

UCD (University of Colorado Denver)
ECED 4202 – Child Guidance, Pyramid
Continuing & Professional Education
School of Education & Human Development
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Course Description

This course is for early educators currently participating in the Pyramid Plus Approach or those who have completed it within the last 3 years. It is based on the Pyramid Model, a conceptual framework of evidence-based practices for promoting young children’s healthy social and emotional development and reducing or preventing challenging behaviors.

The Pyramid Model has been implemented in Colorado for more than 2 decades. This model builds on a tiered public health approach to providing universal support to all children to promote wellness, targeted services to those who need more support, and intensive services to those who need them. The model is supported at the foundation by an effective workforce including the systems and policies necessary to ensure the workforce can adopt and sustain these evidence-based practices.

Based on over a decade of evaluation data, the Pyramid Model has been shown to be a sound framework for early care and education systems (birth to age 8 years) implementing with fidelity.

In this course you will participate in a Practice Based Coaching cycle to support your Pyramid Model implementation in your setting.

Connection to the Pyramid Plus Approach (45 hour “Course of Special Recognition” in PDIS (Professional Development Information System))

This course is being offered to participants currently participating in Pyramid Plus Approach Training with a certified Pyramid Plus Trainer or Pyramid Facilitator or those who have completed it within the last 3 years.

Coursework will support participants in understanding and engaging in program wide implementation of the Pyramid Model content and evidence-based practices in their early childhood setting.

Program-wide implementation of the Pyramid Model refers to a systematic effort within a program to implement the Pyramid Model with fidelity. In program-wide implementation, a leadership team guides the implementation process and develops the support and infrastructure needed to ensure that implementation of the Pyramid Model can occur within the classrooms and services provided to children and their families.

The Leadership Team, with representation from program administrators and practitioners, is focused on the ongoing process of supporting the implementation of the Pyramid Model and using data-based decision-making to guide implementation efforts and monitor outcomes. Program-wide implementation might also be called Program-Wide Positive Behavior Intervention and Support (PW-PBIS), Early Childhood Positive Behavior Support (EC-PBS) or a Multi-Tiered Systems of Support (MTSS) to address social, emotional, and behavioral needs.

The program-wide implementation model ensures that programs are attending to both the implementation of evidence-based practices and the development of the infrastructure to support the durable implementation of those practices.

Essential Questions and Competencies

How does implementing the Pyramid Model:

- reduce challenging behaviors in young children?
- increase young children's social skills?
- increase provider competence and confidence in the support of **all** children?
- change the program / setting climate and culture?
- increase program satisfaction for staff and families?
- reduce staff/provider turnover in the program?

Adjunct Professor

Robin Levy, MA robin@healthychildcareco.org or robin.levy@ucdenver.edu
Pyramid Coordinator, Healthy Child Care Colorado

In the early childhood education field for over 30 years, Robin has had a variety of roles including: licensed family childcare provider, classroom teacher, large center director, coach, consultant, adult educator, author, and social and emotional development specialist. Additionally, she has served as the Pyramid Certification Coordinator at the Pyramid Plus Center, UCD and is one of two Gold Star rated TPOT Reliability Trainers for Colorado.

Robin holds a master's degree in educational policy and administration from the University of Denver and is a Buell Early Childhood Leadership Fellow. Additionally, she has been published in Exchange Magazine multiple times.

Robin believes in using transformational learning and leadership, intentional coaching, and targeted technical assistance to engage early childhood professionals in making meaningful and sustainable changes that foster continuous quality improvement. As the Pyramid Colorado Coordinator for the Healthy Child Care Colorado team, she is excited to scale up and support the implementation of the Pyramid Model across the state and across early childhood environments.

Overview of Coursework:

Step 1: Coaching Format & Self-Assessment / Reflection

Part A – Resources and Instructions

- [Practice Based Coaching: Self Coaching](#)
- [Practice Based Coaching: Reciprocal Peer](#)
- [Practice Based Coaching: Collaborative Partnerships](#)

1. Participants will review and explore the various Practice Based Coaching (PBC) documents linked above.
2. Participants will choose to participate in one of the following coaching formats to complete this coursework:
 - a. self-coaching
 - b. reciprocal peer coaching
 - c. collaborative coaching partnership **with a certified Pyramid Facilitator**
3. Email Robin Levy, MA robin@healthychildcareco.org (or robin.levy@ucdenver.edu) informing her of your coaching format selection and who will be coaching you, the peer or Facilitator, if you are not self-coaching.
4. Wait for a response email before proceeding. If it takes more than 48 weekday hours to receive a response, email a second time, please.

Part B – Resources and Instructions

- [Preparing for the Pyramid: Classroom Essentials](#)
 - [Pyramid Model Practices Implementation Checklist](#)
 - [Infant-Toddler Caregiver Reflection Tool](#)
1. Participants will review and explore the various implementation self-assessment checklists related to Pyramid Model practices linked above.
 2. Participants will complete and submit [Preparing for the Pyramid: Classroom Essentials](#) and 1 other appropriate checklist to also be fully completed and submit.
 - a. Notice and consider **items in each of the 2 checklists that are both familiar and unfamiliar to you**. What is your lived experience related to these checklists? Note your reflections in 5 -10 (neatly handwritten) sentences at the bottom of each checklist.
 - b. Include **multiple examples of how** you meet the items that you give yourself credit for implementing and items that you are working on in the [Pyramid Model Practices Implementation Checklist](#) & the [Infant-Toddler Caregiver Reflection Tool](#).
 - c. If you are an **early care and education provider who is self-coaching, peer coaching or working with a Certified Facilitator**, fully complete and upload the 2 selected self-reflection checklists as directed in the steps above.
 - d. If you are working with a **peer or Pyramid Facilitator**, also upload **their** fully completed checklists **of you**, the Participant /early care and education provider.
- ✓ Participants are encouraged to explore the National Center for Pyramid Model Innovations ([NCPMI](#)) Website.
 - ✓ Participants are encouraged to explore the Pyramid Resources for Infants and Toddler Social Emotional Development Model ([PRISM](#)) Website.

