implementation Science: Formula for Success

Effective and Socially Valid Practices

+

Effective Implementation Methods

+

Implementation Supports

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Meaningful Outcomes

Fixsen & Blase, 2012

## 4 Essential Structures

State Leadership  
Team

PDN of Program  
Coaches

Implementation  
Sites

Demonstration  
Sites

Data

# 1. State Leadership Team

- Is a committed, cross-agency group
- Meets monthly; uses effective meeting strategies
- Establishes implementation sites, program coaches
- Secures resources
- Provides infrastructure
- Builds political investment
- Uses and supports the use of data
- Works to sustain initial effort and to scale up statewide
- Uses the SLT Benchmarks of Quality

## 2. Professional Development Network (PDN) of Program Coaches

(master cadre, external coaches, etc)

- Deep knowledge of Pyramid Model
- Skilled at providing professional development
- Guide program leadership teams in implementation sites
- Guide practitioner coaches
- Ensure data collection and guide data decision-making
- Link to state team
- Scale-up by providing training to additional cohorts of implementation programs

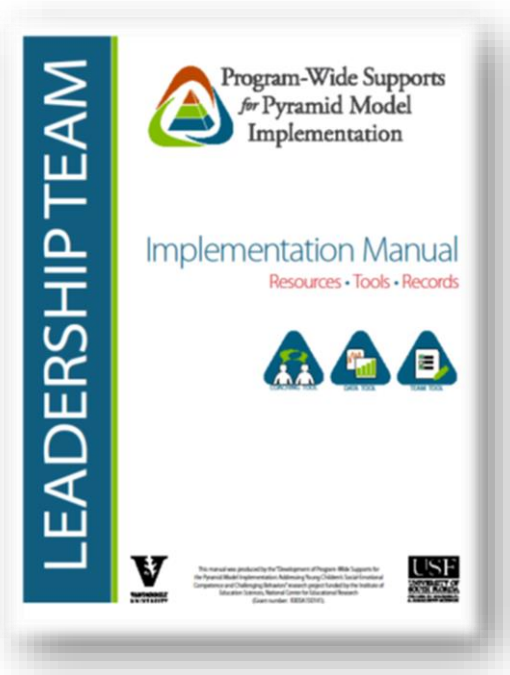
### 3. Implementation and Demonstration Sites





# Program-wide Leadership Team

- Broad representation
- Regular meetings
- Development of an implementation plan
- Use of data for decision-making related to implementation and outcomes
- Uses the PLT Benchmarks of Quality



# Program-Wide Demonstrations of High Fidelity Implementation

1. High fidelity demonstrations that exemplify the value of the implementation of the Pyramid Model
2. Demonstration programs help build the political will needed to scale-up and sustain Pyramid Model implementation
3. Demonstration programs provide a model for other programs and professionals, “seeing is believing”
4. Demonstration programs “ground” the work of the state team in the realities and experiences of programs and professionals

## 4. A Data Decision-Making Approach

- Outcomes are identified
- Fidelity and outcomes are measured
- Data are summarized and used to:
  - Identify training needs
  - Deliver professional development and coaching
  - Make programmatic changes
  - Problem solve around specific children or issues
  - Ensure family and child success
- Data collection AND ANALYSIS is an ongoing process

# Data Decision-Making

- Implementation
  - Benchmarks of Quality
  - TPOT, TPITOS, EIPPPFI
  - Coaching Logs
- Child
  - Behavior Incidents (BIR)
  - Rating Scales
  - Curriculum-based progress monitoring
  - Behavior/skill progress monitoring
- Families





# Illinois State Board of Education

## **NAECS Roundtable**

**May 30, 2019**

## **Pyramid Model Implementation in Illinois**

**Jenny Metcalf**

**Early Childhood Consultant**



# Preschool Expansion Grant

- Federal grant served children through 18 communities, within 25 grantees (school districts and community based programs)
- State match requirement - expanded model to include state funded programs
- Additional money is committed to invest in this model for 2019-2020 school year
- Requirements included a social-emotional curriculum and mental health consultation

