

2022-2023 ANNUAL REPORT

June 2023



IdahoSTARS
Center on Disabilities and
Human Development

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THANK YOU TO OUR PARTNERS20





ABOUT THE IDAHO PYRAMID MODEL COLLABORATIVE

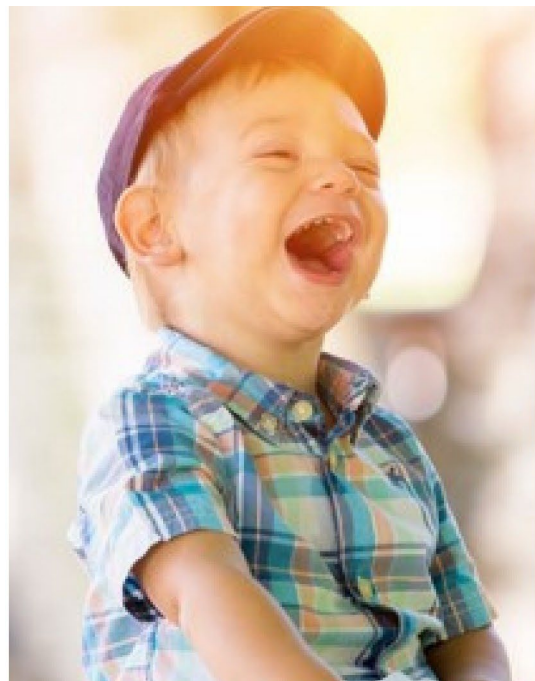
The Idaho Pyramid Model Collaborative is a multi-year project to increase early childhood educators' use of evidence-based practices for supporting young children's social and emotional development through implementation of the Pyramid Model. The Pyramid Model is a conceptual framework for early care and education settings based on the tiered public health approach of universal promotion, secondary prevention, and tertiary intervention.

Early childhood educators from school districts, Head Start programs, and child care programs receive training, coaching, and technical assistance for three years as they implement the Pyramid Model. Programs are supported as they build the infrastructure to implement the Pyramid Model in their classrooms, sustain practices over time and across staff, scale-up across classrooms, and ensure continuous improvement to support improved student social-emotional outcomes.

An interagency team of collaborative partners make up the State Leadership Team. This team is responsible for building state-level infrastructure and capacity to scale and sustain Pyramid Model implementation across Idaho.

VISION

All early childhood settings support the social and emotional development and inclusion of every child, birth through eight years old.





GOALS

Through coaching and technical assistance, Idaho early care and education environments will:

01 ADDRESS DISPARITIES IN DISCIPLINE PRACTICES

03 USE DATA FOR DECISION-MAKING

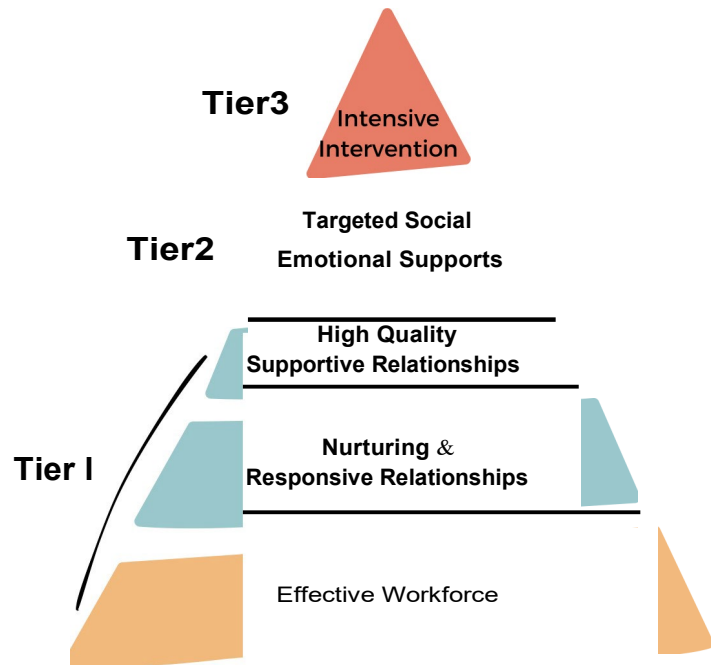
02 PROMOTE FAMILY ENGAGEMENT

04 FOSTER INCLUSION OF CHILDREN WITH, AND AT RISK FOR, DEVELOPMENTAL DELAYS AND DISABILITIES

IMPLEMENTATION FRAMEWORK

The Idaho Pyramid Model Collaborative training and supports have been designed with implementation science and sustainability at the forefront. Training and coaching is focused on a different tier of the pyramid each year.

- **Year 1- Tier 1:** Introduction to the Pyramid Model framework and universal supports for all children.
- **Year 2 - Tier 2:** Prevention of challenging behavior through targeted social emotional supports.
- **Year 3 - Tier 3:** Individualized intensive interventions for children with persistent challenging behavior.





