A tiered model for early childhood: adoption, implementation, and scaling up

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Program-Wide Positive Behavior Support
National Center Partnership

Center on the Social and Emotional Foundations for Early Learning
funded by Head Start and Child Care

www.vanderbilt.edu/csefel

Technical Assistance Center on Social Emotional Intervention
funded by the Office of Special Education Programs

www.challengingbehavior.org
Young Children with Challenging Behavior

- It begins early
  - Between 10-30% of preschool students are not behaviorally and emotionally ready to succeed in school

- Early problem behavior is predictive of future challenges
  - Best predictor of delinquency in adolescence, gang membership, and incarceration
Early educators are challenged

▲ Preschool teachers report that children’s disruptive behavior is the single greatest challenge they face.

▲ Preschool children are three times more likely to be expelled than children in K-12.
We are talking about babies...

Developmental ages from 6 months to 5 years

Limited understanding and expression

Moving from solitary play to social play

Moving from object exploration to representation

Implications for guidance, corrective feedback, classroom management, instruction
It’s about play…

- Instruction is embedded within play and routine activities
- Major focus is to facilitate peer social interaction and concept development
- Instructional activities are brief and concrete

How social skills are taught, the concepts of rules and expectations
Meltdown moments are expected

- Crying
- Head Banging
- Biting
- Throwing objects
- Pinching
- Pulling hair
- Hitting
- Spitting food

Topography of behavior is not meaningful, context is what matters. Formulas for majors/minors might not be helpful.
Early Educators

- Often lack formal credentials
- Have very little training in behavior
- Have limited to no experience with teaming

triangle Intensity and frequency of training and technical assistance
Programs might

- Be minimally staffed
- Have no access to mental health or behavioral consultation
- Use exclusion to resolve behavioral issues
- Offer no opportunities for professional development or training

Systems building and community linkages critical to success
The non-system of early childhood

“Early childhood policies and procedures are highly fragmented, with complex and confusing points of entry that are particularly problematic for underserved populations and those with special needs. This lack of an integrative early childhood infrastructure makes it difficult to advance prevention-oriented initiatives for all children and to coordinate services for those with complex problems.”

(Shonkoff & Phillips, 2000, p.11)
The Pyramid Model:
Promoting Social and Emotional Competence and Addressing Challenging Behavior

- Intensive Intervention: Assessment-based intervention that results in individualized behavior support plans.
- Targeted Social Emotional Supports: Systematic approaches to teaching social skills can have a preventive and remedial effect.
- High Quality Supportive Environments: High-quality early childhood environments promote positive outcomes for all children.
- Nurturing and Responsive Relationships: Supportive, responsive relationships among adults and children are an essential component to promote healthy social-emotional development.
- Effective Workforce: Systems and policies promote and sustain the use of evidence-based practices.
Measuring Fidelity

- **Fidelity** - the extent to which the intervention is being implemented as designed

- Provides information that is useful in making decisions about training and technical assistance needs of teachers

- Provides information that is useful in identifying other supports that teachers might need
The Teaching Pyramid Observation Tool (TPOT)

The TPOT was developed to measure the extent to which the Teaching Pyramid practices are being implemented in a classroom.

Provides information that can be used to identify training needs of teachers.
Using the TPOT

Observations

- Conducted for a minimum of 2 hours
  - Must observe centers or free play and at least one teacher-directed activity
  - Focus of observation is lead teacher’s behavior

Interviews

- For those practices that cannot be observed in a 2-hour observation
Format of the TPOT

Three types of Items

• Environmental items (Items 1-7) - yes/no based on observation

• Ratings of practices (items 8-22) - ratings based on observation and/or teacher report

• Red Flags (items 23-38) - yes/no based on observation
11. **Promoting children’s engagement**

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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>A classroom receives a score of “0” if all behaviors under a score of “1” are not observed</td>
<td><strong>Y</strong></td>
<td><strong>N</strong></td>
<td>(1.1) Teacher offers general guidance to children to select activities or use materials to promote engagement*</td>
<td><strong>Y</strong></td>
<td><strong>N</strong></td>
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<tr>
<td></td>
<td><strong>Y</strong></td>
<td><strong>N</strong></td>
<td>(1.2) Teacher provides fun activities that will support the engagement of almost all of the class *</td>
<td><strong>Y</strong></td>
<td><strong>N</strong></td>
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<td><strong>Y</strong></td>
<td><strong>N</strong></td>
<td>(1.3) Teacher communicates with children on eye level almost all of the time *</td>
<td><strong>Y</strong></td>
<td><strong>N</strong></td>
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<tr>
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<td><strong>Y</strong></td>
<td><strong>N</strong></td>
<td>(3.4) Teacher frequently comments positively on children who are engaged in activities</td>
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**Notes:**
Created to provide further clarification and increase reliability of observers.

Provides clarification for many indicators within the items (items that are clarified in the manual are noted with an asterisk).

Provides both examples and non-examples when necessary.
Preliminary TPOT Data

- 130 observations completed
- 23 separate classrooms
- 21 classrooms
  - 2 raters
  - 3 occasions
    - (126 TPOT observations)
- 2 classrooms
  - 2 raters
  - 1 occasion
    - (4 TPOT observations)
Some Noteworthy Preliminary Findings

Red Flags

▲ Teacher gives group directions to all children in same way
(77 of 130; 59.2%)
▲ Emotions not generally discussed in classroom
(76 of 130; 58.7%)

Universal Strategies

▲ No classroom rules or program-wide expectations posted
(66 of 130; 50.8%)
▲ Materials not prepared before children arrive at center or activity
(50 of 130; 38.5%)
More Preliminary Findings

On average, **43.8% of TPOT indicators observed** across 130 observations.

Range from **10.2% to 80.1%**.

**Challenging behavior** seen in **52%** of observations (68/130).

76 of 130 observations in which no behavioral expectations indicator \( (\nu = 7) \) was rated as observed.

45 of 130 observations in which no teaching social skills and emotional competencies indicator \( (\nu = 8) \) was rated as observed.
Comparing TPOT Indicators When Challenging Behavior Observed

- 68 observations when CB occurred
  - Mean TPOT indicators observed = 43.6 of 108
  - 41 of 68 (60.3%) observations
    - Only 1 or 2 strategies for responding to problem behavior observed
    - 7 of 68 observations
    - No strategies for responding to problem behavior observed

- 62 observations when CB did not occur
  - Mean TPOT indicators observed = 51.5 of 108
The Teaching Pyramid: Program-Wide PBS

- Nurturing and Responsive Caregiving Relationships
- High Quality Supportive Environments
- Targeted Social Emotional Supports
- Intensive Interventions
- Teacher Training and Technical Assistance
- Well-Defined Procedures
- Partnerships with Families
- Administrative Support
- Data-Based Decision Making
- Program-Wide Commitment
PW- Implementation
Critical Elements

- Leadership team to guide implementation and sustainability
- Staff buy-in
- Family involvement
- Program-Wide expectations
- Strategies for teaching and acknowledging expectations
- Classroom implementation of the teaching pyramid
- Procedures for responding to challenging behavior
- Staff professional development and support
- Data-based decision making and monitoring of outcomes
Program Wide Models

- Head Start, Child Care, Public Pre-K, ECSE
  - Kansas
  - Florida
  - Iowa
  - Illinois
  - Colorado
  - Hawaii
  - West Virginia
  - California
Outcomes Across Programs

- Reduced challenging behavior
- Promotion of social development
- Improved staff satisfaction
- Decreased turnover
- Increase in overall program quality
- Elimination of “time-out”
- Less reliance on “outside” experts
Outcomes across a Statewide Initiative

TPOT Scores Across Programs

<table>
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<th>Year</th>
<th>Fall</th>
<th>Spring</th>
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<td>2007</td>
<td>2.65</td>
<td>3.35</td>
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<tr>
<td>2008</td>
<td>3.06</td>
<td>4.15</td>
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Outcomes across a Statewide Initiative

SSRS Scores Across Programs

- **Social Skills**
  - Fall: 94.10
  - Spring: 100.8

- **Problem Behavior**
  - Fall: 100.26
  - Spring: 101.2
Outcomes across a Statewide Initiative

Behavior Incidents Across Programs

2007

2008

Average

0
10
20
30
40
50

0
10
20
Scaling Up: State Implementation

CSEFEL State Partnerships
CO, MD, IA, NE, NC, VT, HI, TN, WI, MA, CA

TACSEI State Partnerships (to be selected in 2009 through an application process)
Centers

Center on the Social and Emotional Foundations for Early Learning
www.vanderbilt.edu/csefel/

Technical Assistance Center on Social Emotional Intervention
www.challengingbehavior.org
Primary Partner Associations

- Division for Early Childhood of the Council for Exceptional Children (DEC)
- National Association for Bilingual Education (NABE)
- National Head Start Association (NHSA)
- National Association of State Directors of Special Education (NASDSE)
- National Association of Child Care Resource & Referral Agencies (NACCRRRA)
- IDEA Infant and Toddler Coordinators Association (ITCA)
- National Association of State Mental Health Program Directors (NASMHPD)
- National Association for the Education of Young Children (NAEYC)
- Parent Advocacy Coalition for Educational Rights (PACER)
Purpose: PD system to support adoption and sustainability of Pyramid Model and practices

Model of state-wide implementation based on literature and experience related to how to:

- Disseminate info on what works to program level staff and families
- Support adoption of what works
- Support sustained use over time of what works
State Level Planning and Support

State level collaborative planning team

Planful group decision making processes that promote shared ownership and limit feelings of “winners and losers”

Written, shared: vision, language, agendas, meeting summaries, action plans

Shared decision making

Ground rules for conducting meetings and decision making

See www.vanderbilt.edu/csefel for some examples
Trainers and Coaches

- State wide Pyramid Model Model Trainers
  - Trained to train on Pyramid and practices
  - Trained on effective training techniques
  - Trained to coach models

- Pyramid Model Coaches
  - Trained on Pyramid Model and practices
  - Trained on effective training practices
  - Trained on effective coaching strategies
Demonstration Sites

- High quality setting, committed leadership, enthusiastic about the Pyramid Model and being a demonstration site
- Supported in implementation and sustainability of Pyramid Model and practices
- Supported in data collection to ensure fidelity of implementation and positive outcomes
- Supported as a site that stakeholders can visit to see the Pyramid in action!
Its work focuses on how state policies and resources will:

- Train and support trainers and coaches
- Support demonstration sites
- Ensure that programs have access to information about the effectiveness of the Pyramid Model and practices as well as trainers, coaches and demonstration sites
- Ensure that families know about the effectiveness of the Pyramid Model and have access to programs and services that use the Model and practices
Some Sustainability Strategies So Far

- State agencies planning/reallocating resources together; writing a sustainability plan together
- State web page on Pyramid info and opportunities
- State Pyramid consultant bank (trainers, coaches, demo sites, etc)
- State agencies identifying resources and structures/agency(s)/program(s) to sustain effort beyond grant support, including supporting local efforts to implement and sustain
- Developing courses for use in state higher education institutions