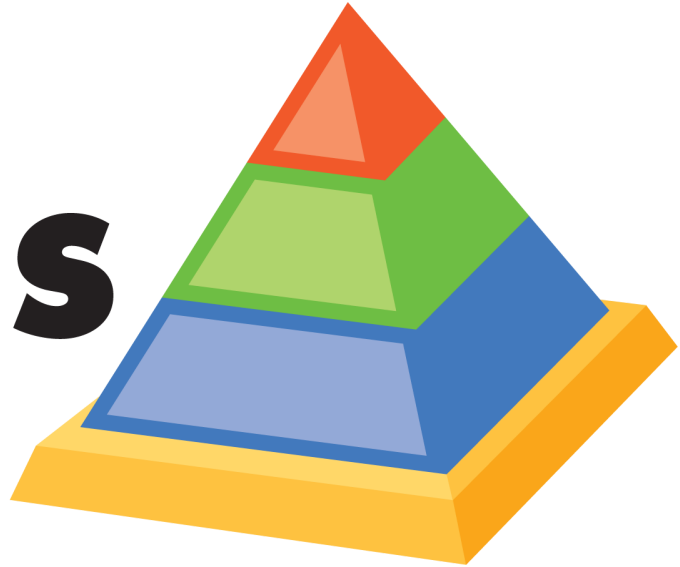


Iowa Early Childhood Positive Behavior
Interventions and Supports (EC-PBIS)

IOWA
EC-PBIS



Annual Report

2021-22

EC-PBIS State Leadership Team



Overview:

Early childhood caregivers and teachers are essential partners in supporting healthy social emotional development and addressing challenging behavior. EC-PBIS provides a framework of evidence based practices to support a proactive approach for programs to help children achieve and sustain healthy social emotional skill competency. EC-PBIS focuses on creating nurturing environments for children equipped with supported staff trained to respond to challenging behaviors. The Pyramid Model framework is consistent with the public health, and mental health models of promotion, prevention and intervention.

State Leadership Team:

The Iowa EC-PBIS State Leadership Team is comprised of EC-PBIS leaders representing Area Education Agencies (AEAs), Child Care Resource & Referral (CCR&R), Early Childhood Iowa (ECI), Head Start, the Iowa Department of Health and Human Services (HHS), and the Iowa Department of Education. The EC-PBIS State Leadership Team is dedicated to analyzing aspects of programming, leadership, initiatives and training to create systemic and state infrastructure.

Vision Statement:

Every child, beginning at birth, will have access to evidence based practices to support their social, emotional, mental and behavioral health.

Mission Statement:

To develop and sustain a state infrastructure so that all early care, health and education providers successfully implement the Pyramid Model of positive behavior interventions and support with fidelity.

Accomplishments:

The State Leadership Team celebrated many accomplishments this year. A few of the key accomplishments were:

- Updating and relaunching the EC-PBIS Family Support Modules. A train the trainer was held in the spring of 2022 for 27 new trainers across the state.
- Three trainers across the state completed certification of the Teaching Pyramid Infant/Toddler Observation Scale Reliability training.

- HHS provided funding to CCR&R for two new statewide positions. These positions provide Social, Emotional, Behavioral, and Mental Health support across the CCR&R system.
- Development of an Implementation Calendar to assist PW-PBIS sites in organizing leadership duties and managing assessment data.
- The Iowa EC-PBIS SLT administrative team was invited to do a poster presentation on the Waters Systems Thinking tools and their use in strategic planning at the PBIS National Training Institute Conference (NTI). The content was well received by other state teams and resources were shared.
- The SLT administrative team along with other DoE and AEA colleagues presented a session on the Coaching Community of Practice (CoP) in Iowa at the PBIS National Training Institute Conference (NTI). This session shared how all coaches across Iowa were able to attend the CoP to learn and be supported in coaching evidence-based practices in preschool. There were several other conference sessions presented by Iowa educators at NTI.
- The SLT was able to review and analyze data from the new Pyramid Model Implementation Data System (PIDS) to make data-based decisions and move the work forward.
- The coaching Community of Practice (CoP) offered two strands of coaching support this year, instructional coaching and systems coaching. The two coaching strands had 117 participants over the course of the year.
- Small peer group coaching facilitated by an expert coach continued this year with 11 participants in two groups.

SLT BOQ:

Every year the EC-PBIS SLT completes the State Leadership Team Benchmarks of Quality (SLT BOQ). The purpose of the SLT BOQ is to assess progress and plan future actions so the Pyramid Model practices are available for programs and families statewide. The Benchmarks are grounded in implementation science, which bridges the gap between knowledge of a practice and the actual implementation of that practice.