# Why the Pyramid Model?

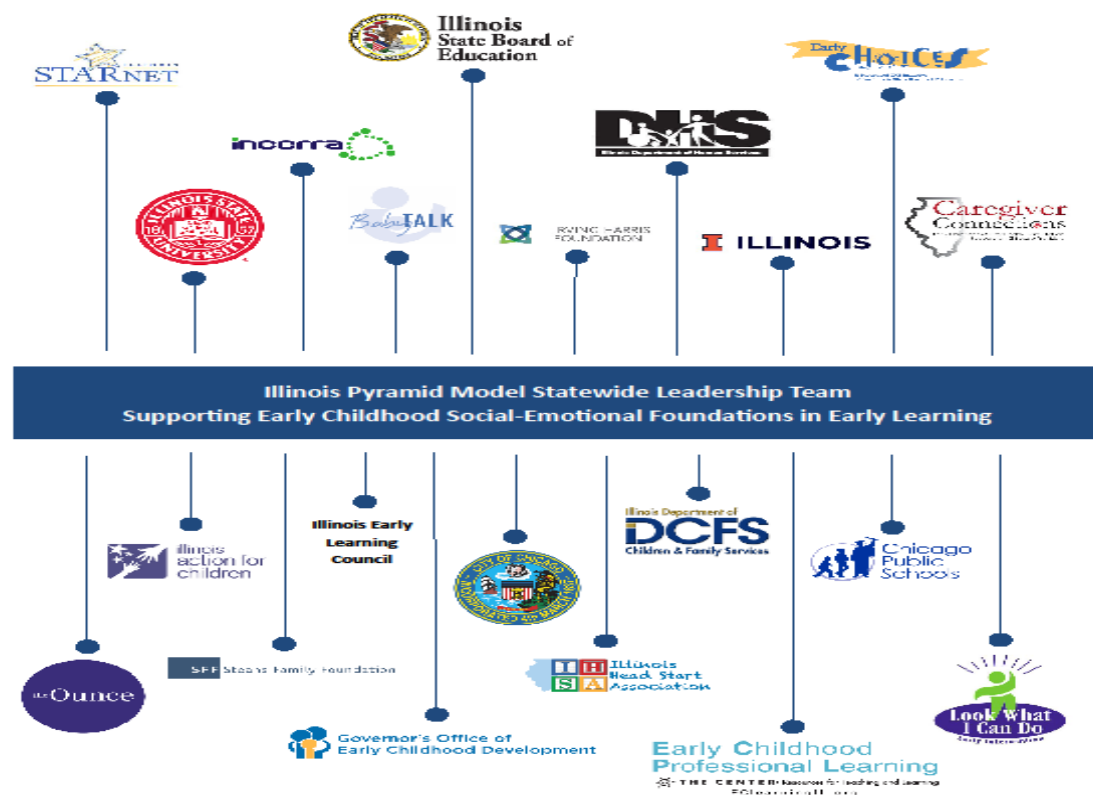
- Teacher feedback indicated increasing number of challenging behaviors and the need for additional support
- Suspension and Expulsion Legislation
- Cross sector vision to support social emotional competencies in young children

# Statewide Implementation and the Preschool Expansion Pilot

- 2017 Illinois became the 31<sup>st</sup> Pyramid Model state
- Supplemental Federal Funding for Preschool Expansion Pilot
- Statewide Leadership Team was formed