PROFESSIONAL DEVELOPMENT SUPPORTS

Teams receive ongoing support in their Pyramid Model implementation through annual trainings, individual and group coaching, and technical assistance.

Below are the recommended professional development trainings by year:

- **Year 1:** Pyramid Model Training Modules (18 hours)
- **Year 2:** Trauma-Informed Care, Culturally Responsive Care, Early Childhood Behavior Series (15 hours)
- **Year 3:** Children who are Dual Language Learners, Choosing and Using Diverse Books in the Classroom, Introduction to and Using the Idaho Early Learning eGuidelines, Behavioral Incident Reporting System Series (12 hours)

Practitioner coaches support teachers in implementing the Pyramid Model in their classrooms using the Practice-Based Coaching process. Local school districts, Head Start programs, and YMCA teachers have access to practitioner coaches through their agencies. Child care programs work with coaches through IdahoSTARS.

"I constructively deal with young children's challenging behaviors by using the Pyramid modules. I have learned that strong schedules and routines being implemented daily are key to behaviors. I build a solid bond with the child so they feel supported and loved, even during the challenging behavior. Positive reinforcement and positive redirection are also important to help a child with challenging behaviors. This past year I implemented a PTR-YC behavior plan with 90% fidelity and the child is still using the tools taught when needed or prompted."

- Cohort 2 Child Care Teacher

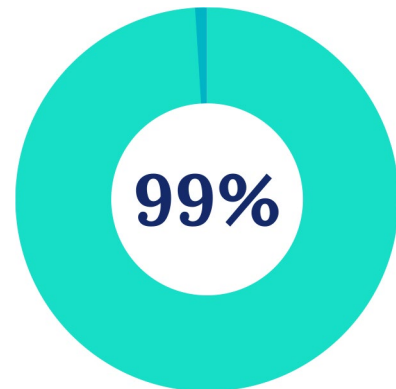
Note: Although all Pyramid Model practitioner coaches are expected to log their coaching sessions in the RISE database, most Head Start and school district coaches experienced barriers with the process and used a paper-based tool instead. At the time of this report, only coaching data entered in RISE was available for analysis. Due to pervasive missing data, the analysis was limited to IdahoSTARS coaching provided to child care providers which can be found in Appendix D.



Statewide program coaches meet with practitioner coaches monthly to share information and resources to support high-quality coaching in early childhood classrooms. Statewide coaches are also available for one-on-one support by request.

State Leadership Team staff also support Program Leadership Teams through monthly technical assistance calls where they share resources, information and stories, discuss strategies for overcoming barriers, and celebrate successes.

99% OF PEOPLE WHO TOOK THE E-PYRAMID MODULES REPORTED THAT THE TRAININGS WILL HELP THEM DO THEIR JOB BETTER.



I am very proud of my team, and I am glad we have used the Pyramid Model supports to guide our classroom planning for this school year. This year felt very focused and everyone started to feel like we knew what we were doing and we could identify what was working.

- Cohort 2 School District Coach



EVALUATION

PROGRAM LEADERSHIP TEAMS

36

Quantitative and qualitative data is collected to monitor progress and measure outcomes on Pyramid Model implementation at the state, program, and classroom levels. The State Leadership Team uses the evaluation for continuous program improvement and to assess impact.

PROGRAMS

29

Classroom observations in the fall and spring measure teachers' use of Pyramid Model practices. The Teaching Pyramid Observation Tool (TPOT) is used in preschool classrooms and the Teaching Pyramid Infant Toddler Observation Scale (TPITOS) is used in infant-toddler classrooms.

TEACHERS

93

Implementation fidelity for both observation tools is defined as an average of at least 70% across all key practices and no red flags. Red flags are practices contrary to the Pyramid Model that should be addressed immediately.





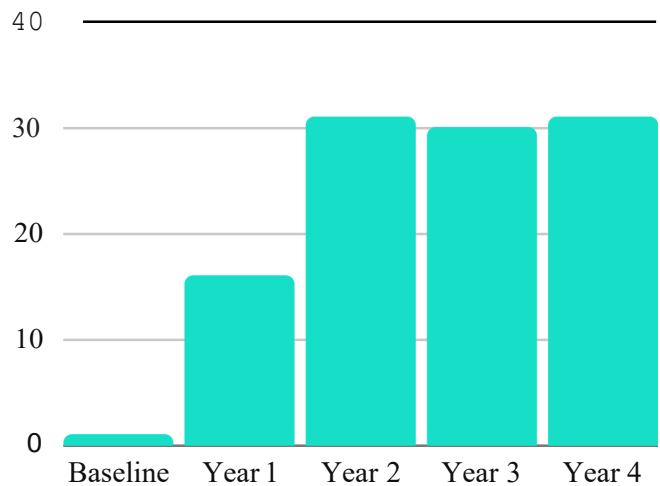
BENCHMARKS OF QUALITY

The National Center for Pyramid Model Innovations' Benchmarks of Quality (BoQ) tools guide the development of state and program level infrastructure to support Pyramid Model implementation. The tools include critical elements made up of actionable indicators that are essential for strong leadership teams. The BoQs are completed regularly and used to assess progress over time.

