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# **Program-Wide Implementation Fidelity of the Pyramid Model in the State of Oregon**

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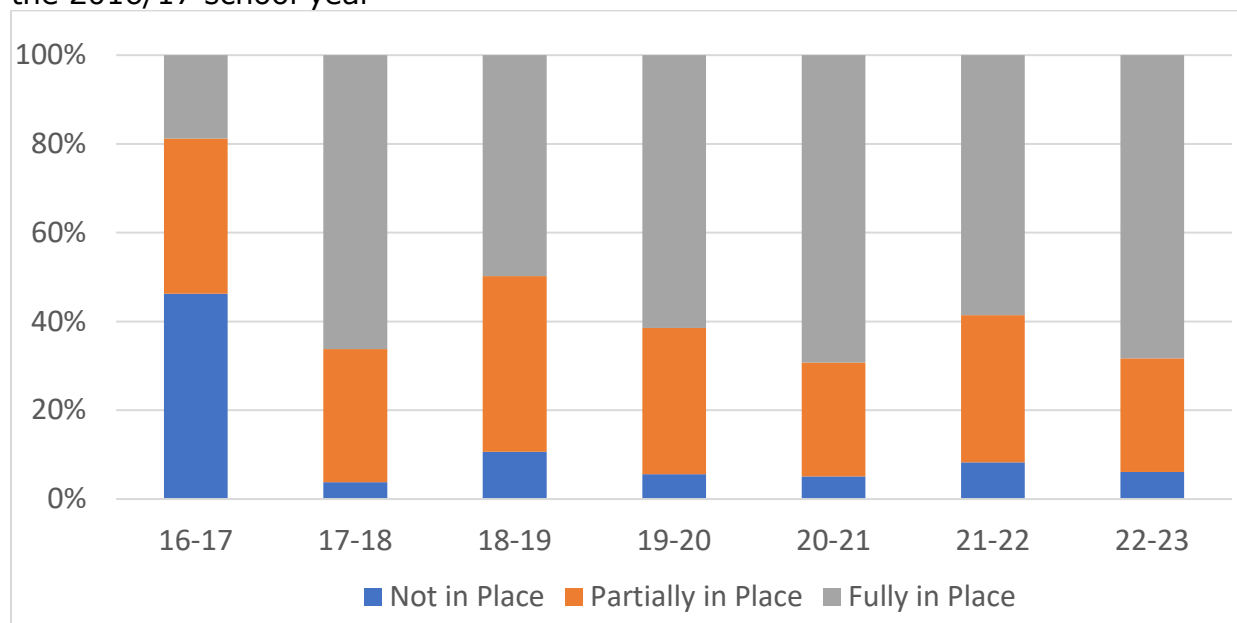
# Program-Wide Implementation Fidelity of the Pyramid Model in the State of Oregon

The Pyramid Model Benchmarks of Quality (PW BoQ) is a measurement used to assess program-wide implementation of the Pyramid Model in early childhood education programs. These benchmarks are assessed in the fall and spring of the school year by each county’s appointed leadership team. This report highlights Pyramid Model implementation fidelity from 6 programs within the state of Oregon from the 2016/17 school year ( $n = 1$  program) to the 2022/23 school year ( $n = 2$  programs).

## Program-Wide Benchmarks of Quality

The PW BoQ consists of 41 benchmarks across seven critical elements (see Table 1 in the appendix) that measure program-wide implementation of the Pyramid Model. These benchmarks are marked either Not in Place (1), Partially in Place (2), or Fully in Place (3) as determined by the leadership team. Since 2016, programs in Oregon were at least partially implementing a majority of the benchmarks, and in recent years more than half were fully in place for participating programs (Figure 1). Overall, this indicates that programs have a solid foundation for continued implementation of the Pyramid Model and can use this foundation to work toward fully implementing all benchmarks in the coming years.