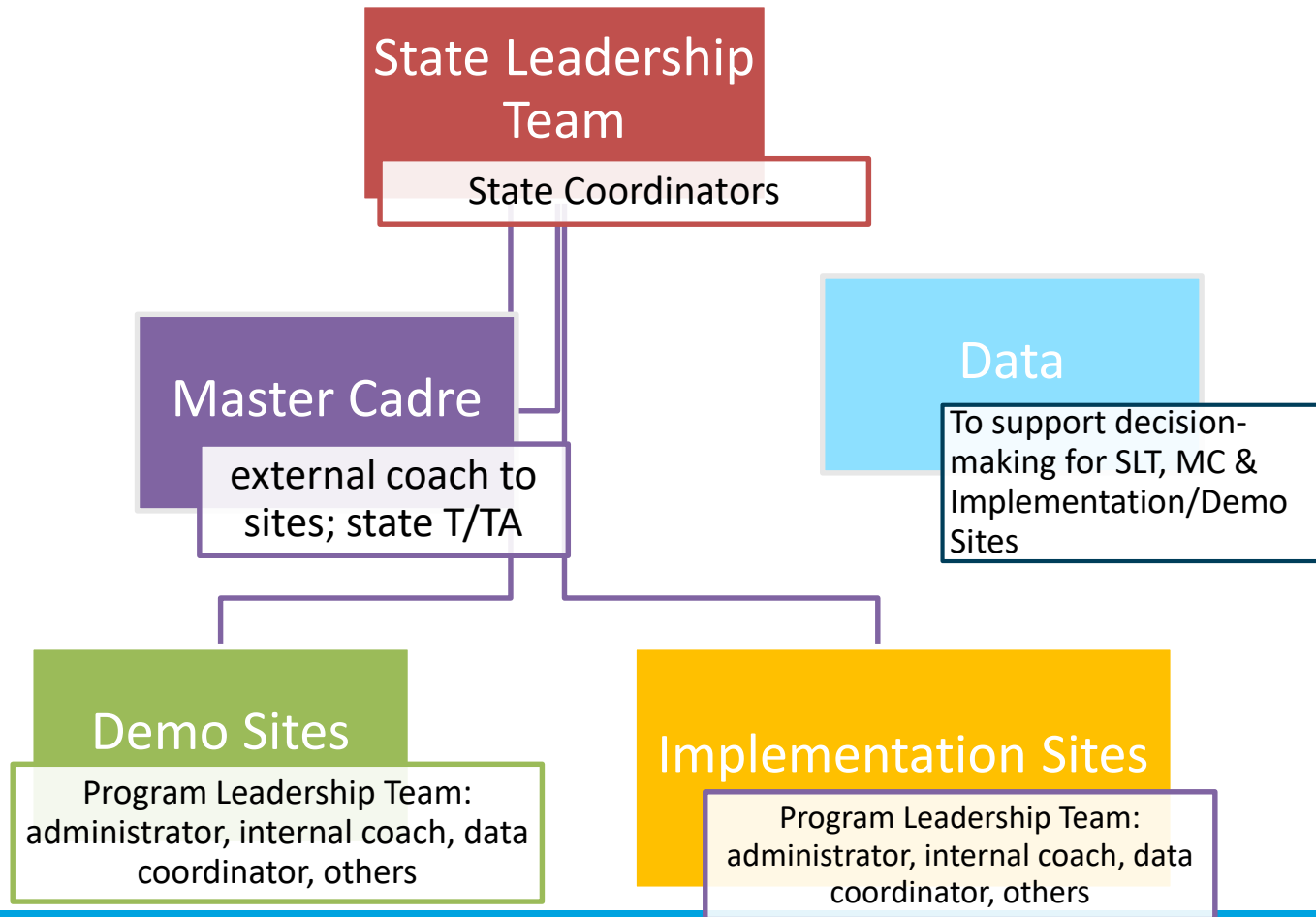


# Building a Collaborative System: Statewide Leadership Team



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# System Components



# Building Capacity in T/TA Systems

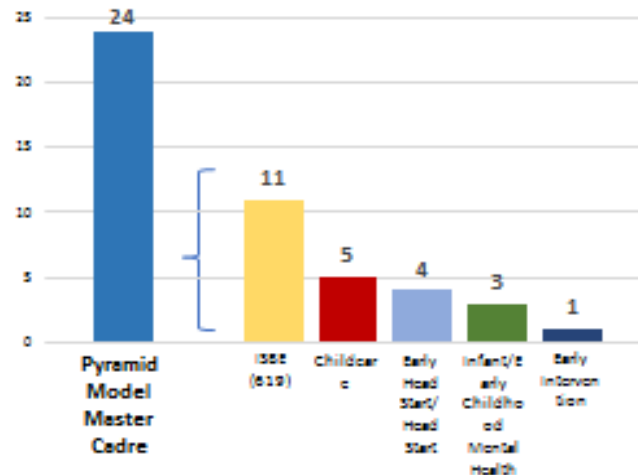
- Illinois State Board of Education
- Early Head Start/Head Start
- Child Care
- Infant/Early Childhood Mental Health
- Early Intervention





# Building Capacity in T/TA Systems: Master Cadre

In 2018, with funding from the Federal  
Preschool Development Grant –  
Expansion, Illinois launched its first  
**Pyramid Model Master Cadre of 24  
individuals** across B-5 PD systems.



# Building Capacity in Programs: Preschool Expansion Pilot

- Programs formed a Leadership Team which included: Administrator, Teaching Staff Instructional Leader, Family Educator, Mental Health Consultant, Behavior Specialist (Psychologist/Social Worker)
- Leadership Team meets monthly for 1-2 hours with an external process coach
- Attend 2 day Leadership Implementation Launch
- Attend trainings on targeted workshops
- Commit to sharing data



# The Illinois Pyramid Model Journey: Stages of Program Implementation

## Exploration

- Determine whether this model meet our needs
- Determine whether staff and administrators are committed to implementing the Pyramid Model
- Ensure that you have the resources you need to participate

## Installation

- Program Leadership Team begins meeting and completes Program Inventory
- Plan resources (space, subs, etc.) for training
- Training begins
- Coaching begins
- Plans for working with center families are underway
- Establish data and communication systems
- Collect child, teacher and program data
- Data-based decision making

## Initial Implementation

- Program Leadership Team continues to meet, setting goals based on BoQ
- Cohort Classroom implements Pyramid Model practices with fidelity
- Coaching for program-wide implementation begins
- Data system is in place
- Communication system within program (teachers, administration and families) is in place and program is an active partner with regional EC Community.
- Leadership team makes plans for sustainability and scale up

