

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

Iowa
EC-PBIS



Annual Report

2020-21

EC-PBIS State Leadership Team



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 supports with fidelity.

Overview:

Early childhood caregivers and teachers are essential partners in supporting healthy social emotional skill competency rooted in nurturing and responsive relationships with children, families, partners and the early childhood community. EC-PBIS provides a conceptual framework of evidence based practices to support a proactive approach for programs to help children and learning environments achieve and sustain healthy social emotional skill competency. PBIS focuses on teaching positive strategies through a universal program wide system for everyone, extra evidence based support/s, and intensive individualized supports. 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, Child Care Resources & Referral (CCR&R), Early Childhood Iowa (ECI), Head Start, the Iowa Department of Human Services (DHS), the Iowa Department of Education (DoE), and the Iowa Department of Public Health (IDPH). The EC-PBIS State Leadership Team is dedicated to analyzing aspects of programming, leadership, initiatives and training to create systemic and state infrastructure.

Accomplishments:

The State Leadership Team had a change in leadership for the 2020-21 year. Wendy Hoogeveen from the Iowa Department of Human Services had joined the leadership of the SLT in 2019-20 to support interagency leadership of the team. Melanie Reese from the Iowa Department of Education began her position at the DoE in June 2020 and joined the leadership of the SLT at this time as well. Monica Garner joined the Iowa Department of Education as the HeadStart Collaboration Officer in December 2020 and joined the leadership of the SLT in April of 2021. An accomplishment with these major leadership changes, is that SLT has continued to move the work forward and has sustained previous work. The collaboration from the leaders representing different agencies and perspectives is also a major accomplishment for our state and this work.

The leaders of the SLT proposed adding the Pyramid Model Implementation Data System (PIDS). PIDS is a web based system that states and programs can access to

store data. Data storage includes child level data, classroom level data, program level data, and state level data. The system allows reports to be run to assist in analyzing and making data based decisions. The leaders of SLT worked on building the infrastructure and policies needed to begin using this data system as a pilot for limited programs in the 2021-22 school year.

The coaching Community of Practice (CoP) was scaled this year allowing over 50 participants to meet with an expert coach from Pyramid Model Consortium (PMC) three times over the course of the year to learn, collaborate and build support across the state. These sessions were held virtually, allowing more coaches to participate from across the state. The structure of these large group CoP sessions included; content from the expert coach, time in small breakout groups to process content and consider application, and time for reflections and questions in the large group with the expert coach. Participants were surveyed after each session. Data from the surveys indicated coaches overwhelmingly found the sessions beneficial to their work. More details about the survey results can be found in the Data section of the report below.

Another part of our coaching plan was offering small peer group coaching facilitated by an expert coach. This coaching support was scaled this year, allowing all participants who were interested to join a small peer coaching group. Forty-one participants across six groups met monthly from November through May to collaborate and support each other in coaching EC-PBIS. Each group was facilitated by an expert coach from PMC around topics agreed upon in the group. The expert coach from PMC did a survey at the end of the year to evaluate this coaching support. There was a 56% response rate on the survey sent to these participants. Survey results indicated that the majority of coaches reported the sessions improved their skills related to coaching EC-PBIS. More details about the survey results can be found in the Data section below.

Program Wide Implementation:

Iowa has had a total of 94 programs go through Program Wide Implementation (cohort) over the years. No new cohorts were added during the 2020-21 school year. This decision was made primarily due to the pandemic. Our SLT was concerned about programs trying to commit to implementation of something new when our “normal” had changed so much. District programs and teachers were trying to balance online school, face to face school and hybrid models across our state while child care programs were trying to balance staying open for essential workers with the health and safety needs of their staff and the families they served. The SLT did have a cohort from 2019-20 that had missed their last day of training due to the pandemic and the shutdown of our state in the spring of 2020. SLT leaders provided the last day of training to these programs in

the fall of 2020 to ensure they finished training and continued to get support from the SLT.

The SLT chose to support programs that had already gone through cohort training and may have been struggling with implementation due to a variety of factors. SLT leaders offered virtual office hours during the fall of 2020, which were not attended well. SLT leadership offered Cohort training to any programs that had previously been through cohort training in the spring of 2021. This training was offered to provide continued support around implementation fidelity and data. These trainings were well attended and cohort programs expressed interest in continued support for the 2021-22 school year. SLT members have been working on continued training for cohort programs in year 2 and year 3 of implementation to increase programs levels of implementation fidelity.

