

Quality Counts for Kids' Program-Wide Positive Behavior Support (QCFK's PWPBS)



Program-Wide Positive Behavior Support

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Quality Counts for Kids
A Continuous Quality Improvement Program





Program-Wide Positive Behavior Support

We express our deepest gratitude to all the early childhood professional who have partnered with the University of South Florida's QCFK's PWPBS and to our funder, The Children's Board of Hillsborough County. We are also thankful to the Early Learning Coalition for leading the Quality Counts for Kids collaborative, making our work possible. Together, we are all making a positive impact on infants, young children, and their families and we admire your passion and drive.

Contents

| | |
|--|----|
| Introduction and Background | 1 |
| Funding | 4 |
| Partners of PWBs through our Quality Counts for Kids Collaborative | 5 |
| Pyramid Model Implementation Sites | 6 |
| Application Process | 6 |
| Leadership Teams | 6 |
| Site Visits | 8 |
| Selection..... | 8 |
| Cohort Sites | 9 |
| Evaluation/Data | 12 |
| Are we doing what we should be doing and is making a difference?..... | 12 |
| Program-Level Data | 14 |
| Provider/Teacher-Level Data | 17 |
| Professional Development | 21 |
| Child-Level Data..... | 23 |
| Family Involvement..... | 25 |
| Communication and Visibility..... | 27 |
| Conferences and In-Services..... | 29 |
| Publications | 29 |
| What Have We Learned | 30 |
| Summary | 31 |
| References | 32 |
| Appendices | |
| A. Pyramid Model in Action | |
| B. Benchmarks of Quality for Centers and FCCH | |
| C. Pyramid Model Training Content/Objectives | |
| D. USF's Staff's Professional Development/Training | |
| E. Site Details | |

Introduction and Background

USF's Program-Wide Positive Behavior Support (PWPBS) is an evidenced based program. PWPBS facilitates implementation of the Pyramid Model (Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003) as a framework for early educators to promote young children's social and emotional development and prevent and address challenging behavior. The Pyramid Model (shown in figure 1) organizes evidence-based practices that include four levels of practices that represent promotion, prevention, and intervention. The first two levels of the Pyramid describe practices that are essential for the prevention of challenging behaviors and the promotion of social-emotional competence in all children. At the foundation of the pyramid is the development of positive relationships with children, families, and staff and the use of supportive environments that prevent problem behavior, support the engagement of all children, and support the development of social skills. For many children, these two levels of practices may be all that is needed to support their healthy social-emotional development. The secondary level targets social-emotional teaching strategies of children who may be considered at-risk and in need of targeted supports. The tertiary level of the Pyramid focuses on individualized intensive interventions for children with significant social skill deficits or persistent challenging behavior. Even when the primary and secondary levels are in place, there are children at the tertiary level who may need an individualized plan that includes prevention strategies, the instruction of replacement skills, and guidance on how to respond to problem behavior so that it is not maintained. These practices are based on research focused on effective instruction for young children (National Research Council, 2001; Burchinal, Vandergrift, Pianta, & Mashburn, 2010), strategies to promote child engagement and appropriate behavior (Chien et al., 2010; Conroy, Brown, & Olive 2008), the promotion of children's social skills (Brown, Odom, & McConnell, 2008; Vaughn et al., 2003), and the implementation of individualized assessment-based behavior support plans for children with the most severe behavior challenges (Conroy, Dunlap, Clarke, & Alter, 2005; Blair, Fox, & Lentini, 2010; McLaren & Nelson, 2008).

The PWPBS Project involves the adoption of Pyramid Model (Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003) across select community early childcare centers and family child care homes in Hillsborough County. PWPBS facilitates the development of children's social-emotional competence through practice-based coaching in collaboration with a site-based leadership team on data based decision making and in implementation of the Pyramid Model. (See Appendix A.)

Project staff train and guide the adoption of the program-wide model with a focus on ensuring that participating early childhood programs develop their internal capacity to implement and sustain the model. The two to three years of technical assistance and practice-based coaching with programs assist programs to implement new teaching practices that are focused on the promotion of social competence, develop strategies for

*I want to give you
Many Many THANKS
for the PBS program.
I learned so much.
The USF Coaches and
Staff have been so
wonderful to help so
many children that
have needed a little
extra to help them
along. I am very
grateful for all of the
input, suggestions,
and support that you
all have provided over
the past few years.*

*—Center-based
Administrator/Coach*

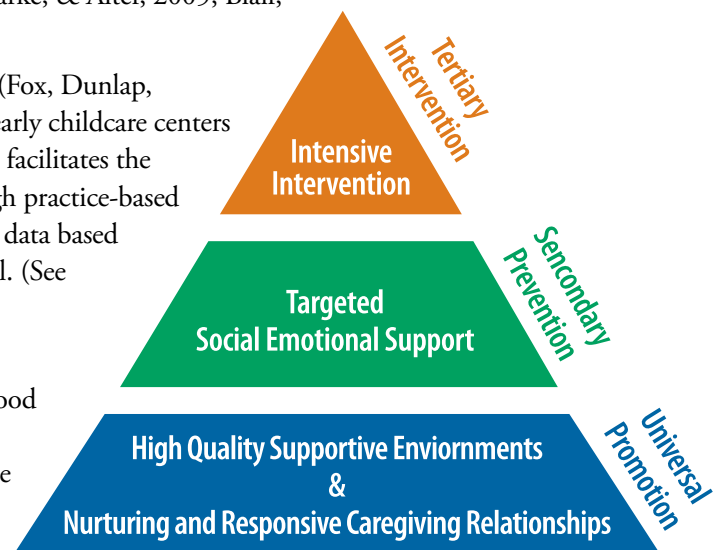


Figure 1. Pyramid Model

developing partnerships with families, and to implement the use of individualized Positive Behavior Support for children with persistent challenging behavior.

Program-Wide Implementation of the Pyramid Model or Program-Wide Positive Behavior Support (Fox, Carta, Strain, Dunlap, & Hemmeter, 2010; Fox & Hemmeter, 2009; Hemmeter & Fox, 2009; Hemmeter, Fox, & Doubet, 2006; Hemmeter, Fox, Jack, & Broyles, 2007) is the model of School-wide PBS that is used within early childhood programs (see www.pbis.org/community/early_childhood for more information). School-wide Positive Behavior Support is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. SWPBS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies that are linked to the three-tiered promotion, prevention, intervention model. Randomized evaluations of the SWPBS have been conducted by multiple investigators (Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, 2009; Bradshaw, Mitchell, & Leaf, 2010; Bradshaw, Reinke, Brown, Bevans, & Leaf, 2008; Horner, Sugai, Smolkowski, Eber, Nakasato, Todd, & Esperanza, 2009).

Pyramid Model practices were identified through a systematic review of the research on classroom promotion, prevention, and intervention practices that have been associated with positive social-emotional outcomes and decreases in challenging behavior in young children with and without disabilities (e.g., Dunlap et al, 2006; Howes & Hamilton, 1993; Walker et al., 1998; Webster-Stratton, Reid, & Hammond, 2004). This literature review was conducted by faculty associated with the Head Start and Child Care funded Center on Social Emotional Foundations for Early Learning and the Office of Special Education Programs funded Center for Evidence Based Practice for Young Children's Challenging Behavior initially in 2001, with updates in 2006 and 2010. The literature review resulted in identification of a set of practices aligned to the Pyramid Model levels to ensure a comprehensive three-tiered framework could be described, operationalized, and implemented (Hemmeter, Ostrosky, & Fox, 2006). Table 1 shows the specific practices aligned with each level of the Pyramid Model and representative examples of the empirical literature that supports the practices.

A randomized study of the implementation of the Pyramid Model within preschool classrooms that enrolled both children with and without disabilities has been recently completed in Nashville and the Tampa Bay area by faculty at the University of South Florida (Lise Fox), Vanderbilt University (Mary Louise Hemmeter), and University of Florida (Patricia Snyder). In classrooms, where the Pyramid Model was implemented, there were significant improvements in all children's social skills. Target children, children with persistent behavioral challenges, showed statistically significant decreases in challenging behavior and were observed to have statistically significant improvements in positive social interactions (Hemmeter, Snyder, Fox, & Algina, 2011). This study provides evidence that when the Pyramid Model practices (all of which have a research support) are delivered within a classroom, there are notable outcomes for children.

In addition, from 2007 to 2010, our local PWPBS sites implemented pre/post assessments on all their preschool children within their early childhood program using the Social Skills Rating System (SSRS). T-tests on Fall 2010, post SSRS data indicated that 100% of our centers had statistically significant increases in social skills. These results showed that PWPBS made a significant impact on children's social development, thus positively impacting their readiness for kindergarten. In 2011, PWPBS transitioned to using the

So far (child) is doing much better with his behavior at home. When I do the timer he beats the timer for bed time and there are no issues, he listens when I say please give me 5 minutes and uses the glove counting down and I'm eager to see what lies ahead. Thanks for the materials.

—Parent

Table 1. Research Base of Pyramid Practices

| Component | Practices | Evidence |
|--|--|--|
| Universal | | |
| Responsive Interactions | Supporting children’s play; Responding to child conversations; Support communication of children with special needs; Specific praise and encouragement of appropriate behavior; Build relationships with children; Responsive relationships with families | Burchinal, Vandergrift, Pianta, & Mashburn, 2010; Fullerton, Conroy, & Correa, 2009; Howes & Smith, 1995; Kontos, 1999; Mill & Romano-White, 1999; National Research Council, 2001; Peisner-Feinberg et al., 2000; Pianta, 1999; Pianta et al, 2002; Stormont, Smith, & Lewis, 2007; |
| High Quality Supportive Classroom Environments | Adequate materials; Defined play centers; Balanced schedule (large & small group); Structured transitions; Individualized instructions for children who need support; Teach and promote small number of rules; Design activities that are engaging to children; Provide clear directions | Brown, Odom, & Conroy, 2001; Chien et al., 2010; DeKlyen & Odom, 1998; Ivory & McCollum, 1999; Jolivette et al., 2001; National Research Council, 2001; Peisner-Feinberg et al., 2000; Sainato, Jung, Salmon, & Axe, 2008 |
| Secondary | | |
| Targeted Social Emotional Supports | Teach children to identify and express emotions; Teach and support self-regulation; Teach and support strategies for handling anger and disappointment; Teach and support social problem solving; Teach and support cooperative responding; Teach and support friendship skills; Teach and support collaboration with peers; Partner with families in teaching social emotional skills | Bierman et al., 2008; Denham & Burton, 1996; Domitrovich et al., 2007; Hune & Nelson, 2002; Kam, Greenberg, & Kusche, 2004; Sheridan et al., 2010; Vaughn et al., 2003; Webster-Stratton, Reid, & Stoolmiller, 2008; Webster-Stratton, Reid, & Hammond, 2001 |
| Tertiary | | |
| Intensive Individualized Interventions | Convene a team; Collect data to determine nature of problem behavior; Develop individualized behavior support strategies; Implement behavior support plan with consistency; Conduct ongoing monitoring of child progress; Revise plan when needed; Partner with families and other colleagues in plan implementation | Blair, Fox, Lentini, 2010; Carr et al., 1999; Duda, Dunlap, Fox, Lentini, & Clarke, 2004; Dunlap & Fox, 1999; Kern, Ringdahl, Hilt, & Sterling-Turner, 2001; McLaren & Nelson, 2008; Strain & Timm, 2001; Wood, Ferro, Umbreit, Liaupsin, 2011 |

She’s (USF coach) great...so positive and encouraging that we always want to do our best. She is so insightful and helpful when we come to a problem that needs to be solved. Thanks for all you do!

—Family Child Care Home Teacher

ASQ-SE as a screening measure for children’s social emotional development because it spanned across infants, toddlers and preschoolers and early childhood programs could maintain the use of the tool when moving into sustainability since it was low in cost and easy to use. As we move into 2014-2015, programs will continue to implement ASQ-SE screenings across children; and when children are targeted as needing additional social-emotional supports, PWPBS will use the Social Emotional Assessment Measure (SEAM) as a pre/post measure for outcomes in increased social skills and support plan development and implementation.

The PWPBS program has made a huge difference in our lives and interactions, and the lives of the children we care for. It has changed how we interact with the children in our care.

—Teacher

Funding

PWPBS was subcontract with the Early Learning Coalitions' Quality Counts for Kids collaborative (ELC-QCFK). Through this subcontract, PWPBS provided training, technical assistance, and practice-based coaching related to social emotional development and addressing challenging behavior. In addition, PWPBS was part of the Network of Inclusive Childcare's (NIC) to ensure that children with the most significant challenging behavior and social-emotional concerns receive effective secondary and tertiary interventions.

The funding provided supports the following activities: monthly workshops (repeated twice, one in the afternoon and one in the evening to allow for both center-based and family-based child care providers an opportunity to attend). Workshops focused on the use of evidence-based approaches to promote social emotional development and address challenging behavior.

PWPBS also provided:

- Technical assistance to assist programs in ensuring their ability to adopt the model;
- An intensive training experience for the program leadership team, with periodic booster workshops;
- Technical assistance to the program leadership team to guide and sustain the initiative; guidance and oversight to programs in the collection of implementation and outcome evaluation data;
- Focused technical assistance to ensure family involvement and collaboration in the initiative; and
- The provision of technical assistance and behavioral support facilitation, on the implementation of secondary and tertiary supports for children with the most significant challenging behavior and social emotional concerns.

At all community trainings and conferences USF staff verbally shared and distributed in print that we are funded by the Children's Board. In addition to including the CBHC logo, we also included the ELC logo and all our partners' logos on our presentation slides. We also shared with every family in every program we serve that we are funded through the CBHC. The CBHC and ELC logos were on all our print material, on the window of our entry to our office space, and on sticker labels inside books and on materials we supplied to our programs and families. Our funding was also indicated on the USF website. (<http://cfs.cbcs.usf.edu/news-events/detail.cfm?id=804>) and noted in our USF Florida's Center for Inclusive Communities (FCIC) annual report and in our FCIC email newsletter.

As part of the QCFK's partnership, registrations occur through the Tampa Bay Institute for Early Childhood Professionals (IECP). There is a reduced training registration fee for IECP members of \$10 and for non-members of \$15. In October, some of the funds were used to assist with paying for Elizabeth Appleton's DEC Conference fee. As of the end of September, PWPBS has about \$3,145 remaining in the training revenue.

Also, USF's Florida Center for Inclusive Communities (FCIC) helped support our pilot six-week (June-July) workshop for families, "Positive Solutions for Families", by supplying dinner for the families in attendance. QCFK's ECC-Inclusion Support Services staff provided child care for the children while parents attended the workshop. Both USF's PWPBS and ECC-Inclusion Support Services partnered in administering the six-week workshop series.

Partners of PWBBS through our Quality Counts for Kids Collaborative

Champions for Children

Family Inclusion Connections (FIC) – a family support program that is offered through participating child care centers in Hillsborough County. FIC partners with child care staff to encourage families to interact on a regular basis in their child’s early learning.

Early Learning Coalition (ELC) (Lead Agent)

Quality Counts for Kids (QCFK) – A continuous quality improvement program for all legally operating centers, family child care homes, and out-of-school time programs. The program offers many forms of support, resources and information to participating programs.

Early Childhood Council (ECC)

Inclusion Support Services – works with child care providers to ensure that children with special needs or behavioral issues are properly cared for and educated. Inclusion Support Services also provides training, technical assistance and mental health consultation to community child care centers and family childcare homes to ensure that children are able to remain in a chosen educational center despite their challenges.

Hillsborough Community College (HCC)

Early Literacy Matters (ELM) – ELM employs research based, multi-year coaching strategies with preschool teachers to improve their existing abilities, help them develop new skills, and encourage them to build children’s emergent literacy through greater understanding of evidence-based practices. ELM combines developmentally appropriate coaching practices with the scientifically-based curricula. Teachers demonstrate developmentally appropriate emergent literacy-based teaching strategies as measured by the Early Language & Literacy Classroom Observation (ELLCO).



PWPBS has resources that we can pass along to empower parents so they can lead their children to succeed at home.

—Owner of Family Child Care Home

Pyramid Model Implementation Sites

Our referrals to join our project were linked to QCFK rating system because this is a prerequisite to apply for our services. Early childhood programs must have a minimum of a 3 out of 5 rating with QCFK before applying for PWPBS services. Additionally, we get calls and inquiries at our monthly training sessions. Therefore, we promote QCFK to community providers; if they are not already part of QCFK's rating system.

Our 11 PWPBS early childhood sites were selected through a competitive application process to receive direct training and technical assistance for program-wide adoption of the Pyramid Model across two to three years, at which time the programs maintain implementation of The Pyramid Model, as USF staff fades out of direct practice-based coaching to a consultative model.

Application Process

During our recruitment and application process we shared that PWPBS has three goals:

- Young children who are at-risk and/or have special needs have access to the best quality child care maximizing their potential for school readiness.
- Child care providers have access to supports to create and maintain intentional inclusion practices, including social-emotional supports, within their child care programs.
- Hillsborough County increases its capacity among child care providers to serve families with young children who require intentional social-emotional and inclusion practices.

Leadership Teams

After attending the recruitment meeting where PWPBS was explained, participants went through a rigorous two stage process to apply to become a PWPBS site. During stage one, the early childhood program reviewed the PWPBS packet that include articles, a video on the Pyramid Model, *Promoting Social and Emotional Competence* (Available on the web at http://csefel.vanderbilt.edu/resources/social_emotional_competence.html), and handouts from the recruitment meeting. Then after evaluating staff strengths, they formed a leadership team. The Team signed the PWPBS Leadership Team Commitment Agreement. The Leadership Team was then required to meet with all of their early childcare staff to explain the potential PWPBS project and poll their commitment to implementing PWPBS. A minimum of 80% staff buy-in vote was required to proceed.

What is a Leadership Team?

The Leadership Team is a group of professionals that represented the program and promotes the implementation of Program-wide Positive Behavior Support. The team meets on a regular basis to discuss program needs and progress, provides coaching and acknowledgement to the teaching staff, and makes data-based decisions to promote program success.

What are the activities of the Leadership Team?

- Hold regular monthly on-site meetings (this can be part of regularly scheduled staff meetings)
- Monitor and support implementation and outcomes: Benchmarks of Quality

- Plan and implement professional development activities
- Facilitate staff participation in monthly make-and-takes
- Create system of support for addressing behavior issues
- Maintain communication with staff and USF PWPBS coaches
- Track data and evaluate progress and make data-based decisions
- Communicate with and involve families in PWPBS
- Provide incentives and acknowledgement
- Facilitate implementation of Network of Inclusive Childcare (NIC) requirements as needed

What are the roles of each team member?

Anybody on the team can play one or more of the following roles:

Team Leader: starts and facilitates meetings, prepares agendas, keeps team focused

Recorder: takes minutes, disseminates minutes, records discussions, maintains team records

Evaluation Coordinator: gathers and synthesizes data, prepares data presentations for review at monthly on-site meetings

Pyramid Coach: provides coaching to staff on pyramid practices based on the Teaching Pyramid Observation Tool (TPOT) and The Infant-Toddler Pyramid Observation Scale (TPITOS).

Behavior Coach: provides leadership in behavior support strategies and implementation of targeted and individualized behavior support plans

Who might be chosen to be on the Leadership Team?

The director, assistant director, teacher, behavior specialist, curriculum coordinator, therapist, community T/TA provider, teaching assistant, office assistant, and/or any other staff personnel who would be able to contribute.

My program has only a director and teaching staff; what should I do?

The director and two members of the teaching staff could be on the leadership team. The team should be a minimum of two members in early childhood programs that are center-based. Staff can fill more than one team member's role.

My family childcare home (FCCH) consists only of one staff person; what should I do?

The staff fulfills all PWPBS requirements in collaboration with their USF PWPBS Coach and when possible, meets with other FCCH providers in their PWPBS cohort to brainstorm and problem solve. USF's PWPBS coaches help facilitate this process since often times there are only one to three staff in a FCCH.

Site Visits

During stage two, sites were selected for a site visitation based on the “Stage 1 Application Process”: eligibility to participate was determined by a minimum of 3 out of 5 on their program’s Quality Counts for Kids (QCFK) level scores.

During the site visit:

- The leadership team was interviewed by University of South Florida’s (USF) PWPBS staff and has the opportunity to ask questions.
- USF’s PWPBS staff completed a “Site Visit Readiness Checklist” and a “PWPBS Scoring Rubric” based on a team interview and walk-thru of the program.
- The site’s PWPBS buy-in vote was tallied. If 80% buy-in was not reached, a follow-up meeting was established so that staff could meet with USF’s PWPBS staff to ask any questions they may have and a re-vote by all of your staff re-tallied. An 80% buy-in was required to proceed with PWPBS.

Selection

Applications were reviewed in a cohort model, reflective of current capacity and to facilitate a Peer Learning Community. Preference was given to under-served or prioritized geographic areas within Hillsborough County. Sites were then selected to participate in PWPBS after:

- The Leadership teams committed to participating in an intensive multi-day leadership team training
- The Leadership team members signed the commitment agreement indicating that they not only commit to the leadership training but that they will also
 - » Meet monthly as an on-site group to make data-based decisions
 - » Send staff to attend monthly make-n-take workshops
 - » Access email on a regular basis for communication purposes
 - » Complete necessary paperwork/data in a timely manner
 - » Attend 2 mandatory leadership work sessions a year
 - » Lead their early childhood program in completing the Early Childhood Program-Wide PBS Benchmarks of Quality.



We love PWPBS! Our center has risen to a whole new level through using all of the techniques and visual supports. The coaching and trainings have been beyond beneficial in supporting our transformation to engraining PWPBS into everything we do... Thank you so much for all of your support. Honestly I am going to miss having you as part of our leadership team sooooo much! Thank you for everything!

Center-Based Director

Cohort Sites

2007-2012 Cohort/PWPBS Demonstration Sites

Once centers and family child care homes are already working with us (USF) and are sustaining the Pyramid Model independently, they can contact us at any time for support in developing child support plans. Sometimes, as we meet as a team, we might refer families to other agencies for assessments and/or supports. We also assist providers in finding appropriate trainings or conferences that might meet their professional development needs.

- HCC Ybor Child Development Center
- Mary Go Round – Hannahway
- Mary Go Round – Southpointe
- Mango HS/EHS (Note, due to funding, we no longer support HS/EHS)
- USF Child Development Center

2010-2014 Cohort/PWPBS Maintenance Sites

During FY15, three of our sites moved into maintenance phase of PWPBS and will attempt to self-sustain the Pyramid Model with USF only assisting with facilitating individualized child supports. At the 6 month mark of maintenance (spring 2015), we will do reliability checks and a site visit to see if they are able to maintain and become a PWPBS Demonstration Site. Since 2006, we have 5 PWPBS Demonstration Sites, 3 sites in maintenance phase, 3 active sites receiving ongoing T/TA and practice-based coaching, and we are in the process of recruiting 4 new sites from our 10 applicants.

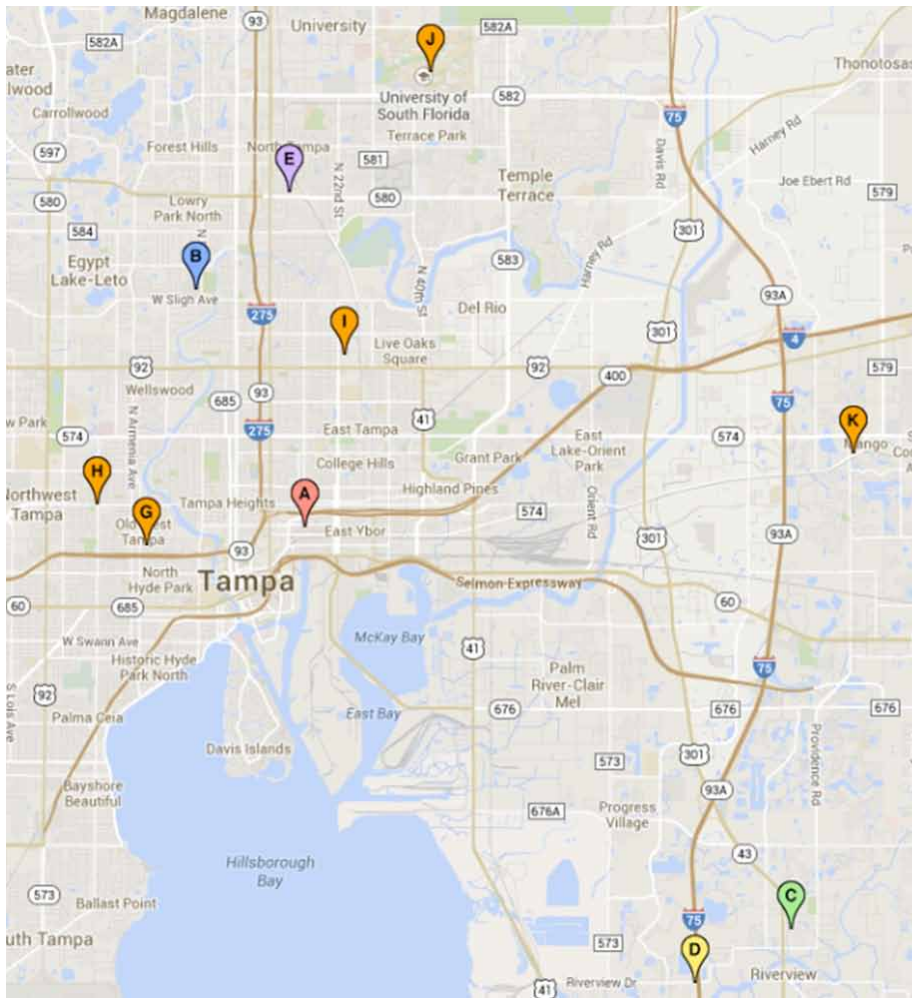
- Lowry Park Zoo School
- Robin Dean's Family Child Care
- United Cerebral Palsy Early Childhood Center

PWPBS has helped us (the teachers) help the children learn better self-control. Before PWPBS, we did our best to teach good social skills, but WE needed training to be effective. PWPBS trained and coached us with the children to tweak those little things that weren't quite right. With PWPBS we can be more effective teachers, the children learn how to be good friends, and the parents learn how to be more effective in their parenting skills through our example and tutoring (during family night make-and-take sessions).

—Family Child Care Home Owner



2014 Program-Wide PBS Current Site Map



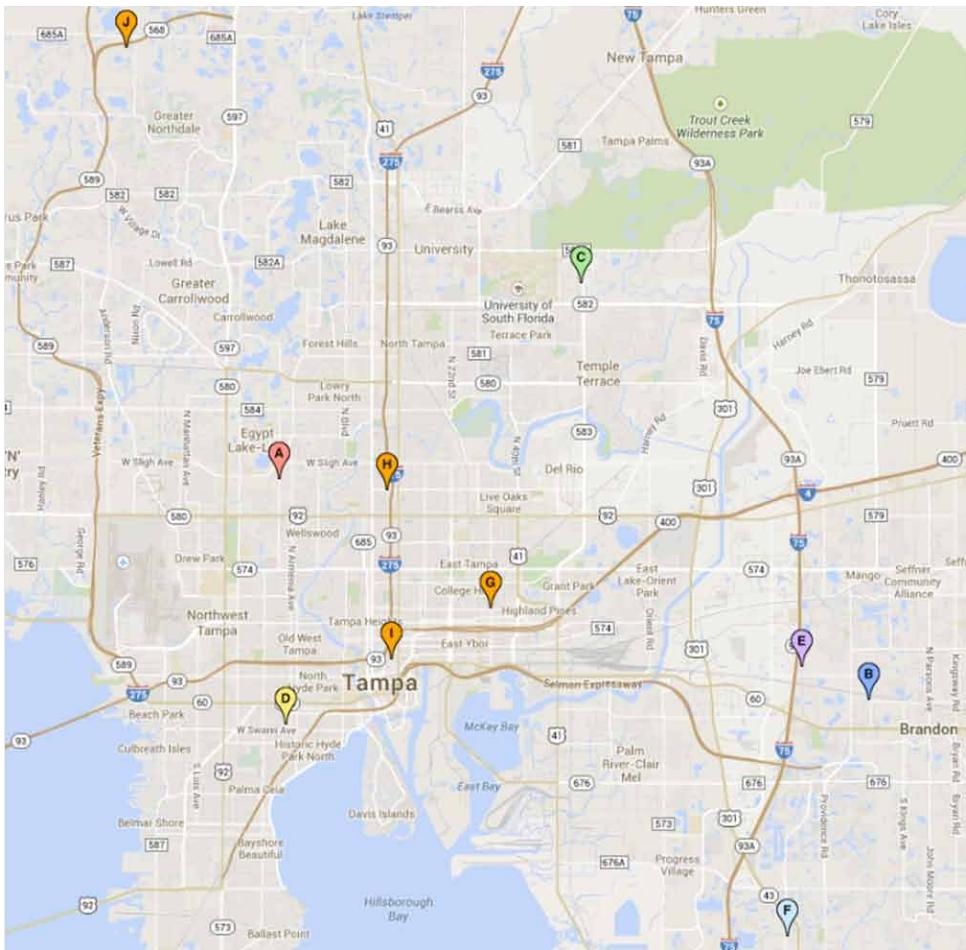
| | |
|---|---|
| HCC Y'bor 2015 North 15th Street Tampa, FL 33605 | A |
| Lowry Park Zoo School 1101 W Sligh Ave Tampa, FL 33603 | B |
| Mary Go Round HWY 10810 Hannaway Dr Riverview, FL 33578 | C |
| Mary Go Round SP 10615 Southern Point Blvd Riverview, FL 33578 | D |
| Naomi Thompson FCCH 9216 N 13th St Tampa, FL 33612 | E |
| Robin Dean FCCH 3709 Casaba Loop Valrico, FL 33596 | F |
| Rosa Valdez 1802 N Albany Ave Tampa, FL 33607 | G |
| St. Johns 14110 North MacDill Avenue Tampa, FL 33607 | H |
| United Cerebral Palsy (UCP) 2215 East Henry Ave Tampa, FL 33610 | I |
| USFPCL 4202 East Fowler Avenue Tampa, FL 33620 | J |
| Mango Head Start 11210 Broadway Avenue East Seffner, FL 33584 | K |

2012-2014 Cohort/Active PWPBS Sites

Active sites receive on-going training, technical assistance and practice-based coaching at all levels of the Pyramid Model.