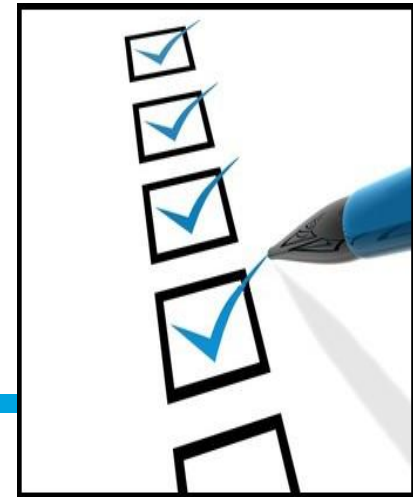
## Full Implementation

- Program Leadership Team continues Program Inventory review and Goal-setting process.
- All systems are in-place and operational, including leadership team, ongoing training and coaching, data collection and use, and communication
- Implementation with fidelity is program wide – evidence that all adults and children are involved
- Identify demonstration site



# Results of Administrator Survey Regarding Pyramid Model Implementation: Dec. 2018

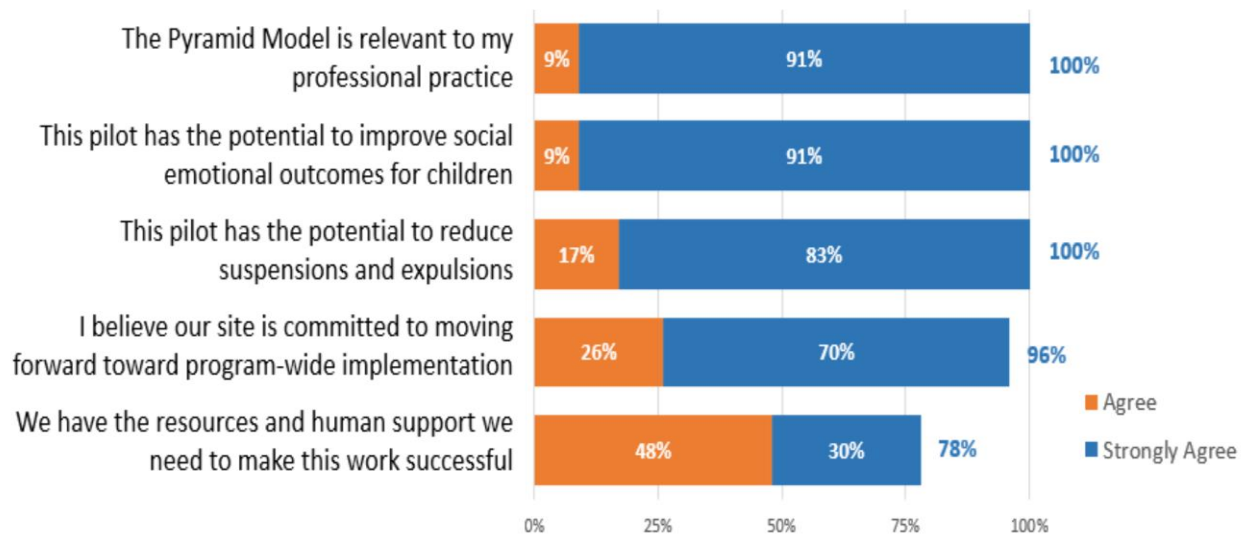
- Pyramid Model Consortium distributed an online Participant Survey to each program's Leadership Team
- All 22 sites completed the survey, for a 100% response rate.
- The survey was designed to assess participation in training and overall early Pyramid Model implementation efforts.