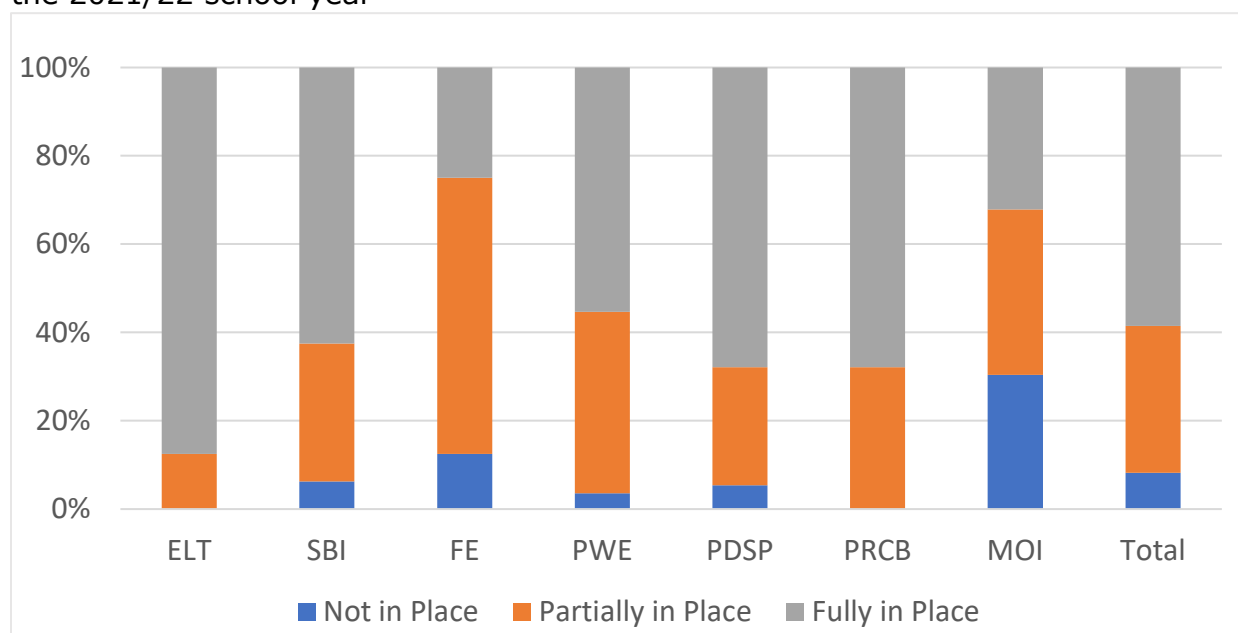
Figure 1. Percent of Program-Wide Benchmarks of Quality in place in Oregon since the 2016/17 school year\*



\*Note: The number of programs participating in data collection at each timepoint ranged from 1 to 6 programs.

Given the small sample for the 22-23 school year, we focus on discussion on PW BoQ in the 2021-2022 school year ( $n = 4$  programs). On average, these programs were at least partially implementing 92% of the benchmarks in spring 2022. Of the 41 benchmarks, an average of 24 were fully in place (59%), with 14 partially in place (33%) and only 3 not in place (8%). Programs had highest implementation fidelity in the PW BoQ critical elements Establish a Leadership Team and Procedures for Responding to Challenging Behavior, followed closely by Program-wide Expectations, Professional Development and Staff Support Plan, and Staff Buy-In (Figure 2).

Figure 2. Percent of Program-Wide Benchmarks of Quality in place in Oregon during the 2021/22 school year