- CFM — Rosa Valdez Early Childhood Learning Center
- Naomi Thompson's Family Child Care
- The Learning Center at St. John

2014 Program-Wide PBS Application Site Map



| | |
|--|---|
| 66032 N Habana Ave Tampa, FL 33614 Name: Backyard Bears | A |
| 506 Limona Road Brandon, FL 33510 Name: Children's Academy | B |
| 11504 N 62nd Street Temple Terrace, FL 33617 Name: Children's Nest - TT | C |
| 2601 W De Leon Street Tampa, FL 33609 Name: Children's Nest - Tampa | D |
| 1004 York Ct Brandon, FL 33510 Name: Frankie Porter FCCH | E |
| 10544 Lake Saint Charles Blvd Riverview, FL 33578 Name: Kids Community College | F |
| 3000 N 34th Street Tampa, FL 33605 Name: King's Kids | G |
| 6111 N Central Ave Tampa, FL 33604 Name: Seminole Heights UM | H |
| 1401 N Governor Street Tampa, FL 33602 Name: St. Peter Claver | I |
| 17512 Lakeshore Road Lutz, FL 33558 Name: St. Timothy ECLC | J |

Sites who applied for 2014-2015 Cohort of PWPBS (Current site selection is in process.)

We currently have a waiting list for PWPBS because there are eight qualifying early childhood sites who would like to participate in PWPBS and we can only recruit four sites. An additional two sites applied but did not have the capacity to do PWPBS at this time. Due to funding and the timing of our application process, we do not have the capacity to provide supports to the remaining 4 sites; and they will need to wait until our next recruitment period in 2016 and reapply.

- Back Yard Bears – Tampa
- Children's Academy – Brandon
- Children's Nest Day School – Tampa
- Children's Nest Day School – Temple Terrace
- Frankie Porter Family Child Care Home
- Kids Community College – Lake St. Charles
- King's Kids Christian Academy
- Seminole Heights United Methodist Preschool
- St. Peter Claver Catholic School
- St. Timothy's Catholic Early Childhood Learning Center



We wanted (our new student who had been kicked out of several childcares) to feel safe, loved, and comfortable. Within about three weeks his tantrums were reduced to just two or three times a week, not quite as intensive, and didn't last quite as long. By the end of the first week, even when he was having a tantrum, he was keenly watching the other children have fun in organized activities and in free play. It was very encouraging to see him watch and inch over closer and closer. Our consistency was working!

— Owner of Family Child Care Home

In FY15, PWPBS will have a total of 14 early childhood programs participating in program-wide implementation of the Pyramid Model to address social emotional development and support children with challenging behavior.

Evaluation/Data

Are we doing what we should be doing and is making a difference?

For each early childhood sites participating in program-wide implementation of the Pyramid Model, each leadership team holds monthly meetings to review site-based data. One goal of PWPBS is to develop data-based professional development plans with each of their teachers and teaching assistants. Every six months two-hour observations using The Pyramid Infant-Toddler Observation Scale (TPITOS) and/or Teaching Pyramid Observation Tool (TPOT) observation was done in the classrooms and a 20-30 minute interview with each teacher. In addition, USF coaches collaborated with the leadership team and coaches to facilitate coaching in the classroom as needed (estimated at 1-2 two hour site visits per month with the leadership team and 4-12 hours per month with coaches in the classrooms at each site).

PWPBS worked directly with 134 early childhood early childhood staff in Hillsborough County early childhood programs. Of our 7 active sites, 60 teachers were recruited and 54 had outcome data tied to demographics. A total of 820 children were served in the 11 PWPBS sites we work with. 42 children, with consenting parents, were recruited from our PWPBS participating sites for direct support planning. The recruitment of these children was initiated by the early childhood program directors who are participating in the Program-Wide model. We asked parents if they were interested in us facilitating the implementation of targeted/individualized assessment-based support plans for their child. The director met face to face with individual parents to explain and review the consent process prior to support planning.

The evaluation plan for the implementation of program-wide PBS included measures on multiple levels for the purpose of monitoring implementation, identifying areas of need, and understanding outcomes. Thus, data collection was conducted at multiple levels and used for specific purposes. In Table 2, we have identified the purpose of the recommended measure, the measure used, data gathered, the schedule and use of those data. This was an evaluation project that collected data on implementation sites to track progress or response to training and technical assistance, and practice-based coaching. Data were aggregated across participants to provide information on the impact across targeted children, practitioners, and programs.

Table 2: Program-Wide Positive Behavior Support Evaluation Plan

| Measures | Data | Schedule | Use |
|--|--|---|--|
| Implementation | | | |
| Benchmarks of Quality | Program implementation of the elements of PWPBS. | Pre-Implementation and Semi-annually | Summative Evaluation: Growth in implementation fidelity (% of steps fully implemented; implementation score) Formative Evaluation: Target areas for implementation |
| The Pyramid Infant/Toddler Observation Scale (TPITOS) and Teaching Pyramid Observation Tool (TPOT) | Classroom implementation of the Teaching Pyramid Practices | Every 6 months; all classrooms; infant/toddler classrooms use TPITOS; preschool classrooms use the TPOT | Summative Evaluation: Growth in implementation of teaching pyramid practices; Provides indicator of fidelity within the classroom (% indicators in place, number of red flags, average score for teachers across domains) Formative Evaluation: Initial assessment is used to understand areas of teacher strengths and needs, to create professional development plans & training and technical assistance activities. |
| Program | | | |
| Program Incidents | Program incident measures including calls to families re: behavioral concerns; dismissal of children; referrals to mental health consultants | Quarterly summaries on child tracking log | Summative Evaluation: Change in numbers of requests for assistance/program actions related to child challenging behavior |
| Behavior Incidents | Child Behavior Incident Report (BIR) completed by classroom teachers | Input on ongoing basis following behavior incident. Teacher completes form and provides copy to designated evaluation coordinator. Evaluation liaison provides form to USF using child unique identifier. BIR's are summarized monthly. | Summative Evaluation: Behavior incident frequency by month Formative Evaluation: Monthly reports on incidents by child, teacher, activity, location, and consequence provides leadership team with information on classroom needs Behavior incident reports provide data that will be used in the functional assessment process for a child with persistent challenges. |
| Child | | | |
| Ages and Stages Social Emotional (ASQ-SE), Teacher form (Birth-5 years old) | Social Skills | Teacher completes on all children in the class using child unique identifier. ASQ-SE administered at beginning and end of each program year (6 weeks into classroom enrollment). | Summative Evaluation: Pre-post comparison of child social skills; overall summary of child change within programs Formative Evaluation: Initial assessment is used to understand areas of child strengths and needs, to alert the leadership team if a child is at-risk or significantly at-risk for SE delays, child's team (including parents) develop a plan of support |

Program-Level Data

Benchmarks of Quality

USF worked with early childhood programs to adopt a program-wide approach to ensure the implementation of strategies at each level of the Pyramid Model. Leadership teams at each program examined their program's strengths and needs through The Benchmarks of Quality. Providers attended an initial leadership four-day training and then monthly training sessions, as identified on their professional development plans, and USF staff facilitated coaching in classrooms as needed. Program leadership teams completed a baseline Benchmarks of Quality at that initial four-day training to assist them in action planning on program-wide implementation of the Pyramid Model. (See Appendix B)

All six FY14 early childhood sites completed the Benchmarks of Quality Checklist in Fall 2013, Spring 2014, and Fall 2014. Although the Children's Board of Hillsborough County is not tracking the Benchmarks Checklist, it is a programmatic measure that looks at critical elements that are required to successfully support all children's social-emotional development across the early childhood program through the use of the Pyramid Model.

The critical elements include:

- Leadership, buy-in,
- Family involvement,
- Implementation of program-wide expectations,
- Strategies for teaching and acknowledging the program wide expectations,
- The ability to demonstrate implementation of the Pyramid Model across all classrooms,
- Procedures for responding to challenging behavior,
- Professional development and staff support planning, and
- A system for monitoring implementation and outcomes.

There are 47 center-based and 44 family-based Benchmarks within these critical elements on the Benchmarks of Quality. FY14 sites had an average of 68% of the Benchmarks in place or partially in place in Fall 2013 and increased to an average of 80% in Fall 2014.

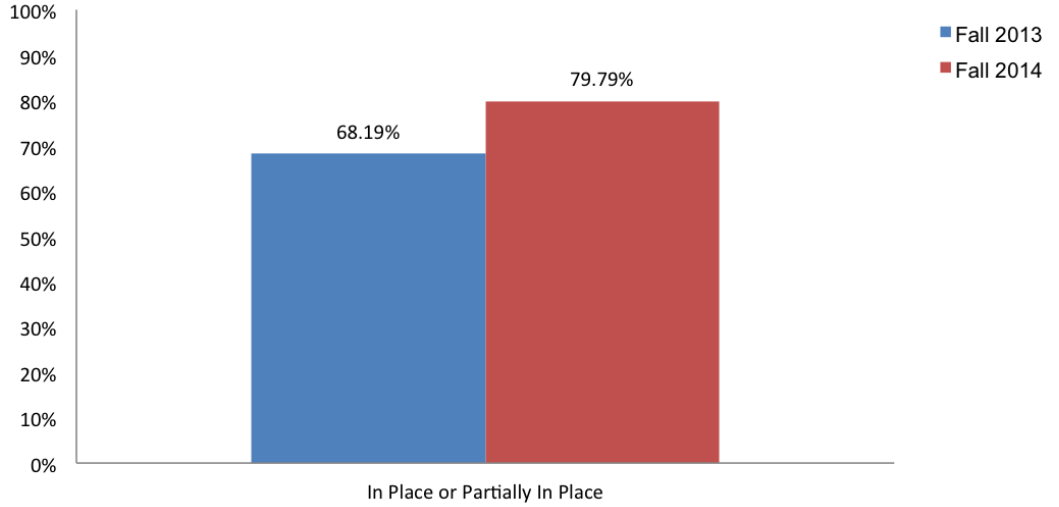
**Program Wide Positive Behavior Support
Benchmarks of Quality — October 2013 – September 2014**

| QCFK - PWPBS Centers | Fall 2013 n = 47 Critical Elements | | | | | Fall 2014 n= 47 Critical Elements | | | | |
|-----------------------------|------------------------------------|-----------------|--------------------|--------------|----------------------------------|-----------------------------------|-----------------|--------------------|--------------|----------------------------------|
| | Date | Number in Place | Partially in Place | Not in Place | % in Place or Partially in Place | Date | Number in Place | Partially in Place | Not in Place | % in Place or Partially in Place |
| CFM - Rosa Valdez | 9/17/13 | 13 | 7 | 27 | 43% | 9/9/14 | 23 | 14 | 10 | 79% |
| Lowry Park Zoo School | 8/13/13 | 25 | 20 | 2 | 96% | 9/9/14 | 42 | 5 | 0 | 100% |
| United Cerebral Palsy (UCP) | 9/23/2013 | 13 | 25 | 9 | 81% | 8/27/14 | 35 | 12 | 0 | 100% |
| TLC at St. John | | | | | 0% | 9/17/14 | 31 | 8 | 8 | 83% |
| Center Averages | | 15.75 | 15.50 | 15.75 | 66.49% | | 32.75 | 9.75 | 4.50 | 90.43% |

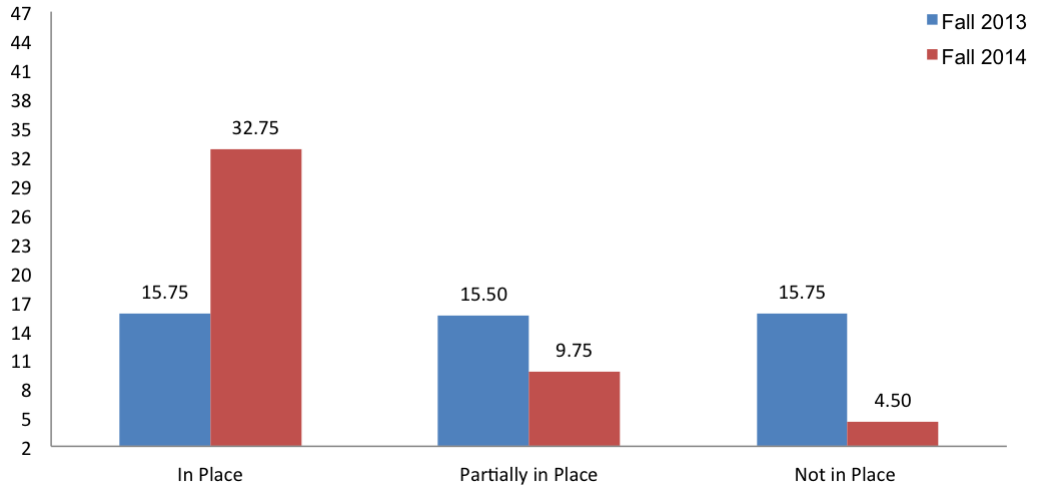
| QCFK - PWPBS Family Child Care Home (FCCH) | Fall 2013 n = 44 Critical Elements | | | | | Fall 2014 n= 44 Critical Elements | | | | |
|--|------------------------------------|-----------------|--------------------|--------------|----------------------------------|-----------------------------------|-----------------|--------------------|--------------|----------------------------------|
| | Date | Number in Place | Partially in Place | Not in Place | % in Place or Partially in Place | Date | Number in Place | Partially in Place | Not in Place | % in Place or Partially in Place |
| Naomi Thompson FCCH | 10/2/13 | 6 | 26 | 12 | 73% | 8/27/14 | 39 | 5 | 0 | 100% |
| Robin Dean FCCH | 9/16/13 | 15 | 16 | 13 | 70% | 9/11/14 | 37 | 7 | 0 | 100% |
| FCCH Averages | | 10.50 | 21.00 | 12.50 | 71.59% | | 38.00 | 6.00 | 0.00 | 100.00% |

| Overall Average | Fall 2013 | Fall 2014 |
|--------------------------------------|---------------|---------------|
| In Place / Partially In Place | 68.19% | 79.79% |

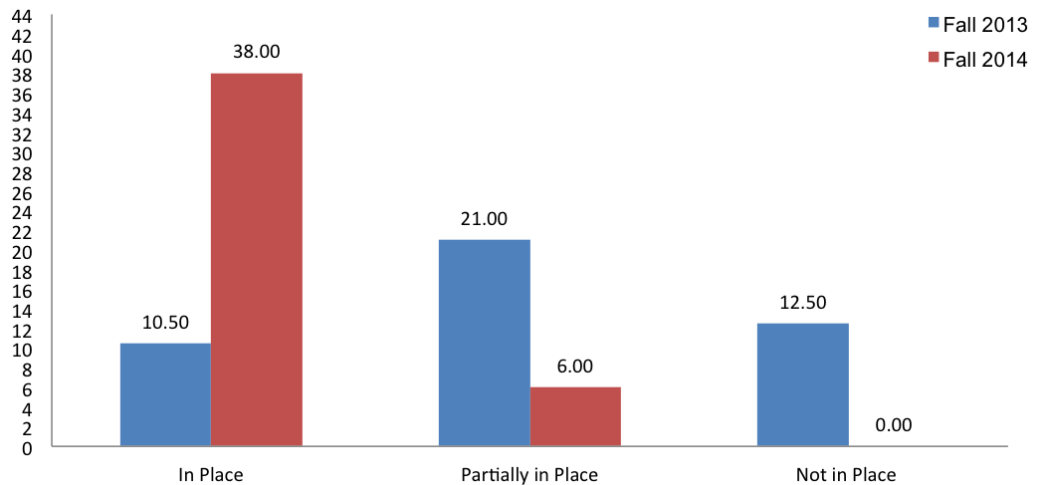
Benchmarks of Quality
Average Total of Elements in Place or Partially in Place



Benchmarks of Quality
Averages of Early Childhood Centers (n=47)



Benchmarks of Quality
Averages of Family Child Care Homes (n=44)



Provider/Teacher-Level Data

TPITOS/TPOT

Every six months, the early childhood leadership team staff did classroom observations, using The Pyramid Infant-Toddler Observation Scale (TPITOS) for classrooms serving birth to three and the Teaching Pyramid Observation Tool (TPOT) serving three to five years of age, to measure teacher use of the Pyramid practices. Implementation of each assessment tool took approximately two hours to complete. The results helped programs know where to start in providing teachers with professional development opportunities and coaching in the classroom. The TPOT is an evidence-based tool recently published in 2014. In addition, we know, based on the TPOT Study, that when teachers implement the Pyramid Model, this leads to significant improvements in all children's social skills (Hemmeter, Snyder, Fox, & Algina, 2011).

Baseline and post classroom observations using the Teaching Pyramid Observation Tool (TPOT) and/or The Pyramid Infant-Toddler Observation Scale (TPITOS) were completed. USF staff conducted implementation fidelity training with all coaches within each program to establish a minimum of 80% reliability with the on-site coaches. During Spring measures, on-site coaches conducted TPOT/TPITOS observations independently on their classrooms and USF did reliability checks in a minimum of one random classroom per site to ensure that the measure is being implemented with fidelity. If sites have both infant/toddler classrooms and preschool classrooms, then two reliability checks were done. On-site coaches developed action plans in collaboration with each provider and used the action plan to guide their training and coaching with the providers on Pyramid Practices. USF reviewed all providers' action plans to ensure that goals on the action plans reflected the professional development needs as evidenced by TPOT/TPITOS summary scores.

USF's Target Outcome: Practitioners receiving a minimum of six months of technical assistance will demonstrate a 5% increase from pre overall score to post overall score on the TPITOS or TPOT, or maintain of an overall score of 80% and above. (USF's target number of participants: 30)

1. In FY14, USF recruited a total of 60 early childhood practitioners in classrooms who received training and practice-based coaching. Six of these individuals did not consent to data being shared with the Children's Board; however, PWPBS still provided them with services. Therefore, there are a total of 54 providers with TPOT/TPITOS outcome data tied to their demographics. There were an additional 10 administrators and/or support staff who also received training, coaching, and technical assistance on Pyramid Model Leadership.

In preparation for FY15, USF's PWPBS hosted two awareness meetings to recruit potential applicants for 2014-15. All early child care centers and family child care homes with a 3, 4, or 5 rating in Quality Counts for Kids (QCKF) were invited to attend and apply to participate in PWPBS. We had 17 sites attend the awareness meetings. Ten sites completed stage one and two of the application process and 4 sites will be newly recruited. For FY15, PWPBS will have 7 active PWPBS sites receiving training and practice-based coaching. 3 sites have moved into maintenance phase and we will do a data check and walk through of these sites in February/March 2015 to see if they are maintaining PWPBS. They will then be awarded PWPBS Demonstration Site status. We currently have 5 sites that are PWPBS Demonstration Sites. During FY15, USF's PWPBS will have a total of 14 sites.

The most wonderful thing about the PWPBS program is that they give us guidance, the knowledge to know what to do in different situations, and some of the resources to do it with. They empower us to be the best teachers we can be, and in the process, help the children be the best they can be. They have shown us how to teach social skills through the trainings and through coaching, and have provided some of the resources to teach the skills to the children.

—Teacher

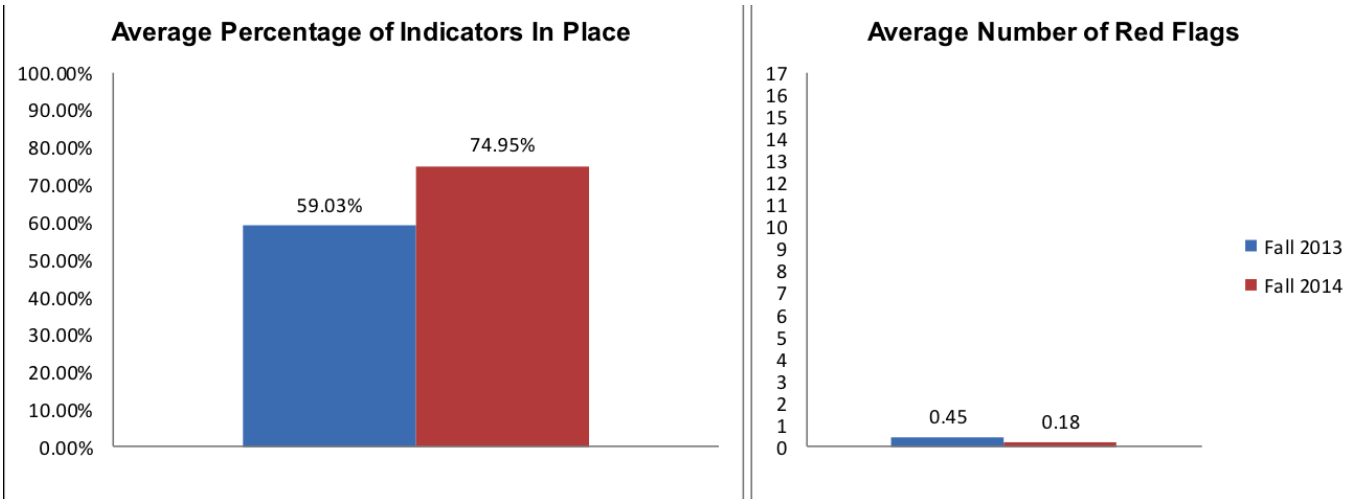
2. USF assessed 54 practitioners and of those, 31 were eligible for outcome criteria with pre/post Teaching Pyramid Infant Toddler Observation Scale (TPITOS) and/or the Teaching Pyramid Observation Tool (TPOT) measures. Coaching to providers was based on their outcome data and providers chose professional development goals based on results. There are currently 60 providers, with complete consented demographic information, whose demographic information was entered into the CBHC database (Mosaic GEMS).
3. USF coaches met with and continually teamed with site-based coaches and teachers in developing action plans for technical assistance and practice-based coaching purposes to implement the Pyramid Model based on baseline TPITOS/TPOT scores.
4. There was ongoing implementation of each action plan through resource development, observation, mentoring, and coaching. USF provided a total of 685 hours of technical assistance/practice-based coaching at our participating sites.
5. Post assessments for each participating practitioner took place in August/September 2014.
6. USF received approval from the university's Internal Review Board (IRB) and IRB consents were collected and reviewed. Results and demographic data was tracked and reported. As new participants entered the project throughout the year, participants were IRB consented and demographic data was collected and inputted into the CBHC database.

Outcome: 30 out of 31 practitioners, receiving a minimum of 6 months of technical assistance, demonstrated a minimum 5% increase from pre overall score to post overall score on the TPITOS or TPOT, or maintain of an overall score of 80% (fidelity) and above. 98% of practitioners who received practice-based coaching and training demonstrated gains in developmentally appropriate practice (DAP). (Target: 75% out of 30 participants)

Thanks for traveling out to our neck of the woods to provide the parent training for our parent involvement event. I really appreciate your preparation time, your input and insights, and the extra time spent waiting on one parent. I know your time is very valuable so if it was a commercial it would be one of the "priceless" value commercials. We could not have done it without you! I know how busy you are and we really appreciate you! Thank you very much for how much you are helping the parents of the children we are blessed with. Each one is very unique and special and I know their parents value your knowledge and kind heart as much as we do. Thanks!

—Family Child Care Home Owner

PWPBS FY14 Sites
Overall Teacher Scores Across the TPITOS and TPOT



TPOT Key:

Percentage of Indicators in Place Across Items

0% - 49%: Low Implementation of Pyramid Practices

50% - 79%: Emerging Implementation of Pyramid Practices

80% - 100%: Mastery Implementation of Pyramid Practices

Red Flag Range: 0-2: Good, 3-7: At Risk, 8 - 17: Significantly at Risk (0 = perfect)

| | Fall 2013 | Fall 2014 |
|--------------------|-----------|-----------|
| Number of Teachers | 31 | 31 |
| Average Percentage | 59.03% | 74.95% |
| Average Red Flags | 0.45 | 0.18 |



Teaching Pyramid Observation Tool (TPOT) FY14 Teacher Scores

| Teacher ID (2013 - 2014) | Fall 2013 | | Fall 2014 | | Eligible 1 = Yes 0 = No | Met Criteria 1 = Yes 0 = No |
|-----------------------------|---------------|-------------------|---------------|----------------------|-------------------------------|--------------------------------------|
| | TPOT Score | Red Flag Score | TPOT Score | Red Flag Score | | |
| PROVD805 | 63% | 0 | | | 0 | 0 |
| PROVD806 | 56% | 0 | | | 0 | 0 |
| PROVD844 | | | 60% | 0 | 1 | 1 |
| PROVD763 | 35% | 2 | 79% | 0 | 1 | 1 |
| PROVD875 | | | 57% | 0 | 1 | 1 |
| PROVD757 | 43% | 3 | | | 0 | 0 |
| PROVD759 | 47% | 1 | | | 0 | 0 |
| PROVD756 | 52% | 1 | | | 0 | 0 |
| PROVD1299 | 32% | 4 | | | 0 | 0 |
| PROVD1282 | | | 51% | 1 | 0 | 0 |
| PROVD1281 | | | 71% | 0 | 0 | 0 |
| PROVD1283 | | | 63% | 0 | 0 | 0 |
| PROVD1286 | | | 45% | 1 | 0 | 0 |
| PROVD773 | 64% | 0 | 82% | 0 | 1 | 1 |
| PROVD775 | 61% | 0 | 95% | 0 | 1 | 1 |
| PROVD768 | 67% | 0 | 82% | 0 | 1 | 1 |
| PROVD774 | 51% | 0 | 84% | 0 | 1 | 1 |
| PROVD863 | 75% | 0 | 69% | 0 | 1 | 0 |
| PROVD769 | 68% | 0 | 86% | 1 | 1 | 1 |
| PROVD1290 | 56% | 0 | 78% | 0 | 1 | 1 |
| PROVD795 | 66% | 1 | | | 0 | 0 |
| PROVD796 | 51% | 0 | | | 0 | 0 |
| PROVD784 | 55% | 0 | 68% | 0 | 1 | 1 |
| PROVD1287 | | | 64% | 0 | 0 | 0 |
| PROVD782 | 26% | 2 | 84% | 0 | 1 | 1 |
| PROVD820 | 82% | 0 | 97% | 0 | 1 | 1 |
| PROVD809 | | | 65% | 0 | 0 | 0 |
| PROVD808 | 67% | 0 | 86% | 0 | 1 | 1 |
| PROVD787 | | | 62% | 0 | 0 | 0 |
| PROVD788 | 72% | 0 | 87% | 0 | 1 | 1 |
| PROVD790 | 77% | 0 | 89% | 0 | 1 | 1 |
| PROVD793 | | | 55% | 0 | 0 | 0 |
| PROVD1291 | | | 42% | 2 | 0 | 0 |
| PROVD792 | 90% | 0 | | | 1 | 1 |
| PROVD785 | 88% | 0 | | | 0 | 0 |
| PROVD786 | 65% | 0 | | | 0 | 0 |
| PROVD777 | 54% | 1 | 76% | 0 | 1 | 1 |
| PROVD778 | 51% | 1 | 77% | 0 | 1 | 1 |
| PROVD818 | 78% | 0 | 97% | 0 | 1 | 1 |
| Avg for ALL teachers | TPOT | RF | TPOT | RF | | |
| | 60% | 0.57 | 73% | 0.18 | | |

Pyramid Infant Toddler Observation Scale (TPITOS) FY14 Teacher Scores

| Teacher ID (2013 - 2014) | Fall 2013 | | Fall 2014 | | Eligible 1 = Yes 0 = No | Met Criteria 1 = Yes 0 = No |
|-----------------------------|---------------|-------------------|---------------|----------------------|-------------------------------|--------------------------------------|
| | TPOT Score | Red Flag Score | TPOT Score | Red Flag Score | | |
| PROVD845 | 38% | 0 | 80% | 1 | 1 | 1 |
| PROVD758 | 38% | 0 | 52% | 0 | 1 | 1 |
| PROVD846 | 38% | 0 | 68% | 0 | 1 | 1 |
| PROVD1280 | | | 48% | 0 | 0 | 0 |
| PROVD847 | | | 76% | 0 | 1 | 1 |
| PROVD843 | 40% | 1 | 77% | 0 | 1 | 1 |
| PROVD766 | 58% | 0 | 87% | 0 | 1 | 1 |
| PROVD771 | 71% | 0 | 96% | 0 | 1 | 1 |
| PROVD1285 | | | 75% | 0 | 0 | 0 |
| PROVD767 | 63% | 0 | | | 1 | 1 |
| PROVD781 | 25% | 0 | 92% | 1 | 1 | 1 |
| PROVD817 | 88% | 0 | 96% | 0 | 1 | 1 |
| PROVD780 | 94% | 0 | 99% | 0 | 1 | 1 |
| Avg for ALL teachers | TPITOS | RF | TPITOS | RF | | |
| | 55% | 0.10 | 79% | 0.17 | | |

TPOT Outcomes (FY13 - FY14)

| | |
|------------------------------|-----|
| Eligible TPOT Teachers FY14 | 20 |
| Met Criteria FY14 | 19 |
| Percentage that met criteria | 95% |

TPITOS Outcomes (FY13 - FY14)

| | |
|-------------------------------|------|
| Eligible TPITOS Teachers FY14 | 11 |
| Met Criteria FY14 | 11 |
| Percentage that met criteria | 100% |

TPITOS and TPOT Outcomes (FY13 - FY14)

| | TPITOS | TPOT | Overall |
|------------------------------|--------|------|---------|
| Eligible Teachers | 11 | 20 | 31 |
| Met Criteria | 11 | 19 | 30 |
| Percentage that met criteria | 100% | 95% | 98% |

Professional Development

Our target audience for our monthly trainings is primarily our early childhood staff at our participating PWPBS Sites. However, because there is such a high demand in the community for training on the topic of social emotional competencies, PWPBS opens training to the entire community.