# Mid-point data from pilot

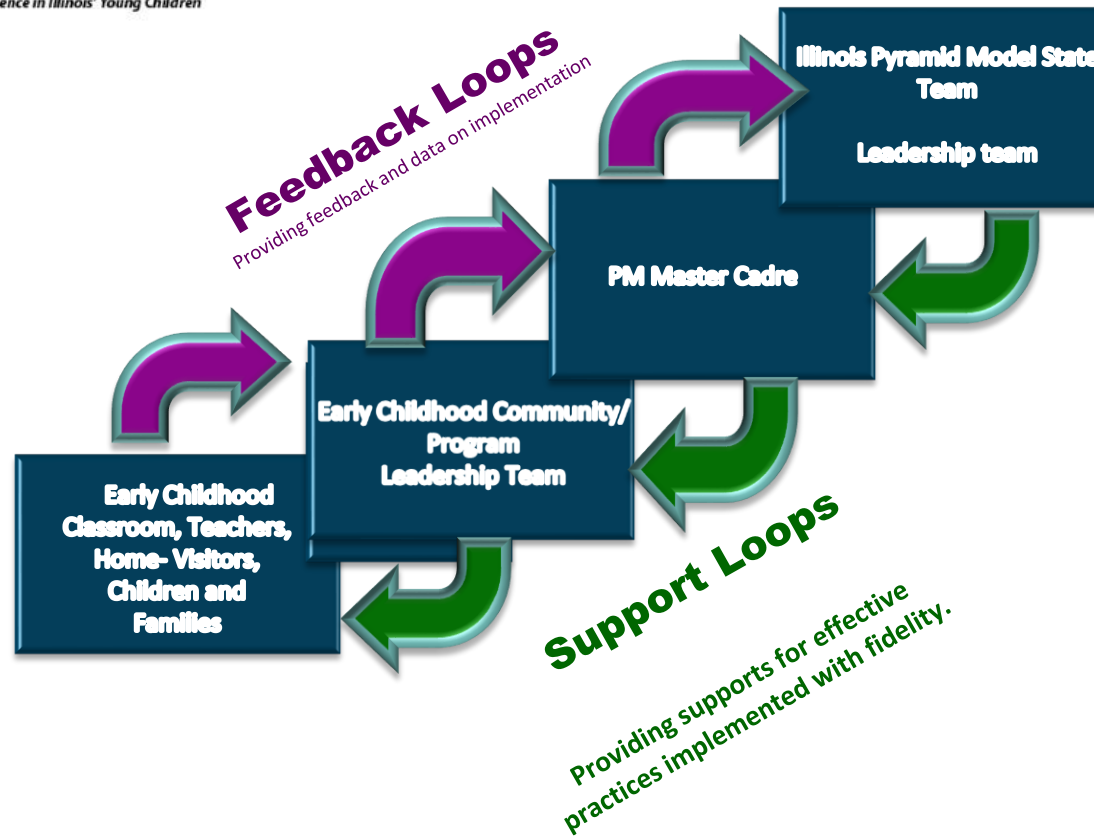
As shown in **Figure 5**, all survey respondents find the Pyramid Model to be relevant to their professional practice. They also believe the model has the potential to deliver important benefits – *improving social emotional outcomes for children, and reducing suspensions and decreasing program expulsions*. The vast majority (96%) also perceive their site to be committed to moving forward toward program-wide implementation.

**Figure 5. Percent of Respondents in Agreement with the Potential of the Pyramid Model Approach**





Promoting Social Emotional Competence in Illinois' Young Children



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# Types of data

- Readiness checklist
- Benchmarks of Quality
- Teaching Pyramid Observation Tool (TPOT)
- Behavior Incident Reports

# Illinois Readiness Checklist

*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>Excelsior</u> Circle of Quality, and/or NAEYC Accreditation) is your program aligned with quality standards?			
9. Does your program currently promote ongoing professional development related to			



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# Key Components - 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

# Levels of Implementation

## LEVEL 1: Beginning Site

- \* Access Pyramid Model Training content, Implicit Bias
- \* Practice Based Coaching
- \* View Administrator Webinar

## LEVEL 2: Practicing Site

- \* Active Leadership Team
- \* Implementation Plan based on Program Wide
- \* Benchmarks of Quality

## LEVEL 3: High Fidelity Site

- \* Use of TPOT and/or TPITOS
- \* 80% or higher of PM Practices
- \* Internal coach

## Level 4: Mentor/ Demo Site

- \* Support other Level 2/3 programs
- \* Available for Level 2/3 to see it in action



# Next steps

- Seek funding for additional master cadre
- Secure more cohorts through a fee for service opportunity
- Continue to work towards getting all entities on board
- Community wide expansion
- Connect to higher education

# What is the BIRS 2.0?

- The Behavior Incident Reporting System (BIRS) collects and analyzes behavior incidents in early childhood settings – similar to tracking of Office Discipline Referrals; **BUT DIFFERENT**
- Initially developed in 2010 (TACSEI); revised by the Pyramid Equity Project
  - Identifies disproportionate discipline
  - Tracks suspensions and expulsions

<https://challengingbehavior.cbcs.usf.edu/Implementation/data/BIRS.html>



# BIR Form

- Categories:
  - Problem Behavior
  - Activity
  - Others Involved
  - Possible Motivation
  - Response
  - Administrative Follow-up