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 that 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 2021 can be seen below in **Chart A**.

Analysis of the 2021 SLT BOQ data as compared to previous years shows a trend of a decreasing number of items in the “Not in place” 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 (**Chart B**).

Chart A

2021 SLT BOQ

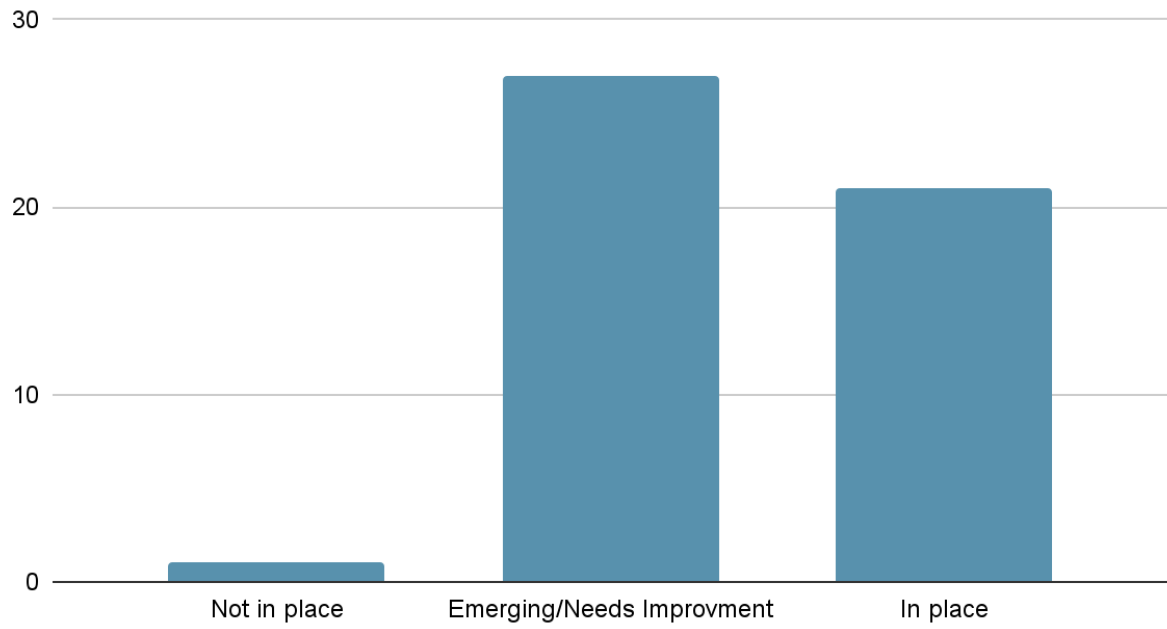
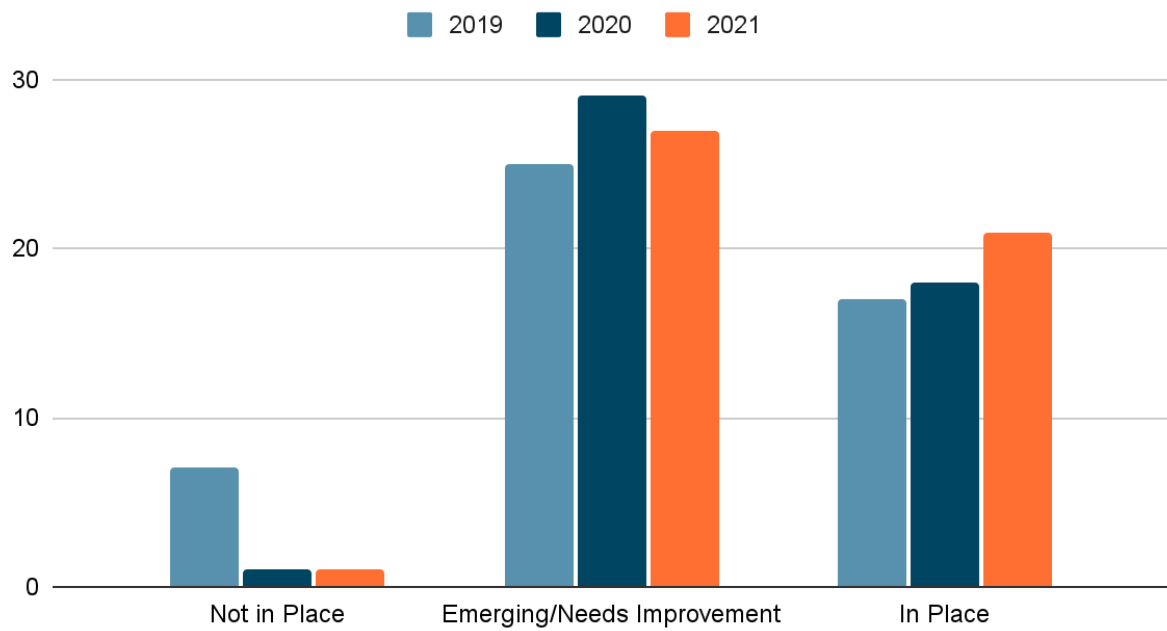