The SLT BOQ rates 49 indicators on a three-point scale of “Not in Place”, “Emerging/Needs Improvement” and “In Place”. The 49 indicators are divided into five areas called Critical Elements. The five critical elements are: State Leadership Team,

Family Engagement, Implementation and Demonstration Sites, Professional Development and Evaluation/Data-based Decision Making.

The EC-PBIS SLT members complete this tool based on consensus scoring at our annual retreat. The data for 2022 can be seen below in **Figure A**.

Analysis of the 2022 SLT BOQ data continues to show a trend of a decreasing number of items in the “Not in place” or “Emerging/Needs Improvement” category and an increasing number of items in the “In place” category. This trend indicates that the EC-PBIS SLT continues to make progress towards supporting implementation of EC-PBIS practices statewide (**Figure B**).

Figure A

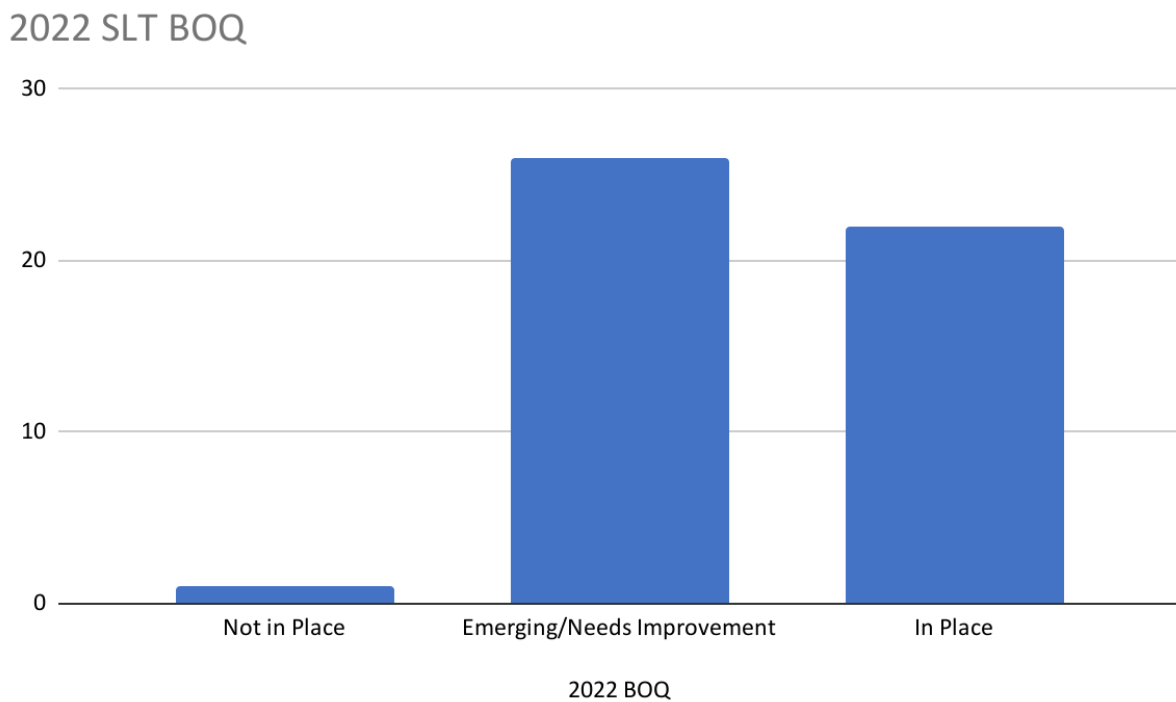
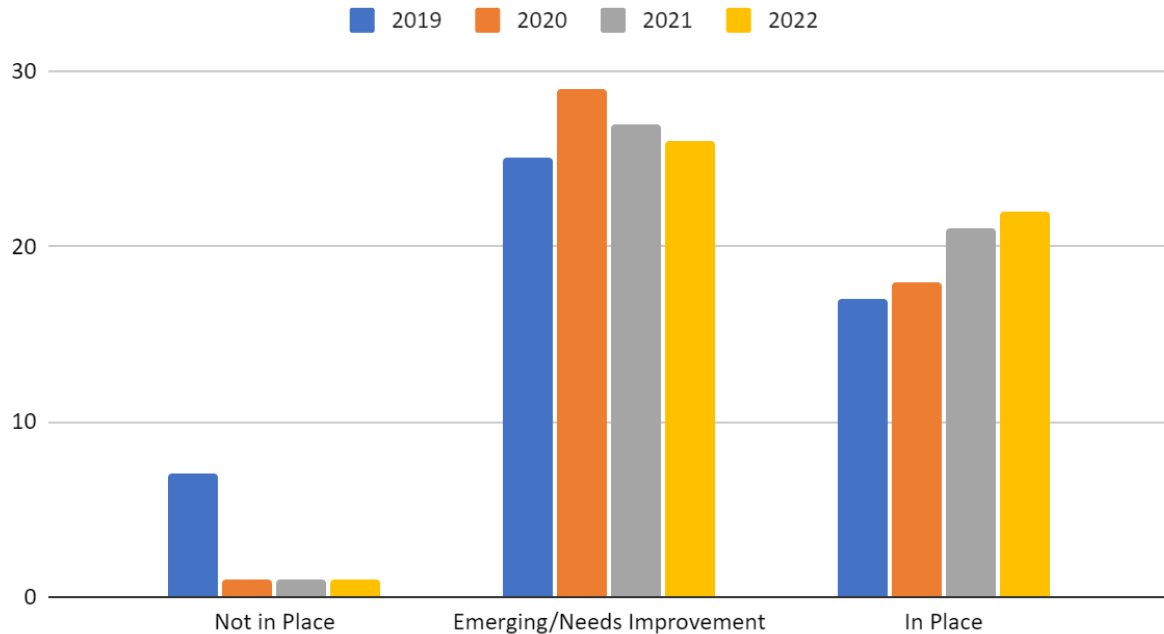