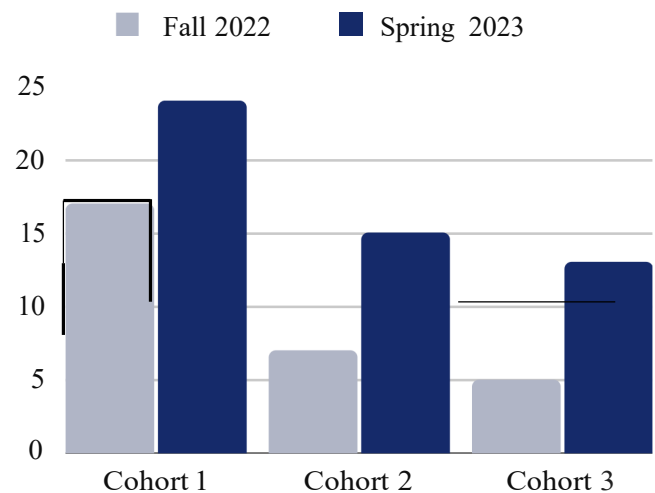
The State Leadership Team completes their BoQ annually to guide the initiative, assess progress, and plan for the future. The number of State Leadership Team BoQ indicators in place has remained stable for the past three years. At the end of their fourth year, the State Leadership Team had 31 of the 49 indicators in place.

Program Leadership Teams complete their Program-Wide PBS BoQ each fall and develop an action plan to strengthen their systems over the the project year. They complete the BoQ again in the spring to assess progress on each of the 41 indicators. All three cohorts saw an increase in the average number of indicators in place from Fall 2022 (n = 36) to Spring 2023 (n = 35). As expected, the average number of indicators in place increases with every year involved in the collaborative.

THE NUMBER OF STATE LEADERSHIP TEAM BOQ INDICATORS IN PLACE HAS REMAINED STABLE FOR THE PAST THREE YEARS.



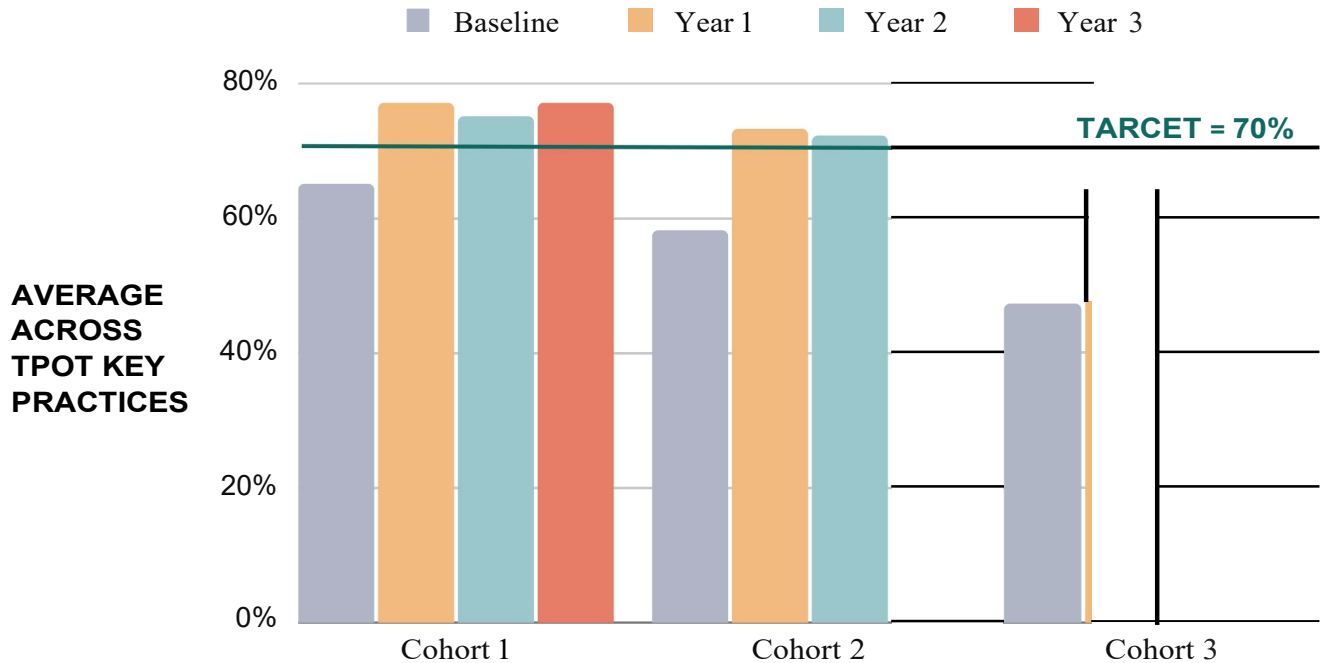
ALL THREE COHORTS SAW AN INCREASE IN THE AVERAGE NUMBER OF BOQ INDICATORS IN PLACE FROM THE FALL TO SPRING.