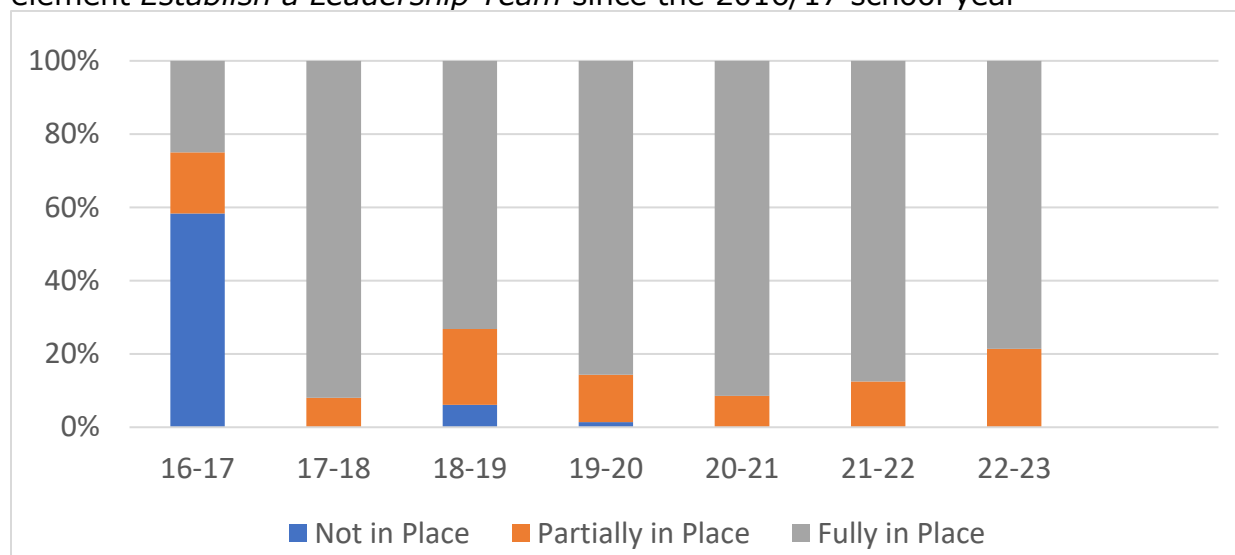


ELT = Establish a Leadership Team, SBI = Staff Buy-In, FE = Family Engagement, PWE = Program-Wide Implementation, PDSP = Professional Development and Staff Support Plan, PRCB = Procedures for Responding to Challenging Behavior, MOI = Monitoring Implementation and Outcomes.

## Highlights and Accomplishments

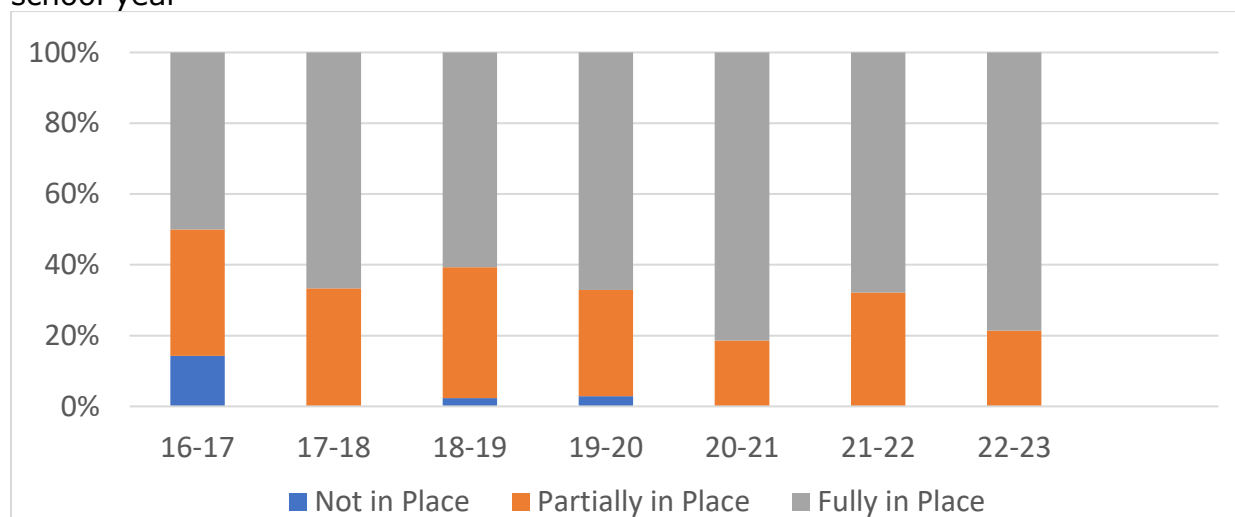
Since the 2016/17 school year, programs in Oregon have shown great strides in implementation of benchmarks in the critical elements of Establishing a Leadership Team (EST) and Procedures for Responding to Challenging Behavior (PRCB). In the 2021/22 school year, four programs were fully implementing 6 of the 7 benchmarks on average under ELT, and one was partially in place (Full Mean = 6.125, Partial Mean = .875; Figure 3).

