



Pyramid Model (PM) ~ Give and Get Document

	PM Site Get - (MDE/MNCoE Give)	PM Site Give - (MDE/MNCoE Get)	Children and Families Get
Administrative	<ul style="list-style-type: none"> Programs receive Regional PDF support throughout each stage of implementation to create systems to address each of the critical elements as outlined in the Benchmarks of Quality, which will help ensure that the Pyramid Model is installed with fidelity. 	<ul style="list-style-type: none"> Administrator is active in problem solving to ensure the success of the innovation and is visibly supportive of the adoption of the model. Administrator will support the Implementation Team by attending meetings and trainings, as well as releasing team members to participate in monthly meetings. Administrator will present information regarding the innovation structure to the local school board to ensure their approval and support. 	<ul style="list-style-type: none"> Families have increased opportunities for two-way communication and involvement in their child's programming. Families will receive additional information about how to support their child's social-emotional development. Children will benefit from greater consistency and increased collaboration between home and school.
Data-Based Decision Making	<ul style="list-style-type: none"> Programs receive training and support to create a system to use data to inform practice. Data managers will get training and support to collect, enter, and analyze data points. Coaches and practitioners will be trained to use these data collection tools: Teaching Pyramid Observation Tool (TPOT) or The Pyramid Infant Toddler Observation Scale (TPITOS), Behavior Incident Report (BIR), Benchmarks of Quality (BOQ), Behavior Coaching Log, Internal Coaching Log and other optional data tools. 	<ul style="list-style-type: none"> Programs will submit data bi-annually to MNCoE to help with data-informed decision making at the local, regional and state levels. Data managers will require release time to compile, analyze and present program data. <p><i>(See Roles & Responsibilities chart for an estimate amount of time this will take.)</i></p>	<ul style="list-style-type: none"> Families will have increased confidence that their child is in a program that supports continuous improvement based on sound decision-making practices. Children benefit when practitioners use data to inform decisions about their individualized instruction.



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Professional Development	<ul style="list-style-type: none"> Program staff will receive training on content modules provided by Pyramid Model Trainers. Regional PDF will support the program in creating and implementing a plan for ongoing training and professional development. 	<ul style="list-style-type: none"> Administrators will provide release time for all necessary staff to attend content module trainings, delivered by Pyramid Model Trainers, to ensure program implementation to fidelity. Implementation teams will determine ongoing PD needs based on program data and staff feedback. 	<ul style="list-style-type: none"> Families will collaborate with practitioners who focus on building positive relationships, creating supportive environments, teaching targeted social-emotional skills and individualizing intervention as needed. Children will experience positive relationships with their teachers and will learn social-emotional skills so they can be successful at school.
Internal Coach	<ul style="list-style-type: none"> Programs will have access to Regional PDF support in creating a system/structure of internal coaching. Internal coaches will receive training on Practice-Based Coaching. Internal coaches will receive ongoing support from the Regional PDF who will act as an external coach. Coaches will receive support reflecting on their coaching practice by reviewing coaching log data. 	<ul style="list-style-type: none"> Administrators will provide adequate release time for coaches to attend trainings, to participate in coaching observations, to participate in action planning and to attend meetings with practitioners. Administrators will provide practitioners with adequate release time to meet with coaches. <p><i>(See Roles & Responsibilities chart for an estimate amount of time this will take.)</i></p>	<ul style="list-style-type: none"> Families will collaborate with practitioners who focus on building positive relationships, creating supportive environments, teaching targeted social-emotional skills and individualizing intervention as needed. Children will experience positive relationships with their teachers and will learn social-emotional skills so they can be successful at school.
Behavior Coach	<ul style="list-style-type: none"> Behavior coach will receive training on coaching staff and families throughout the process of developing and implementing individualized intensive interventions for children with ongoing challenging behavior. Behavior coaches will receive training to interpret and use BIR's data. Behavior 	<ul style="list-style-type: none"> Administrators will provide adequate release time for behavior coaches to attend trainings, to participate in coaching observations, participate in action planning and attend meetings. Administrators will provide practitioners with adequate release time to meet with 	<ul style="list-style-type: none"> Families whose children have challenging behavior will have an active role in creating behavior support plans for their child(ren). Families will have increased communication and opportunities for consistency



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	<p>coaches will receive ongoing support from their Regional PDF, who will act as an external coach.</p>	<p>behavior coaches and to implement the action plans.</p> <p><i>(See Roles & Responsibilities chart for an estimate amount of time this will take.)</i></p>	<p>between home and school. All families will have children participating in an environment where they are supported and respected.</p> <ul style="list-style-type: none"> • Children with challenging behavior receive support and opportunities to learn targeted skills needed to be successful. All children benefit from teaming.
<p>Financial Partnership</p>	<ul style="list-style-type: none"> • Pyramid Model Resources (Pyramid Model Tubs, Make 'n' Take supplies, etc.) • Data collection tools • Training on the Pyramid Model content modules, Practice Based Coaching, data collection tools, behavior support process and use of data. • Financial assistance to assist with activities such as costs associated with training, coaching, subs, and Implementation Team Meetings, as well as resources used to support implementation. 	<ul style="list-style-type: none"> • Release time for staff to attend trainings. • Ongoing support for the Implementation Team and Internal Coaches regarding their roles and responsibilities. • Ongoing training to new staff to sustain the implementation of the Pyramid Model. • Commit resources, including time and money for training, coaching and meetings, throughout the entire implementation process and to ensure ongoing sustainability. <p><i>(See Roles & Responsibilities chart for an estimate amount of time this will take.)</i></p>	<ul style="list-style-type: none"> • Families will benefit from increased quality in programming when stakeholders at the local, regional and state level work together. • Children develop the social-emotional skills needed for success in Kindergarten and beyond.