PRESCHOOL OUTCOMES

ON AVERAGE, TEACHERS IN COHORT 1 AND COHORT 2 EXCEEDED THE PROGRAM TARGET BY THE END OF THEIR FIRST YEAR IN THE COLLABORATIVE.



"We have been so thankful for the Pyramid project and the support team! We are so thankful we started this and can't wait to continue watching our growth!"

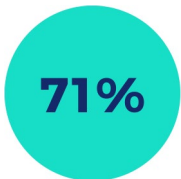
- Cohort 3 Child Care Program Director

Eighty-seven teachers from 29 child care, Head Start programs, and school district programs worked to implement the Pyramid Model in their preschool classrooms. At the end of the 2022-2023 project year, the average across TPOT key practices was 77% for Cohort 1 programs (n = 27) and 72% for Cohort 2 programs (n = 34), both of which exceeded the target of 70%. The average for teachers in Cohort 3 (n = 26) fell short of the target at 64%. Across all cohorts, there was

a 56% decrease in the number of red flags observed and 44% of teachers were implementing the Pyramid Model with fidelity. The percentage of teachers implementing with fidelity increased with each year of experience. Sixty-three percent of teachers in Cohort 1 were implementing with fidelity in Spring 2023 compared to 50% of teachers in Cohort 2 and 15% of teachers in Cohort 3. Results by program type can be found in Appendix B-D.



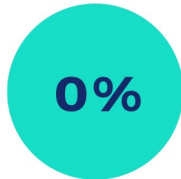
INFANT-TODDLER OUTCOMES



**AVERAGE ACROSS
TPITOS ITEMS**

Six teachers from five child care programs worked with an IdahoSTARS coach on implementing Pyramid Model practices in infant-toddler classrooms. Implementation fidelity improved from 42% at baseline to 71% at the end of the project year.

No teacher or classroom red flags were observed by the end of the year and half of teachers were implementing the Pyramid



**RED FLAGS
OBSERVED**

No teacher or classroom red flags were observed by the end of the year and half of teachers were implementing the Pyramid



**IMPLEMENTING
WITH FIDELITY**

Model with fidelity. The teachers that had not reached fidelity were implementing at 67%-69%, just below the target of 70%.

Teacher turnover was a major barrier for programs implementing the Pyramid Model in infant -toddler classrooms. Sixty percent of infant-toddler teachers who completed a fall TPITOS left their position before the spring observation.

BEYOND THE COLLABORATIVE

Pyramid Model practices were observed outside of the collaborative by an Environment Rating Scale Assessor in one participating child care program. The assessor shared that during her observation, "The teacher was quick to intervene when children needed help with social skills; helping them choose alternative solutions and negotiate."

"Two children were competing for the doU high chair in the dramatic play area. [The teacher] helped them work out a solution by using a blue folder with social[emotional] curriculum, giving them choices of solutions. Spanish was spoken to one child. Children were helped to set a digital timer to take turns."

- Environment Rating Scale Assessor



Solution Kit: Classroom Edition

Solution Kit Instructions

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Solution Kit Cards

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IMPACT

To collect data on the impact of the Pyramid Model on children's social-emotional competencies, collaborative participants completed an end-of-year survey (n = 82).

89% OF SURVEY RESPONDENTS SAID THAT CHILDREN IN THEIR PROGRAM IMPROVED THEIR SOCIAL-EMOTIONAL COMPETENCIES A LITTLE OR A LOT MORE THAN IN OTHER YEARS.

n = 71

Teachers and classroom staff reported positive social-emotional outcomes for children:

82%

Children learned how to **express their emotions** better.

61%

Children learned how to **problem solve** more effectively.

67%

Children's **interactions** with each other **were more positive**.

52%

Children were more **engaged**.

61%

There was a **reduction in challenging** classroom **behaviors**.

49%

Children more consistently **followed rules and directions**.

Administrators/directors and coaches also reported improved social-emotional competencies (82%) and reduced challenging behaviors (59%) in classroom observations. They also reported that Program Leadership Team members expressed positive feedback during meetings (44%).





CHALLENGES

Barriers to Pyramid Model implementation were assessed through a mid-year (n = 97) and end-of-year survey (n = 82). Several high-level themes emerged from the responses to open-ended questions that asked about satisfaction with the supports received, barriers to implementation, and how the State Leadership Team can improve the supports provided.