Step 2: Creation of Learning Goals and Action Plan – Resources and Instructions

- [Component 1: Shared Goals and Action Planning](#)
 - [Action Planning Form](#)
 - [Caregiver Planning Form](#)
 - [Caregiver Responsive Routines Planning Form](#)
 - [Coach Action Plan Goals Planning Form](#)

1. Information on creating SMART (State Measurement for Accountable, Responsive, and Transparent) Goals:
 - o <https://helpfulprofessor.com/smart-goals-in-education/>
 - o <https://www.goalcast.com/smart-goals-for-teachers-examples/>
 - o <https://www.midwestteachersinstitute.org/99-amazing-examples-of-smart-goals-for-teachers>

1. Participants will review and explore the various documents and websites linked above.
2. Participants will review and reflect on the collected checklist data and consider one very specific and concrete goal, using the checklist data.
3. Participants will determine and submit **one SMART Goal** based on the data collected in the implementation self-assessment checklists and reflection.
4. Participants (potentially with a peer or certified Pyramid Facilitator) will create and submit a detailed action plan for meeting their goals using one of the templates linked above. The SMART GOAL will be included in the action Plan.
5. Participants will complete and submit the [Action Plan Quality Checklist](#) to reflect on the quality of their action plan. If needed edits will be made to the Action Plan and re-submitted.

Step 3: Focused Observations – Resources and Instructions

- [Component 2: Focused Observation](#)
 - o [Focused Observation Notes](#)
 - o [Action Plan Quality Checklist](#)

- 1. Participants will review and explore the various documents linked above.
- 2. Participants will capture **2 detailed Focused Observations** focused on the SMART Goal.
- 3. Each Focused Observation will be no longer than 10 minutes long.
 - o Video **may be used** to capture your activities and then viewed to complete the Focused Observation document **if self-coaching**.
 - o Video may be used if peer or Facilitator coaching as well.
- 4. Focused Observations (FO) may be documented in the following manner:
 - o FO #1 after goal is set and before coaching occurs & FO #2 after coaching.
 - o FO #1 after goal is set and before coaching occurs & FO #2 after goal is updated using Action Plan Quality Checklist
- 5. Participants will upload and submit the 2 written Focused Observations noting when they were captured in the coaching process.
- 6. Please be complete and specific writing only what you can see, avoiding language like “he was excited to,” “she did not want to,” “they were upset...”

Step 4: Reflection & Feedback / Potential Next Steps – Resources and Instructions

- [Component 3: Reflection and Feedback](#)
 - o [Classroom Coaching Log with Definitions of Classroom Coaching Strategies](#)
 - o [Classroom Collaborative Workstyle Discussion](#)

1. Participants will review and explore the various documents linked above noting the following:
 - **Reflection** can occur in multiple ways. Participants will take time for reflection, in the manner appropriate for their chosen coaching format.
 - A coachee engaged in self-coaching might use a **journal to record thoughts** about an observation or might **reflect on a video** of her early learning setting practice by responding to a set of reflective questions.
 - The Facilitator or peer coach might **take notes or use a checklist** of key practices during the focused observation that provides information used by the coach and coachee for reflection.
 - Often reflection occurs through **conversations between the coach and coachee**.
 - Coaches might use **objective questions** to prompt the coachee to reflect on what happened, **interpretive questions** to encourage the coachee to reflect and draw conclusions about observations, and **comparative questions** to support the coachee in evaluating events and interactions.
 - **Data-based feedback** is one-way coaches can provide coachees with feedback that is objective and anchored in the coachee's practice. This data might come from the use of a coachee observation tool or by recording data that are related to the action plan goal. Coaches should collect data in this manner only if coachees know that data will be collected and shared with them and agree with the focus of the observation.
 - *After* data are collected, they might be summarized (in graphs) to help coachees quickly identify trends in their improvement or to identify areas that might need improvement or additional implementation effort.
 - Once data is shared, both the coach and coachee should engage in careful reflection to come to conclusions about the data.
 - Very often, a review of the data will result in revisions or additions to coaching action plan goals or activities.
2. Additionally, participants will fully **complete and submit the same 2 checklists from Step 1**, noting any comparative changes in the pre and post data collected.
 - Include multiple examples of how you meet the items that you give yourself credit for implementing and items that you are working on in the [Pyramid Model Practices Implementation Checklist](#) & the [Infant-Toddler Caregiver Reflection Tool](#).
 - If you are an early care and education provider who is self-coaching, peer coaching or working with a Certified Facilitator, fully complete and upload the 2 selected self-reflection checklists as directed in the steps above.
 - If you are working with a peer or Pyramid Facilitator, also upload their fully completed checklists of you, the Participant /early care and education provider.
3. Participants are encouraged to update their **Professional Development Plan in PDIS** outlining potential Pyramid implementation 'next steps.'

Additional Resources

- [Pyramid Model Practices for Family Child Care Homes](#)
- [Early Intervention Implementation Checklist](#)
- [Checklist of Early Childhood Practices that Support Social Emotional Development and Trauma-Informed Care](#)
- [Pyramid Model Practices for Virtual Learning Checklist](#)