Figure 3. Percent of Program-Wide Benchmarks of Quality in place for the critical element *Establish a Leadership Team* since the 2016/17 school year



In the same year, these four programs had 5 of the 7 benchmarks under PRCB fully in place and two partially in place (Full Mean = 4.75, Partial Mean = 2.25). In the most recent data collection year (2022/23) two programs were fully implementing 5.5 of the 7 benchmarks on average and 1.5 were partially implemented (Figure 4). Since the 2020/21 school year, all 7 benchmarks in both ELT and PRCB were at least partially in place.

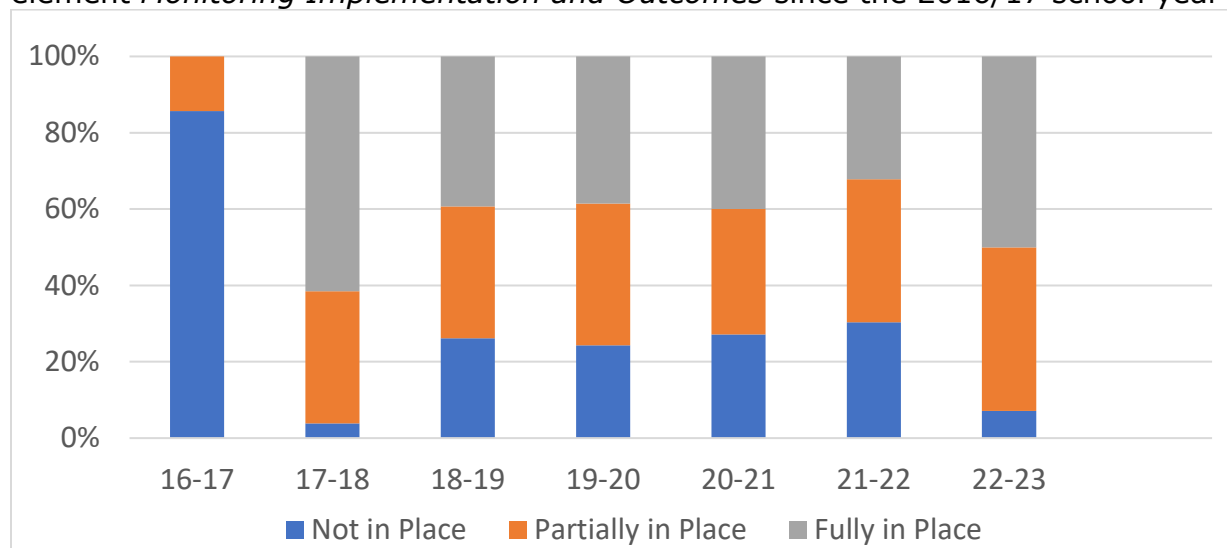
Figure 4. Percent of Program-Wide Benchmarks of Quality in place for the critical element *Procedures for Responding to Challenging Behavior* since the 2016/17 school year



Over the years, the state has shown great growth in the critical elements Monitoring Implementation and Outcomes (MIO) and Professional Development and Staff Support Plan (PDSP). In the 2021/22 school year, about 2 of the 7