Figure B

SLT BOQ Comparisons



Data:

Professional Development Network:

The Professional Development Network (PDN) are professional development experts who provide training and coaching to early childhood staff and programs. In Iowa the PDN includes several professional development organizations (i.e. Child Care Resource and Referral (CCR&R), Area Education Agencies (AEAs) and HeadStart Grantees as well as contracted experts. The PDN provides training to local programs to increase understanding and application of evidence-based practices and coaching to support high-fidelity implementation of practices.

Data on our PDN:

- 117 coaches across the state
- 87 trainers for the Infant/Toddler EC-PBIS Modules
- 102 trainers for the Preschool EC-PBIS Modules
- 25 trainers for Family Child Care EC-PBIS Modules
- 26 trainers for the Family Support EC-PBIS Modules

Program Wide Implementation Sites:

There were five new programs which began Program Wide Implementation in 2021-22. Iowa has had over 100 programs go through Program Wide Implementation (cohort) since 2006. The State Leadership Team offered continued support for programs that were beyond year one implementation and had six of these long term programs across the state attend training over the course of the year.

Implementation sites are local early childhood programs which have applied and been selected for the initiative. These sites receive training on the implementation of EC-PBIS practices, strategies supporting high fidelity implementation, collection and reporting data on program and child outcomes.

Pyramid Model Implementation Data System (PIDS):

The Pyramid Model Implementation Data System (PIDS) is a secure web application which allows programs to input and analyze data to make meaningful programmatic decisions.

PIDS also offers Pyramid Model implementation sites a robust reporting system that is intuitive and simple to use. Information sharing is efficient and strategic, providing program and state leadership teams with the critical reports and information needed to make decisions.

- 11 implementation sites are entering data into the PIDS system.
- All new implementation sites use the PIDS system.
- Policies and procedures for data reporting are in the process of being developed and implemented.

Statewide Trainings:

The EC-PBIS SLT offered several statewide trainings to support the Professional Development Network coaches and trainers as well as programs who are implementing EC-PBIS.

- Practice Based Coaching Training was offered in October of 2021. Twenty participants attended this training.
- Preschool Module Train-the-Trainer was offered in December of 2021. Twenty-one new trainers were trained.

- Infant/Toddler Module Train-the-Trainer was offered in February of 2022. Twenty-one new trainers were trained.
- TPOT Reliability was offered in October and December 2021 and in February and April of 2022. Thirty-eight participants met reliability on the TPOT.
- TPITOS Reliability was offered in June 2022. Sixteen participants met reliability on the TPITOS.
- A booster training with Dr. Mary Louise Hemmeter for program wide implementation sites and coaches was offered in April 2022. Twenty-two programs with ninety-two participants participated in the training.

Local Module Trainings:

Local professional development organizations (e.g. AEA, CCR&R, HeadStart) provided the EC-PBIS module training throughout the state. The EC-PBIS Module Training is a training series intended for staff working with young children in ECE programs. The training teaches the Pyramid Model which is a framework of evidence-based practices for promoting young children’s healthy social and emotional development.