Research shows that trainings/workshops have the most impact on application of practices/skills used in the classroom when training components include theory and discussion, demonstration, and practice and feedback combined with follow-up coaching in the classroom (Joyce & Showers, 2002). A very strong component of PWPBS is to build the leadership team's coaching skills. When USF staff goes into classrooms to provide practice-based coaching, it is done in collaboration with the professionals who the leadership team has identified as pyramid and behavior coaches. USF's PWPBS model is to facilitate on-site coaching by coaching the coach. By teaching the on-site leadership team how to effectively coach, we build the ability for them to sustain this the Pyramid Model to fidelity on their own once we fade out of their program. PWPBS requires teaching staff to use their data to drive the trainings that they register for and on-site coaches are required to attend the trainings alongside their teaching staff, so that they can go back to the classroom and apply the training content through practice-based coaching.

Coaching Impact

Joyce and Showers, 2002

| Training Components | OUTCOMES | | |
|--|--|---------------------|----------------------|
| | % of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom | | |
| | Knowledge | Skill Demonstration | Use in the Classroom |
| Theory & Discussion | 10% | 5% | 0% |
| ...+ Demonstration in training | 30% | 20% | 0% |
| ...+ Practice and Feedback in Training | 60% | 60% | 5% |
| ...+ Coaching in Classroom | 95% | 95% | 95% |

USF's Target Outcome: 80% of practitioners participating in trainings will demonstrate their knowledge of developmentally appropriate practice (DAP) by achieving 7 correct responses (70%) on the Post Training Surveys. (USF's target number of unduplicated participants: 175)

1. All USF's trainings were maintained by the Tampa Bay Institute for Early Childhood Professionals (IECP) and USF promoted the IECP as the primary resource and training facility for early care and education professionals. PWPBS distributed announcements through USF's early childhood email distribution list and ask our partners to also distribute announcements. The IECP advertises through the Early Learning Coalition's website, registers participants, collects registration fees, processes demographics, and enters pre/post training assessments from a sampling of 4 sessions each participant attended from our entire QCFK collaborative training menu.
2. USF staff developed, marketed, presented trainings, hosted work groups, and distributed the training calendar for ECE practitioners that support DAP in collaboration with IECP.
3. The IECP reviewed and reported results from trainings and demographic data. On average, PWPBS training participants met outcome, achieving at least 7 correct responses (70%) on the Pre/Post Training Surveys.
4. USF has presented a total of 28 training sessions (14 topics) with a total of 305 unduplicated early education practitioners. Training topics focused on evidenced-based social-emotional competence and on implementing effective and meaningful family involvement strategies. Pre/post training assessments were developed and administered for each training session. (See Appendix C)

**Program-Wide Positive Behavior Support
October 2013 - September 2014 Training Pre Post Outcomes**

• *Indicates additional training days*

| # | Training Title | Date(s) | # of Participants | # met Outcome | % of Participants Meeting Outcome |
|---------------|---|------------|-------------------|---------------|-----------------------------------|
| 1 | Overview Program-Wide Positive Behavior Support for Young | 10/14/2013 | 16 | 15 | 94% |
| 2 | Teach Me What to Do! Teaching Children How to Self-Regulate Their Emotions | 10/15/2013 | 27 | 26 | 96% |
| | | 10/22/2013 | 27 | 27 | 100% |
| 3 | Leadership Team Booster Data Based Decision Making | 10/28/2013 | 14 | 13 | 93% |
| 4 | Everybody Can Be a Super Friend Teaching Strategies That Promote Positive Peer Interactions | 11/4/2013 | 15 | 12 | 80% |
| | | 11/5/2013 | 30 | 28 | 93% |
| 5 | Booster TTYC (for coaches only) | 12/11/2013 | 5 | 5 | 100% |
| 6 | Individualized Positive Behavior Support Part I & II (Part I Jan. 28th and 29th) | 2/18/2014* | 28 | 28 | 100% |
| | | 2/25/2014* | 26 | 26 | 100% |
| 7 | PWPBS Leadership Team Training St. Johns (3 days March) | 3/3/2014* | 12 | 12 | 100% |
| 8 | Book Nook Bash Teaching Social-Emotional Skills through Stories | 3/26/2014 | 23 | 23 | 100% |
| | | 3/31/2014 | 24 | 24 | 100% |
| 9 | Infant Toddler Responsive Routines, Environments & Social Emotional Supports | 5/6/2014 | 10 | 10 | 100% |
| | | 5/7/2014 | 11 | 11 | 100% |
| 10 | Group Time for Babies & Toddlers | 6/4/2014 | 26 | 26 | 100% |
| | | 6/10/2014 | 14 | 14 | 100% |
| 11 | Positive Solutions for Families Session 1 | 6/24/2014 | 14 | 13 | 93% |
| | Positive Solutions for Families Session 2 | 7/1/2014 | 14 | 14 | 100% |
| | Positive Solutions for Families Session 3 | 7/8/2014 | 13 | 13 | 100% |
| | Positive Solutions for Families Session 4 | 7/15/2014 | 11 | 11 | 100% |
| | Positive Solutions for Families Session 5 | 7/22/2014 | 10 | 9 | 90% |
| | Positive Solutions for Families Session 6 | 7/29/2014 | 10 | 10 | 100% |
| 12 | Smooth Traffic Ahead: Tuning Up Transition Time | 8/14/2014 | 12 | 12 | 100% |
| 13 | Overview: Program-Wide Positive Behavior Support for Young | 8/14/2014 | 28 | 28 | 100% |
| 14 | Using Technology to Create Fun Visual Supports & Scripted Stories | 9/2/2014 | 8 | 8 | 100% |
| | | 9/4/2014 | 9 | 9 | 100% |
| Totals | | | 437 | 427 | 98% |

Because we have traditionally had a wait list for some of our training sessions, we increased our enrollment to 45 participants per training session to accommodate this high demand for our trainings. We continued to use the Children’s Board as our training venue, as this space can accommodate our need for seating. During this last funding cycle we have had a drop in training participants. We are not sure if this is due to how trainings are now being advertised or if the community is unaware that we are actually part of the QCFK collaborative. We had several reports that participants cannot figure out which trainings are hosted by PWPBS, that they had difficulty finding announcements on the ELC website, or that they thought that we were no longer a funded project. We have also heard from providers that they would like to attend but because there is now a cost associated with attending trainings, that they cannot afford to come to as much training as they had in the past. We are working on a plan to increase awareness in the community so that providers know our trainings are open to all early childhood professionals. We also asked that we brainstorm with our partners, so this training issue is on our

next supervisory agenda for discussion with our partners to see if we can have a presence on the ELC website under the information about QCFK; and if we could brainstorm how to make our trainings easier to find on the website. We did, however, still meet our target numbers and outcomes for training participants.

Outcome: In 2013-2014 USF's PWPBS provided 14 training topics across a total of 28 sessions. There was a total of 437 participant seats filled at trainings and a total of 305 unduplicated training participants. Of the PWPBS training registrants, 98% met outcome of at least 70% or above on post assessment, demonstrating an increase in knowledge of developmentally appropriate practice (DAP). (Target: at least 80% of a minimum of 175)

Child-Level Data

BIR Data and Inclusion

USF's Target Outcome: At least 75% of children will show improvement in social/emotional competence, measured as a decrease in Behavior Incident Reports (BIR). (USF's target number of children: 30). (Baseline year.)

1. Providers completed baseline social emotional screenings for children in early care settings (ASQ & ASQ-SE). Teachers completed the Ages and Stages Questionnaire-Social Emotional (ASQ-SE) for each child at the beginning and end of the school year to guide secondary and tertiary interventions. These forms were completed without using a child's name. Programs used a unique identifier so that USF project staff would not know the identity of individual children. During leadership team meetings, programs were able to use data to guide them in which children are at-risk or have social emotional delays so that parental consent could be obtained and interventions and supports could be targeted for individual children.
2. During 2013-14, a total of 42 children were identified by ECE staff as exhibiting social-emotional, behavioral concerns, and/or other developmental (cognitive, motor, communication) concerns and in need of targeted (secondary) support or individualized (tertiary) supports. Table 3 shows individual site data. Identification was based on anecdotal reporting, Behavior Incident Reports (BIR), and/or ASQ/ASQ-SE.
3. USF met with site-based leadership teams and teamed to develop support plans with providers to incorporate developmental goals based on social emotional developmental screening information and observations. A total of 30 children were identified as needing targeted support plans and a total of 12 children were identified as in need of intensive individualized support plans. All 42 identified children were consented through the University's Internal Review Board (IRB) process. Of these 42 children, 40 children had support plans written and implemented. Two children left their program prior to plans being written. Of these 42 children, 6 will remain active going into FY15.

To assist with coaching fidelity, USF also hosted a workgroup meeting with Pyramid coaches around developing targeted social-emotional support plans:

Lentini, R., Wimmer, A., & Appleton, E. (December 2013). PWPBS Coach Workgroup: Booster Training on teaching tools for young children. QCFK's PWPBS Training. Tampa, Fl. (5 participants)

4. A total of 9 children were referred to community resources for follow up assessments, resources, or training as needed. All providers and administrators of these children received ongoing training and coaching.

A Big Thank You to the PWPBS team for all your support and hard work. You have showed me by your examples, how to tackle the most challenging behavior in a calm and unique manner. The children and I look forward to your visits and special gifts each month. You have given us the frame work to implement positive interaction with the children and families, you have also given us free training each month along with technical support, you challenge me to think outside the box. My monthly newsletter is looking better and better each month. Thanks for your hard work!

—Family Child Care Home Owner

- Monitoring developmental progress of children via observation and/or teacher/parent report were done on an ongoing basis. During each month's leadership team meeting, progress was reviewed.

One challenge PWPBS had in FY14 was the use of Behavior Incident Reports (BIR) as a pre/post child outcome. Because some of our children have social emotional needs but do not exhibit excessive or persistent challenging behavior, they do not have BIR data. Thus these children would have no BIRs in pre-assessment and then again have no BIRs in post assessment. For FY14, we counted children who remained at zero as meeting outcomes and then justified it in the narrative of our report. We have already discussed this issue with the Children's Board's research team, our lead agent (ELC), and our Children's Board contract manager. For FY15, we will pilot the Social Emotional Assessment Measure (SEAM) as our pre/post child outcome measure in place of BIR data.

Outcome: USF PWPBS provided support to early childhood providers to increase the children's social/emotional competence. Out of 42 children who received targeted or individualized supports, 88% showed increase in social-emotional competence, as evidenced by a decrease or maintenance of zero in Behavior Incident Reports (BIR). (Target: 75% of 30 children)

When site-based coaches requested assistance with a child who had social-emotional concerns and/or challenging behavior, USF staff assisted behavior coaches with facilitating development of a targeted or an individual behavior plan for the child (children) who have persistent challenges and whose parents provided consent. When children received targeted or individualized supports, there is a five step process that the Behavior Coach facilitates with the assistance of the USF PWPBS Coach. The process takes about four to six weeks in collaboration with the teaching staff and family.

- Step 1: Establish a Collaborative Team and Develop Goals
- Step 2: Gather Information through Functional Assessment
- Step 3: Develop Hypotheses (your best guess)
- Step 4: Design a Behavior Support Plan
- Step 5: Implement, Monitor, and Evaluate Outcomes and Refine the Plan in Natural Environments

Table 3: Targeted and Individualized Child Supports

Targeted and Individualized Level Supports
Overall Child Outcomes for FY14

| | Lowry Park Zoo School | Naomi Thompson FCCH | Robin Dean FCCH | CFM-Rosa Valdez | TLC at St. John | United Cerebral Palsy (UCP) | Demo Site | TOTAL |
|-------------------------------|-----------------------------|---------------------------|-----------------------|--------------------|--------------------|-----------------------------------|--------------|-------|
| Total Targeted Supports | 5 | 2 | 4 | 7 | 3 | 9 | 0 | 30 |
| Total Individualized Supports | 1 | 2 | 1 | 2 | 2 | 3 | 12 | |
| Total Overall | 6 | 4 | 5 | 9 | 5 | 12 | 1 | 42 |
| Total Met BIR Criteria | 6 | 2 | 4 | 9 | 4 | 11 | 1 | 37 |
| Total Percentage | 100% | 50% | 80% | 100% | 80% | 92% | 100% | 88% |
| Total Met Inclusion Criteria | 6 | 4 | 4 | 9 | 5 | 12 | 1 | 41 |
| Total Percentage | 100% | 100% | 80% | 100% | 100% | 100% | 100% | 98% |

Let me first tell you that we immensely enjoyed your teaching and the workshop. Love the visuals and fun make-n-takes also. I was a little uncomfortable being present and on video. However, I am very excited that family child care homes were shown on video as well as centers. Very happy about that! Thanks!

*—Family Child Care
Home Teacher*

Through this process, Staff learned positive techniques and strategies for enhancing and promoting young children's social emotional development and preventing or addressing challenging behaviors. Staff also received materials, technical assistance, and coaching support in the classroom.

USF's Target Outcome: At least 70% of a minimum of targeted children will maintain or secure an inclusive early care placement (USF's target number of children: 30) (Baseline Year).

1. Coaching and technical assistance was provided on an ongoing basis to early care providers on inclusion practices (accommodations, adaptations, ADA, etc), and/or the implementation of positive behavior supports.
2. USF provided community resources and training to early care providers for further assistance with children with special needs throughout the year.
3. As needed, USF supported families in finding other inclusive childcare placement when change of placement was needed. During FY14, 1 after-school child who was 7 years old was dismissed, 7 children lost School Readiness funds and are now at home, 6 children moved out of the county, and 14 left the program due to parent choice/VPK ending. Prior to the 2014-15 school year starting, 8 of these 42 children graduated and went on to kindergarten. Of the 42 children served with targeted or individualized supports, only the one 7-year old after school child didn't maintain or secure inclusive placement due to dismissal, thus 41 children maintained inclusive placement. As the 2014-15 school year started, a total of 6 children remained at their early childhood program for the new school year. PWBS will continue to track and support.

Outcome: A total of 41 out of 42 targeted children with special needs maintained or secured inclusive early child care placement, resulting in 98% of children in inclusive child care. (Target: 70% of 30 children) See Table 3.

Since last Monday, we have not been having any issues with him going to bed. He will stay in bed and play with his toy. He does not call us back into the room or make up excuses to not go to bed anymore. It's very nice. Yes, I am starting to notice that (PBS works). Especially, with the Super Why twist. All this week (my child) has been doing really well. We are very proud of him.

—Parent

Family Involvement

Ensuring family involvement is a critical element of PWPBS. The Pyramid Model promotes input from families, multiple mechanisms for sharing the model, strategies for home implementation, and partnerships in developing and implementing targeted and individualized child supports.

USF's Target Outcome: At least 80% of a minimum of 15 parents/caregivers will increase their parenting skills through the Positive Solutions for Families workshop series (Baseline year/Non-contractual).

1. USF, in collaboration with ECC's Inclusion Support Services (ISS), prepared and ordered materials for Positive Solutions for Families parent workshops. The Positive Solutions for Families (Center for Social Emotional Foundations for Early Learning (CSEFEL)), six-sessions-workshop series promoted positive and effective parenting behaviors in efforts to promote children's social and emotional development and assist with addressing challenging behavior and mental health needs of children in early childcare. There was one session per week. In between each week's workshop, families practiced strategies and child interactions at home. Parents of children in need of secondary/tertiary supports were invited to attend this workshop series. Sessions took place from June to July 2014.

- Session 1 – 13/14 met criteria = 93% met criteria
- Session 2 – 14/14 = 100% met criteria
- Session 3 - 13/13= 100% met criteria
- Session 4 – 11/11 = 100% met criteria
- Session 5 – 9/10 = 90% met criteria
- Session 6 – 10/10 = 100% met criteria

The presentation that you delivered during the One Goal Conference in Tampa this past week entitled, “Book Nook Bash: Teaching Social-Emotional Skills Through Stories” was well received. We would appreciate the opportunity to share this information with our early childhood professionals in Sumter County, FL.

—One-Goal Summer Conference Attendee from the Early Learning Coalition of the Nature Coast

The following Positive Solutions for Families sessions were conducted:

Lentini, R. & Zendegui, S. (June 2014). Workshop 1: Making a connection! QCFK’s PWPBS & ECC Positive Solutions for Families Six-Week Workshop Series. Tampa, FL. (14 adults attended and we provided childcare for 18 children)

Appleton, E. & Zendegui, S. (July 2014). Workshop 2: Making it happen! QCFK’s PWPBS & ECC Positive Solutions for Families Six-Week Workshop Series. Tampa, FL. (14 adults attended and we provided childcare for 12 children)

Appleton, E. & Hastings, S. (July 2014). Workshop 3: Why do they do what they do? QCFK’s PWPBS & ECC Positive Solutions for Families Six-Week Workshop Series. Tampa, FL. (13 adults attended and we provided childcare for 10 children)

Wimmer, A. & Hastings, S. (July 2014). Workshop 4: Teach me to do! QCFK’s PWPBS & ECC Positive Solutions for Families Six-Week Workshop Series. Tampa, FL. (11 adults attended and we provided childcare for 7 children)

Wimmer, A. & Pittman, K. (July 2014). Workshop 5: Facing the challenge, Part 1. QCFK’s PWPBS & ECC Positive Solutions for Families Six-Week Workshop Series. Tampa, FL. (10 adults attended and we provided childcare for 12 children)

Lentini, R. & Pittman, K. (July 2014). Workshop 6: Facing the challenge, Part 2. QCFK’s PWPBS & ECC Positive Solutions for Families Six-Week Workshop Series. Tampa, FL. (10 adults attended and we provided childcare for 10 children)

In collaboration with ECC-Inclusion Support Services, USF-PWPBS piloted the Positive Solutions for Families workshop series to a total of 11 families and 3 center-based coaches (participating as train-the-trainers; so that they could implement the workshop series in their programs in the future and sustain this model of teaming with families as part of their implementation of the Pyramid Model). We have received calls from families requesting when the next round of trainings for parents will occur. However, we do not have funds at this time to continue this series of workshops. We would like to explore possibilities of expanding this effort in the future as there seems to be a need for family workshops on social-emotional supports that address challenging behavior. For now, we are recommending that families call Parents as Teachers and Champions for Children to inquire about their parent/family training opportunities. One of our PWPBS sites, CFM-Rosa Valdez, is planning on offering the workshop series to their sites’ families. This will greatly meet the needs of their program because their families couldn’t attend this workshop series as most of their families do not have cars and walk their children to the center each day.

Outcome: Across 6 parent workshop sessions, on average, 97% of the 11 family participants demonstrated knowledge gained by achieving a minimum average of 70% correct responses on post assessment. (Target: 80% of 15 participants).

Communication and Visibility

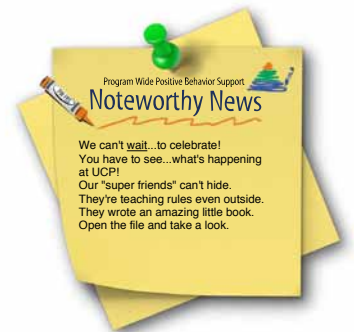
USF's PWPBS strives to be active in the community through communication and collaboration. The following is a list of activities/communications that we were involved in from October 2013 to September 2014

- **Pinwheels for Prevention:** Elizabeth Appleton represented USF's PWPBS by attending meetings and volunteering at the "Pinwheels for Prevention" event, sponsored by the CBHC, at the Glazier Museum to support the "Keeping Kids Safe Campaign." Elizabeth also brought back resource guides to share at our Positive Solutions for Families parent workshop series and with each of our sites. They were gratefully received by the families.
- **National Conference:** PWPBS presented two sessions, as invited presenters, at the 2014 National Training Institute on Effective Practices: Addressing Challenging Behavior and at the 2014 Early Childhood Conference. In addition, the NTI staff supported 10 volunteer slots to our PWPBS providers and partnering agencies to attend the conference for free. Because of the popularity of our presentation content, we were placed in the largest presentation room with 160 seats and in one session it was still "standing room only." Our session evaluations received the highest marks of all the sessions this year and coordinators of the conference have already asked us to present again next year because several participants expressed that our sessions were quite valuable.
- **PWPBS Noteworthy News:** PWPBS sent out email blasts called "PWPBS Noteworthy News." This was our opportunity to share the amazing work we see in the community on implementation of Pyramid Practices. Providers who are highlighted express their excitement in this recognition of their hard work. In addition, those who read about these highlights have shared that it has given them ideas on how they can excel in Pyramid Practices in their own classrooms. We feel this is a wonderful way to promote the hard work that providers are doing to impact the lives of young children and their families.
- **On-line Community of Learning:** An "on-line professional community" of PWPBS Coaches was started using a web based site called "Groupsite." Coaches from all 11 of our site-based leadership teams, along with our collaborative partners (ECC and School Readiness) teaming on the Network of Inclusive Childcare (NIC), were invited to join this secured on-line community. Groupsite allowed us a venue to share files, forms, visuals strategies/supports, scripted stories, and other documents. Groupsite also allowed us to host chats, do email blasts, share a calendar of events and due dates, and exchange ideas and photographs.
- **Awards/Recognition:** We are excited to announce that Rochelle Lentini was nominated for the "Advocating for Another" with the 2014 Third Annual Wego Health Activist Awards. In addition, Rochelle was recognized at the National Training Institute on Effective Practices: Addressing Challenging Behavior as a member of the Pyramid Model Consortium. The Pyramid Model Consortium exists to promote the high fidelity use of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children. The Pyramid Model Consortium members are the initial innovators who have contributed to the design of the Pyramid Model. (<http://www.pyramidmodel.org/>)



NATIONAL TRAINING INSTITUTE
ON EFFECTIVE PRACTICES

**Addressing
Challenging
Behavior**





We use our visual schedule so everyone knows what comes next or what to expect. We validate feelings, and we talk about tucker turtle and use our tucker turtle puppet and social story. We use our safe place to calm down and then rejoin play when ready to follow rules and expectations (Be Safe, Be A Super Friend, Be Respectful). We review the rules and expectations every day so everyone knows it is a safe school and they can feel safe to be themselves.

—Family Child Care Home Provider

- **Consultation to Children’s Services Council:** Rochelle Lentini was asked to share her expertise with the Children’s Services Council in Broward and Dade Counties and continue to consult to one of their funded agencies, Family Central, on Program-Wide Positive Behavior Support. She has been providing consultation to their program since 2008 and since then Broward has grown to 12 coaches providing training and technical assistance increasing their capacity to serve early childhood programs in Broward. In October, she will be providing Gold Standard TPOT reliability training to coaches in both Broward and Dade Counties.
- **FCIC Research:** Throughout FY14, PWPBS has partnered with researchers at USF through the Florida Center for Inclusive Communities (FCIC). Our PWPBS sites were instrumental in providing a venue in which research data collectors could be trained to TPOT and CLASS reliability through practicing live observations in our PWPBS sites. In addition, we are now in the process of assisting researchers in finding eligible families to sign up for individualized positive behavior support through a small “Prevent-Teach-Reinforce” (PTR) study. These families will have the opportunity to contribute towards research while also receiving supports in their home around their child’s social-emotional development.
- **Contribution to National Professional Development Materials:** PWPBS is very proud of the leadership teams and providers we work with through PWPBS. In addition to participating in our project, many of them allow for us to video tape in their classroom and to take photographs of their work. These picture samples and videos were then incorporated into our trainings, as model demonstration and for training application activities, at both a community level and national level. Our providers in Hillsborough County are making a huge impact at the national level as trainers and coaches around the country are using these trainings and visual samples to provide Program-Wide Positive Behavior Support through state-wide implementation of the Pyramid Model across the nation. Our small local project has impacted the field of early childhood in a very big way.
- **Tampa Preschool Partnership:** USF sat on the early childhood QCFK/School Readiness panel for the Tampa Preschool Partnership in collaboration with the Conn Foundation on March 19, 2014.
- **ECC:** USF attended the Early Childhood Council’s (ECC) meetings of early childhood professionals in Hillsborough County in each month.
- **IMH:** USF partnered with and sits on the steering committee with the Early Childhood Council on the Infant Mental Health (IMH) Uniting Grant FY15.
- USF’s Additional Community Involvement (October 2013 through September 2014):
 - 211 Database with the Crisis Center of Tampa Bay (PWPB)
 - Arthritis Foundation, Volunteer/Speaker/Fundraiser (Rochelle Lentini)
 - Champions for Children, Annual Fundraising Luncheon Attendee (Rochelle Lentini)
 - Hillsborough County Family Partnership Alliance, Member (Elizabeth Appleton)
 - Council for Exceptional Children’s and Division of Early Childhood, Professional Members (Rochelle Lentini, Elizabeth Appleton)
 - Early Childhood Council of Hillsborough County, Members (Rochelle Lentini, Anne Wimmer, Elizabeth Appleton)

- Florida Infant Mental Health, Committee Member (Anne Wimmer, Rochelle Lentini)
- Hillsborough County Keeping Kids Safe Partnership, Committee Member (Elizabeth Appleton)
- Network for Inclusive Childcare (NIC) Collaborative
- School Readiness of Hillsborough County, Partnership
- St. Joseph's Hospital's Support for Caregivers, attend family support meetings for children with disabilities (Rochelle Lentini)

Conference and In-Service Invited Presentations

- Appleton, E. (2014, August). Universal and targeted pyramid model overview. USF's QCFK's PWPBS Targeted In-service Training at CFM-Rosa Valdez Pre-school. Tampa, Fl. (11 participants)
- Appleton, E. & Wimmer, A. (2014, July). Book nook bash: Teaching Social-Emotional Skills through Stories. Summer One Goal Conference. Tampa, Fl.
- Lentini, R. (2014, June). Book nook lessons build life-long skills. Paper presented at the Promoting Resilience Early Childhood Conference. Tampa, Fl. (about 45 participants)
- Lentini, R. (2014, May). Supporting children coping with JA (juvenile arthritis). Paper presented at the meeting of the International Autoimmune Arthritis Movement Virtual Convention, Hawthorne, CA.
- Lentini, R. (2014, April). Tick-tock, tick-tock: Transition tips and tricks. Paper presented at the meeting of the National Training Institute on Effective Practices: Addressing Challenging Behavior. St. Petersburg, Fl. (about 160 participants)
- Lentini, R., Appleton, A., & Wimmer, E. (2014, April). Book nook lessons build life-long skills. Paper presented at the meeting of the National Training Institute on Effective Practices: Addressing Challenging Behavior. Clearwater Beach, Fl. (about 100 participants)
- Lentini, R., Appleton, E., & Wimmer, A. (2013, October). Teaching problem solving throughout the day: Train-the-trainer. Florida Association for the Education of Young Children (FLAEYC) Conference. Orlando, Fl.

Publications

Appleton, E. & Wimmer, A. (2014). The more we get together. Hillsborough Provider's FOCUS Magazine (Fall), pp. 10, 11 & 14, 15.

Fox, L. (2014). Addressing challenging behavior. Hillsborough Provider's FOCUS Magazine (Summer), pp. 5 & 8.

Lentini, R. (Submitted). Social-emotional resources: Surfing the web for the best of the best. Hillsborough Provider's FOCUS Magazine.

Fox, L., Lentini, R., & Perez Binder, D. (2013). Promoting the social-emotional competence of all children: Implementing the pyramid model program-wide. In M. Ostrosky & S. Sandall (Eds.), *Addressing young children's challenging behaviors* (Young Exceptional Children Monograph Series, no. 15, pp. 1-13). Los Angeles, CA: Division for Early Childhood, Council for Exceptional Children.

Lentini, R. (2013). Fostering feeling vocabulary. Hillsborough Provider's FOCUS Magazine (Fall), pp. 6-7 & 11.