Chart B

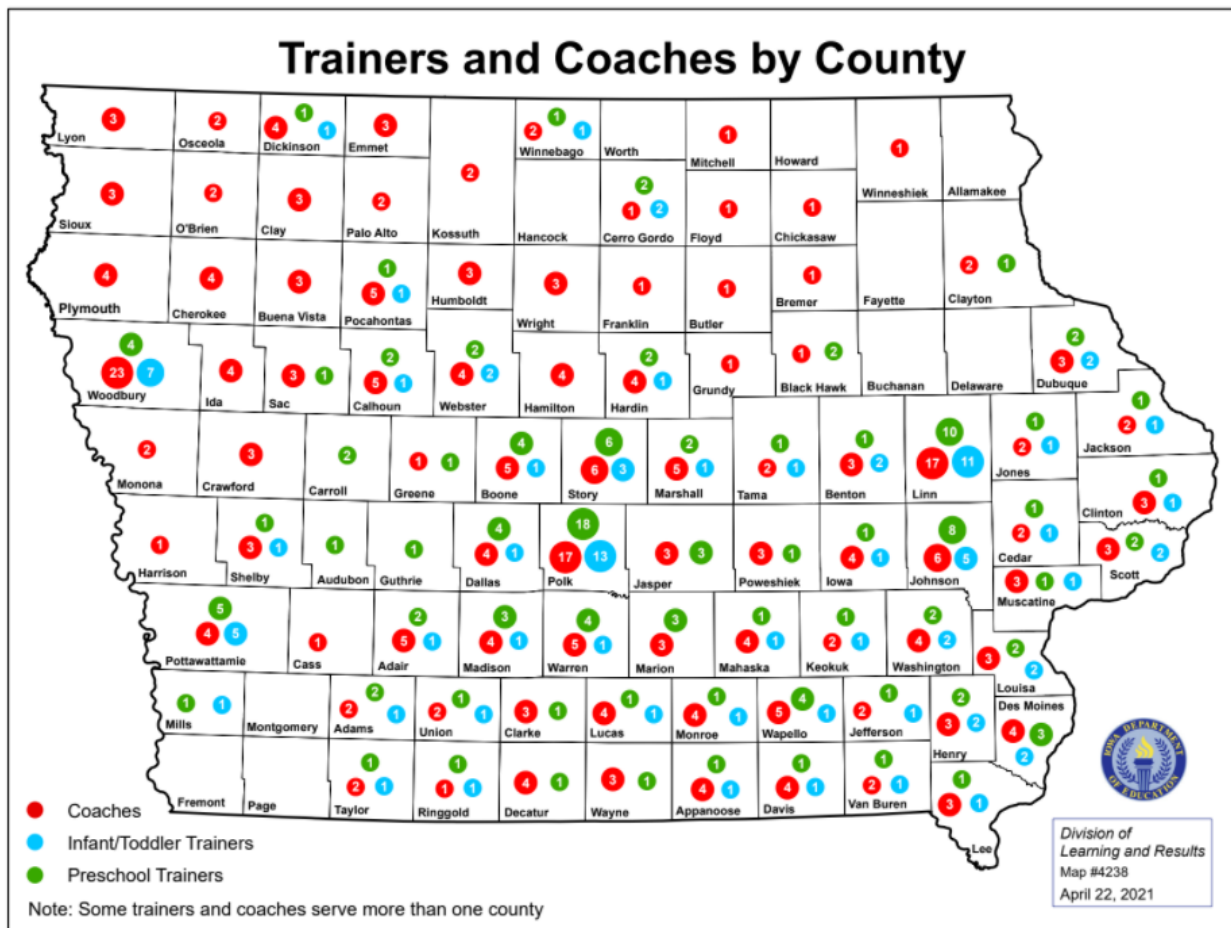
Recent SLT BOQ Comparisons



Data:

Professional Development Network:

The Professional Development Network (PDN) are professional development experts that provide training and coaching to early childhood staff and programs. In Iowa the PDN is comprised of a number of professional development organizations (i.e. Child Care Resource and Referral (CCR&R), Area Education Agencies (AEAs) and HeadStart Grantees) as well as individuals with expertise that are contracted. The PDN provides training to increase understanding and application of evidence-based practices and coaching to support high-fidelity implementation of practices at sites. Data on where our EC-PBIS trainers and coaches are located throughout the state is below.



Implementation Sites:

Implementation sites are local early childhood programs that have applied and been selected for the initiative. These sites receive training on the implementation of EC-PBIS

practices, implementing these with high fidelity, and collecting and reporting data on outcomes. No new programs were added this year due to the pandemic.

Statewide Trainings:

The EC-PBIS SLT offered a number of statewide trainings to support the Professional Development Network coaches and trainers as well as programs that are implementing EC-PBIS.

- Infant/Toddler Module Train-the-Trainer was offered in November of 2020. Twenty-three new trainers were trained.
- Preschool Module Train-the-Trainer was offered in December of 2020. Twenty-one new trainers were trained.
- Practice Based Coaching Training was offered in April of 2021. Twenty-seven participants attended this training.
- TPOT Reliability was offered in April 2021. Twenty-three participants met reliability on the TPOT.
- TPITOS Reliability was offered in April 2021. Seventeen participants met reliability on the TPITOS.
- Practice Based Coaching Booster Training Booster was offered in March 2021. We had around 40 participants attend.

Community of Practice:

The Community of Practices to support coaches were described above in the Accomplishments section. Both the large group and small peer group community of practices surveyed participants. Data from those surveys are below.

Large community of practice