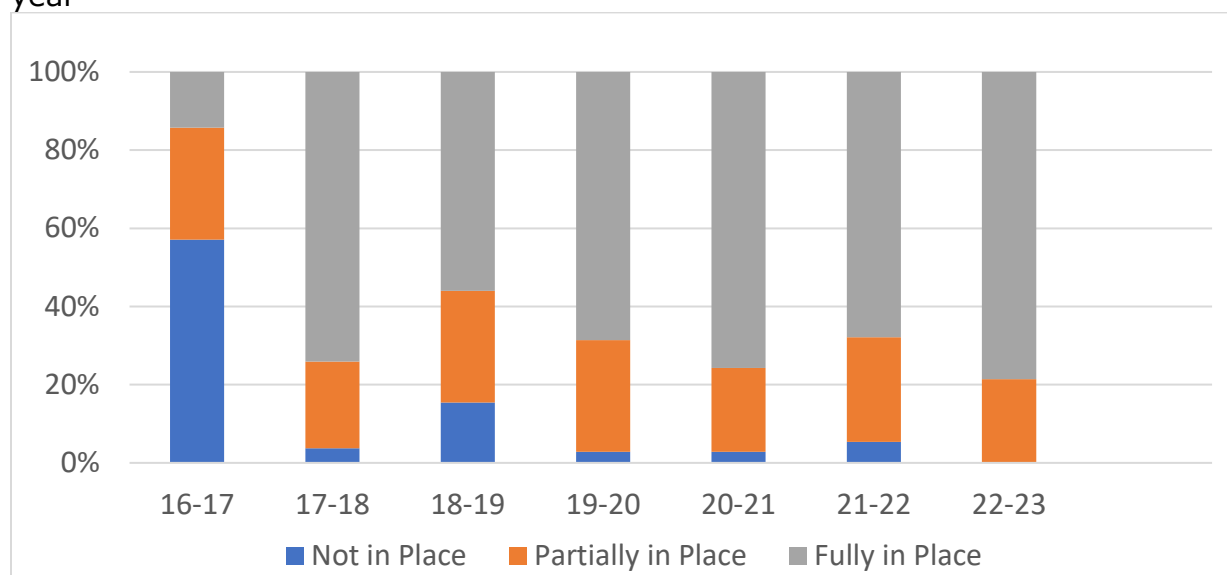
benchmarks were fully in place under MIO and 3 were partially in place (Full Mean = 2.25, Partial Mean = 2.625). During the last school year, two programs were fully implementing 3.5 of the 7 benchmarks and partially implementing 3 (Figure 5).

Figure 5. Percent of Program-Wide Benchmarks of Quality in place for the critical element *Monitoring Implementation and Outcomes* since the 2016/17 school year



For PDSP, 5 of 7 benchmarks were fully in place on average for four programs in 2021/22, and about 2 were partially implemented (Full Mean = 4.75, Partial Mean = 1.875). Since the 2019/20 school year, programs on average have been at least partially implementing all but one benchmark in this element (Figure 6).

Figure 6. Percent of Program-Wide Benchmarks of Quality in place for the critical element *Professional Development and Staff Support Plan* since the 2016/17 school year



## Conclusion

ECE programs in Oregon have had high program-wide implementation fidelity of the Pyramid Model between 2016 and 2021. The formation of a leadership team and having procedures in place to respond to challenging behavior are two critical elements in which programs have been at least partially implementing since the 2020/21 school year. Additionally, programs have shown the most growth since 2016 in monitoring implementation fidelity and data-based decision making as well as providing professional development opportunities and having a staff support plan. While there is still room for growth, these data indicate that early childhood programs in Oregon have already set high standards for implementation of the Pyramid Model across the state.