Behavior Incident Report										
Classroom ID:			Child ID:							
Date:		Time:								
Program ID: _____										
Behavior Description:										
Problem Behavior (check most intrusive)										
<input type="checkbox"/> Physical aggression	<input type="checkbox"/> Non-compliance	<input type="checkbox"/> Repetitive behaviors								
<input type="checkbox"/> Disruption/Tantrums	<input type="checkbox"/> Social withdrawal/Isolation	<input type="checkbox"/> Hurting self								
<input type="checkbox"/> Inconsolable crying	<input type="checkbox"/> Running away	<input type="checkbox"/> Trouble falling asleep								
<input type="checkbox"/> Verbal aggression	<input type="checkbox"/> Breaking/Destroying objects or items	<input type="checkbox"/> Other: _____								
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Unsafe behaviors									
Activity (check one)										
<input type="checkbox"/> Arrival	<input type="checkbox"/> Outdoor play	<input type="checkbox"/> Departure								
<input type="checkbox"/> Circle/Large group activity	<input type="checkbox"/> Special activity	<input type="checkbox"/> Therapy								
<input type="checkbox"/> Small group activity	<input type="checkbox"/> Field trip	<input type="checkbox"/> Quiet time/Nap								
<input type="checkbox"/> Centers/Indoor play	<input type="checkbox"/> Self-care/Bathroom	<input type="checkbox"/> Transportation								
<input type="checkbox"/> Diapering	<input type="checkbox"/> Transition	<input type="checkbox"/> Individual activity								
<input type="checkbox"/> Meals	<input type="checkbox"/> Clean-up	<input type="checkbox"/> Other: _____								
Others Involved (check one)										
<input type="checkbox"/> Teacher	<input type="checkbox"/> Family Member	<input type="checkbox"/> Transportation driver								
<input type="checkbox"/> Assistant Teacher	<input type="checkbox"/> Support/Administrative staff	<input type="checkbox"/> Kitchen staff								
<input type="checkbox"/> Peers	<input type="checkbox"/> Substitute	<input type="checkbox"/> None								
<input type="checkbox"/> Therapist	<input type="checkbox"/> Classroom volunteer	<input type="checkbox"/> Other: _____								
Possible Motivation (check one)										
<input type="checkbox"/> Obtain desired item	<input type="checkbox"/> Gain adult attention/comfort	<input type="checkbox"/> Avoid sensory								
<input type="checkbox"/> Obtain desired activity	<input type="checkbox"/> Avoid adults	<input type="checkbox"/> Don't know								
<input type="checkbox"/> Gain peer attention	<input type="checkbox"/> Avoid task	<input type="checkbox"/> Other: _____								
<input type="checkbox"/> Avoid peers	<input type="checkbox"/> Obtain sensory									
Response (check one or the most intrusive)										
<input type="checkbox"/> Verbal reminder	<input type="checkbox"/> Provide physical comfort	<input type="checkbox"/> Teacher contact family								
<input type="checkbox"/> Redirect to different activity/toy	<input type="checkbox"/> Curriculum modification	<input type="checkbox"/> Time out								
<input type="checkbox"/> Move within group	<input type="checkbox"/> Re-teach/Practice expected behavior	<input type="checkbox"/> Physical guidance								
<input type="checkbox"/> Remove from activity	<input type="checkbox"/> Loss of activity	<input type="checkbox"/> Physical hold/Restrain								
<input type="checkbox"/> Remove from area	<input type="checkbox"/> Time with a teacher	<input type="checkbox"/> Other: _____								
<input type="checkbox"/> Remove item	<input type="checkbox"/> Time in a different classroom or adult outside of classroom									
Administrative Follow-Up (check one or most intrusive)										
<input type="checkbox"/> Not applicable	<input type="checkbox"/> Targeted group intervention	<input type="checkbox"/> Conditional enrollment								
<input type="checkbox"/> Talk with child	<input type="checkbox"/> Temporary removal from classroom	<input type="checkbox"/> Transfer to another program								
<input type="checkbox"/> Contact family	<input type="checkbox"/> Sent home for remainder of day	<input type="checkbox"/> Reduce hours in program								
<input type="checkbox"/> Family meeting	<input type="checkbox"/> Sent home for 1 or more days	<input type="checkbox"/> Dismissal from program								
<input type="checkbox"/> Arrange behavioral consultation/team		<input type="checkbox"/> Other: _____								
Comments:										
If this is the first BIR for the child, please select the following demographic information: <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> Male</td> <td><input type="checkbox"/> IEP in place</td> <td rowspan="3">Select ONE: <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Two or more races <input type="checkbox"/> White</td> </tr> <tr> <td><input type="checkbox"/> Female</td> <td><input type="checkbox"/> No IEP</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Dual language</td> </tr> </table>				<input type="checkbox"/> Male	<input type="checkbox"/> IEP in place	Select ONE: <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Two or more races <input type="checkbox"/> White	<input type="checkbox"/> Female	<input type="checkbox"/> No IEP		<input type="checkbox"/> Dual language
<input type="checkbox"/> Male	<input type="checkbox"/> IEP in place	Select ONE: <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Two or more races <input type="checkbox"/> White								
<input type="checkbox"/> Female	<input type="checkbox"/> No IEP									
	<input type="checkbox"/> Dual language									