The following data captures the trends from the surveys:

- 94% of participants found this type of CoP beneficial to their work.
- 93% of participants found the balance of large and small breakout groups valuable to their learning.

We also captured some anecdotal notes from participants:

- These have been such a great way to expand my knowledge on coaching and my work.
- The small group work was very important! Being new to this role and making connections with others across the state was my BIGGEST take away! However, there were MANY other takeaways from the sessions!!!
- It's helpful to connect with a large group as it "fills" the cup of in-person PD, and collaborating with others outside of our small groups as well.
- It seemed like too short of a time for beginners; it felt like we needed more time to debrief

Small peer groups:

The following data captures their responses:

- 84.7% of participants indicated these sessions helped improve their skills as it relates to providing support for implementing EC-PBIS.
- 100% of participants indicated they were able to learn about different tools, resources and coaching strategies through the small peer coaching groups.

Participation data was noted:

- 2 of the 6 groups maintained approximately 85% participation across all 7 CoP sessions
- 3 of the 6 groups maintained approximately 60% participation across all 7 CoP sessions
- 1 of the 6 groups maintained approximately 40% participation across all 7 CoP sessions

Anecdotal notes were also captured from participants:

- The CoP sessions inspired me to figure out how I can support coaches & EC-PBIS across our AEA. I loved hearing the ideas from other coaches.
- I am using more reflection and open-ended questions, and sharing more resources from the NCPMI website.
- I liked that we were able to think about specific coach practices and after I tried different practices with teachers I would share with my group.
- The conversations in regards to real time issues that are happening.

Next Steps for Program Year 2021-2022

The SLT strategic planning process involved setting three main priorities to guide the work for the 2021-22 year. The three priorities focused on data based decision making, improving system capacity and connecting EC-PBIS work to other initiatives and work across the state.