The following themes were identified:

- The support and guidance provided has not been sufficient for everyone.
- Not everyone received or completed the trainings they needed.
- The State Leadership Team can improve their communication and clarify expectations.
- Staffing issues and lack of buy-in can make Pyramid Model implementation difficult.

CONTINUOUS IMPROVEMENT

The State Leadership Team is making a number of changes for the 2023-2024 project year in response to the feedback received. Moving forward, the State Leadership Team will:

- Integrate sustainability planning for programs in Year 3 of the collaborative.
- Onboard new programs to the collaborative in the spring to allow for more time to establish Program Leadership Teams, introduce the Benchmarks of Quality, and complete initial trainings.
- Increase the capacity of a statewide program coach to provide more one-on-one support.
- Offer a training on Practice-Based Coaching (now available in RISE).
- Provide an updated Implementation Guide with video tutorials and an annual calendar of calls.

Ninety-nine percent of end-of-year survey respondents confirmed that these sounded like the right next steps based on the themes identified above and their experience in the collaborative.





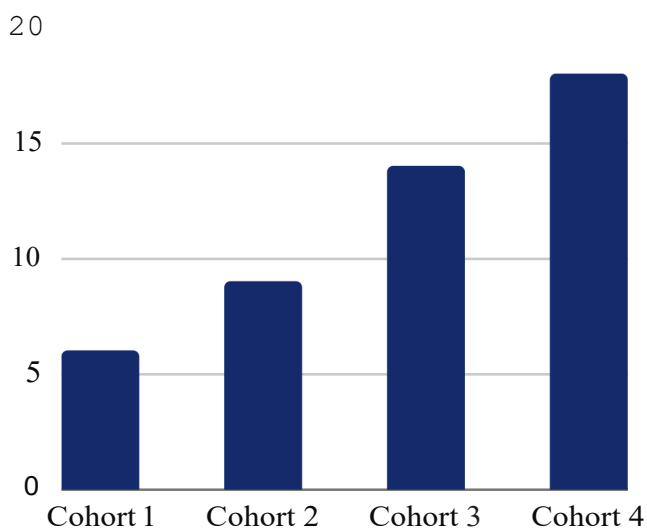
2023-2024

In 2023-2024, Cohort 1 programs (in Year 4 of implementation) will transition away from receiving direct supports. However, they will continue to be engaged in the collaborative by submitting implementation data to the State Leadership Team and participating in quarterly calls.

All active programs from Cohort 2 and Cohort 3 will continue participating in the project next year.

Eighteen new programs including 13 child care, 2 Head Start, and 3 school district programs will make up Cohort 4 and begin their first year of implementation. About half of the Cohort 4 child care programs will be piloting a new exploration phase to gain a better understanding of the Pyramid Model implementation process before committing to adopting the framework.

47 PROGRAMS ACROSS IDAHO WILL BE INVOLVED IN THE PYRAMID MODEL COLLABORATIVE NEXT YEAR.





APPENDICES

APPENDIX A: PARTICIPATING PROGRAMS

Child Care Programs:

- Happy Orchard Daycare
- Kangaroo Clubhouse
- Kelsey Kids Childcare
- Magic Stars Spanish Preschool
- Mountain Bluebird Learning Center
- Nurturing Nest
- Pancheri Daycare
- Papa Bear Daycare
- Pocatello Valley Montessori School
- Sandy's Preschool and Childcare
- Sunrise Christian Preschool and Daycare
- Tendercare Children's Center
- The Growing Place
- YMCA

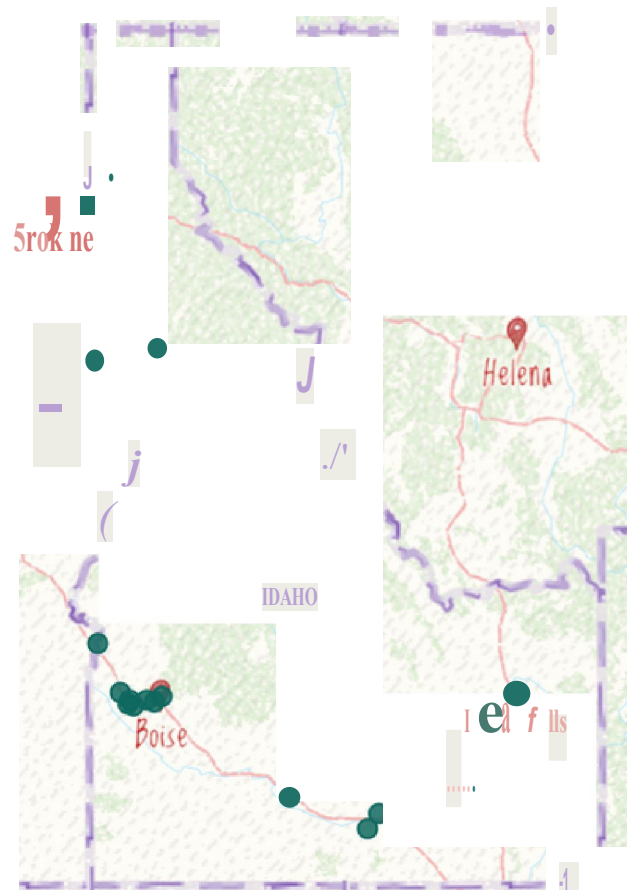
Head Start Programs:

- Eastern Idaho Community Action Partnership Head Start
- North Idaho College Head Start
- Western Idaho Community Action Partnership Head Start

School District Programs:

- Blackfoot School District
- Boise School District
- Caldwell School District

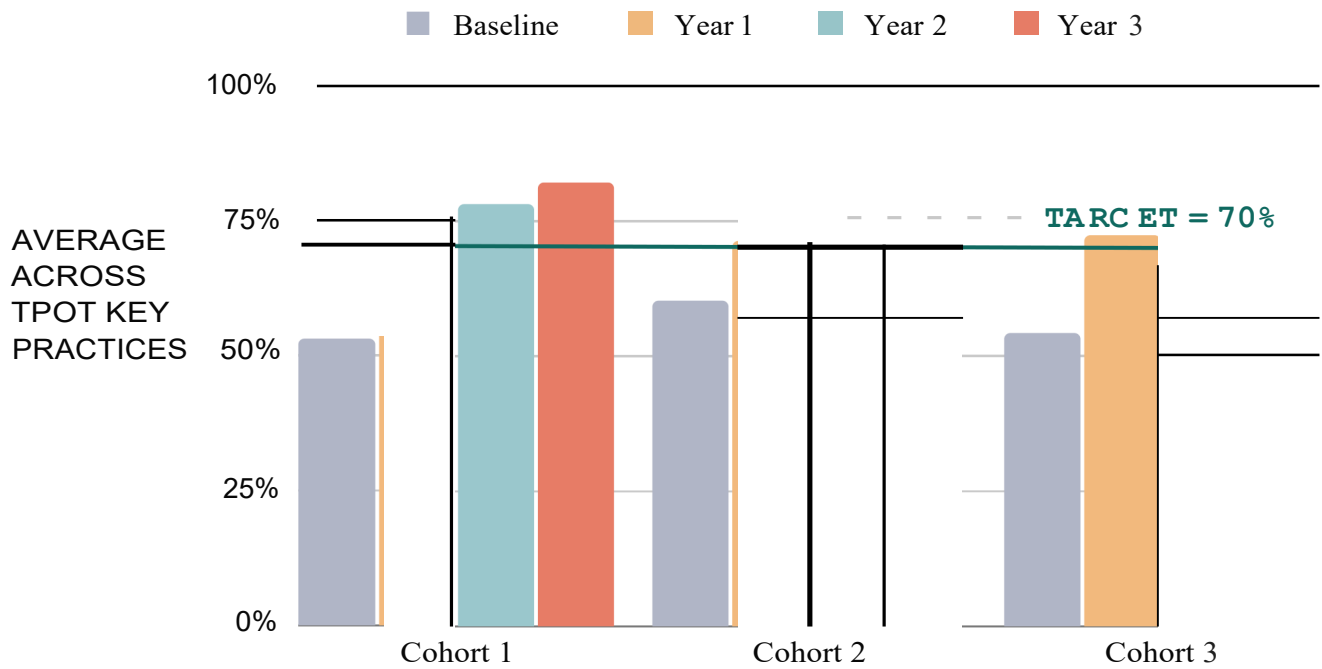
- Cassia School District
- Lakeland School District
- Lewiston School District
- Minidoka School District
- Moscow School District
- Nampa School District
- Orofino School District
- Post Falls School District
- West Ada School District





APPENDIX B: SCHOOL DISTRICT DATA

ON AVERAGE, SCHOOL DISTRICT TEACHERS INCREASED FIDELITY TO THE PYRAMID MODEL OVER TIME.



Spring 2023 Combined School District Stats:

39

TEACHERS

12

PROGRAMS

9%

TEACHER TURNOVER

74%

AVERAGE ACROSS
KEY PRACTICES

7%

RED FLAGS
OBSERVED

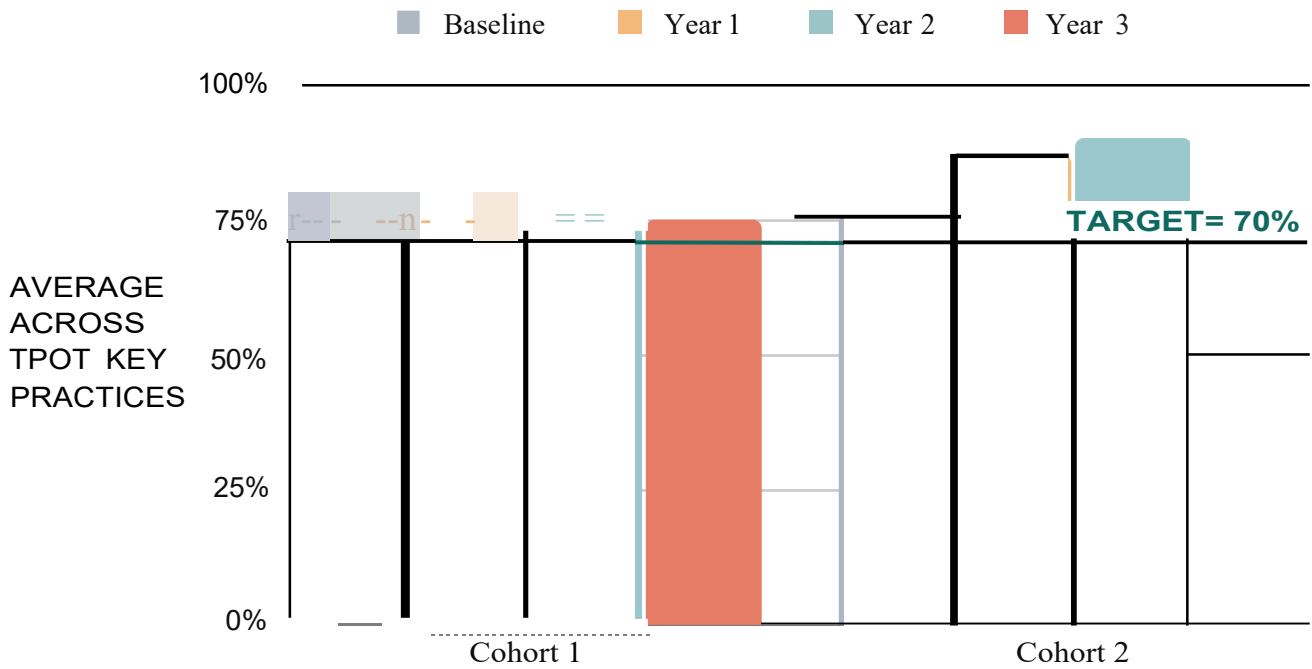
31%

IMPLEMENTING
WITH FIDELITY



APPENDIX C: HEAD START DATA

ON AVERAGE, HEAD START TEACHERS EXCEEDED THE COLLABORATIVE TARGET AND IMPLEMENTED PYRAMID MODEL PRACTICES WITH FIDELITY.



Spring 2023 Combined Head Start Stats:

22

TEACHERS

3

PROGRAMS

15%

TEACHER TURNOVER

78%

AVERAGE ACROSS
KEY PRACTICES

5%

RED FLAGS
OBSERVED

77%

IMPLEMENTING
WITH FIDELITY



APPENDIX D: CHILD CARE DATA

Coaching data was extracted from the RISE database for 79 preschool and infant-toddler teachers in the 16 child care facilities participating in the collaborative this year. All teachers who received Pyramid Model coaching in participating facilities were included in the analysis, even if formal observation data (TPOT/TPITOS) was not collected or submitted to the State Leadership Team.

Between July 1, 2022 and May 23, 2023, IdahoSTARS coaches logged 217 coaching sessions. Eighty-eight percent of the coaching sessions were with preschool teachers and half of the teachers engaged completed at least one coaching cycle.

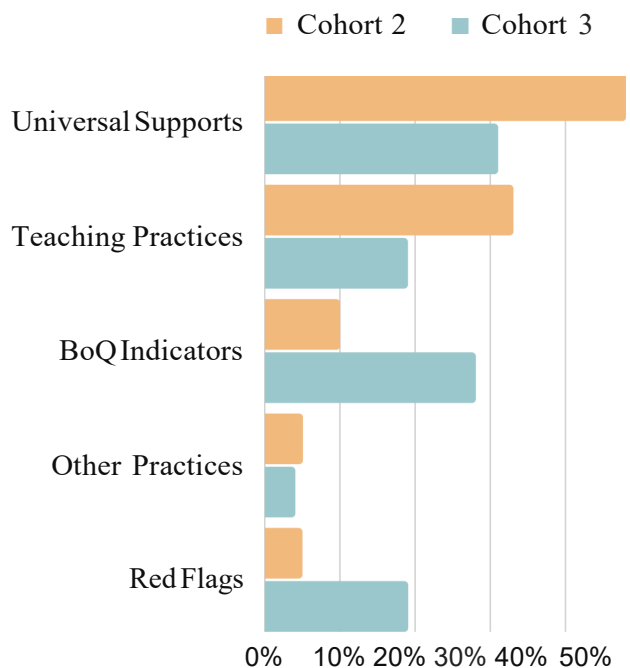
A coaching cycle is considered complete when there is a joint plan, focused observation, and reflection and feedback. Thirty-six percent of the coaching cycles logged only included a joint plan, 29% included a joint plan and one other element, and 35% were complete with all three elements.