# BIR Analytic Elements

Measure	Analysis	Factors
<b>Behavior incident frequency</b>	<ul style="list-style-type: none"><li>• Program</li><li>• Classroom</li><li>• Child</li></ul>	<ul style="list-style-type: none"><li>• Type of Problem Behavior</li><li>• Activity</li><li>• Others involved</li><li>• Possible motivation</li><li>• Strategy/Response</li><li>• Administrative follow-up</li></ul>
<b>Disproportionality</b>	<ul style="list-style-type: none"><li>• BIR Composition</li><li>• BIR Risk</li><li>• Risk Ratio</li></ul>	<ul style="list-style-type: none"><li>• Race/Ethnicity</li><li>• Gender</li><li>• IEP status</li><li>• DLL</li></ul>

# Tracking Administrative Actions

- Expulsion/Dismissal
- In School Suspension
  - Temporary removal from classroom
  - Time in different classroom or with adult outside the classroom
- Short Term Suspension
  - Sent home for remainder of day
- Suspension
  - Sent home for one or more days - Child is sent home and not allowed to return to school for one or more days.

# Equity Profile Alerts

INCIDENT ALERTS	
<a href="#">Check Race/Ethnicity Equity Profile</a> <a href="#">Check Gender Equity Profile</a>  <a href="#">Check DLL Status Profile</a>	
IN-SCHOOL SUSPENSION ALERTS	OUT-of-SCHOOL SUSPENSION ALERTS
<a href="#">Check IEP Status ISS Equity Profile</a> <a href="#">Check DLL Status ISS Equity Profile</a>	<a href="#">Check Race/Ethnicity OSS Equity Profile</a> <a href="#">Check Gender OSS Equity Profile</a>
DISMISSAL ALERTS	
<a href="#">Check IEP Status Dismissal Equity Profile</a>	

# Statements

<i>Diff. in R Comp.</i>	The percentage of BIRs attributed to Asian children is 7.2 percentage points lower than expected given Asian children's percentage of the child enrollment.
<i>BIR Comp.</i>	Of the 721 BIRs generated, 0% were attributed to Asian children.
<i>Risk</i>	Of the 20 Asian children, 0% have at least one BIR.

## Black or African American

<i>Child Comp.</i>	Of the 38 children who received at least one BIR, 2.6% are Black or African American; this group comprises 3.6% of the total child enrollment.
<i>BIR Ratio</i>	The average number of BIRs per child for Black or African American children is 1.15 times the BIR Rate for all other children.
<i>BIR Rate</i>	Children identified as Black or African American receive an average of 3 BIRs per child.
<i>Risk Ratio</i>	Black or African American children are 0.72 times more likely to have at least one BIR than all other children.
<i>Diff. in C Comp.</i>	Black or African American children's representation among children who receive BIRs is 1 percentage points lower than expected given Black or African American children's percentage of the child enr
<i>Diff. in R Comp.</i>	The percentage of BIRs attributed to Black or African American children is 0.5 percentage points higher than expected given Black or African American children's percentage of the child enrollment.
<i>BIR Comp.</i>	Of the 721 BIRs generated, 4.2% were attributed to Black or African American children.
<i>Risk</i>	Of the 10 Black or African American children, 10% have at least one BIR.

## Hispanic or Latino of any race

<i>Child Comp.</i>	Of the 38 children who received at least one BIR, 76.3% are Hispanic or Latino of any race; this group comprises 56.5% of the total child enrollment.
<i>BIR Ratio</i>	The average number of BIRs per child for Hispanic or Latino of any race children is 0.92 times the BIR Rate for all other children.
<i>BIR Rate</i>	Children identified as Hispanic or Latino of any race receive an average of 2.52 BIRs per child.
<i>Risk Ratio</i>	Hispanic or Latino of any race children are 2.48 times more likely to have at least one BIR than all other children.
<i>Diff. in C Comp.</i>	Hispanic or Latino of any race children's representation among children who receive BIRs is 19.8 percentage points higher than expected given Hispanic or Latino of any race children's percentage of the
<i>Diff. in R Comp.</i>	The percentage of BIRs attributed to Hispanic or Latino of any race children is 2 percentage points lower than expected given Hispanic or Latino of any race children's percentage of the child enrollment
<i>BIR Comp.</i>	Of the 721 BIRs generated, 54.5% were attributed to Hispanic or Latino of any race children.
<i>Risk</i>	Of the 156 Hispanic or Latino of any race children, 18.6% have at least one BIR.