What Have We Learned

In July of 2014, USF's PWPBS conducted a survey that went out to all staff at participating PWPBS sites. The survey was completed by 48 participants. Of those participants, 96% agreed/strongly agreed that they were satisfied with the training and/or technical assistance (coaching) they received. Respondents reported that "time" (40%), "match to current curriculum" (38%), and "match to their teaching style" (34%) as their top three challenges.

The top three benefits of participants were "ideas for teaching social-emotional skills" (89%), "having a better classroom climate" (81%), and "obtaining better skills for teaching children with challenges" (85%). Providers also shared that implementation of PWPBS provided them with learning the importance of social-emotional skills and behavior expectations (91%), that children with mild behavior challenges are getting effective interventions (85%), and children at-risk are learning important social and emotional skills (83%).

Some of the challenges success of PWPBS were believed to be that only a few teachers understand and implement the model fully (40%), there is a lack of behavioral expertise on-site to develop behavior support plans (36%), and there may be a lack of resources (time, money, or personnel) for coaching and helping teachers with implementation (36%).

Program staff felt that PWPBS has helped them create a more positive center/family home climate (87%), has helped families when children have challenges (81%), and has improved classroom quality (81%). The top three features of PWPBS that staff felt were being fully implemented are: program-wide expectations have been identified and posted in the program (96%), teachers are teaching expectations (92%), and the program collects data on implementation and outcomes and uses data for decision-making (89%). Finally, 96% of staff felt that the technical assistance (coaching) they have received from PWPBS has increased awareness of evidence-based practices.



Today we had a teacher meeting ... each teacher shar(ed) how they've been teaching social emotional skills in their classrooms. It was really awesome. We are going to do this each month. This is an extra meeting in addition to our regular monthly meeting. It is designated for the sole purpose of sharing how the teachers are teaching the social emotional skills....Our teachers love (those soft picture cubes with pockets) for feelings and class rules... we want to add in problem solving skills. Thought I'd share. Thanks for all your support.

—Center-Based Pyramid Coach

Summary

The Program-Wide Positive Behavior Support (PWPBS) project has implemented the Pyramid Model in Hillsborough County since 2006, collaborating closely with multiple early childhood training and technical assistance providers. We provided training, technical assistance, and practice-based coaching related to social emotional development and addressing challenging behavior. Finally, we provided maintenance training and technical assistance to our demonstration and maintenance PWPBS centers (sites implementing PWPBS for three years or more) as needed, with more intensive training and technical assistance to early childhood centers and family childcare homes that are in their first or second year of implementation (active sites).

USF's Program-Wide Positive Behavior Support (PWPBS) contributed to 5 of the 9 outcomes on the Quality Counts for Kids Empowerment Evaluation Matrix/Workplan. Data for the PWPBS Project shows evidence of positive changes for all six active programs in their development efforts, partnerships with their families, fidelity of implementation in classrooms, and in children's social-emotional development and behavior. Through the use of the Benchmarks of Quality (BoQ), the Teaching Pyramid Observation Tool (TPOT), and The Pyramid Infant Toddler Observation Scale (TPITOS), there is evidence that the early childhood programs' participating in PWPBS made progress in fidelity and implementation of PWPBS. Overall comments from center staff, training participants, and community providers continue to be consistently positive and many expressed that the PWPBS program is having an impact on their own professional development and on the development of children's social and emotional growth (see testimonials throughout this report).

In addition to the outcomes above, with the process of PWPBS of the Pyramid Model, early childhood centers develop a step-by-step process in supporting children with persistent and severe problem behavior and thus the children learn replacement skills and teachers feel empowered and less stressed. At the same time, all children benefit from learning social emotional skills that will better prepare them for when they transition to kindergarten. These data continue to show evidence that PWPBS is making a great impact on social-emotional skills development of children in our participating early childhood centers and family childcare homes and that the PWPBS staff is effective in facilitating the program-wide adoption of the Pyramid Model. All FY14 sites had an average of 68% of the Benchmarks in place or partially in place in Fall 2013 and increased to an average of 80% in Fall 2014.

The PWPBS project provided data on the program effects (changes in overall challenging behavior incidents, program responses to child challenging behavior, teacher implementation, program implementation, and child social/behavior growth) when the model is adopted by community early childhood programs. The data collected demonstrated the capacity of early childhood programs to implement and sustain program-wide positive behavior support (The Pyramid Model).

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APPENDIX A:

Pyramid Model in Action

Appendix A Pyramid Model in Action

ABOUT THE PYRAMID MODEL

The Pyramid Model is a way to enhance quality of care and to promote optimal well-being for all children. It provides parents and professionals with evidence-based, relationship-based practices that ensure a healthy foundation for future success.



APPENDIX B:

Benchmarks of Quality

Appendix B

Benchmarks of Quality for Centers and FCCH

Early Childhood Program-Wide PBS Benchmarks of Quality

Program Name: _____ Location: _____ Date: _____

Team Members: _____

| Critical Elements | Early Childhood Program-Wide PBS Benchmarks of Quality | Check One | | |
|---------------------------|---|-------------------|-------------------------|---------------|
| | | Not in Place 0 | Partially in Place 1 | In Place 2 |
| Establish leadership team | 1. Team has broad representation that includes at a minimum a teacher, administrator and a member with expertise in behavior support. Other team members might include parent, teaching assistant, related service specialists and other program personnel. | | | |
| | 2. Team has administrative support. Administrator attends meetings and trainings, is active in problem-solving to ensure the success of the initiative, and is visibly supportive of the adoption of the model. | | | |
| | 3. Team has regular meetings. Team meetings are scheduled at least 1x per month for a minimum of 1 hour. Team member attendance is consistent. | | | |
| | 4. Team has established a clear mission/purpose. The team purpose or mission statement is written. Team members are able to clearly communicate the purpose of the leadership team. | | | |
| | 5. Team develops an implementation plan that includes all critical elements. A written implementation plan guides the work of the team. The team reviews the plan and updates their progress at each meeting. Action steps are identified to ensure achievement of the goals. | | | |
| | 6. Team reviews and revises the plan at least annually. | | | |
| Staff Buy-In | 7. Staff are aware of and supportive of the need for a program wide system for addressing children's social emotional development and challenging behavior. A staff poll establishes buy-in before the initiative is launched. | | | |
| | 8. Staff input and feedback is obtained throughout the process - coffee break with the director, focus group, suggestion box. Leadership team provides update on the process and data on the outcomes to program staff on a regular basis. | | | |
| Family Involvement | 9. Family input is solicited as part of the planning process. Families are informed of the initiative and asked to provide feedback on program-wide adoption and mechanisms for promoting family involvement in the initiative. | | | |
| | 10. There are multiple mechanisms for sharing the program wide plan with families including narrative documents, conferences, and parent meetings to ensure that all families are informed of the initiative. | | | |

Early Childhood Program-Wide PBS Benchmarks of Quality (continued)

| Critical Elements | Early Childhood Program-Wide PBS Benchmarks of Quality | Check One | | |
|---|---|-------------------|-------------------------|---------------|
| | | Not in Place 0 | Partially in Place 1 | In Place 2 |
| <i>Family Involvement (continued)</i> | 11. Family involvement in the initiative is supported through a variety of mechanisms including home teaching suggestions, information on supporting social development, and the outcomes of the initiative. Information is shared through a variety of formats (e.g., meetings, home visit discussions, newsletters, open house, websites, family friendly handouts, workshops, rollout events). | | | |
| | 12. Families are involved in planning for individual children in a meaningful and proactive way. Families are encouraged to team with program staff in the development of individualized plans of support for children including the development of strategies that may be used in the home and community. | | | |
| Program-wide expectations | 13. 2-5 positively stated program wide expectations are developed. | | | |
| | 14. Expectations are written in a way that applies to both children and staff. When expectations are discussed, the application of expectations to program staff and children is acknowledged. | | | |
| | 15. Expectations are developmentally appropriate and linked to concrete rules for behavior within activities and settings. | | | |
| | 16. All program staff are involved in the development of the expectations. | | | |
| | 17. Expectations are shared with families and staff assist families in the translation of the expectations to rules in the home. | | | |
| | 18. Expectations are posted in classrooms and in common areas in ways that are meaningful to children, staff and families. | | | |
| Strategies for teaching and acknowledging the program wide expectations | 19. Instruction on expectations is embedded within large group activities, small group activities, and within individual interactions with children. | | | |
| | 20. A variety of teaching strategies are used: teaching the concept, talking about examples and non-examples, scaffolding children's use of the expectations in the context of ongoing activities and routines. Instruction on expectations and rules occurs on a daily basis. | | | |
| | 21. Strategies for acknowledging children's use of the expectations are developmentally appropriate and used by all program staff including administrative and support staff (e.g., clerical, bus drivers, kitchen staff). | | | |
| All classrooms demonstrate implementation of the Pyramid Model | 22. Teachers and program staff have strategies in place to promote positive relationships with children, each other, and families and use those strategies on a daily basis. | | | |
| | 23. Teachers and program staff have arranged environments, materials, and curriculum in a manner that promotes social-emotional development and guides appropriate behavior. | | | |
| | 24. Teachers and program staff are proficient at teaching social and emotional skills within daily activities in a manner that is meaningful to children and promotes skill acquisition. | | | |

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Early Childhood Program-Wide PBS Benchmarks of Quality (continued)

| Critical Elements | Early Childhood Program-Wide PBS Benchmarks of Quality | Check One | | |
|---|--|-------------------|----------------------------|------------------|
| | | Not in Place 0 | Partially in Place 1 | In Place 2 |
| <i>All classrooms demonstrate implementation of the Pyramid Model (continued)</i> | 25. Teachers and program staff respond to children's problem behavior appropriately using evidence-based approaches that are positive and provide the child with guidance about the desired appropriate behavior. | | | |
| | 26. Teachers and program staff provide targeted social emotional teaching to individual children or small groups of children who are at-risk for challenging behavior. | | | |
| | 27. Teachers and program staff initiate the development of an individualized plan of behavior support for children with persistent challenging behavior. | | | |
| Procedures for responding to challenging behavior | 28. Strategies for responding to problem behavior in the classroom are developed. Teachers use evidence-based approaches to respond to problem behavior in a manner that is developmentally appropriate and teaches the child the expected behavior. | | | |
| | 29. A process for responding to crisis situations related to problem behavior is developed. Teachers can identify how to request assistance when needed. A plan for addressing the child's individual behavior support needs is initiated following requests for crisis assistance. | | | |
| | 30. A process for problem solving with other teachers around problem behavior is developed. Teachers can identify a process that may be used to gain support in developing ideas for addressing problem behavior within the classroom (e.g., peer-support, classroom mentor meeting, brainstorming session). | | | |
| | 31. A team-based process for addressing individual children with persistent challenging behavior is developed. Teachers can identify the steps for initiating the team-based process including fostering the participation of the family in the process. | | | |
| | 32. An individual or individuals with behavioral expertise are identified for coaching staff and families throughout the process of developing and implementing individualized intensive interventions for children in need of behavior support plans. | | | |
| | 33. Strategies for partnering with families when there are problem behavior concerns are identified. Teachers have strategies for initiating parent contact and partnering with the family to develop strategies to promote appropriate behavior. | | | |

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Early Childhood Program-Wide PBS Benchmarks of Quality (continued)

| Critical Elements | Early Childhood Program-Wide PBS Benchmarks of Quality | Check One | | |
|---|---|----------------------|----------------------------|------------------|
| | | Not in Place 0 | Partially in Place 1 | In Place 2 |
| Professional Development and Staff Support Plan | 34. A plan for providing ongoing support, training, and coaching in each classroom on the Pyramid Model practices is developed and implemented. | | | |
| | 35. A data-driven coaching model is used to assist classroom staff with implementing the Pyramid Model practices to fidelity. | | | |
| | 36. Staff responsible for facilitating behavior support processes are identified and trained. | | | |
| | 37. A needs assessment is conducted with staff to determine training needs on the adoption of the Pyramid Model. | | | |
| | 38. Individualized professional development plans are developed with all staff. | | | |
| | 39. Group and individualized training strategies are identified and implemented. | | | |
| | 40. Plans for training new staff are identified and developed. | | | |
| | 41. Incentives and strategies for acknowledging staff are identified. | | | |
| Monitoring implementation and outcomes | 42. Process for measuring implementation fidelity is used. | | | |
| | 43. Process for measuring outcomes is developed. | | | |
| | 44. Data are collected and summarized. | | | |
| | 45. Data are shared with program staff and families. | | | |
| | 46. Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement. | | | |
| | 47. Implementation Plan is updated/revised as needed based on the ongoing data. | | | |

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Family Child Care Homes (FCCH) Program-Wide PBS Benchmarks of Quality

Program Name: _____ Location: _____ Date: _____

Team Members: _____

| Critical Elements | Family Child Care Homes (FCCH) Program-Wide PBS Benchmarks of Quality | Check One | | |
|--|--|-------------------|-------------------------|---------------|
| | | Not in Place 0 | Partially in Place 1 | In Place 2 |
| Establish and Maintain a Plan for Implementation | 1. Leader (owner/provider) has committed to active problem-solving to ensure the success of the Pyramid Model initiative and the initiative is visibly supportive of the adoption of the model. | | | |
| | 2. Provider has established a clear mission/purpose. The purpose or mission statement is written. All staff (when applicable in large family child care homes (FCCH)) are able to clearly communicate the purpose of the Pyramid Model. | | | |
| | 3. Provider has regular meetings with staff, when applicable, or planning time at least 1x per month for a minimum of 1 hour. Monthly planning is consistent. | | | |
| | 4. An implementation plan that includes all critical elements is established. A written implementation plan guides the work of the FCCH. The plan is reviewed and updated each month. Action steps are identified to ensure achievement of the goals | | | |
| | 5. Staff are aware of and support for a system for addressing children's social emotional development and challenging behavior is maintained | | | |
| | 6. FCCH reviews and revises the plan at least annually and shares with families. | | | |
| Family Involvement | 7. Family input is solicited as part of the planning process. Families are informed of the initiative and asked to provide feedback on the Pyramid Model adoption and mechanisms for promoting family involvement in the initiative. | | | |
| | 8. There are multiple mechanisms for sharing the Pyramid Model plan with families including narrative documents, conferences, and parent meetings to ensure that all families are informed of the initiative. | | | |
| | 9. Family involvement in the initiative is supported through a variety of mechanisms including home teaching suggestions, information on supporting social development, and the outcomes of the initiative. Information is shared through a variety of formats (e.g., meetings, home visit, discussions, newsletters, open house, websites, family friendly handouts, workshops, roll-out events). | | | |
| | 10. Families are involved in planning for individual children in a meaningful and proactive way. Families are encouraged to team with FCCH staff in the development of individualized plans of support for children including the development of strategies that may be used in the home and community. | | | |

Family Child Care Homes (FCCH) Program-Wide PBS Benchmarks of Quality (continued)

| Critical Elements | Family Child Care Homes (FCCH) Program-Wide PBS Benchmarks of Quality | Check One | | |
|--|---|-------------------|-------------------------|---------------|
| | | Not in Place 0 | Partially in Place 1 | In Place 2 |
| Program-Wide Expectations | 11. 2-5 positively stated program wide expectations are developed. | | | |
| | 12. Expectations are written in a way that applies to both children and staff. When expectations are discussed, the application of expectations to program staff and children is acknowledged. | | | |
| | 13. Expectations are developmentally appropriate and linked to concrete rules for behavior within activities and settings. | | | |
| | 14. All program staff are involved in the development of the expectations. | | | |
| | 15. Expectations are posted in all learning areas (inside and outside) and in common areas in ways that are meaningful to children, staff and families. | | | |
| Strategies for Teaching and Acknowledging the Program -Wide Expectations | 16. Instruction on expectations is embedded within large group activities, small group activities, and within individual interactions with children. | | | |
| | 17. A variety of teaching strategies are used: teaching the concept, talking about examples and non-examples, scaffolding children's use of the expectations in the context of ongoing activities and routines. Instruction on expectations and rules occurs on a daily basis. | | | |
| | 18. Strategies for acknowledging children's use of the expectations are developmentally appropriate and used by all program staff , including owner/lead provider and support staff (e.g., teaching assistant, regular substitutes, relatives/significant other who assists in the home, etc.). | | | |
| Implementation of the Pyramid Model is Demonstrated in All Environments | 19. Provider(s) have strategies in place to promote positive relationships with children, each other, and families and use those strategies on a daily basis. | | | |
| | 20. Provider and program staff have arranged environments, materials, and curriculum in a manner that promotes social-emotional development and guides appropriate behavior. | | | |
| | 21. Provider and program staff are proficient at teaching social and emotional skills within daily activities in a manner that is meaningful to children and promotes skill acquisition. | | | |
| | 22. Provider and program staff respond to children's problem behavior appropriately using evidence-based approaches that are positive and provide the child with guidance about the desired appropriate behavior. | | | |
| | 23. Provider and program staff provide targeted social emotional teaching to individual children or small groups of children who are at-risk for challenging behavior. | | | |
| | 24. Provider and program staff initiate the development of an individualized plan of behavior support for children with persistent challenging behavior. | | | |

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Family Child Care Homes (FCCH) Program-Wide PBS Benchmarks of Quality (continued)

| Critical Elements | Family Child Care Homes (FCCH) Program-Wide PBS Benchmarks of Quality | Check One | | |
|---|--|-------------------|----------------------------|------------------|
| | | Not in Place 0 | Partially in Place 1 | In Place 2 |
| Procedures for Responding to Challenging Behavior | 25. Strategies for responding to problem behavior in the classroom are developed. Provider and staff use evidence-based approaches to respond to problem behavior in a manner that is developmentally appropriate and teaches the child the expected behavior. | | | |
| | 26. A process for responding to crisis situations related to problem behavior is developed. Provider and staff can identify how to request assistance when needed. A plan for addressing the child's individual behavior support needs is initiated following requests for crisis assistance. | | | |
| | 27. A process for problem solving around problem behavior is developed. Provider and staff can identify a process that may be used to gain support in developing ideas for addressing problem behavior within the classroom (e.g., peer-support, classroom mentor meeting, brainstorming session). | | | |
| | 28. A team-based process for addressing individual children with persistent challenging behavior is developed. Provider and staff can identify the steps for initiating the team-based process including fostering the participation of the family in the process. | | | |
| | 29. An individual or individuals with behavioral expertise are identified for coaching staff and families throughout the process of developing and implementing individualized intensive interventions for children in need of behavior support plans. | | | |
| | 30. Strategies for partnering with families when there are problem behavior concerns are identified. Provider and staff have strategies for initiating parent contact and partnering with the family to develop strategies to promote appropriate behavior. | | | |
| Professional Development and Staff Support Plan | 31. A plan for providing ongoing support, training, and coaching on the Pyramid Model practices is developed and implemented. | | | |
| | 32. A data-driven coaching model is used to assist staff with implementing the Pyramid Model practices to fidelity. | | | |
| | 33. Staff responsible for facilitating behavior support processes are identified and trained. | | | |
| | 34. A needs assessment is conducted with staff to determine training needs on the adoption of the Pyramid Model. | | | |
| | 35. Individualized professional development plans are developed with all staff. | | | |
| | 36. Group and individualized training strategies are identified and implemented. | | | |
| | 37. Plans for training new support staff/substitutes are identified and developed. | | | |
| | 38. Incentives and strategies for acknowledging staff (when applicable) and families' involvement are identified. | | | |

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Family Child Care Homes (FCCH) Program-Wide PBS Benchmarks of Quality (continued)

| Critical Elements | Family Child Care Homes (FCCH) Program-Wide PBS Benchmarks of Quality | Check One | | |
|--|--|-------------------|-------------------------|---------------|
| | | Not in Place 0 | Partially in Place 1 | In Place 2 |
| Monitoring Implementation and Outcomes | 39. Process for measuring implementation fidelity is used. | | | |
| | 40. Process for measuring outcomes is developed. | | | |
| | 41. Data are collected and summarized. | | | |
| | 42. Data are shared with program staff and families. | | | |
| | 43. Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement. | | | |
| | 44. Implementation Plan is updated/revised as needed based on the ongoing data. | | | |

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APPENDIX C:

Pyramid Model Training Content/Objectives

Appendix C

Pyramid Model Training Content/Objectives

| Leadership Team Trainings | Early Childhood Professional Workshops | Family Workshops |
|---|--|---|
| <p>Overview: Program-Wide Positive Behavior Support for Young Children</p> <ul style="list-style-type: none"> How the Teaching Pyramid is used as the framework to Positive Behavior Support (PBS) | <p>Teach Me What to Do! Teaching Children How to Self-Regulate Their Emotions</p> <ul style="list-style-type: none"> The importance of intentionally teaching emotional literacy. To define emotional literacy and identify activities that build children’s “feeling vocabulary.” The importance of providing opportunities for children to begin to understand their own and others’ emotions. How to teach children to control anger and handle disappointment. | <p>Positive Solutions for Families</p> <p>Session 1:</p> <ul style="list-style-type: none"> Discuss the purpose of the group and the importance of social emotional development for young children. Meet each other and learn about our families. Discuss goals and ground rules we might have for our group. Identify the importance of building positive relationships with children. Discuss the “power” of using positive comments and encouragement with children. <p>Session 2:</p> <ul style="list-style-type: none"> Discuss Things to Try at Home from previous session and link to the importance of supporting social-emotional development. Understand how play can be a powerful parenting practice. Learn ways to help children develop friendship skills. Link building relationships, using positive comments/encouragement, and play to children’s behavior. <p>Session 3:</p> <ul style="list-style-type: none"> Examine why children do what they do. Practice ways to determine the meaning of behavior. Understand how to make expectations clear for children. Understand effective ways to develop and teach household rules. <p>Session 4:</p> <ul style="list-style-type: none"> Define the concept of emotional vocabulary. Identify feeling words and identify effective ways to teach feeling vocabulary. Demonstrate the use of books to support emotional vocabulary and social-emotional development. Identify how the turtle tuck can be used to cope with feelings of anger and disappointment. Learn how to teach problem-solving skills. |

Appendix C: Pyramid Model Training Content/Objectives (continued)

| Leadership Team Trainings | Early Childhood Professional Workshops | Family Workshops |
|---|--|--|
| | | <p>Session 4:</p> <ul style="list-style-type: none"> • Define the concept of emotional vocabulary. • Identify feeling words and identify effective ways to teach feeling vocabulary. • Demonstrate the use of books to support emotional vocabulary and social-emotional development. • Identify how the turtle tuck can be used to cope with feelings of anger and disappointment. • Learn how to teach problem-solving skills. |
| <p>Leadership Team Booster: Data Based Decision Making</p> <ul style="list-style-type: none"> • Celebrations/Questions & Challenges • Survey Results • The Big Picture • Using Data for Program Improvement • Program Outcomes • Teacher Outcomes • Child Outcomes • Groupsite.com | <p>Everybody Can Be a Super Friend: Teaching Strategies That Promote Positive Peer Interactions</p> <ul style="list-style-type: none"> • To identify friendship skills that promote positive interactions • To develop instructional activities for teaching social and emotional skills • To use the stages of learning to teach skills | |
| <p>Coaches Booster: Targeted Support Planning with Teaching Tools for Young Children (TTYC)</p> <ul style="list-style-type: none"> • Overview of the Teaching Tools toolkit • Technology tips to use Teaching Tools • Using data to identify function of challenging behavior • Developing a targeted support plan for a child or groups of children: preventions , new skills, and new responses | <p>Individualized Positive Behavior Support PART 1</p> <ul style="list-style-type: none"> • Understand the difference between PBS and traditional discipline approaches. • Define forms and function of communication and identify the behavioral mechanisms that contribute to viewing challenging behavior as communicative. • Identify methods that may be used to determine the function of challenging behavior. • Use interview and observation data to determine the communicative function of challenging behavior and develop behavioral hypotheses. <p>PART 2</p> <ul style="list-style-type: none"> • Identify the steps of the process of PBS • Describe and select strategies that may be used to prevent challenging behavior • Identify replacement skills that may be taught to replace challenging behavior • Identify how to respond in a way that does not maintain or reinforce challenging behavior • Develop a behavior support plan, as a team, for a case study child | |

Appendix C: Pyramid Model Training Content/Objectives (continued)

| Leadership Team Trainings | Early Childhood Professional Workshops | Family Workshops |
|--|---|------------------|
| <p>Individualized Positive Behavior Support PART 1</p> <ul style="list-style-type: none"> • Understand the difference between PBS and traditional discipline approaches. • Define forms and function of communication and identify the behavioral mechanisms that contribute to viewing challenging behavior as communicative. • Identify methods that may be used to determine the function of challenging behavior. • Use interview and observation data to determine the communicative function of challenging behavior and develop behavioral hypotheses. <p>PART 2</p> <ul style="list-style-type: none"> • Identify the steps of the process of PBS • Describe and select strategies that may be used to prevent challenging behavior • Identify replacement skills that may be taught to replace challenging behavior • Identify how to respond in a way that does not maintain or reinforce challenging behavior • Develop a behavior support plan, as a team, for a case study child | <p>Book Nook Bash: Teaching Social-Emotional Skills through Stories</p> <ul style="list-style-type: none"> • How to promote social emotional skills through literacy • Where to find additional ideas using literature for infants, toddlers, and preschoolers • How to focus social skills instruction with books to promote feelings, following expectations, and friendship skills • How to write a “book nook” lesson plan | |
| <p>PWPBS Leadership Team Training: St. Johns</p> <ul style="list-style-type: none"> • Program-Wide Overview • Benchmarks of Quality • Leadership Team • Maintaining Buy-In • Family Involvement • Program-Wide Expectations • Teaching Pyramid Implementation • Teaching Pyramid Observation Tool (TPOT) & The Pyramid Infant-Toddler Observation Scale (TPITOS) • Responding to Challenging Behavior • Professional Development/Coaching • Evaluation Plan/Data-based Decisions | <p>Infant/Toddler Responsive Routines, Environments & Social Emotional Supports</p> <ul style="list-style-type: none"> • The importance of developing relationships with infants and toddlers • How to set-up infant and toddler environments to promote success • How high quality environments and engaging activities promote social and emotional development • How to focus social skills instruction to promote feelings, following expectations, and friendship skills | |
| <p>Teaching Pyramid Observation Tool (TPOT) Reliability Training</p> <ul style="list-style-type: none"> • Comprehensive review of the TPOT • Review of scoring methods and procedures • Practice scoring individual items • Individually score 2.5 hours video with goal of 80% reliability | <p>Group Time for Babies & Toddlers</p> <ul style="list-style-type: none"> • How to set the stage for a successful circle • Strategies and practices that encourage and promote engagement during circle • How to use make-and-take activities to teach social emotional skills • How teaming supports an interactive, engaging, and skill building circle | |

Appendix C: Pyramid Model Training Content/Objectives (continued)

| Leadership Team Trainings | Early Childhood Professional Workshops | Family Workshops |
|---|--|------------------|
| <p>Overview: Program-Wide Positive Behavior Support for Young Children</p> <ul style="list-style-type: none"> • How the Teaching Pyramid is used as the framework to Positive Behavior Support (PBS) • Strategies to prevent problem behavior • Information about prevention and early interventions that promote social competence • Steps to develop effective support plans for children with the most severe challenging behavior | <p>Smooth Traffic Ahead: Tuning Up Transition Time</p> <ul style="list-style-type: none"> • Tools to reduce challenges with transitions • Strategies to assist in actively engaging children during transitions • Individualized transition strategies for children in need of additional support | |
| | <p>Smooth Traffic Ahead: Tuning Up Transition Time</p> <ul style="list-style-type: none"> • Tools to reduce challenges with transitions • Strategies to assist in actively engaging children during transitions • Individualized transition strategies for children in need of additional support | |
| | <p>Group Time for Babies & Toddlers</p> <ul style="list-style-type: none"> • How to set the stage for a successful circle • Strategies and practices that encourage and promote engagement during circle • How to use make-and-take activities to teach social emotional skills • How teaming supports an interactive, engaging, and skill building circle | |
| | <p>Using Technology to Create Fun Visual Supports & Scripted Stories</p> <ul style="list-style-type: none"> • The variety of ways technology can support your work with young children • Some programs that might support your work with young children • How to create supports within PowerPoint | |

APPENDIX D:

**USF's Staff's Professional
Development/Training**

APPENDIX D:
USF's Staff's Professional Development/Training
(October 2013 through September 2014)

Appleton, E

- Building Social-Emotional Competence in Young Children from Birth to Age 5, 9/26/2014
- Foundations of Infant Mental Health, 9/24/2014
- ATTACH 26th Conference (Association for Treatment and Training in the Attachment of Children), 09/18-09/20/2014
- Early Childhood System Review Team, 8/28/2014
- One Goal Summer Conference, 7/17/2014
- Promoting Resilience Early Childhood Conference, 6/19/14
- The Effects of Trauma on Child Development: Florida Center for Inclusive Communities, 6/16/2014
- Early Childhood System Review Team, 5/29/2014
- 11th National Training Institute on Effective Practices, 4/23-25/14
- ELC's Child Outcomes: The Return on Investment that Counts, Early Learning Coalition, 3/27/14
- Early Childhood System Review Team, 1/30/2014
- Professional Grant Proposal Basic Workshop, 1/25/2014
- Children's Board's Quarterly Provider Forum, 12/12/13
- Council for Exceptional Children's Division of Early Childhood National Conference 10/2013

Cifuentes, M.

- Early Childhood System Review Team, 5/29/2014
- Children's Board's Quarterly Provider Forum, 3/12/2014
- Early Childhood System Review Team 1/30/2014
- Children's Board's Quarterly Provider Forum, 12/12/13
- National Information Reporting System for University Affiliated Programs, data training with the Florida Center for Inclusive Community, Quarterly meetings.

Wimmer, A.

- Building Social-Emotional Competence in Young Children from Birth to Age 5, 9/26/2014
- Foundations of Infant Mental Health, 9/24/2014
- ATTACH 26th Conference (Association for Treatment and Training in the Attachment of Children), 09/18-09/20/2014
- Early Childhood System Review Team, 8/28/2014
- One Goal Summer Conference, 7/17/2014
- Early Childhood System Review Team 5/29/2014
- Early Childhood System Review Team 1/30/2014
- Professional Grant Proposal Basic Workshop on 01/25/2014
- Received Masters of Education in Curriculum and Instruction with a focus in Early Childhood in December 2013 from the University of South Florida
- National Information Reporting System for University Affiliated Programs, data training with the Florida Center for Inclusive Community, Quarterly meetings

Lentini, R.

- Promoting Resilience Early Childhood Conference, 6/19/14
- Challenging the Status Quo Leadership Conference, 5/9/14
- National Training Institute on Effective Practices: Addressing Challenging Behavior, 4/23-25/14
- ELC's Child Outcomes: The Return on Investment that Counts, Early Learning Coalition, 3/27/14
- Children's Board's Quarterly Provider Forum, 3/12/2014
- Fun Development Fundamentals, Nonprofit Leadership Center, 2/29/14
- Early Childhood System Review Team, 1/30/2014

**APPENDIX E:
Site Details**

Lowry Park Zoo School

Naomi Thompson Family Childcare Home (FCCH)

Robin Dean Family Childcare Home (FCCH)

Cornerstone Family Ministry's (CFM) — Rosa Valdez
Early Childhood Learning Center

The Learning Center at St. John

United Cerebral Palsy Early Childhood Center

**APPENDIX E:
Site Details**

Lowry Park Zoo School

http://www.lowryparkzoo.com/_education/early_education.html

Tampa's Lowry Park Zoo is an accredited zoo through the Association of Zoos and Aquariums (AZA). The Zoo School's philosophy and approach to education follows their Vision statement.

Mission:

We believe that self-esteem is a critical component to optimal growth in your children. We focus on assisting the child in developing the emotional, social, and self-help skills needed to have a positive self-image. Equally important are early-literacy and early-math skill development, and active play to encourage development of motor skills. Children are given the opportunity to explore, experiment and create in a safe and nurturing environment.

Early Childhood Program-Wide PBS Benchmarks of Quality

Program Name: Tampa's Lowry Park Zoo

Location: Zoo School

Date: 9/9/2014

Team Members: Dana, Sara, Gina, Leslie, Melanie

*** Only one answer may be checked ***

| Critical Elements | Benchmarks of Quality | Check One | | |
|---------------------------|---|-----------------------|----------------------------------|----------------------------------|
| | | Not In Place | Partially in Place | In Place |
| Establish Leadership Team | 1. Team has broad representation that includes at a minimum a teacher, administrator and a member with expertise in behavior support. Other team members might include parent, teaching assistant, related service specialists and other program personnel. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 2. Team has administrative support. Administrator attends meetings and trainings, is active in problem-solving to ensure the success of the initiative, and is visibly supportive of the adoption of the model. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 3. Team has regular meetings. Team meetings are scheduled at least 1x per month for a minimum of 1 hour. Team member attendance is consistent. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 4. Team has established a clear mission/purpose. The team purpose or mission statement is written. Team members are able to clearly communicate the purpose of the leadership team. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 5. Team develops an implementation plan that includes all critical elements. A written implementation plan guides the work of the team. The team reviews the plan and updates their progress at each meeting. <u>Action steps are identified to ensure achievement of the goals.</u> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 6. Team reviews and revises the plan at least annually. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 100% | | |
| Staff Buy-In | 7. Staff are aware of and supportive of the need for a program wide system for addressing children's social emotional development and challenging behavior. A staff poll establishes buy-in before the <u>initiative is launched.</u> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 8. Staff input and feedback is obtained throughout the process - coffee break with the director, focus group, suggestion box. Leadership team provides update on the process and data on the outcomes to program staff on a regular basis. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Totals (%): | | 75% | | |
| Family Involvement | 9. Family input is solicited as part of the planning process. Families are informed of the initiative and asked to provide feedback on program-wide adoption and mechanisms for promoting family involvement in the initiative. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 10. There are multiple mechanisms for sharing the program wide plan with families including narrative documents, conferences, and parent meetings to ensure that all families are informed of the initiative. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 11. Family involvement in the initiative is supported through a variety of mechanisms including home teaching suggestions, information on supporting social development, and the outcomes of the initiative. Information is shared through a variety of formats (e.g., meetings, home visit discussions, newsletters, open house, websites, family friendly handouts, workshops, rollout events). | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 12. Families are involved in planning for individual children in a meaningful and proactive way. Families are encouraged to team with program staff in the development of individualized plans of support for children including the development of strategies that may be used in the home and community. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 100% | | |
| Program-Wide Expectations | 13. 2-5 positively stated program wide expectations are developed. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 14. Expectations are written in a way that applies to both children and staff. When expectations are discussed, the application of expectations to program staff and children is acknowledged. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 15. Expectations are developmentally appropriate and linked to concrete rules for behavior within activities and settings. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 16. All program staff are involved in the development of the expectations. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 17. Expectations are shared with families and staff assist families in the translation of the expectations to rules in the home. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

Lowry Park Zoo School

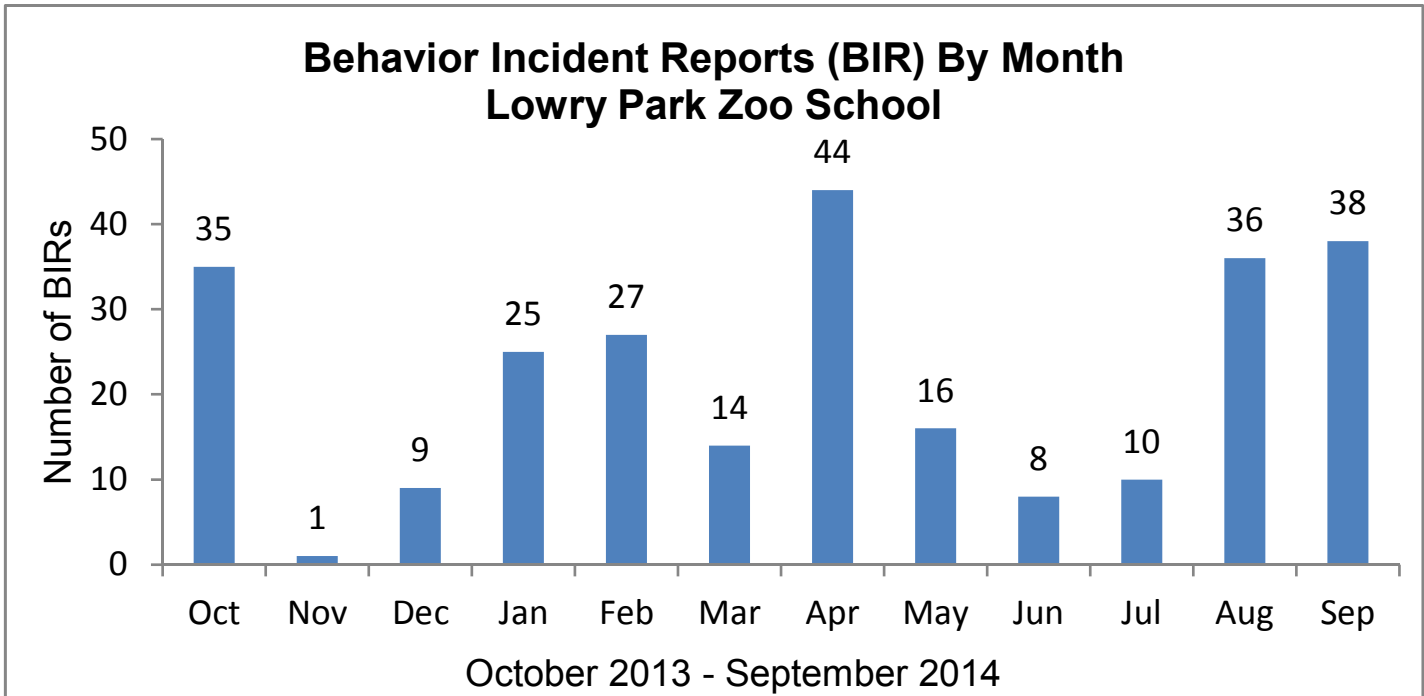
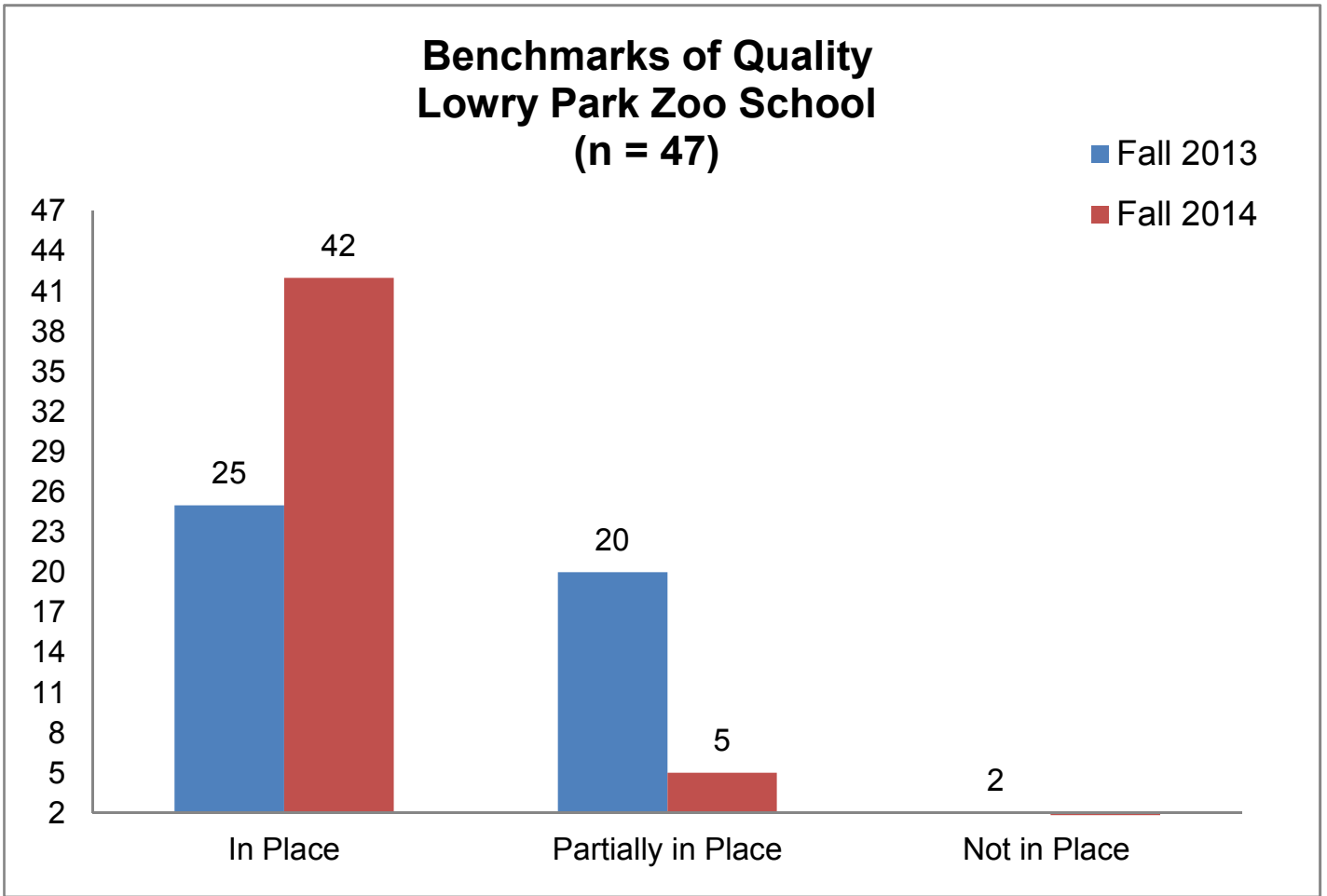
| Critical Elements | Benchmarks of Quality | Check One | | |
|---|--|-----------------------|----------------------------------|----------------------------------|
| | | Not In Place | Partially in Place | In Place |
| | 18. Expectations are posted in classrooms and in common areas in ways that are meaningful to children, staff and families. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 100% | | |
| Strategies for Teaching and Acknowledging the Program-Wide Expectations | 19. Instruction on expectations is embedded within large group activities, small group activities, and individual interactions with children. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 20. A variety of teaching strategies are used: teaching the concept, talking about examples and non-examples, scaffolding children's use of the expectations in the context of ongoing activities and routines. Instruction on expectations and rules occurs on a daily basis. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 21. Strategies for acknowledging children's use of the expectations are developmentally appropriate and used by all program staff including administrative and support staff (e.g., clerical, bus drivers, kitchen staff). | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 100% | | |
| All Classrooms Demonstrate the Adoption of the "Teaching Pyramid" | 22. Teachers and program staff have strategies to promote positive relationships with children, each other, and families in place and use those strategies on a daily basis. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 23. Teachers and program staff have arranged environments, materials, and curriculum in a manner that promotes social-emotional development and guides appropriate behavior. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 24. Teachers and program staff are proficient at teaching social and emotional skills within daily activities in a manner that is meaningful to children and promotes skill acquisition. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 25. Teachers and program staff respond to children's problem behavior appropriately using evidence-based approaches that are positive and provide the child with guidance about the desired appropriate behavior. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 26. Teachers and program staff provide targeted social emotional teaching to individual children or small groups of children who are at-risk for challenging behavior. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 27. Teachers and program staff initiate the development of an individualized plan of behavior support for children with persistent challenging behavior. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Totals (%): | | 75% | | |
| Procedures for Responding to Challenging Behavior | 28. Strategies for responding to problem behavior in the classroom are developed. Teachers use evidence-based approaches to respond to problem behavior in a manner that is developmentally appropriate and teaches the child the expected behavior. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 29. A process for responding to crisis situations related to problem behavior is developed. Teachers can identify how to request assistance when needed. A plan for addressing the child's individual behavior support needs is initiated following requests for crisis assistance. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 30. A process for problem solving with other teachers around problem behavior is developed. Teachers can identify a process that may be used to gain support in developing ideas for addressing problem behavior within the classroom (e.g., peer-support, classroom mentor meeting, brainstorming session). | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 31. A team-based process for addressing individual children with persistent challenging behavior is developed. Teachers can identify the steps for initiating the team-based process including fostering the participation of the family in the process. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 32. An individual or individuals with behavioral expertise are identified for coaching staff and families throughout the process of developing individualized intensive interventions for children in need of behavior support plans. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 33. Strategies for partnering with families when there are problem behavior concerns are identified. Teachers have strategies for initiating parent contact and partnering with the family to develop strategies to promote appropriate behavior. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 92% | | |
| Staff Support Plan | 34. A plan for providing ongoing support, training, and coaching in each classroom on the Pyramid Model practices is developed and implemented. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 35. A data-driven coaching model is used to assist classroom staff with implementing the Pyramid Model practices to fidelity. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 36. Staff responsible for facilitating behavior support processes are identified and trained. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 37. A needs assessment is conducted with staff to determine training needs on the adoption of the Pyramid Model. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 38. Individualized professional development plans are developed with all staff. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 39. Group and individualized training strategies are identified and implemented. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 40. Plans for training new staff are identified and developed. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

| Critical Elements | Benchmarks of Quality | Check One | | |
|--|--|-----------------------|-----------------------|----------------------------------|
| | | Not In Place | Partially in Place | In Place |
| | 41. Incentives and strategies for acknowledging staff are identified. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 100% | | |
| Monitoring Implementation and Outcomes | 42. Process for measuring implementation fidelity is developed. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 43. Process for measuring outcomes is developed. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 44. Data are collected and summarized. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 45. Data are shared with program staff and families. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 46. Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 47. Implementation Plan is updated/revised as needed based on the ongoing data. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 100% | | |
| Final Total(%): | | 95% | | |

| Benchmark Averages for graphs | |
|---|------|
| Establish leadership team | 2.00 |
| Staff Buy-In | 1.50 |
| Family Involvement | 2.00 |
| Program-wide expectations | 2.00 |
| Strategies for teaching and acknowledging the program wide expectations | 2.00 |
| All classrooms demonstrate the adoption of the "Teaching Pyramid" | 1.50 |
| Procedures for responding to challenging behavior | 1.83 |
| Staff Support Plan | 2.00 |
| Monitoring implementation and | 2.00 |

| Not In Place | Partially in Place | In Place |
|--------------|--------------------|----------|
| 0 | 5 | 42 |
| 0% | 11% | 89% |

Lowry Park Zoo School



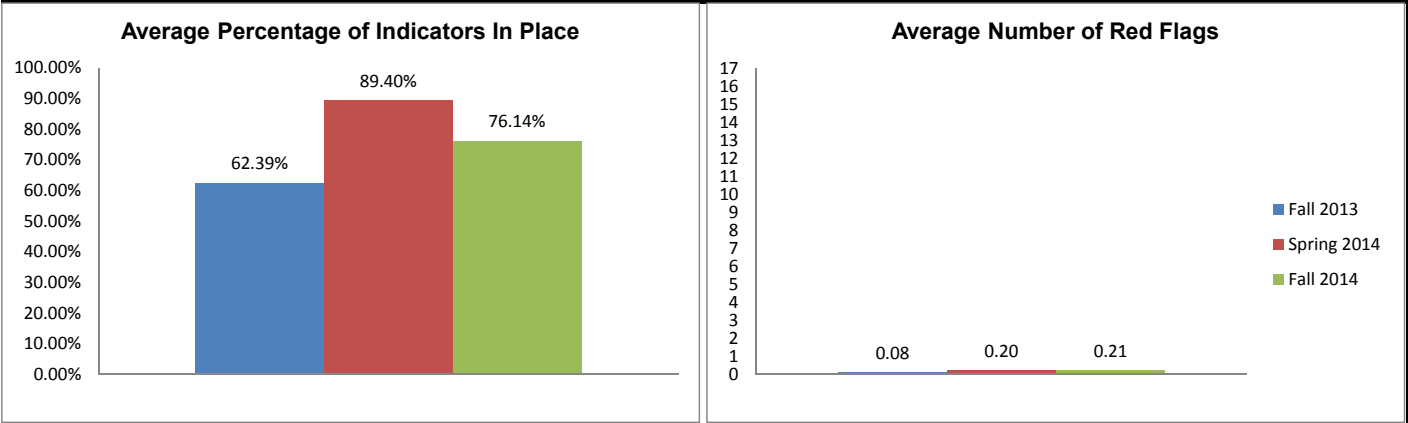
Targeted and Individualized Level Supports Lowry Park Zoo School

| Child's ID | Start date mm/dd/yy | End Date mm/dd/yy | DOB | ASQ-SE Pre/Post | Number of BIRs | | Reduced BIRS Yes/No | Secondary or Tertiary Support | Inclusion Statement | | |
|---------------------------|------------------------|----------------------|------------|--------------------|----------------|------|---------------------------|--|---|--|---|
| | | | | | Pre | Post | | | <input type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input type="checkbox"/> Referred to comm. resource |
| 151 | 12/10/13 | 9/9/2014 | 6/24/2012 | 55/0 | 0 | 0 | Yes | Secondary | <input checked="" type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input type="checkbox"/> Referred to comm. resource |
| 25 | 1/28/2014 | 9/9/2014 | 6/5/2010 | 40/0 | 3 | 2 | Yes | Secondary | <input checked="" type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input type="checkbox"/> Referred to comm. resource |
| 22 | 1/28/2014 | 7/30/2014 | 3/17/2010 | 35/40 | 4 | 0 | Yes | Secondary | <input checked="" type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input type="checkbox"/> Referred to comm. resource |
| 17 | 1/28/2014 | 9/30/2014 | 12/12/2010 | 25/80 | 7 | 0 | Yes | Secondary | <input checked="" type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input type="checkbox"/> Referred to comm. resource |
| 24 | 1/24/2014 | 9/30/2014 | 3/17/2010 | 0/10 | 3 | 0 | Yes | Secondary | <input checked="" type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input type="checkbox"/> Referred to comm. resource |
| 94 | 2/2/2014 | 8/8/2014 | 9/28/2008 | 25/45 | 3 | 0 | Yes | Tertiary | <input checked="" type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input type="checkbox"/> Referred to comm. resource |
| Total Secondary Supports: | | | 5 | | | | | | | | |
| Total Tertiary Supports: | | | 1 | | | | | | | | |
| Total Overall: | | | 6 | | | | | | | | |

| | |
|-------------------------------|-------------|
| Total Met BIR Criteria | 6 |
| Total Percentage | 100% |

| | |
|-------------------------------------|-------------|
| Total Met Inclusion Criteria | 6 |
| Total Percentage | 100% |

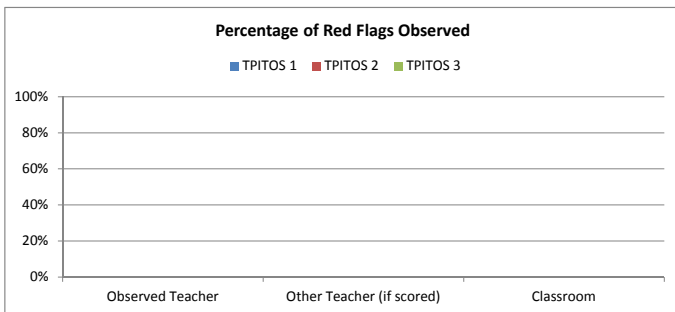
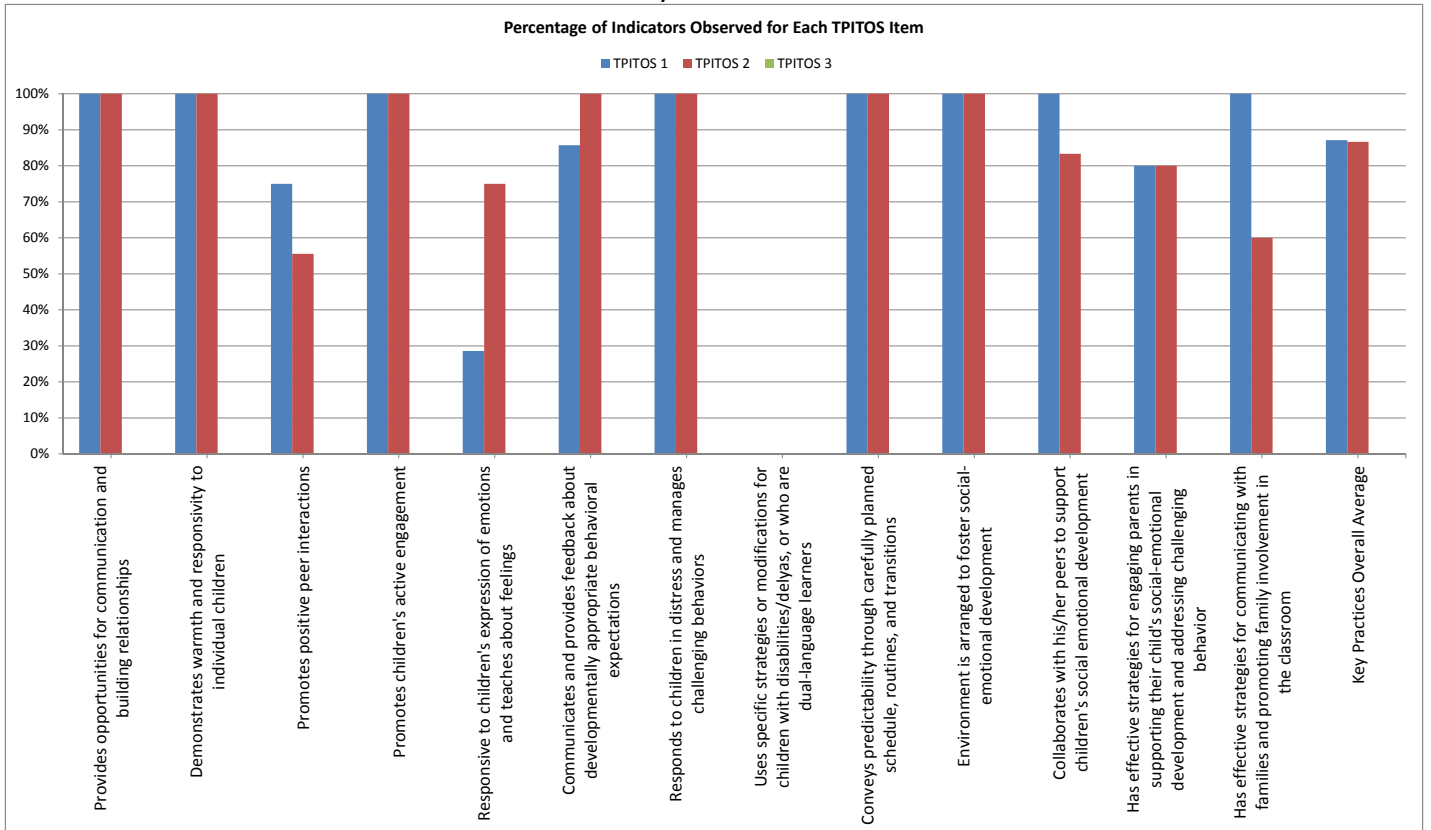
Lowry Park Zoo School Overall Teacher Scores Across the TPITOS and TPOT October 2013 - September 2014



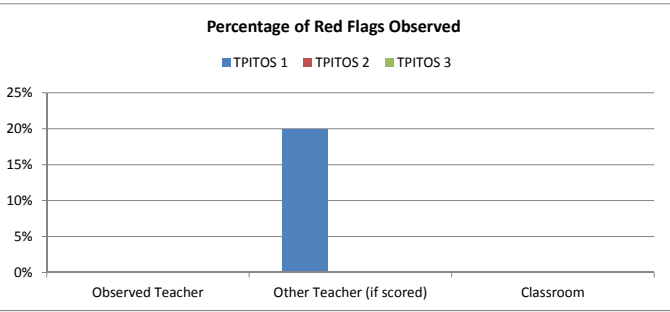
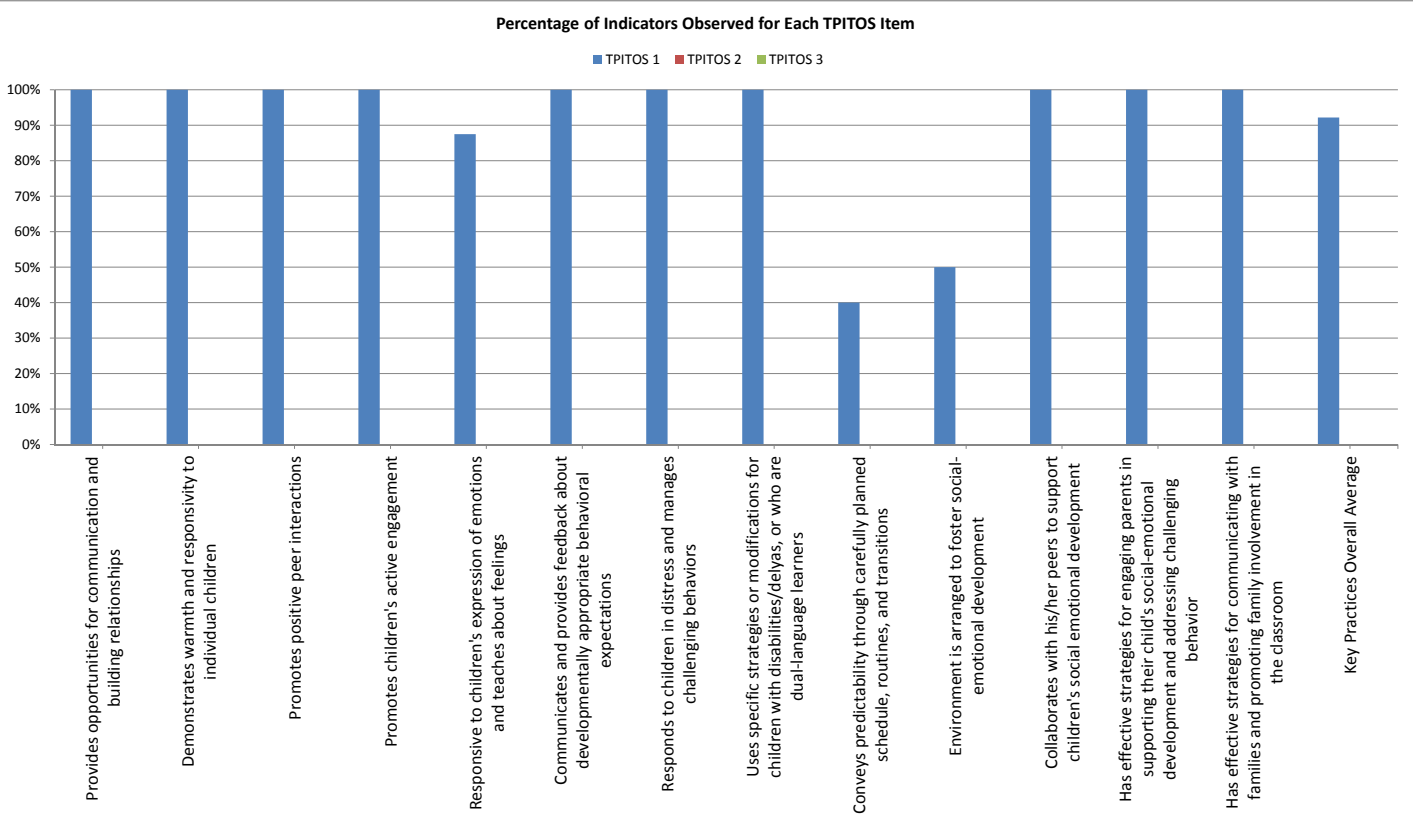
TPOT Key:
 Percentage of Indicators in Place Across Items
 0% - 49%: Low Implementation of Pyramid Practices
 50% - 79%: Emerging Implementation of Pyramid Practices
 80% - 100%: Mastery Implementation of Pyramid Practices
 Red Flag Range: 0-2: Good, 3-7: At Risk, 8 - 17: Significantly at Risk (0 = perfect)

| | Fall 2013 | Spring 2014 | Fall 2014 |
|--------------------|-----------|-------------|-----------|
| Number of Teachers | 12 | 10 | 14 |
| Average Percentage | 62.39% | 89.40% | 76.14% |
| Average Red Flags | 0.08 | 0.20 | 0.21 |

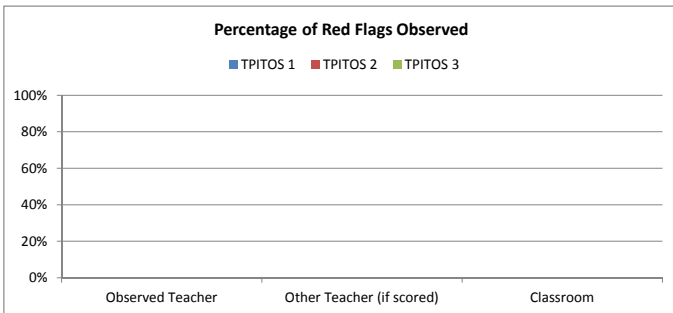
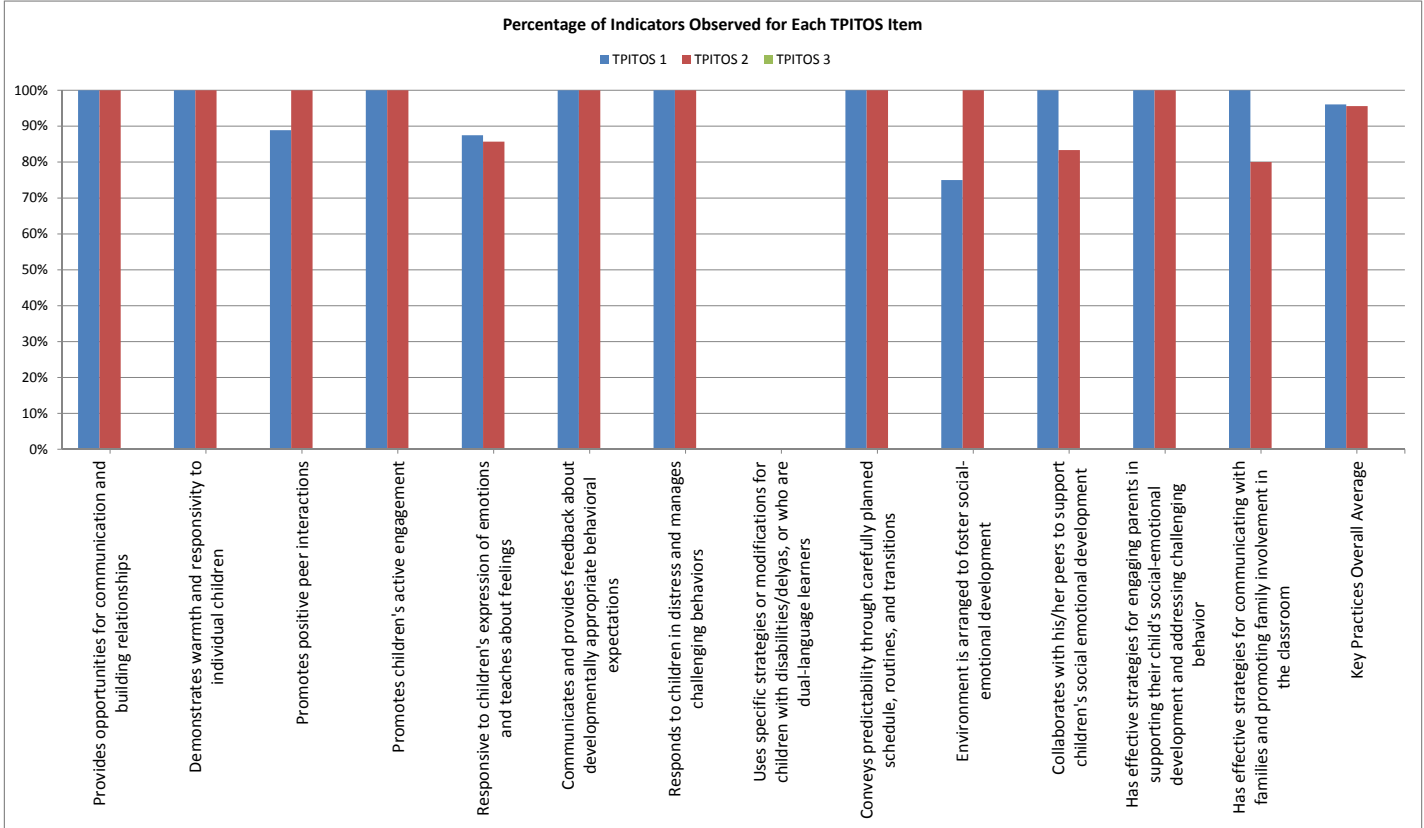
PROVD766 Lowry Park Zoo School



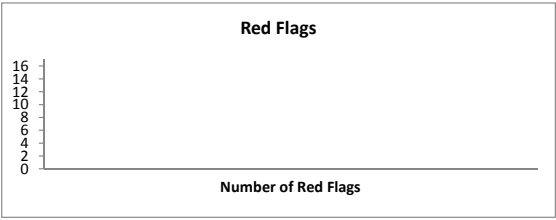
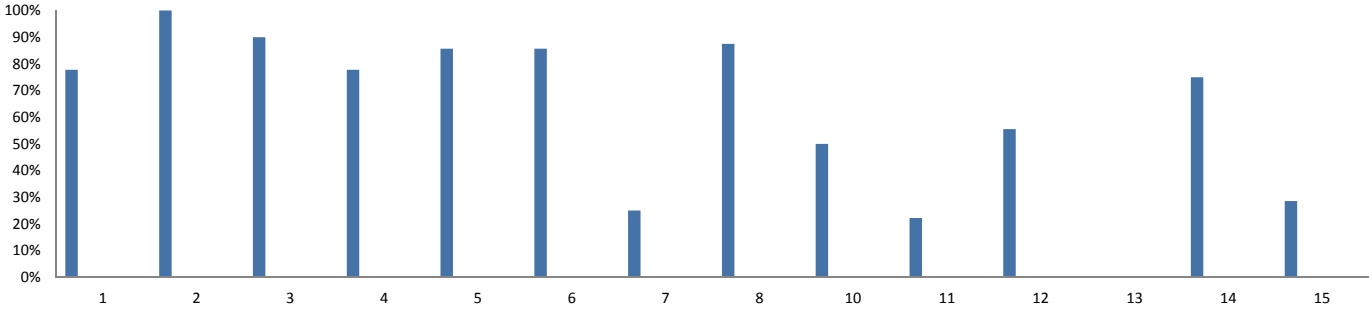
**PROVD767
Lowry Park Zoo School**



PROVD771 Lowry Park Zoo School



Teaching Pyramid Observation Tool (TPOT)
Program: Lowry Park Zoo School Practitioner: PROVD1283



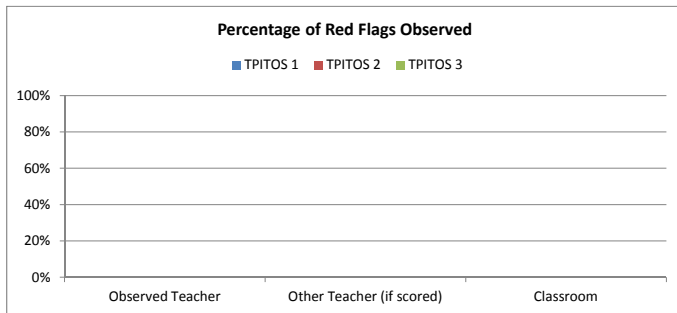
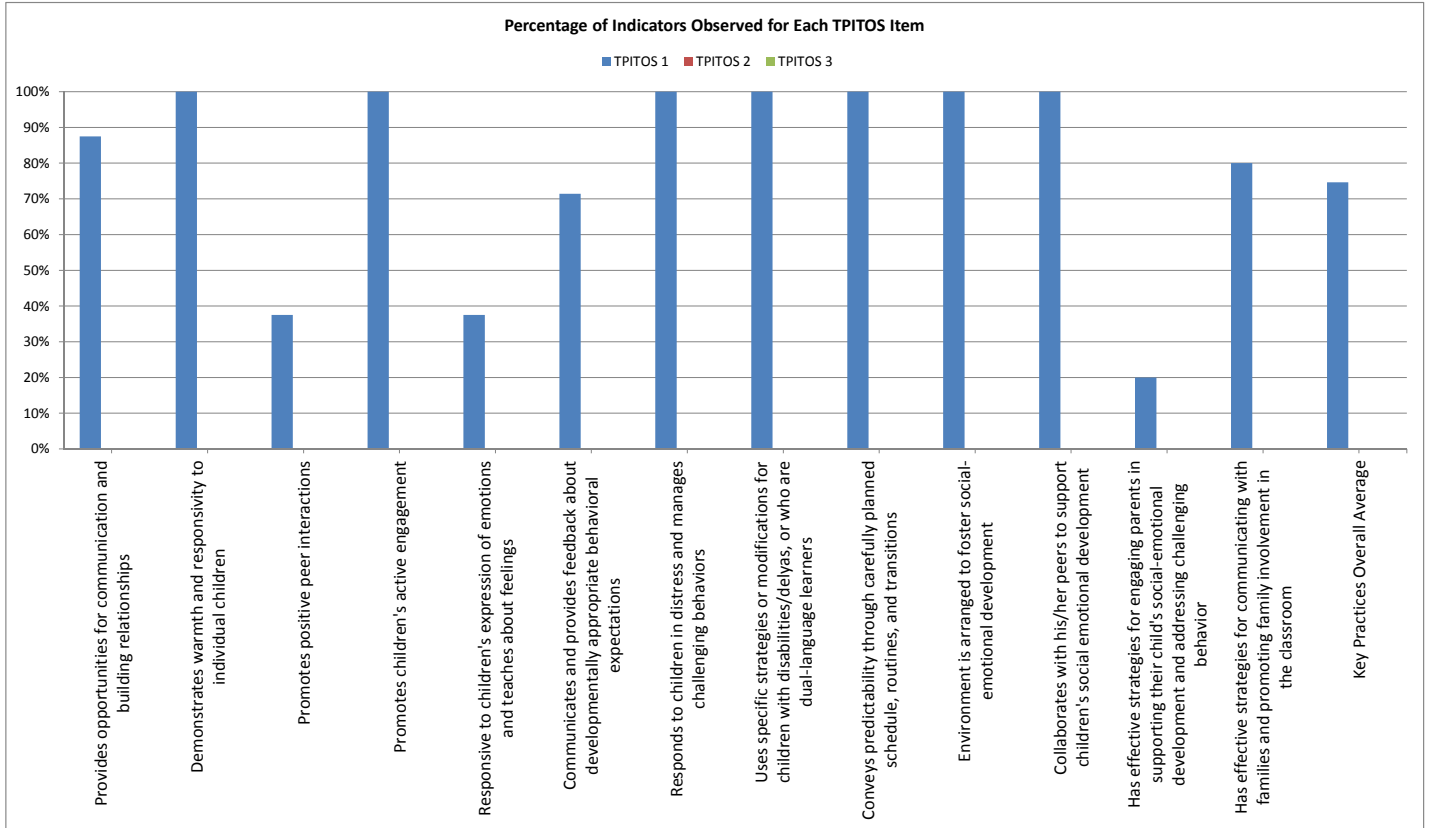
| | |
|---|---|
| 1. Schedules, routines, and activities (SR) | 9. Using effective strategies to respond to challenging behavior (SCB) |
| 2. Transitions between activities are appropriate (TR) | 10. Teaching children to express emotions (TEE) |
| 3. Teachers engage in supportive conversations with children (SC) | 11. Teaching problem solving (TPS) |
| 4. Promoting children's engagement (ENG) | 12. Supporting friendship skills (FR) |
| 5. Teaching children behavior expectations (TBE) | 13. Supporting children with persistent challenging behavior (PCB) |
| 6. Providing directions (PD) | 14. Describe how you Communicate with families and promote family involvement (COM) |
| 7. Teaching social skills and emotional competencies (TSC) | 15. Involving families in supporting their child's social emotional development and addressing challenging behavior (INF) |
| 8. Collaborative teaming (CT) | |

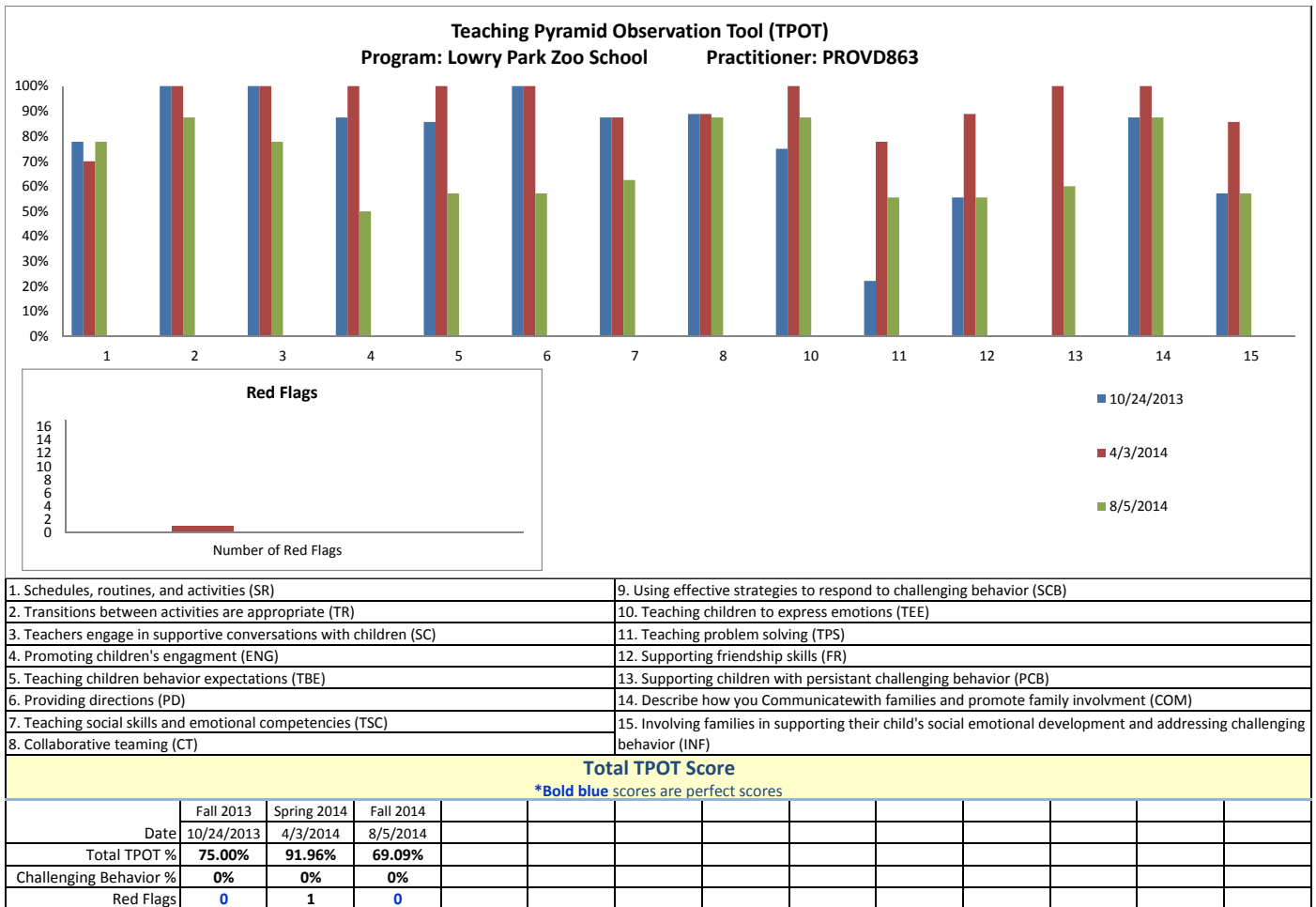
Total TPOT Score

*Bold blue scores are perfect scores

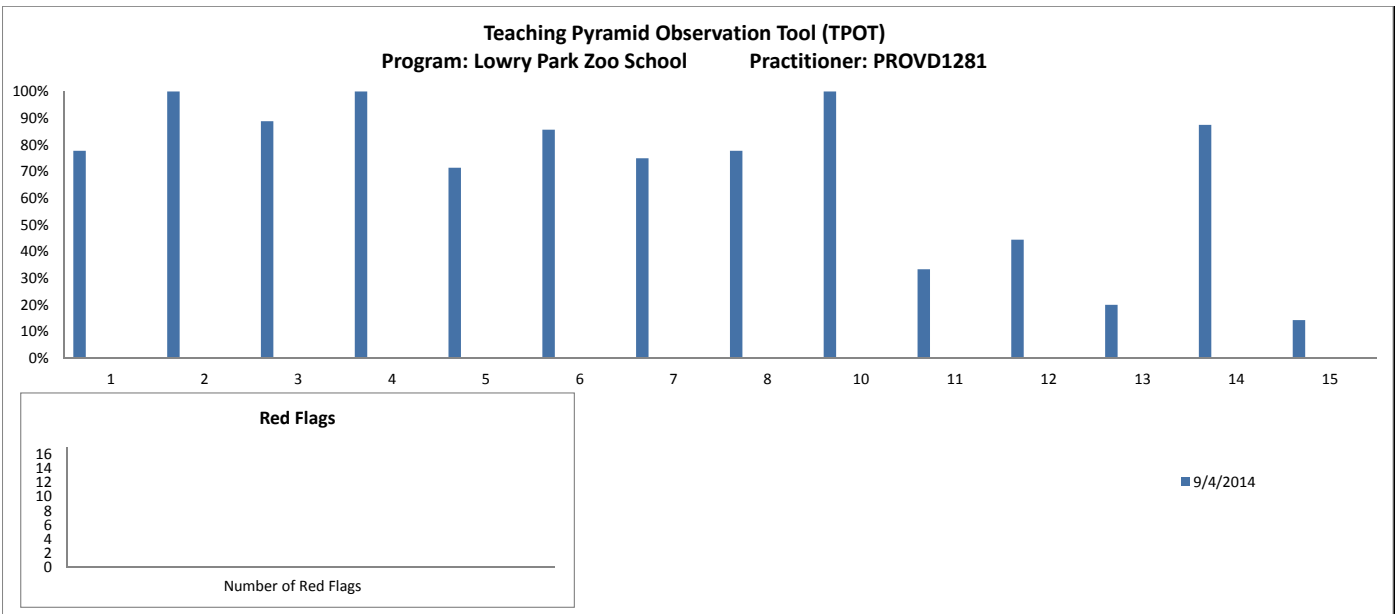
| | Fall 2014 | | | | | | | | | | | | |
|------------------------|--------------|--|--|--|--|--|--|--|--|--|--|--|--|
| Date | 9/16/2014 | | | | | | | | | | | | |
| Total TPOT % | 63.4% | | | | | | | | | | | | |
| Challenging Behavior % | 0% | | | | | | | | | | | | |
| Red Flags | 0 | | | | | | | | | | | | |

PROVD1285
Lowry Park Zoo School





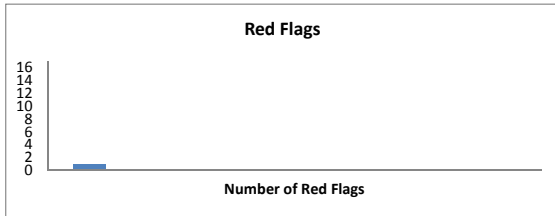
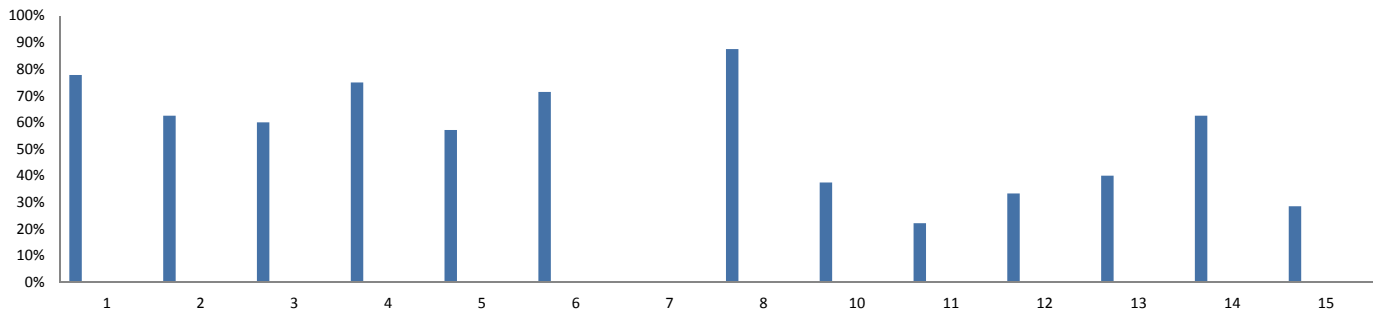
Lowry Park Zoo School



| | |
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| 6. Providing directions (PD) | 14. Describe how you Communicate with families and promote family involvement (COM) |
| 7. Teaching social skills and emotional competencies (TSC) | 15. Involving families in supporting their child's social emotional development and addressing challenging behavior (INF) |
| 8. Collaborative teaming (CT) | |

| Total TPOT Score | | | | | | | | | | | | |
|--------------------------------------|---------------|--|--|--|--|--|--|--|--|--|--|--|
| *Bold blue scores are perfect scores | | | | | | | | | | | | |
| Date | Fall 2014 | | | | | | | | | | | |
| | 9/4/2014 | | | | | | | | | | | |
| Total TPOT % | 71.17% | | | | | | | | | | | |
| Challenging Behavior % | 0% | | | | | | | | | | | |
| Red Flags | 0 | | | | | | | | | | | |

Teaching Pyramid Observation Tool (TPOT)
Program: Lowry Park Zoo School Practitioner: PROVD1282



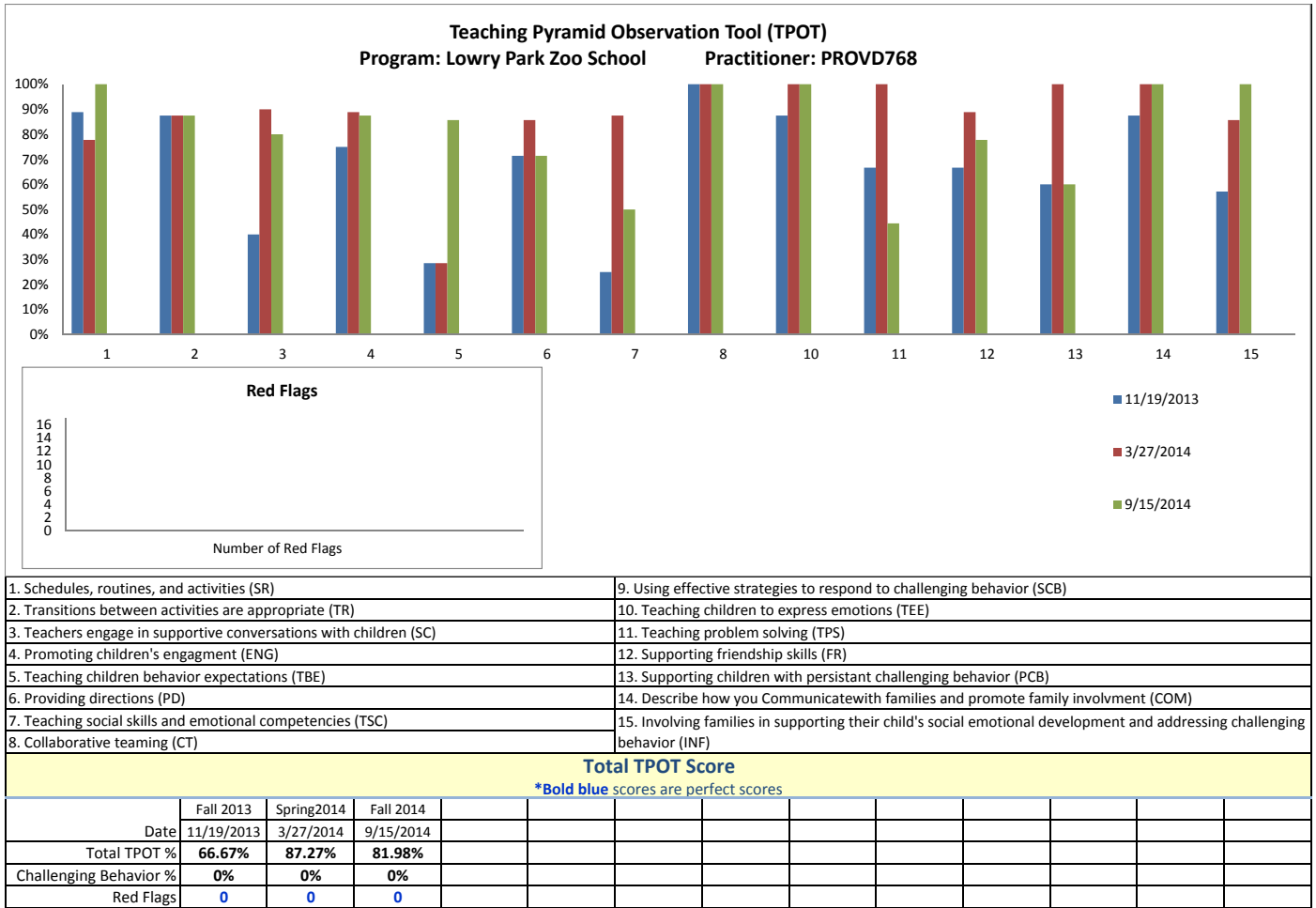
| | |
|---|---|
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| 6. Providing directions (PD) | 14. Describe how you Communicate with families and promote family involvement (COM) |
| 7. Teaching social skills and emotional competencies (TSC) | 15. Involving families in supporting their child's social emotional development and addressing challenging behavior (INF) |
| 8. Collaborative teaming (CT) | |

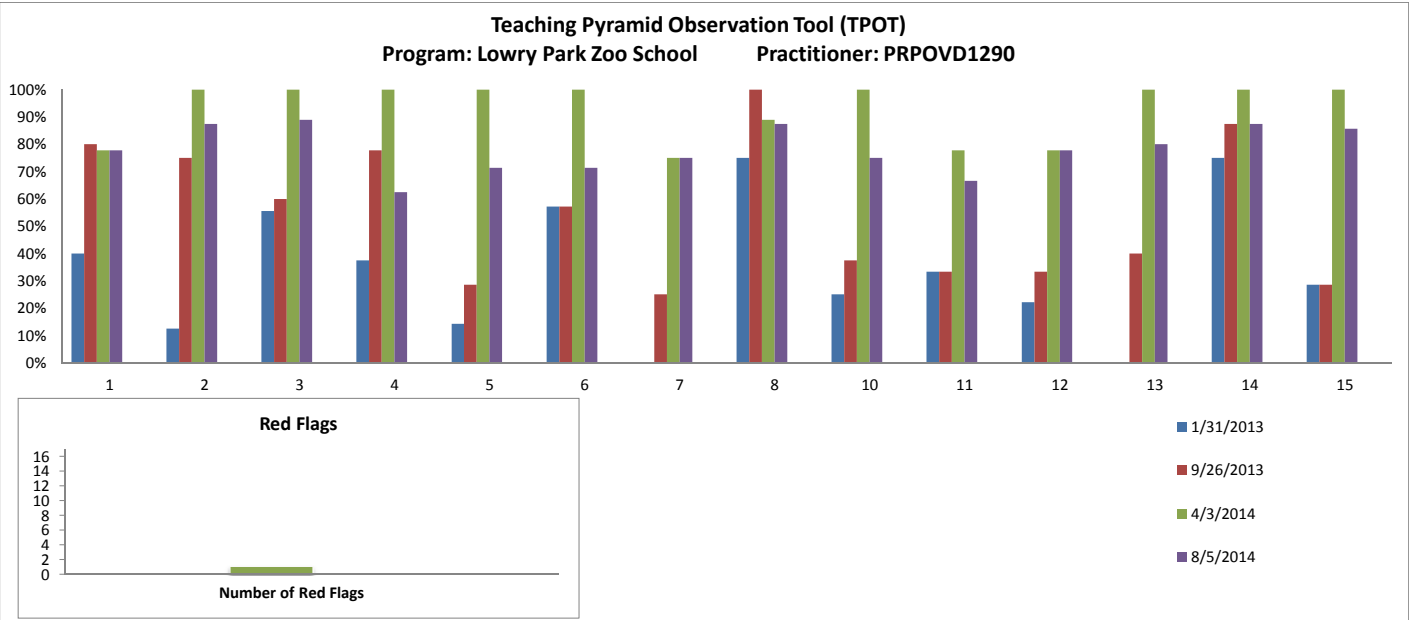
Total TPOT Score

*Bold blue scores are perfect scores

| | | | | | | | | | | | | | | |
|------------------------|--------------|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Date | Fall 2014 | | | | | | | | | | | | | |
| | 9/8/2014 | | | | | | | | | | | | | |
| Total TPOT % | 51.4% | | | | | | | | | | | | | |
| Challenging Behavior % | 0% | | | | | | | | | | | | | |
| Red Flags | 1 | | | | | | | | | | | | | |

Lowry Park Zoo School

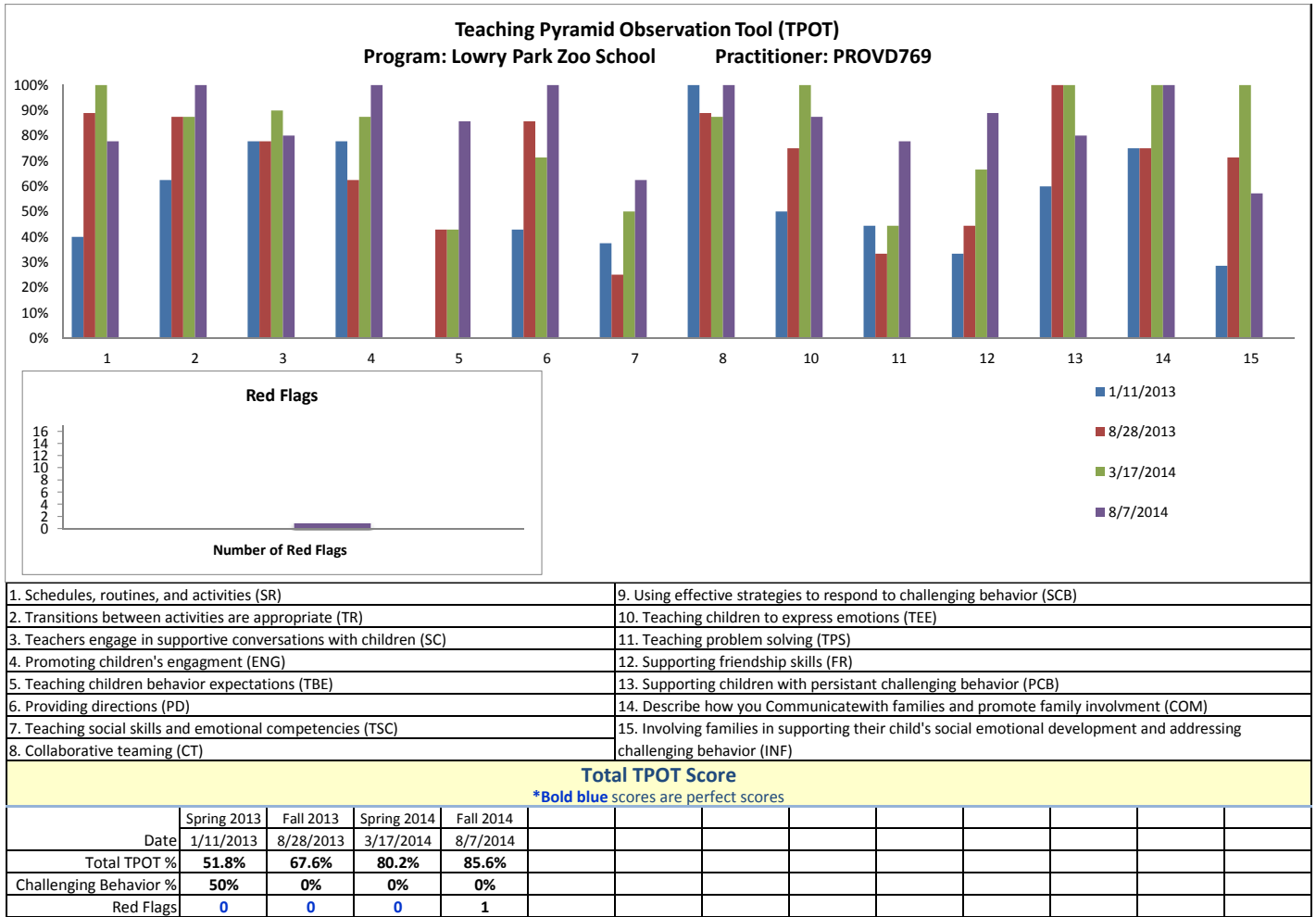


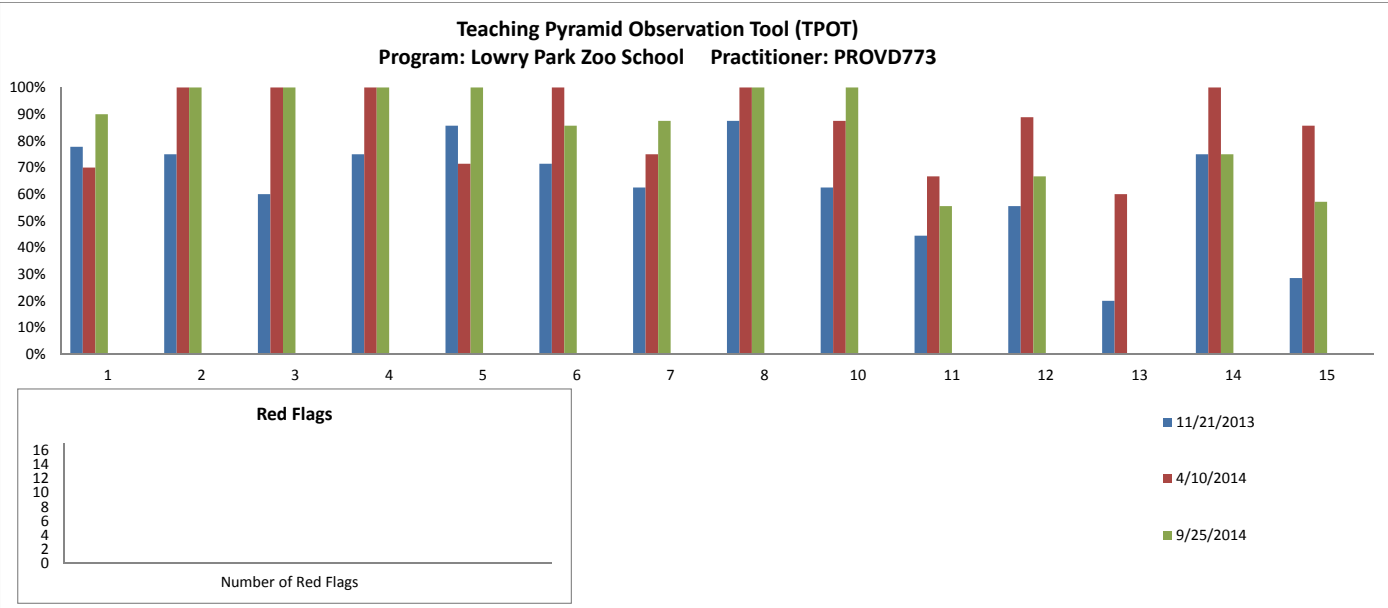


| | |
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| 5. Teaching children behavior expectations (TBE) | 13. Supporting children with persistent challenging behavior (PCB) |
| 6. Providing directions (PD) | 14. Describe how you Communicate with families and promote family involvement (COM) |
| 7. Teaching social skills and emotional competencies (TSC) | 15. Involving families in supporting their child's social emotional development and addressing challenging behavior (INF) |
| 8. Collaborative teaming (CT) | |

| Total TPOT Score | | | | |
|--|--------------|--------------|--------------|--------------|
| * Bold blue scores are perfect scores | | | | |
| | Spring 2013 | Fall 2013 | Spring 2014 | Fall 2014 |
| Date | 1/31/2013 | 9/26/2013 | 4/3/2014 | 8/5/2014 |
| Total TPOT % | 35.1% | 55.8% | 92.0% | 78.2% |
| Challenging Behavior % | 0% | 83% | 0% | 0% |
| Red Flags | 0 | 0 | 1 | 0 |

Lowry Park Zoo School



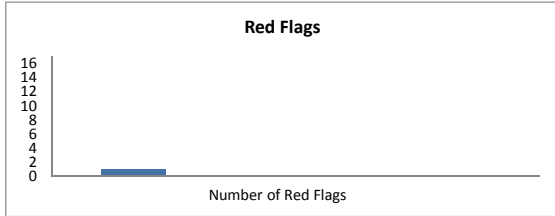
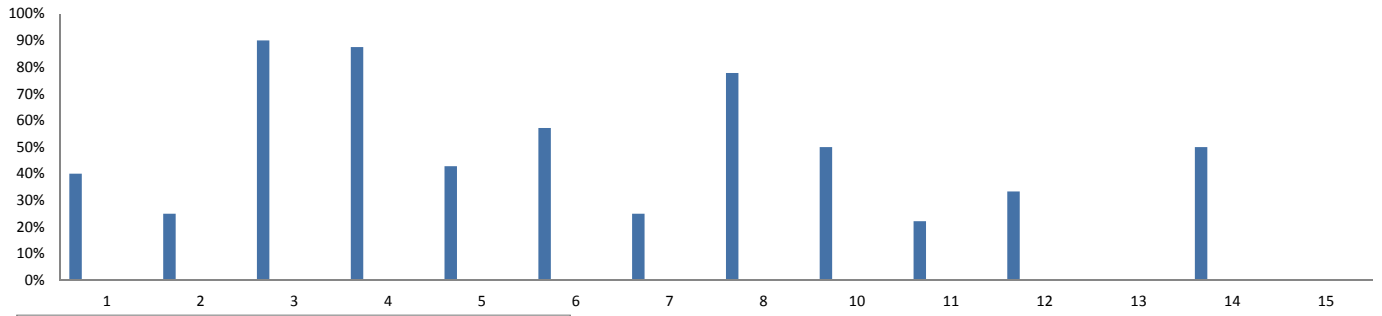


| | |
|---|---|
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| 3. Teachers engage in supportive conversations with children (SC) | 11. Teaching problem solving (TPS) |
| 4. Promoting children's engagement (ENG) | 12. Supporting friendship skills (FR) |
| 5. Teaching children behavior expectations (TBE) | 13. Supporting children with persistent challenging behavior (PCB) |
| 6. Providing directions (PD) | 14. Describe how you Communicate with families and promote family involvement (COM) |
| 7. Teaching social skills and emotional competencies (TSC) | 15. Involving families in supporting their child's social emotional development and addressing challenging behavior (INF) |
| 8. Collaborative teaming (CT) | |

| Total TPOT Score | | | |
|--------------------------------------|---------------|---------------|---------------|
| *Bold blue scores are perfect scores | | | |
| Date | Fall 2013 | Spring 2014 | Fall 2014 |
| 11/21/2013 | | | |
| 4/10/2014 | | | |
| 9/25/2014 | | | |
| Total TPOT % | 63.96% | 86.84% | 82.46% |
| Challenging Behavior % | 83% | 0% | 67% |
| Red Flags | 0 | 0 | 0 |

Lowry Park Zoo School

Teaching Pyramid Observation Tool (TPOT) Program: Lowry Park Zoo School Practitioner: PROVD128

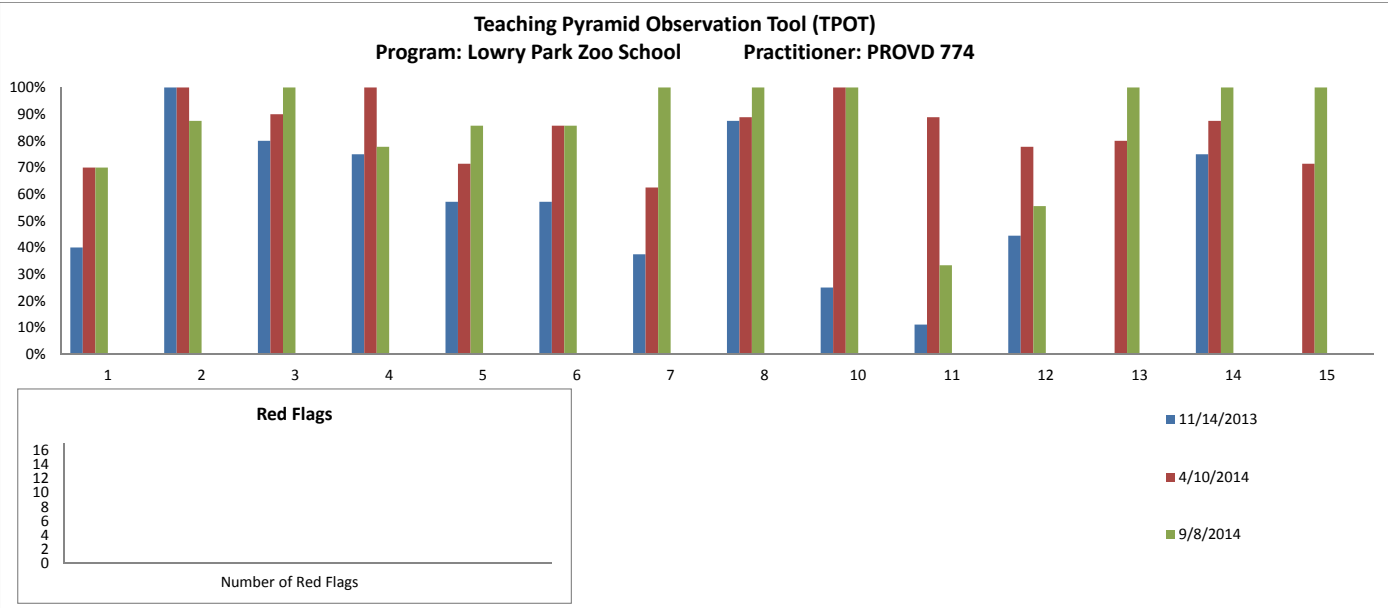


| | |
|---|---|
| 1. Schedules, routines, and activities (SR) | 9. Using effective strategies to respond to challenging behavior (SCB) |
| 2. Transitions between activities are appropriate (TR) | 10. Teaching children to express emotions (TEE) |
| 3. Teachers engage in supportive conversations with children (SC) | 11. Teaching problem solving (TPS) |
| 4. Promoting children's engagement (ENG) | 12. Supporting friendship skills (FR) |
| 5. Teaching children behavior expectations (TBE) | 13. Supporting children with persistent challenging behavior (PCB) |
| 6. Providing directions (PD) | 14. Describe how you Communicate with families and promote family involvement (COM) |
| 7. Teaching social skills and emotional competencies (TSC) | 15. Involving families in supporting their child's social emotional development and addressing challenging behavior (INF) |
| 8. Collaborative teaming (CT) | |

Total TPOT Score

**Bold blue scores are perfect scores*

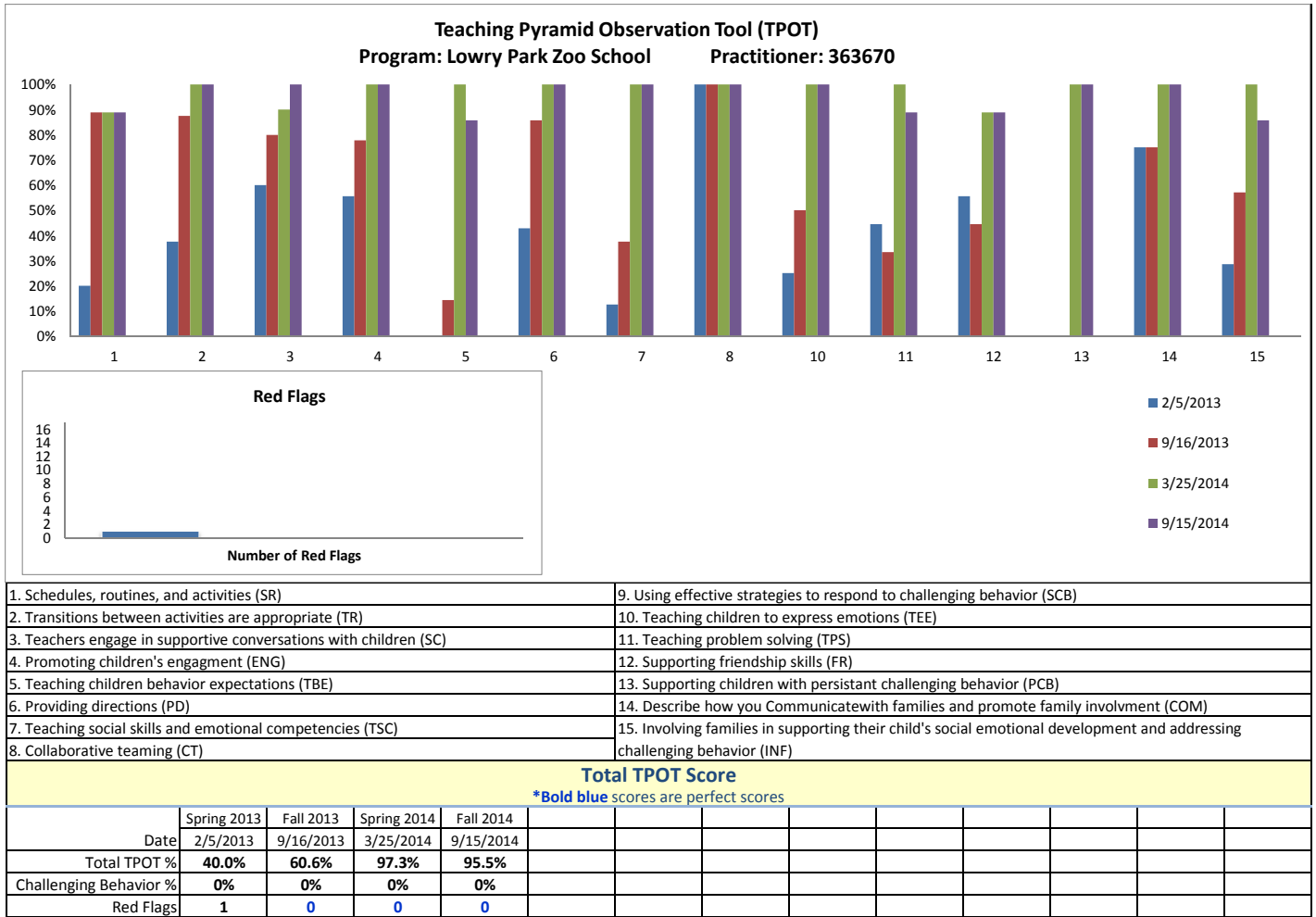
| | | | | | | | | | | | | | |
|------------------------|---------------|--|--|--|--|--|--|--|--|--|--|--|--|
| Date | Fall 2014 | | | | | | | | | | | | |
| | 9/5/2014 | | | | | | | | | | | | |
| Total TPOT % | 45.13% | | | | | | | | | | | | |
| Challenging Behavior % | 0% | | | | | | | | | | | | |
| Red Flags | 1 | | | | | | | | | | | | |



| | |
|---|---|
| 1. Schedules, routines, and activities (SR) | 9. Using effective strategies to respond to challenging behavior (SCB) |
| 2. Transitions between activities are appropriate (TR) | 10. Teaching children to express emotions (TEE) |
| 3. Teachers engage in supportive conversations with children (SC) | 11. Teaching problem solving (TPS) |
| 4. Promoting children's engagement (ENG) | 12. Supporting friendship skills (FR) |
| 5. Teaching children behavior expectations (TBE) | 13. Supporting children with persistent challenging behavior (PCB) |
| 6. Providing directions (PD) | 14. Describe how you Communicate with families and promote family involvement (COM) |
| 7. Teaching social skills and emotional competencies (TSC) | 15. Involving families in supporting their child's social emotional development and addressing challenging behavior (INF) |
| 8. Collaborative teaming (CT) | |

| Total TPOT Score | | | |
|--------------------------------------|---------------|---------------|---------------|
| *Bold blue scores are perfect scores | | | |
| Date | Fall 2013 | Spring 2014 | Fall 2014 |
| | 11/14/2013 | 4/10/2014 | 9/8/2014 |
| Total TPOT % | 50.89% | 84.21% | 84.21% |
| Challenging Behavior % | 0% | 0% | 67% |
| Red Flags | 0 | 0 | 0 |

Lowry Park Zoo School



APPENDIX E:
Site Details

Naomi Thompson Family Childcare Home

The philosophy of Naomi's Family Childcare Home is to educate each child and equip them with a lifelong love of learning. Children are viewed as members of a peer group, therefore, our aim is to focus on each child and provide stimulating experiences that will help him/her develop advanced learning skills. Mrs. Naomi FCCH is proud to be a part of Quality Counts for Kids' Program-Wide Positive Behavior Support Program where we implement The Pyramid Model to promote social and emotional competence and address challenging behaviors. We know that learning occurs by continually building upon new experiences to further enhance the cognitive, social, emotional, physical, fine and gross motor development of children. Our days comprise experiences similar to a child's home environment to support a positive, supportive and enriched environment. Children are encouraged to take the lead, explore their environment, establish routine and understand transitions. The environment is rich in diverse culture and promotes a strong emphasis on literacy, math, science, arts, music and movement. To further support children's growth and development in the classroom, we encourage family involvement. Family involvement includes maintaining the conceptual approach to children's learning as parents serving as primary teachers of their children. To further support these concepts we attempt to build a partnership between parents, teacher, and community at large.

Early Childhood Program-Wide PBS Benchmarks of Quality

Program Name: Naomi's FCCH Location: 9216 N. 13th Street, Tampa, FL 33612 Date: 8/27/14

Team Members: Naomi Thompson and Anne Wimmer

*** Only one answer may be checked ***

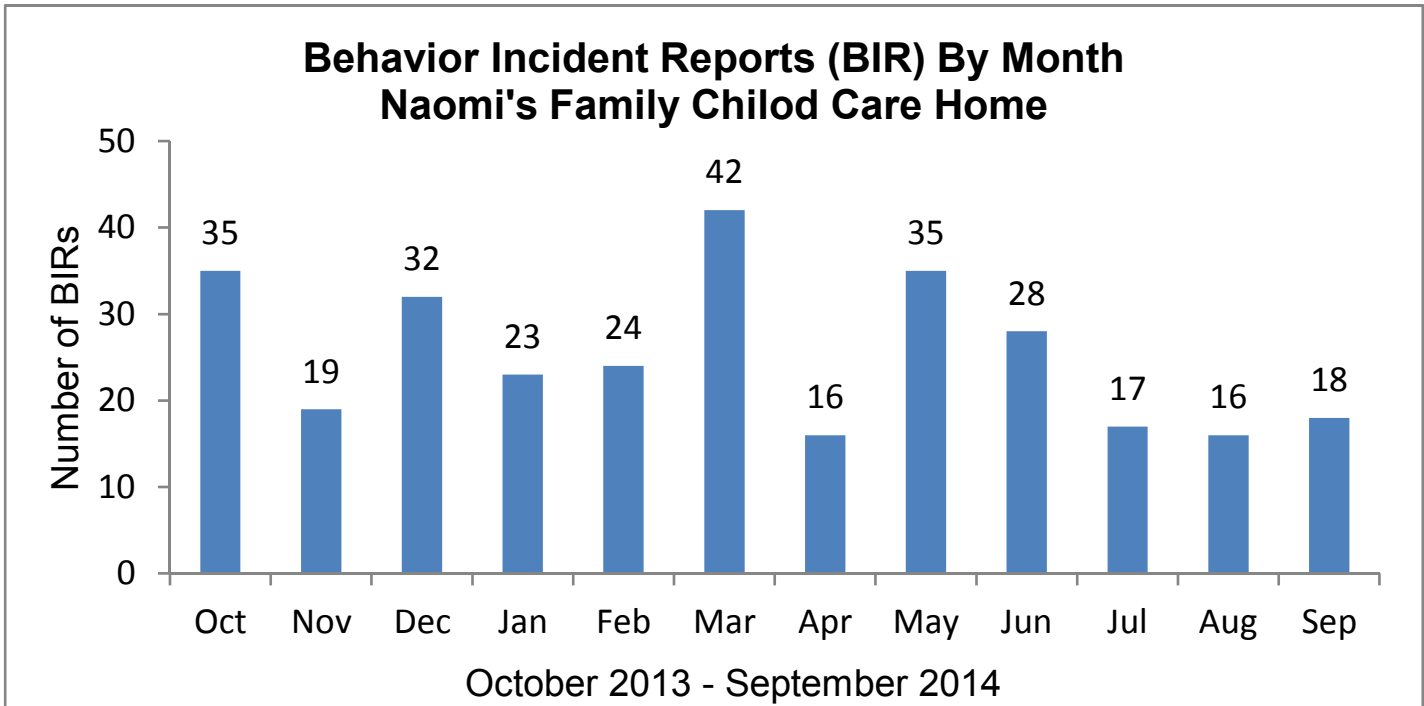
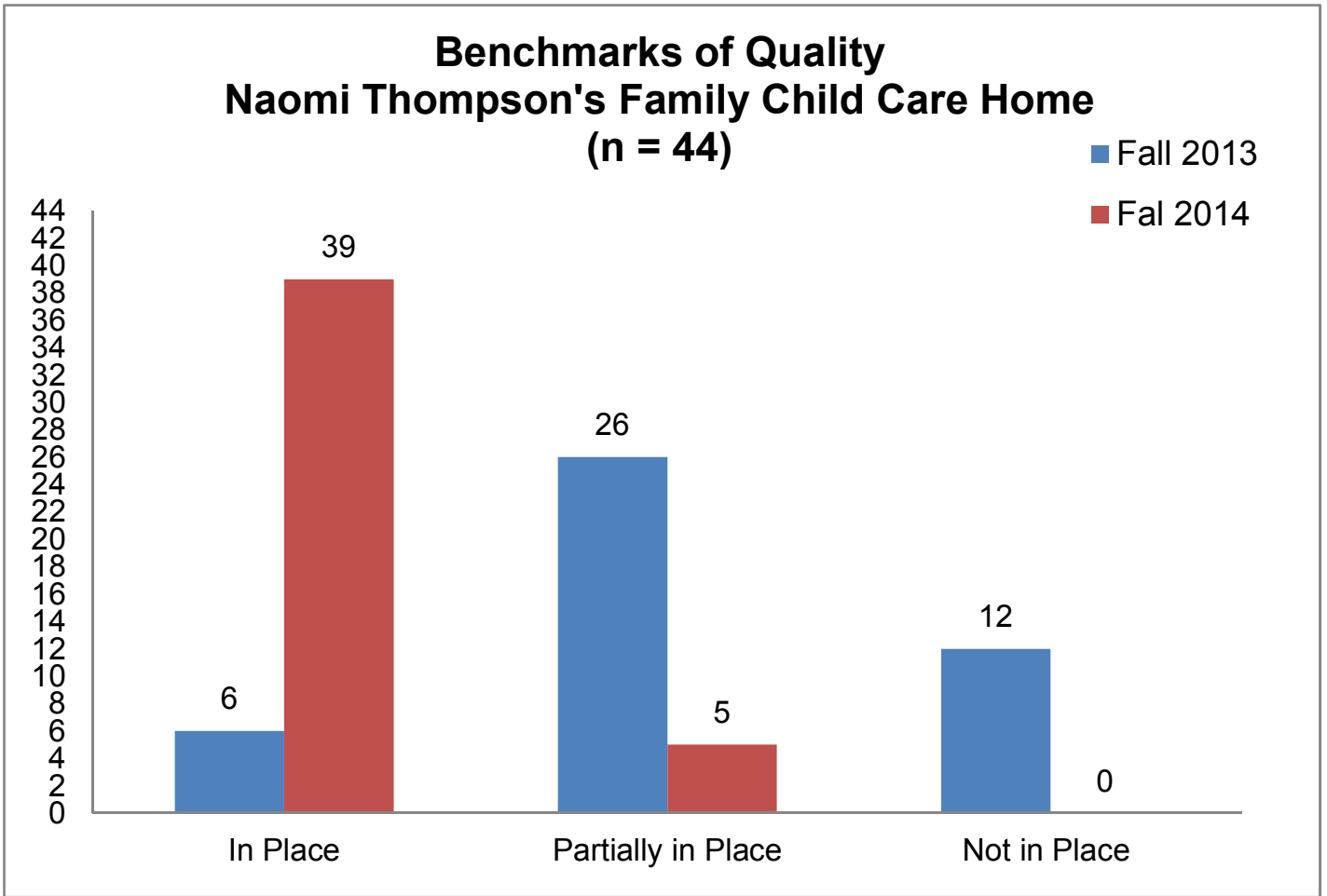
| Critical Elements | Benchmarks of Quality | Check One | | |
|---|--|-----------------------|----------------------------------|----------------------------------|
| | | Not In Place | Partially in Place | In Place |
| Establish and Maintain a Plan for Implementation | 1. Leader (owner/provider) has committed to active problem-solving to ensure the success of the Pyramid Model initiative and the initiative is visibly supportive of the adoption of the model. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 2. Provider has established a clear mission/purpose. The purpose or mission statement is written. All staff (when applicable in large family child care homes (FCCH)) are able to clearly communicate the purpose of the Pyramid Model. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 3. Provider has regular meetings with staff, when applicable, or planning time at least 1x per month for a minimum of 1 hour. Monthly planning is consistent. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 4. An implementation plan that includes all critical elements is established. A written implementation plan guides the work of the FCCH. The plan is reviewed and updated each month. Action steps are identified to ensure achievement of the goals | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 5. Staff are aware of and support for a system for addressing children's social emotional development and challenging behavior is maintained | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 6. FCCH reviews and revises the plan at least annually and shares with families. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 100% | | |
| Family Involvement | 7. Family input is solicited as part of the planning process. Families are informed of the initiative and asked to provide feedback on the Pyramid Model adoption and mechanisms for promoting family involvement in the initiative. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 8. There are multiple mechanisms for sharing the Pyramid Model plan with families including narrative documents, conferences, and parent meetings to ensure that all families are informed of the initiative. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 9. Family involvement in the initiative is supported through a variety of mechanisms including home teaching suggestions, information on supporting social development, and the outcomes of the initiative. Information is shared through a variety of formats (e.g., meetings, home visit, discussions, newsletters, open house, websites, family friendly handouts, workshops, roll-out events). | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 10. Families are involved in planning for individual children in a meaningful and proactive way. Families are encouraged to team with FCCH staff in the development of individualized plans of support for children including the development of strategies that may be used in the home and community. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 100% | | |
| Program-Wide Expectations | 11. 2-5 positively stated program wide expectations are developed. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 12. Expectations are written in a way that applies to both children and staff. When expectations are discussed, the application of expectations to program staff and children is acknowledged. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 13. Expectations are developmentally appropriate and linked to concrete rules for behavior within activities and settings. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 14. All program staff are involved in the development of the expectations. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 15. Expectations are posted in all learning areas (inside and outside) and in common areas in ways that are meaningful to children, staff and families. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 100% | | |
| Strategies for Teaching and Acknowledging the Program-Wide Expectations | 16. Instruction on expectations is embedded within large group activities, small group activities, and within individual interactions with children. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 17. A variety of teaching strategies are used: teaching the concept, talking about examples and non-examples, scaffolding children's use of the expectations in the context of ongoing activities and routines. Instruction on expectations and rules occurs on a daily basis. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 18. Strategies for acknowledging children's use of the expectations are developmentally appropriate and used by all program staff, including owner/lead provider and support staff (e.g., teaching assistant, regular substitutes, relatives/significant other who assists in the home, etc.). | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Totals (%): | | 83% | | |