Child care professionals in Cohort 3 (Year 1 of implementation) most commonly completed coaching cycles related to the universal supports (31% of goals) and BoQ indicators (28%), followed by teaching practices (19%) and red flags (19%). The

most common coaching cycles completed by those in Cohort 2 (Year 2 of implementation) were related to universal supports (48% of goals) and teaching practices (33%).

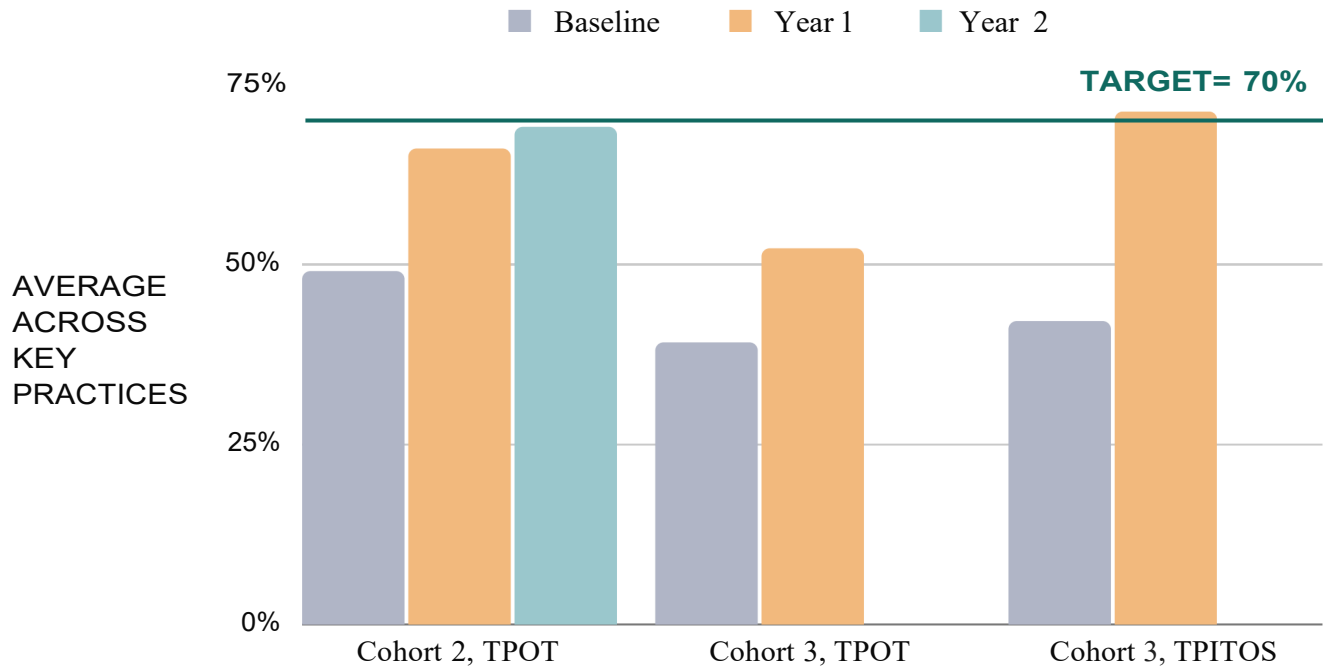
Child care programs are focusing on getting the infrastructure and universal practices in place and eliminating red flags before moving on to more advanced practices.

THE FREQUENCY AND DISTRIBUTION OF COMPLETED COACHING GOALS ALIGNS WITH THE PYRAMID MODEL IMPLEMENTATION FRAMEWORK.





ON AVERAGE, CHILD CARE TEACHERS DEMONSTRATED A LARGE INCREASE ACROSS KEY PRACTICES BY THE END OF THEIR FIRST YEAR IMPLEMENTING THE PYRAMID MODEL.



Spring 2023 Combined Child Care Stats (TPOT & TPITOS):

<p>32</p> <p>TEACHERS</p>	<p>14</p> <p>PROGRAMS</p>	<p>30%</p> <p>TEACHER TURNOVER</p>
<p>64%</p> <p>AVERAGE ACROSS KEY PRACTICES</p>	<p>5%</p> <p>RED FLAGS OBSERVED</p>	<p>41%</p> <p>IMPLEMENTING WITH FIDELITY</p>

THANK YOU TO OUR PARTNERS



IDAHO DEPARTMENT OF HEALTH & WELFARE



IDAHO STARS

B

BOISE STATE UNIVERSITY

COLLEGE OF EDUCATION



University of Idaho

Building Partnerships



Idaho Head Start
Coalition



IDAHO SESTA

SPECIAL EDUCATION SUPPORT
TECHNICAL ASSISTANCE

Building Families



THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS



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