## Acknowledgements

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## Appendix

*Appendix Table 1.* Summary of the Critical Elements within the Program Wide Benchmarks of Quality

<b>Critical Elements</b>	<b>Benchmarks of Quality</b>
Establish a Leadership Team	Team has broad representation that includes at a minimum a teacher, administrator, a member who will provide coaching to teachers, and a member with expertise in behavior support, and a family member.
	Team has administrative support.
	Team has regular meetings.
	Team has established a written and clear mission/purpose.
	Program has a child discipline policy statement that includes the promotion of social and emotional skills, use of positive guidance and prevention approaches and eliminates the use of suspension and expulsion.
	Team develops, is guided by, reviews and updates an implementation plan that includes all critical elements.
	Team reviews and revises the plan at least annually.
Staff Buy-In	A staff poll is conducted in which at least 80% of staff indicate they are aware of and supportive of the need for a program wide effort for (a) addressing children's social emotional competence and challenging behavior, (b) using culturally responsive practices, and (c) addressing implicit bias.
	Staff input and feedback is obtained throughout the process.
Family Engagement	Family input is solicited as part of the planning and decision-making process.
	There are multiple mechanisms for sharing the program wide plan with families including narrative documents, conferences, and parent meetings to ensure that all families are informed of the initiative.
	Family involvement in the initiative is supported through a variety of mechanisms including home teaching suggestions, information that is shared through a variety of formats on supporting social development, and the outcomes of the initiative.
Program-Wide Expectations	Families are involved in planning for individual children in a meaningful and proactive way.
	2-5 positively stated program wide expectations are developed.
	Expectations are written in a way that applies to both children and staff.
	Expectations are developmentally appropriate and linked to concrete rules for behavior within activities or settings.



	<p>Program staff and families are involved in the identification of the program-wide expectations that address needs, cultural norms and values of the program and community.</p> <p>Expectations are shared with families and staff assist families in the translation of the expectations to rules in the home.</p> <p>Expectations are posted in classrooms and in common areas in ways that are meaningful to children, staff and families.</p> <p>Strategies for acknowledging children’s use of the expectations are developmentally appropriate and used by all program staff including administrative and support staff.</p>
Professional Development and Staff Support Plan	<p>A plan for providing ongoing support, training, and coaching in each classroom on the Pyramid Model including culturally responsive practices and implicit bias is developed and implemented.</p> <p>Practice-based coaching is used to assist classroom staff with implementing the Pyramid Model practices to fidelity.</p> <p>Staff responsible for facilitating behavior support processes are identified and trained.</p> <p>A needs assessment and/or observation tool is used to determine training needs on Pyramid Model practices.</p> <p>All teachers have an individualized professional development or action plan related to implementing Pyramid Model and culturally responsive practices with fidelity.</p> <p>A process for training new staff in Pyramid Model and culturally responsive practices is developed.</p> <p>Incentives and strategies for acknowledging staff effort in the implementation of Pyramid Model practices are implemented.</p>
Procedures for Responding to Challenging Behavior	<p>Teachers have received training related to potential bias when responding to behavior challenges and have strategies to reflect on their responses to individual children.</p> <p>Program staff respond to children’s problem behavior appropriately using evidence-based approaches.</p> <p>A process for responding to crisis situations related to problem behavior is developed.</p> <p>Teachers have opportunities to problem solve with colleagues and family members around problem behavior.</p> <p>A team-based process for addressing individual children with persistent challenging behavior is developed.</p> <p>An individual or individuals with behavioral expertise are identified for coaching staff and families throughout the process of developing and implementing individualized intensive interventions for children in need of behavior support plans.</p> <p>Strategies for partnering with families when there are problem behavior concerns are identified.</p>
	<p>Data are collected, summarized with visual displays, and reviewed by the leadership team on a regular basis.</p>

Monitoring Implementation and Outcomes	The program leadership team monitors implementation fidelity of the components of program-wide implementation and uses data for decision making about their implementation goals.
	The program measures implementation fidelity of the use of Pyramid Model practices by classroom teachers and uses this data to make decisions about professional development and coaching support.
	The program collects data on behavior incidents and program actions in response to behavior and uses those data to address child and teacher support needs.
	Behavior incident and monthly program action data are analyzed on a regular basis to identify potential issues related to disciplinary action bias.
	Program-level data are summarized and shared with program staff and families on a regular basis.
	Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement.