# Improving Data, Improving Outcomes Virtual Convening

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What does it take for practice change? Improving the implementation of evidence-based practices for social-emotional outcomes

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National Center for Pyramid Model INNOVATIONS

ChallengingBehavior.org

### **Our Discussion**

- Achieving change in the use of EBP for promoting social emotional outcomes
- Implementing Practice-Based Coaching
- Tools to measure practice change
- Fidelity of Practice-Based Coaching
- Resources



### **Social Emotional Outcomes**





### **Evidence-Based Practices**

Evidence-based practices refer to the observable and measurable actions or behaviors of a practitioner. Practice can involve manipulating the physical, temporal, interactional, or instructional environment to support child adaptation, development, and learning



**Pyramid Model** 

Tertiary Intervention Few

Intensive Intervention

A Framework of **Evidence-Based Practices** 

Nurturing & Responsive Relationships

Effective Workforce



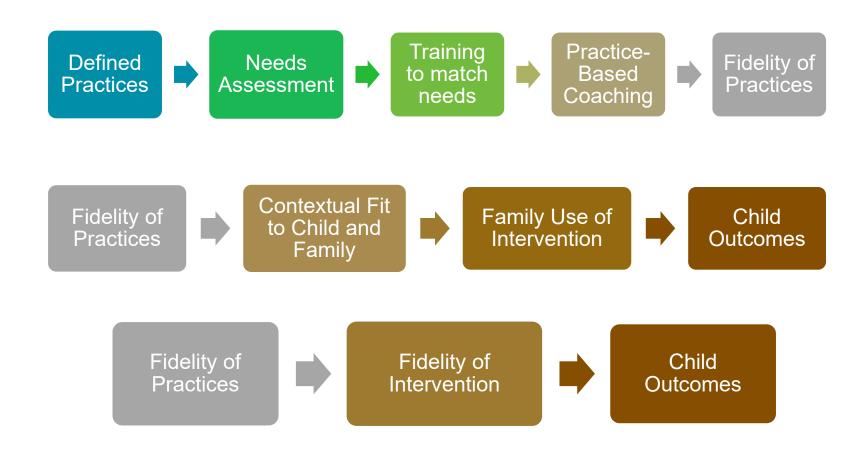
### **Bottom Line: The List**

- DEC Recommended Practices
  - https://d4ab05f7-6074-4ec9-998a-232c5d918236.filesusr.com/ugd/95f212\_12c3bc4467b541 5aa2e76e9fded1ab30.pdf
- Infant Toddler Classroom Practices
  - https://prism.ku.edu/resources/?fwp\_parent\_category\_tria l=practice-implementation-checklists
- Preschool Classroom Practices
  - https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Practices-Checklist.pdf
  - https://challengingbehavior.cbcs.usf.edu/docs/inventory\_o f\_practices.pdf
- Early Intervention Practices
  - https://challengingbehavior.cbcs.usf.edu/Implementation/d ata/EIPPFI.html





### **EBP: What it Takes**





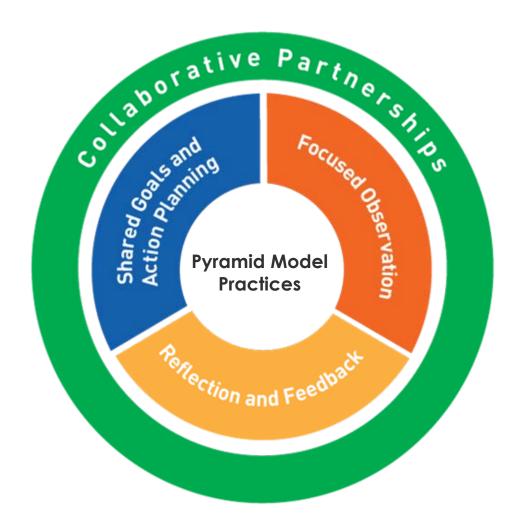
# Insert a Poll here (select all that apply)

What elements are in place in your system?

- a) Defined set of practices
- b) Ongoing training in practices
- c) Provision of multiple cycles of practitioner coaching
- d) Measures of fidelity of coaching
- e) Measures of fidelity of practice implementation



### Practice-Based Coaching Framework



\*Adapted from the National Center for Quality Teaching and Learning, 2012 http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/development/coaching.html



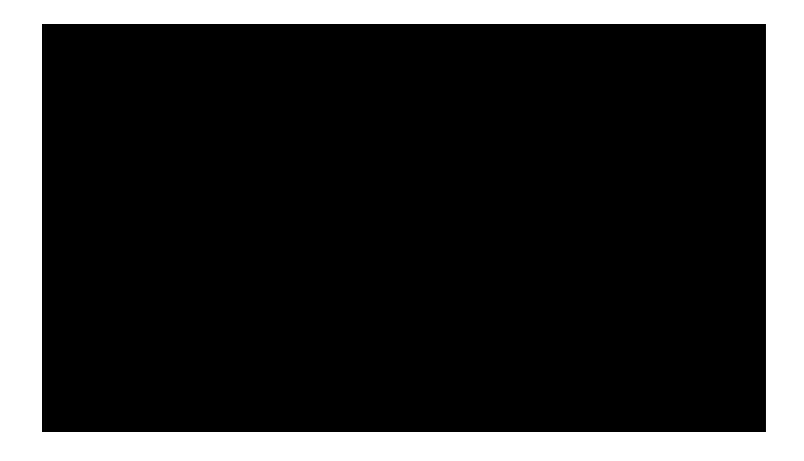
### **Practice-Based Coaching**

Practice-Based Coaching is a cyclical process for supporting teachers' use of effective teaching practices that lead to positive outcomes for children. The coaching-cycle components are

- 1. planning goals and action steps,
- 2. engaging in focused observation, and
- 3. reflecting on and sharing feedback about teaching practices.
- 4. Practice-Based Coaching occurs within the context of a collaborative partnership.



### A coach describes...

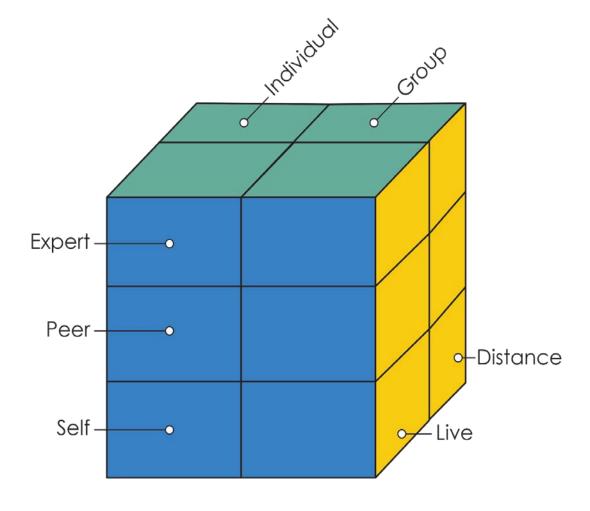




### Evidence-Based Coaching Framework

- Hemmeter, M. L., Fox, L., Snyder, P., Algina, J., Hardy, J., Bishop, C., & Veguilla, M. (in press).
   Corollary Child Outcomes from the Pyramid Model Professional Development Intervention
   Efficacy Trial. Early Childhood Research Quarterly.
- Snyder, P., Hemmeter, M. L., McLean, M., Sandall, S., McLaughlin, T., & Algina, J. (2018).
   Effects of Professional Development on Preschool Teachers' Use of Embedded Instruction Practices. Exceptional Children, 84(2), 213–232.
- Sutherland, K. S., Conroy, M. A., Algina, J., Ladwig, C., Jessee, G., & Gyure, M. (2018). Reducing child problem behaviors and improving teacher-child interactions and relationships: A randomized controlled trial of BEST in CLASS. Early Childhood Research Quarterly, 42, 31-43.
- Hemmeter, M.L., Snyder, P., Fox, L., & Algina, J. (2016). Evaluating the implementation of the Pyramid Model for promoting social-emotional competence in early childhood classrooms. Topics in Early Childhood Special Education, 36, 133-146.
- Sutherland, K. S., Conroy, M. A., Vo, A., & Ladwig, C. (2015). Implementation integrity of practice-based coaching: Preliminary results from the BEST in CLASS Efficacy Trial. School Mental Health, 7, 21-33.
- Conroy, M. A., Sutherland, K. S., Wilson, R. E., Martinez, J., Whalon, K. J., Algina, J. (2015).
   Measuring teacher implementation of the BEST in CLASS intervention program and corollary child outcomes. Journal of Emotional and Behavioral Disorders, 23, 144-155.
- Snyder, P., Hemmeter, M.L., & Fox, L. (2015). Supporting implementation of evidence-based practices through practice-based coaching. Topics in Early Childhood Special Education, 35, 133-143.





From: Head Start National Center for Quality Teaching and Learning. (2014). *Leadership academy: Applying practice-based coaching* [PowerPoint slides].



Adherence to coaching model (i.e., fidelity)

Dosage

**Effective Coaching** 

Quality of coaching

Effectiveness from the perspective of the coachee



### **Sustaining Practice Implementation**

- Yearly assessments of practice implementation
- Periodic checks of practice implementation
- Reminders about effective practices and strategies
- Using just-in-time professional development supports, including PBC, when implementation "slippage"
- Incorporating practices that have been the focus of PBC into program policies, procedures, and curricula



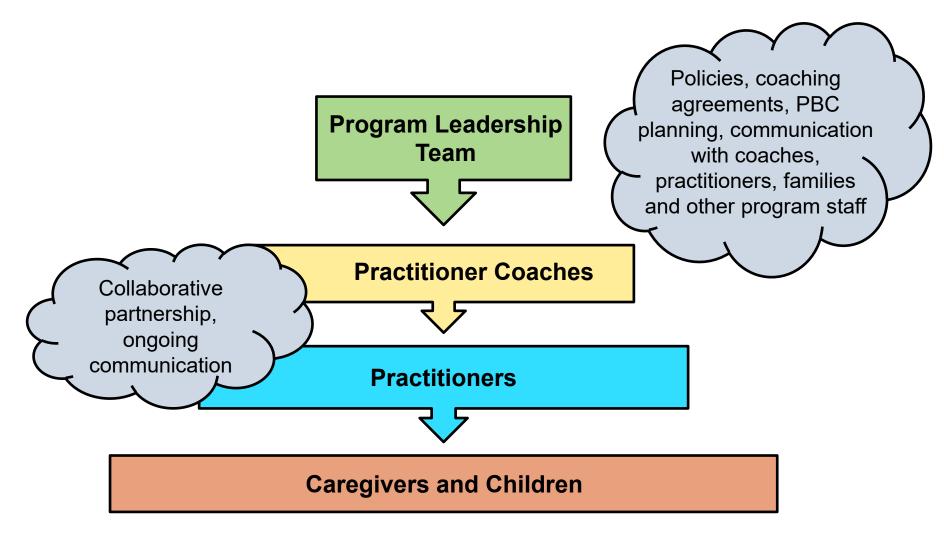


### Program Implementation Infrastructure





### Creating a Culture of Coaching





### **Exploration**

- Identify PBC as approach for coaching
- Examine the use of PBC by other similar programs
- Identify the content focus of PBC (e.g., specific practices, instructional strategies, new curriculum)
- Identify needed material and resources allocation
- Discuss of program practitioner buy-in



### Installation

- Identify and train of coaches
- Design coaching manual or coaching protocols
- Identify strengths and needs assessment tools
- Develop process for coaching assignments and coaching agreements
- Design professional development activities on the focused set of practices that coaching will strengthen
- Identify measures that will be used for coaching fidelity, fidelity of practice implementation, and outcomes
- Determine what strengths and needs assessment tools will be used
- Determine coaching caseload and schedule
- Determine how coachees and coaches will enter into PBC agreements



### **Implementation**

- Orientation to coach-coachee PBC meetings
- Delivery of professional development in practices to coachees
- Assignment of coaches to coachees
- Scheduling of PBC sessions
- Monitoring PBC implementation fidelity, practice implementation fidelity, and outcomes
- Supervision and support of coaches
- Inform families that coaching is being implemented in the program



### **Full Implementation**

- Establish of program policies and procedures related to PBC
- Identify of fiscal resources to sustain PBC and integration of the provision of PBC into ongoing budget and organizational infrastructure
- Recruit and train of additional coaches
- Develop systems for managing data related to provision of PBC implementation fidelity, practice implementation fidelity, and outcomes.
- Usw data to make decisions about how, when and to whom coaching is provided
- Introduce PBC to new personnel
- Determine procedures for promoting the sustainability of practice implementation of coachees who have received PBC
- Determine innovations that might be used to increase coaching efficiency, fidelity, or outcomes





## What you have learned, What have we learned

- Break into discussion groups.
- Introductions
- Share your challenges and successes in implementing coaching and measuring practice change
- Designate a reporter to put up to 3 themes in the chat when groups return from discussion

(20 minutes)



# Social Emotional Practice Observation Tools



### **Insert Poll**

What social emotional practice observation tools are you using now? (select all)

- a) Teaching Pyramid Observation Tool (TPOT)
- b) Teaching Pyramid Infant-Toddler Observation Scale (TPITOS)
- c) Early Intervention Pyramid Practices Fidelity Tool (EIPPFI)
- d) Recommended Practices Performance Checklists
- e) Tool aligned to model or curricula for SE intervention or early intervention family coaching



# Teaching Pyramid Observation Tool (TPOT) for Preschool Classrooms



- Observation (2 hours) and Interview (20 minutes)
- Classrooms serving children 2-5 years
- 14 Key practice items (114 indicators) and 17 red flags



# Practices TPOT Designed to Measure

### Observation items

- 1. Schedules, routines, and activities
- 2. Transitions between activities
- 3. Supportive conversations
- 4. Promoting engagement
- 5. Providing directions
- Collaborative teaming
- 7. Teaching behavior expectations
- 8. Teaching social skills and emotional competencies

## Observation and interview items

- 9. Teaching friendship skills
- 10. Teaching children to express emotions
- 11. Teaching problem-solving

### Interview items

- 12. Interventions for children with persistent challenging behavior
- 13. Connecting with families
- 14. Supporting family use of Pyramid Model practices



### 17 "Red Flags"

Represent practices that are contraindicated in relation to Pyramid model implementation





## **Data Decision-Making**

## Teaching Pyramid Observation Tool/ The Pyramid Infant Toddler Observation Scale

LOOK

THINK

ACT

#### Data Considerations for All:

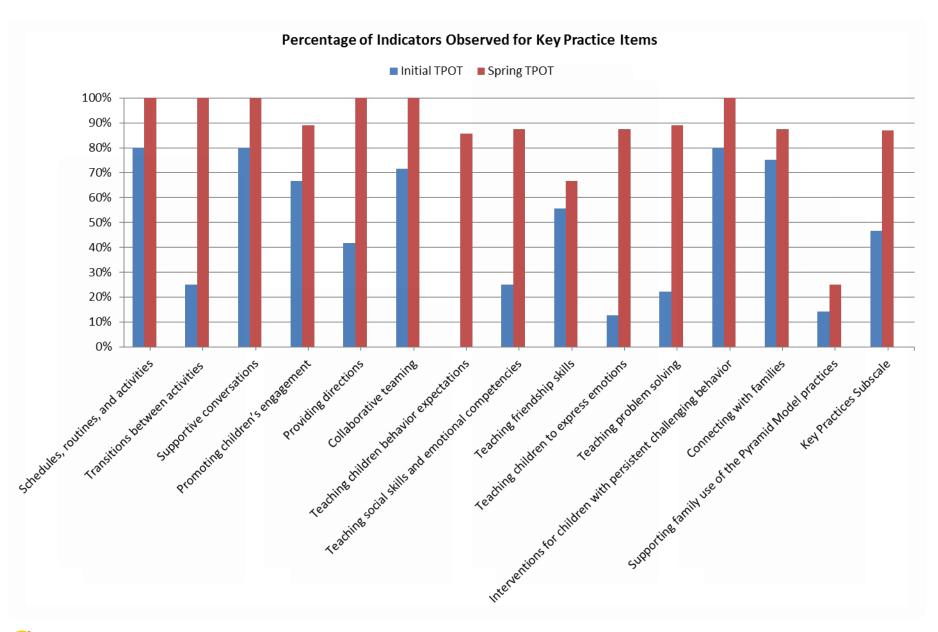
- Time dedicated to coaching
- Coaching case-load (e.g., number of teachers being coached)
- Areas of focus for coaching (e.g., Pyramid-only, other curricula areas)

lo ok	Think	Act
What do we see?	What are the data showing? What influences these data?	Consider these actions
Look at Red Flags across teachers on the programs unmany tab.	Am these common sed flags?  What might contribute to those sed flags?  Is additional training needed? Is these a procedural issue?	Plan taining to build capacity for desired practice.  Identify needed changes, establish new policy and/or share data with teacher including rationals for change.
	Have red flags decreased across administrations?	
On the program surmary tab, look at average some for Kay Practice Team some teachers. Identify the areas that are the lowest in implementation.	What might contribute to common low soons?  Are action plans aligned to the practices that need improvement?  Has the program or tablished the expectation that practices should be	Initiate programmatic efforts to communicate importance and expectations that teachers will implement Pyramid practices. Provide materials for implementation.
	implemented?  Do teachers lack materials for implementation?	Establish targeted professional developmen activities to strengthen common areas of need.
	Do teachers lack training or coaching in the practice?	Cumicular changes to align cumiculum with Pyramid Model implementation.
	Does the cumiculum support the practice?	Provide teachers with a process for requesting and receiving observorm
	Is the culture of the program to not implement the practice?	implementation ideas.

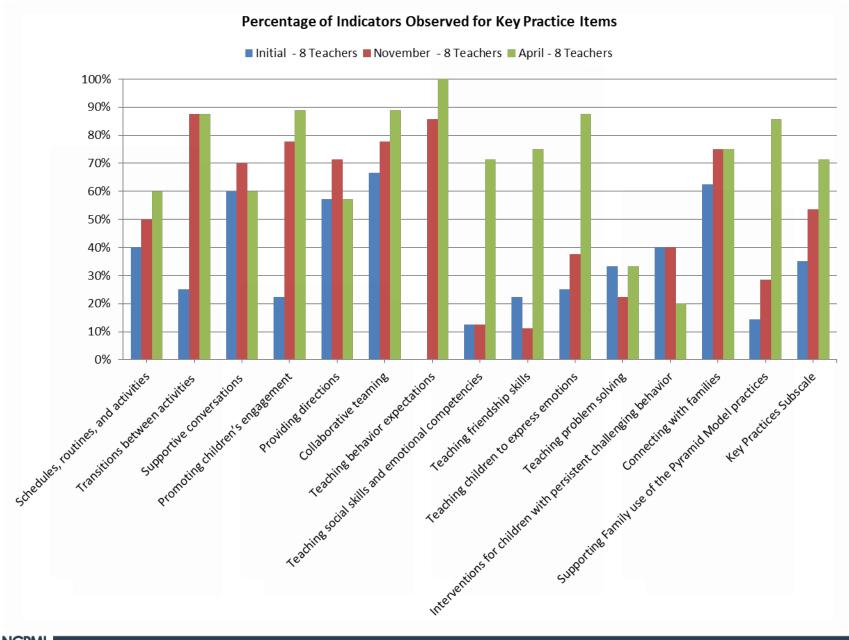






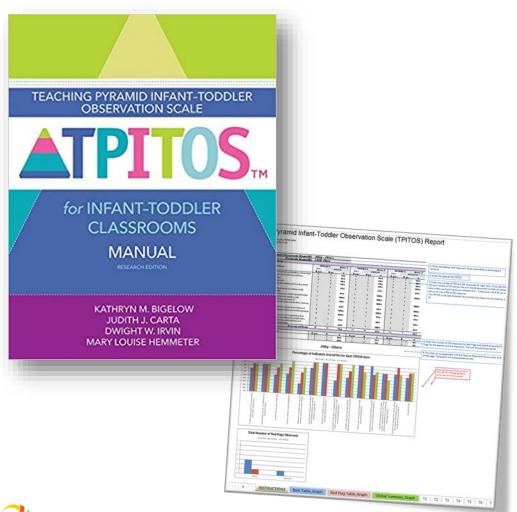








# Teaching Pyramid Infant Toddler Observation Scale (TPITOS)



- Observation (2 hours) and interview (20 minutes)
- Classrooms serving infants and toddlers
- 13 key practice items (78 total indicators) and 11 red flags



### **TPITOS Key Practices**

- Communication and relationships
- Warmth and responsivity
- Promoting positive peer interactions
- Promoting child active engagement
- Responsivity to children's expression of emotions and teaching about feelings
- Communication and feedback about developmentally appropriate expectations
- Responding to children in distress and managing challenging behaviors

- Strategies and modifications for children with delays or DLL
- Predictable schedule, routines, and transitions
- Fostering social-emotional development
- Collaborative teaming to support social-emotional development
- Engaging parents in supporting their children's socialemotional development and addressing challenging behavior
- Communicating with families and promoting family engagement



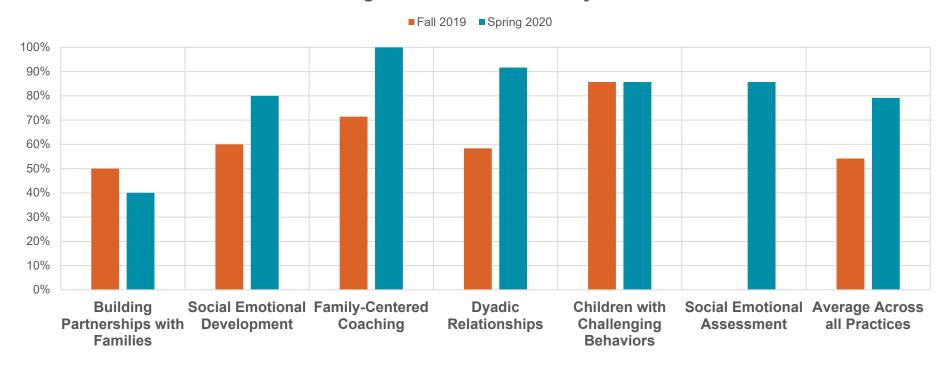
# Early Interventionist Pyramid Practices Fidelity Instrument (EIPPFI)



- Building Partnerships with Families (10 indicators)
- Promoting Social Emotional Development (5 indicators)
- Dyadic Relationships (12 indicators)
- Family-Centered Coaching (7 indicators)
- Supporting Families with Children with Severe, Persistent Challenging Behaviors (7 indicators)
- Social Emotional Assessment (7 indicators)

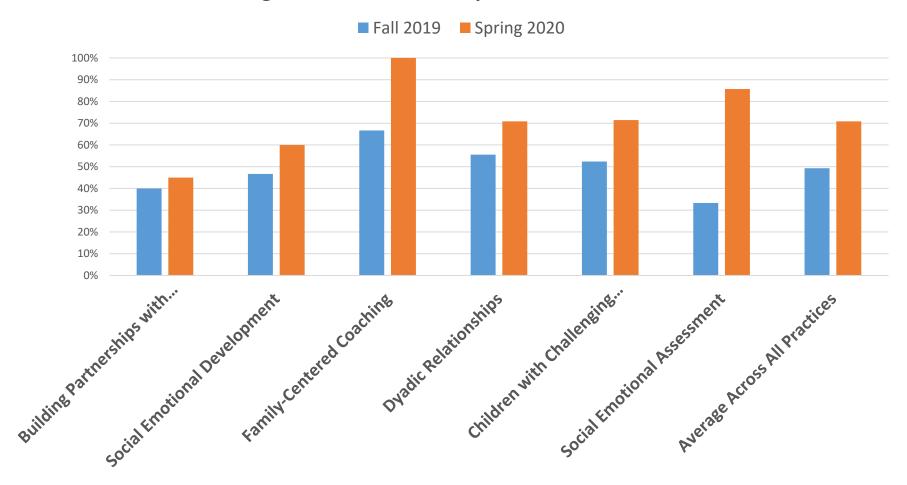


### **Percentage of Items Scored Yes by Practice**





### **Percentage of Items Scored Yes by Practice Across Pracitioners**





### **Coaching Fidelity**





### Classroom Coaching Contacts

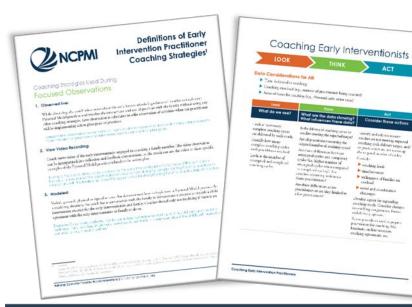


- Classroom Coaching Log Form
- Classroom Coaching Log Excel
- Look-Think-Act: Coaching Classroom Teachers
- Definitions of Classroom Coaching Strategies