Module Trainings	# of times offered	# of participants that attended
EC-PBIS for Family Child Care	7	49
EC-PBIS for Infants/Toddlers (Modules 1 & 2)	16	104
EC-PBIS for Preschool (All Modules)	4	64
EC-PBIS for Preschool (Modules 1 & 2)	19	221
EC-PBIS for Preschool (Modules 3A & 3B)	1	16

Community of Practice:

The Community of Practice (CoP) to support coaches offered two strands of coaching, one for instructional coaching and one for systems coaching. Each of these groups each met for 90 minutes one time per month. The instructional coach CoP hosted expert guest speakers monthly who shared information on coaching specific evidenced-based practices. The systems coach CoP was facilitated by an expert coach who guided participants in practices for coaching leadership teams and administrators.

Small group peer coaching continued with 11 participants meeting monthly. Data from surveys are below (Figure C and Figure D).

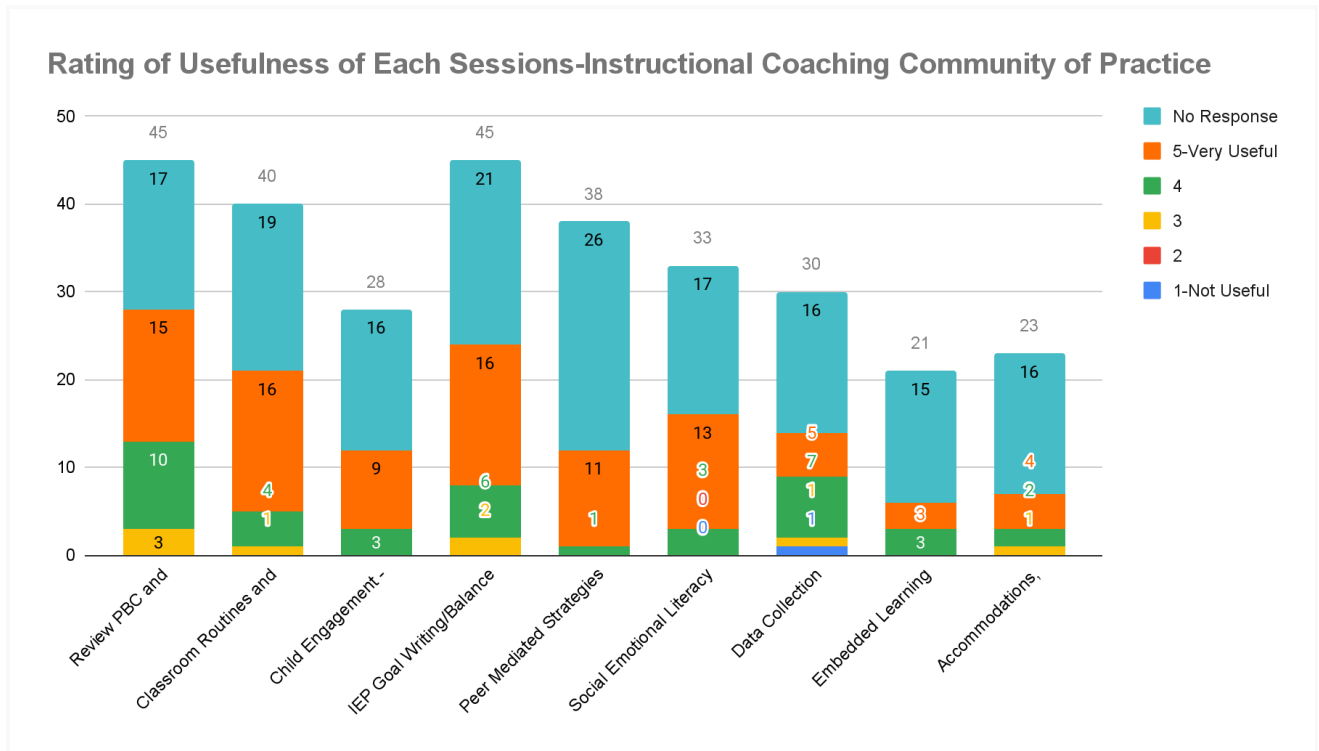
Instructional Coaching CoP:

Anecdotal notes from participants:

- *This information is so good. I never get tired of hearing how important routines and engagement are to classrooms, teachers and children.*
- *Thank you for this session! It is exactly where we are trying to move our teachers!*
- *Today changed my thinking on peer interactions in general. Thank you!*

Figure C

Data collected after each CoP session:



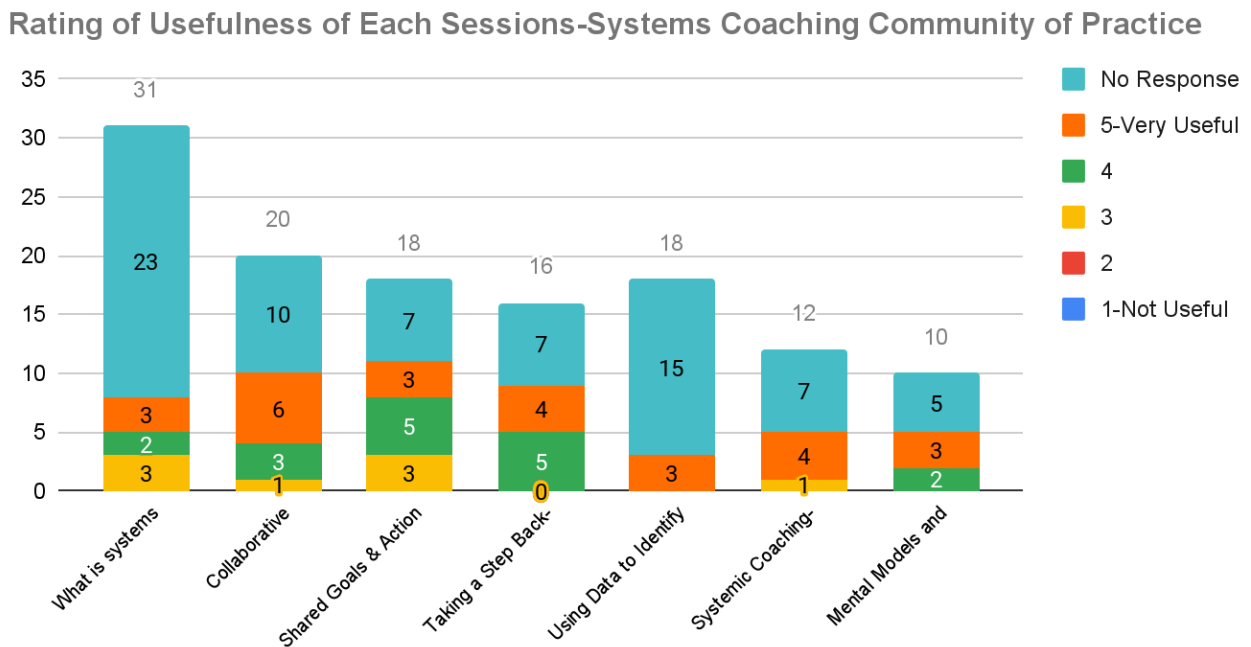
Systems Coaching CoP:

Anecdotal notes from participants:

- *Loved the content today. It has given me a different perspective to consider when problem solving with programs.*
- *As always it was great to connect with others in similar roles and get feedback from others.*
- *Thanks for giving us the chance to pause and regroup around impactful conversations today. I think this will really help as we dive into next month's session.*

Figure D

Data collected after each session:



Small Peer Groups:

An online survey was used to gather feedback from participating coaches about overall support, their own professional development needs, perceptions of CoP approach, and ideas about future support. Eight of the 11 coaches completed the survey for a 73% response rate.

- As a result of participating in these Coach CoP sessions, my coaching skills have improved as it relates to providing support for implementing EC-PBIS.
 - 12.5% -- 1 (Strongly disagree)
 - 0.0% -- 2
 - 0.0% -- 3

- 12.5% -- 4
- 75% -- 5 (Strongly agree)
- I was able to learn about different tools, resources, and coaching strategies as a result of participating in these Coach CoP sessions.
 - 100% -- Yes
- What did you enjoy most about the small group CoP sessions? What did you enjoy least?
 - *I enjoy the connection to others doing similar work and the check-ins to support one another and unpack skills and situations at a deeper level and learn how other's address similar situations. What I enjoy the least is when our schedules get a bit tricky and we have to miss a session together.*
 - *It was good to meet with peers.*
 - *The sharing of ideas, suggestions, experiences that helped us all to grow and learn professionally*
 - *Most: The connection, collaboration, problem solving that the group invites each time we meet. Least: I don't like having to leave the group early or missing a session.*

Next Steps for Program Year 2022-2023

In 2021-2022 the EC-PBIS State Leadership Team (SLT) set priorities. In 2022-2023 the SLT will be reviewing the priorities to allow them to guide the strategic planning process toward a five-year planning cycle. An annual plan will continue to guide the work in the current year (i.e. 2022-23). In addition, the SLT engaged in reflection with respect to representation of the various systems on the team. The result was a decision to reorganize workgroups to increase the balance of perspectives across systems. Workgroups will be composed of individuals with varying perspectives represented on each group.