[Problem Behavior](#)
[Activity](#)
[Others Involved](#)
[Possible Motivation](#)
[Response](#)
[Admin Follow Up](#)
[Classroom Summary](#)
[Child Summary](#)
[Distribution by Class ID](#)
[RaceEthnicity Profile](#)
[Gender Profile](#)

# BIRS: Data-Based Decision Making Guide

## Behavior Incident Report System:

### Data-Based Decision-Making Guide



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Rev. 12/03/18

System: Data-Based Decision-Making Guide

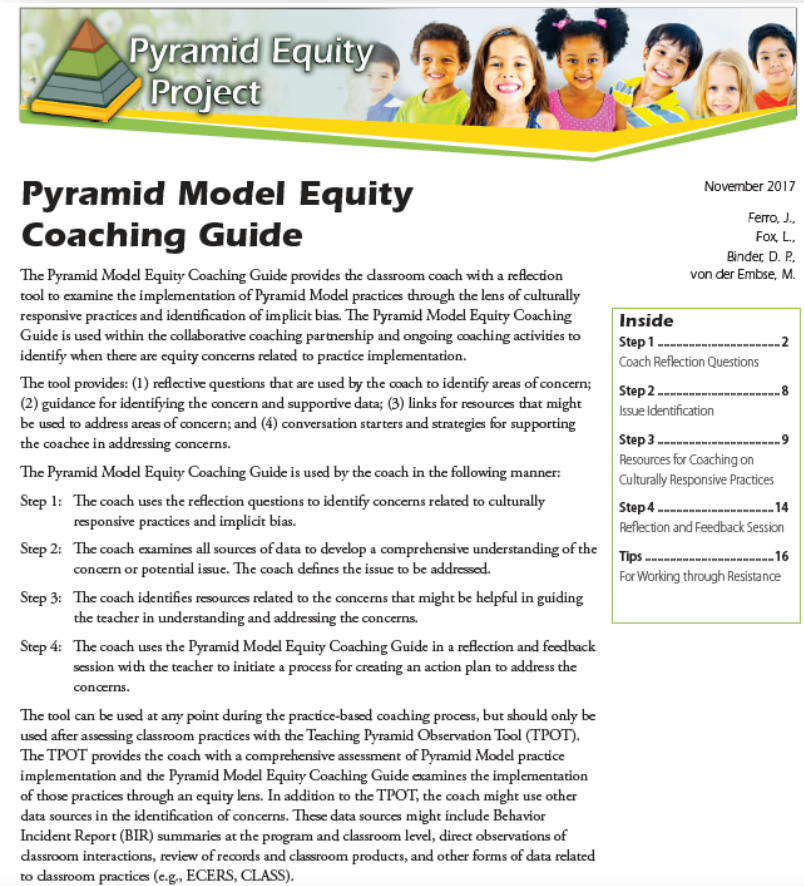
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# Pyramid Model Equity Coaching Guide

- Resource for classroom coaches
- Not an additional fidelity of implementation measure
- Is part of collaborative practice-based coaching process



<https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model-Equity-Coaching-Guide.pdf>

# The Promise, The Challenge



# The Promise, The Challenge



# Visit us online at ChallengingBehavior.org



The screenshot shows the homepage of the National Center for Pyramid Model Innovations (NCPMI). At the top, the NCPMI logo is on the left, and a search bar with social media icons (Facebook, Twitter, Email) and a 'Resource Library' link is on the right. A dark blue navigation bar contains links for 'About', 'Pyramid Model', 'Implementation', 'Training & Technical Assistance', and 'Pyramid Nation'. The main banner features a large graphic of four arrows (orange, green, dark blue, and teal) pointing right, each containing an icon and text: CSEFEL (sun icon), Pyramid Model (pyramid icon), and TACSEI (taxi icon). To the right of the arrows is the NCPMI logo and the text 'National Center for Pyramid Model INNOVATIONS'. Below the banner is a quote: 'When great efforts come together, amazing things happen.' with an 'About Us' button. The page is divided into two columns. The left column has the heading 'The National Center for Pyramid Model Innovations' followed by a paragraph about the center's goals and an 'About Us' button. The right column has the heading 'New to the Pyramid Model?' with a photo of a child and a pyramid model, followed by the text 'Get the basics on the Pyramid Model.' and a 'Start Here' button.

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When great efforts come together, amazing things happen. [About Us](#)

### The National Center for Pyramid Model Innovations

The goals of the National Center for Pyramid Model Innovations (NCPMI) are to assist states and programs in their implementation of sustainable systems for the implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (Pyramid Model) within early intervention and early education programs with a focus on promoting the social, emotional, and behavioral outcomes of young children birth to five, reducing the use of inappropriate discipline practices, promoting family engagement, using data for decision-making, integrating early childhood and infant mental health consultation and fostering inclusion.

[About Us](#)

### New to the Pyramid Model?

Get the basics on the Pyramid Model.

[Start Here](#)