## Early Intervention Practitioner Coaching Log

- Coaching Log Form
- Coaching Log Excel
- Look-Think-Act
- Definitions of Coaching Strategies



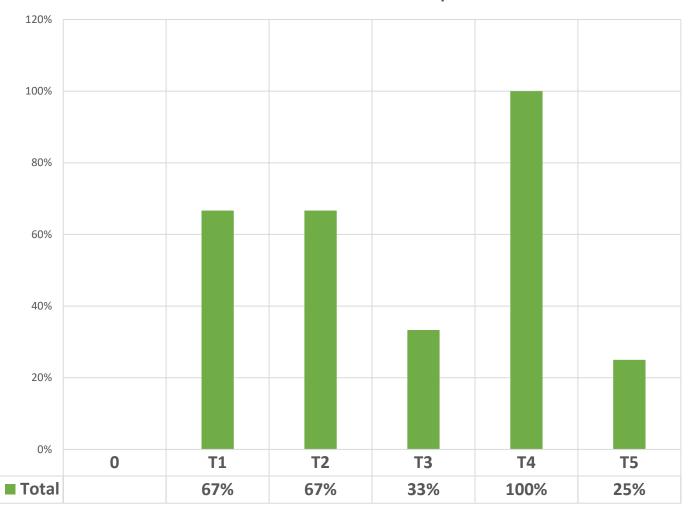




Teacher ID	# of Attempted Cycles	# of Completed Cycles	% Cycles Completed	Average Duration Across Focused Observations	Average Debriefing Duration
T1	5	5	100%	37.0	18.0
T2	5	5	100%	29.0	29.0
Т3	4	4	100%	25.0	21.3
T4	5	5	100%	26.0	27.0
T5	3	2	67%	25.0	22.5



#### **Percent of Action Plan Goals Completed**





# Coaching Resources www.challeningbehavior.org

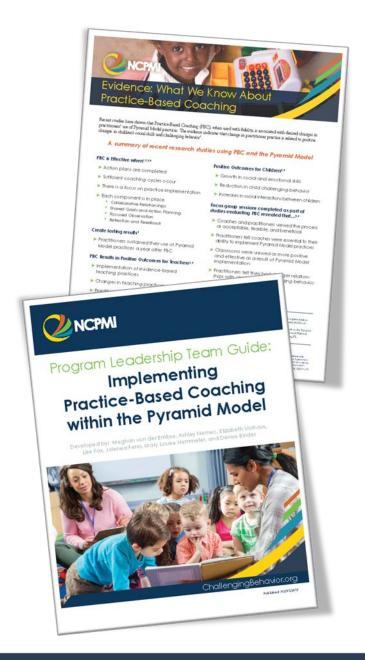






## Practice-Based Coaching

- Evidence: What We Know About Practice-Based Coaching
- Program Leadership
  Team Guide:
  Implementing PracticeBased Coaching within
  the Pyramid Model





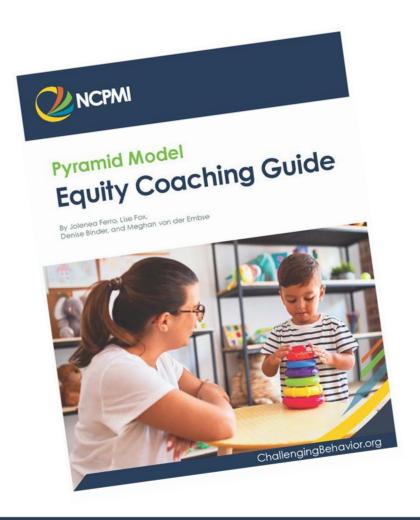
### **Action Planning**

- (Webinar) Making
   Coaching Come Alive:
   Creating Action Plans
   to Promote
   Practitioner Buy-In
- Action Plan Quality Checklist
- Teacher Goal Planning Form





### Pyramid Model Equity Coaching Guide



Addressing Preschool Classroom Practices



### **Complete Your Evaluation Survey!**

What you think matters to us and DaSy!





#### **Thank You**

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