| Critical Elements | Benchmarks of Quality | Check One | | |
|---|--|-----------------------|----------------------------------|----------------------------------|
| | | Not In Place | Partially in Place | In Place |
| Implementation of the Pyramid Model is Demonstrated in All Environments | 19. Provider(s) have strategies in place to promote positive relationships with children, each other, and families and use those strategies on a daily basis. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 20. Provider and program staff have arranged environments, materials, and curriculum in a manner that promotes social-emotional development and guides appropriate behavior. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 21. Provider and program staff are proficient at teaching social and emotional skills within daily activities in a manner that is meaningful to children and promotes skill acquisition. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 22. Provider and program staff respond to children's problem behavior appropriately using evidence-based approaches that are positive and provide the child with guidance about the desired appropriate behavior. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 23. Provider and program staff provide targeted social emotional teaching to individual children or small groups of children who are at-risk for challenging behavior. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 24. Provider and program staff initiate the development of an individualized plan of behavior support for children with persistent challenging behavior. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 83% | | |
| Procedures for Responding to Challenging Behavior | 25. Strategies for responding to problem behavior in the classroom are developed. Provider and staff use evidence-based approaches to respond to problem behavior in a manner that is developmentally appropriate and teaches the child the expected behavior. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 26. A process for responding to crisis situations related to problem behavior is developed. Provider and staff can identify how to request assistance when needed. A plan for addressing the child's individual behavior support needs is initiated following requests for crisis assistance. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 27. A process for problem solving around problem behavior is developed. Provider and staff can identify a process that may be used to gain support in developing ideas for addressing problem behavior within the classroom (e.g., peer-support, classroom mentor meeting, brainstorming session). | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 28. A team-based process for addressing individual children with persistent challenging behavior is developed. Provider and staff can identify the steps for initiating the team-based process including fostering the participation of the family in the process. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 29. An individual or individuals with behavioral expertise are identified for coaching staff and families throughout the process of developing and implementing individualized intensive interventions for children in need of behavior support plans. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 30. Strategies for partnering with families when there are problem behavior concerns are identified. Provider and staff have strategies for initiating parent contact and partnering with the family to develop strategies to promote appropriate behavior. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 92% | | |
| Professional Development and Staff Support Plan | 31. A plan for providing ongoing support, training, and coaching on the Pyramid Model practices is developed and implemented. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 32. A data-driven coaching model is used to assist staff with implementing the Pyramid Model practices to fidelity. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 33. Staff responsible for facilitating behavior support processes are identified and trained. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 34. A needs assessment is conducted with staff to determine training needs on the adoption of the Pyramid Model. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 35. Individualized professional development plans are developed with all staff. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 36. Group and individualized training strategies are identified and implemented. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 37. Plans for training new support staff/substitutes are identified and developed. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 38. Incentives and strategies for acknowledging staff (when applicable) and families' involvement are identified. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Totals (%): | | 94% | | |
| Monitoring Implementation and Outcomes | 39. Process for measuring implementation fidelity is used. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 40. Process for measuring outcomes is developed. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 41. Data are collected and summarized. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 42. Data are shared with program staff and families. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 43. Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 44. Implementation Plan is updated/revised as needed based on the ongoing data. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 100% | | |
| Final Total(%): | | 94% | | |

| Critical Elements | Benchmarks of Quality | Check One | | |
|-------------------|-----------------------|--------------|--------------------|----------|
| | | Not In Place | Partially in Place | In Place |

| Benchmark Averages for graphs | |
|---|------|
| Establish and Maintain Plan | 1.00 |
| Family Involvement | 1.00 |
| Program-Wide Expectations | 1.00 |
| Strategies for Teaching and Acknowledging the Program-Wide Expectations | 0.83 |
| Implementation of the Pyramid Model is Demonstrated in All Environments | 0.83 |
| Procedures for Responding to Challenging Behavior | 0.92 |
| Professional Development and Staff Support Plan | 0.94 |
| Monitoring Implementation and Outcomes | 1.00 |

| Not In Place | Partially in Place | In Place |
|--------------|--------------------|----------|
| 0 | 5 | 39 |
| 0% | 11% | 89% |



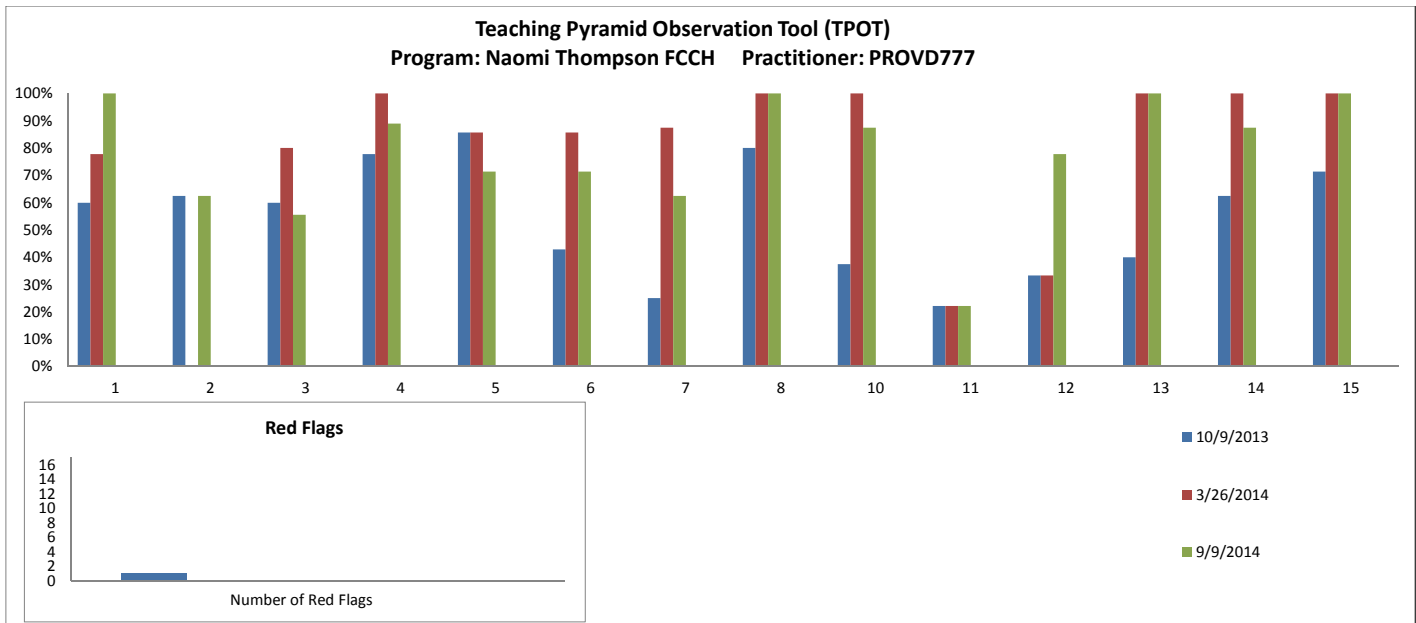
**Targeted and Individualized Level Supports
Naomi Thompson Family Child Care Home**

| Child's ID | Start date mm/dd/yy | End Date mm/dd/yy | DOB | ASQ-SE Pre/Post | Number of BIRs | | Reduced BIRS Yes/No | Secondary or Tertiary Support | Inclusion Statement | | | | | |
|------------|------------------------|----------------------|-----------|--------------------|----------------|------|---------------------------|-------------------------------------|---|---|--|------------------------------------|--|--|
| | | | | | Pre | Post | | | <input type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input type="checkbox"/> Left program due to parent choice/move | <input type="checkbox"/> Dismissed | <input type="checkbox"/> Developmental concern- No chall. behavior | <input type="checkbox"/> Referred to comm. resource |
| 1 | 12/4/13 | 8/8/2014 | 8/3/2011 | 30/45 | 14 | 17 | No | Tertiary | <input checked="" type="checkbox"/> Maintained placement in program | <input checked="" type="checkbox"/> Secured alternate program | <input checked="" type="checkbox"/> Left program due to parent choice/move | <input type="checkbox"/> Dismissed | <input type="checkbox"/> Developmental concern- No chall. behavior | <input checked="" type="checkbox"/> Referred to comm. resource |
| 2 | 12/4/13 | 9/30/2014 | 1/22/2011 | 100/50 | 10 | 8 | Yes | Tertiary | <input checked="" type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input checked="" type="checkbox"/> Left program due to parent choice/move | <input type="checkbox"/> Dismissed | <input type="checkbox"/> Developmental concern- No chall. behavior | <input checked="" type="checkbox"/> Referred to comm. resource |
| 5 | 12/21/13 | 9/30/2014 | 7/25/2011 | 40/35 | 6 | 6 | No | Secondary | <input checked="" type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input type="checkbox"/> Left program due to parent choice/move | <input type="checkbox"/> Dismissed | <input type="checkbox"/> Developmental concern- No chall. behavior | <input type="checkbox"/> Referred to comm. resource |
| 4 | 4/22/14 | 9/30/2014 | 7/25/2011 | 40 | 5 | 4 | Yes | Secondary | <input checked="" type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input type="checkbox"/> Left program due to parent choice/move | <input type="checkbox"/> Dismissed | <input type="checkbox"/> Developmental concern- No chall. behavior | <input type="checkbox"/> Referred to comm. resource |

| | |
|---------------------------|---|
| Total Secondary Supports: | 2 |
| Total Tertiary Supports: | 2 |
| Total Overall: | 4 |

| | |
|------------------------|-----|
| Total Met BIR Criteria | 2 |
| Total Percentage | 50% |

| | |
|------------------------------|------|
| Total Met Inclusion Criteria | 4 |
| Total Percentage | 100% |



| | |
|---|---|
| 1. Schedules, routines, and activities (SR) | 9. Using effective strategies to respond to challenging behavior (SCB) |
| 2. Transitions between activities are appropriate (TR) | 10. Teaching children to express emotions (TEE) |
| 3. Teachers engage in supportive conversations with children (SC) | 11. Teaching problem solving (TPS) |
| 4. Promoting children's engagement (ENG) | 12. Supporting friendship skills (FR) |
| 5. Teaching children behavior expectations (TBE) | 13. Supporting children with persistent challenging behavior (PCB) |
| 6. Providing directions (PD) | 14. Describe how you Communicate with families and promote family involvement (COM) |
| 7. Teaching social skills and emotional competencies (TSC) | 15. Involving families in supporting their child's social emotional development and addressing challenging behavior (INF) |
| 8. Collaborative teaming (CT) | |

| Total TPOT Score | | | |
|--------------------------------------|---------------|---------------|---------------|
| *Bold blue scores are perfect scores | | | |
| Date | Fall 2013 | Spring 2014 | Fall 2014 |
| 10/9/2013 | | | |
| 3/26/2014 | | | |
| 9/9/2014 | | | |
| Total TPOT % | 53.64% | 74.31% | 75.93% |
| Challenging Behavior % | 67% | 100% | 83% |
| Red Flags | 1 | 0 | 0 |

**APPENDIX E:
Site Details**

Robin Dean's Family Child Care Home

Mission:

We believe that self-esteem is a critical component to optimal growth in your children. We focus on assisting the child in developing the emotional, social, and self-help skills needed to have a positive self-image. Equally important are early-literacy and early-math skill development, and active play to encourage development of motor skills. Children are given the opportunity to explore, experiment and create in a safe and nurturing environment.

Early Childhood Program-Wide PBS Benchmarks of Quality

Program Name: Ms. Robin's Child Care Location: Valrico Date: 9/11/2014
 Team Members: Robin Dean, Joe Dean, Elizabeth Appleton

*** Only one answer may be checked ***

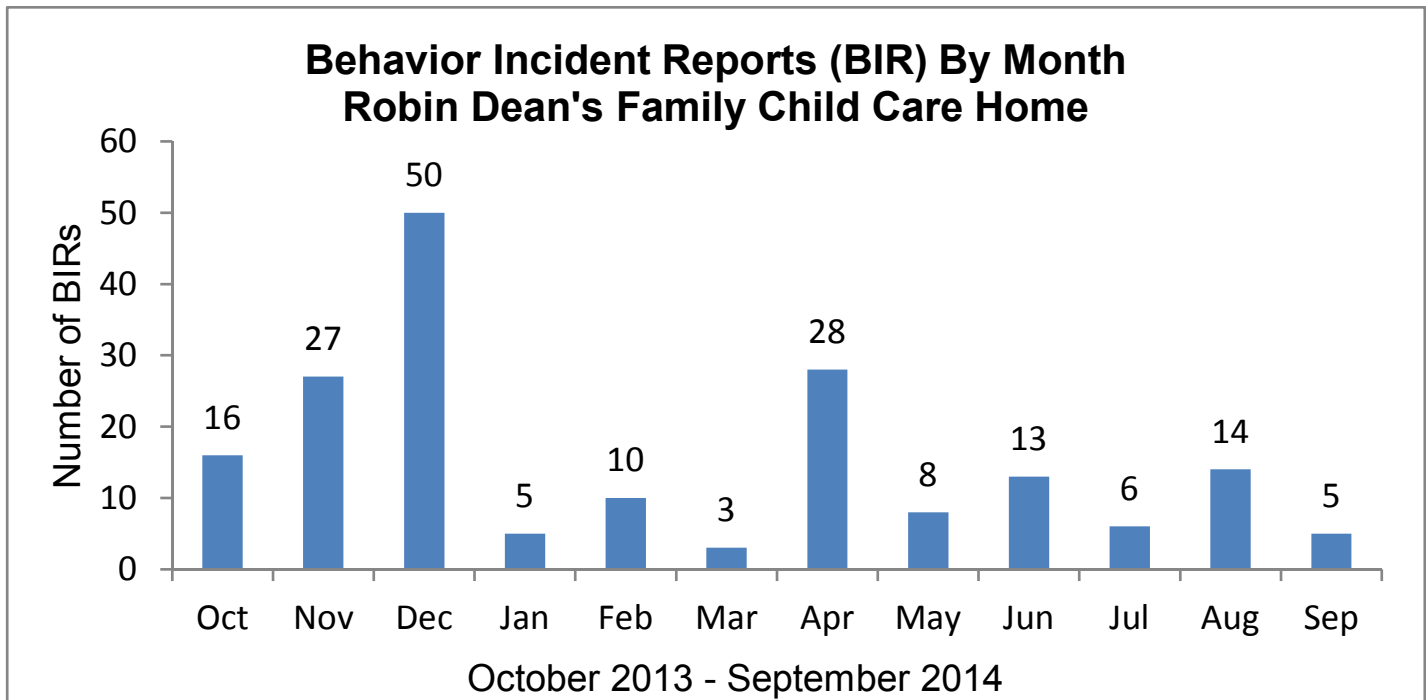
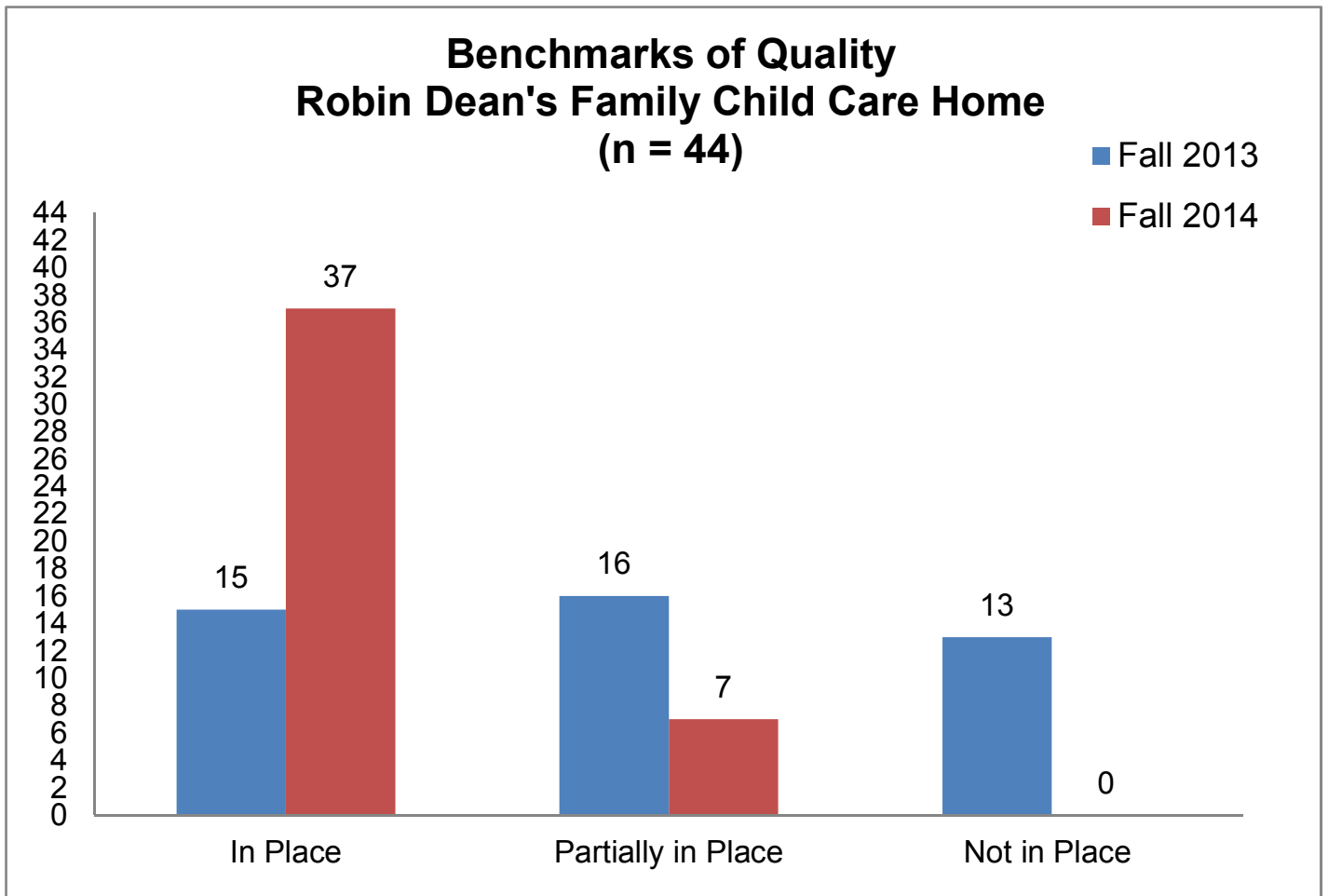
| Critical Elements | Benchmarks of Quality | Check One | | |
|---|--|-----------------------|----------------------------------|----------------------------------|
| | | Not In Place | Partially in Place | In Place |
| Establish and Maintain a Plan for Implementation | 1. Leader (owner/provider) has committed to active problem-solving to ensure the success of the Pyramid Model initiative and the initiative is visibly supportive of the adoption of the model. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 2. Provider has established a clear mission/purpose. The purpose or mission statement is written. All staff (when applicable in large family child care homes (FCCH)) are able to clearly communicate the purpose of the Pyramid Model. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 3. Provider has regular meetings with staff, when applicable, or planning time at least 1x per month for a minimum of 1 hour. Monthly planning is consistent. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 4. An implementation plan that includes all critical elements is established. A written implementation plan guides the work of the FCCH. The plan is reviewed and updated each month. Action steps are identified to ensure achievement of the goals | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 5. Staff are aware of and support for a system for addressing children's social emotional development and challenging behavior is maintained | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 6. FCCH reviews and revises the plan at least annually and shares with families. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Totals (%): | | 92% | | |
| Family Involvement | 7. Family input is solicited as part of the planning process. Families are informed of the initiative and asked to provide feedback on the Pyramid Model adoption and mechanisms for promoting family involvement in the initiative. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 8. There are multiple mechanisms for sharing the Pyramid Model plan with families including narrative documents, conferences, and parent meetings to ensure that all families are informed of the initiative. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 9. Family involvement in the initiative is supported through a variety of mechanisms including home teaching suggestions, information on supporting social development, and the outcomes of the initiative. Information is shared through a variety of formats (e.g., meetings, home visit, discussions, newsletters, open house, websites, family friendly handouts, workshops, roll-out events). | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 10. Families are involved in planning for individual children in a meaningful and proactive way. Families are encouraged to team with FCCH staff in the development of individualized plans of support for children including the development of strategies that may be used in the home and community. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 100% | | |
| Program-Wide Expectations | 11. 2-5 positively stated program wide expectations are developed. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 12. Expectations are written in a way that applies to both children and staff. When expectations are discussed, the application of expectations to program staff and children is acknowledged. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 13. Expectations are developmentally appropriate and linked to concrete rules for behavior within activities and settings. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 14. All program staff are involved in the development of the expectations. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 15. Expectations are posted in all learning areas (inside and outside) and in common areas in ways that are meaningful to children, staff and families. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 100% | | |
| Strategies for Teaching and Acknowledging the Program-Wide Expectations | 16. Instruction on expectations is embedded within large group activities, small group activities, and within individual interactions with children. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 17. A variety of teaching strategies are used: teaching the concept, talking about examples and non-examples, scaffolding children's use of the expectations in the context of ongoing activities and routines. Instruction on expectations and rules occurs on a daily basis. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 18. Strategies for acknowledging children's use of the expectations are developmentally appropriate and used by all program staff, including owner/lead provider and support staff (e.g., teaching assistant, regular substitutes, relatives/significant other who assists in the home, etc.). | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 100% | | |

| Critical Elements | Benchmarks of Quality | Check One | | |
|---|--|-----------------------|----------------------------------|----------------------------------|
| | | Not In Place | Partially in Place | In Place |
| Implementation of the Pyramid Model is Demonstrated in All Environments | 19. Provider(s) have strategies in place to promote positive relationships with children, each other, and families and use those strategies on a daily basis. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 20. Provider and program staff have arranged environments, materials, and curriculum in a manner that promotes social-emotional development and guides appropriate behavior. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 21. Provider and program staff are proficient at teaching social and emotional skills within daily activities in a manner that is meaningful to children and promotes skill acquisition. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 22. Provider and program staff respond to children's problem behavior appropriately using evidence-based approaches that are positive and provide the child with guidance about the desired appropriate behavior. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 23. Provider and program staff provide targeted social emotional teaching to individual children or small groups of children who are at-risk for challenging behavior. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 24. Provider and program staff initiate the development of an individualized plan of behavior support for children with persistent challenging behavior. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 100% | | |
| Procedures for Responding to Challenging Behavior | 25. Strategies for responding to problem behavior in the classroom are developed. Provider and staff use evidence-based approaches to respond to problem behavior in a manner that is developmentally appropriate and teaches the child the expected behavior. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 26. A process for responding to crisis situations related to problem behavior is developed. Provider and staff can identify how to request assistance when needed. A plan for addressing the child's individual behavior support needs is initiated following requests for crisis assistance. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 27. A process for problem solving around problem behavior is developed. Provider and staff can identify a process that may be used to gain support in developing ideas for addressing problem behavior within the classroom (e.g., peer-support, classroom mentor meeting, brainstorming session). | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 28. A team-based process for addressing individual children with persistent challenging behavior is developed. Provider and staff can identify the steps for initiating the team-based process including fostering the participation of the family in the process. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 29. An individual or individuals with behavioral expertise are identified for coaching staff and families throughout the process of developing and implementing individualized intensive interventions for children in need of behavior support plans. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 30. Strategies for partnering with families when there are problem behavior concerns are identified. Provider and staff have strategies for initiating parent contact and partnering with the family to develop strategies to promote appropriate behavior. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 83% | | |
| Professional Development and Staff Support Plan | 31. A plan for providing ongoing support, training, and coaching on the Pyramid Model practices is developed and implemented. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 32. A data-driven coaching model is used to assist staff with implementing the Pyramid Model practices to fidelity. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 33. Staff responsible for facilitating behavior support processes are identified and trained. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 34. A needs assessment is conducted with staff to determine training needs on the adoption of the Pyramid Model. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 35. Individualized professional development plans are developed with all staff. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 36. Group and individualized training strategies are identified and implemented. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 37. Plans for training new support staff/substitutes are identified and developed. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 38. Incentives and strategies for acknowledging staff (when applicable) and families' involvement are identified. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 94% | | |
| Monitoring Implementation and Outcomes | 39. Process for measuring implementation fidelity is used. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 40. Process for measuring outcomes is developed. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 41. Data are collected and summarized. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 42. Data are shared with program staff and families. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 43. Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

| Critical Elements | Benchmarks of Quality | Check One | | |
|------------------------|---|-----------------------|----------------------------------|-----------------------|
| | | Not In Place | Partially in Place | In Place |
| | 44. Implementation Plan is updated/revised as needed based on the ongoing data. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Totals (%): | | 75% | | |
| Final Total(%): | | 92% | | |

| Benchmark Averages for graphs | |
|---|------|
| Establish and Maintain Plan | 0.92 |
| Family Involvement | 1.00 |
| Program-Wide Expectations | 1.00 |
| Strategies for Teaching and Acknowledging the Program-Wide Expectations | 1.00 |
| Implementation of the Pyramid Model is Demonstrated in All Environments | 1.00 |
| Procedures for Responding to Challenging Behavior | 0.83 |
| Professional Development and Staff Support Plan | 0.94 |
| Monitoring Implementation and Outcomes | 0.75 |

| Not In Place | Partially in Place | In Place |
|--------------|--------------------|----------|
| 0 | 7 | 37 |
| 0% | 16% | 84% |



**Targeted and Individualized Level Supports
Robin Dean Family Child Care Home**

| Child's ID | Start date mm/dd/yy | End Date mm/dd/yy | DOB | ASQ-SE Pre/Post | Number of BIRs | | Reduced BIRS Yes/No | Secondary or Tertiary Support | Inclusion Statement | | |
|------------|------------------------|----------------------|-----------|--------------------|----------------|------|---------------------------|-------------------------------------|---|---|---|
| | | | | | Pre | Post | | | <input type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input type="checkbox"/> Left program due to parent choice/move |
| 10 | 11/21/2013 | 1/16/2014 | 10/7/2006 | | 0 | 0 | Yes | Tertiary | <input type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input checked="" type="checkbox"/> Dismissed |
| 13 | 11/21/2013 | 9/30/2014 | 1/4/2013 | 85/50 | 27 | 0 | Yes | Secondary | <input type="checkbox"/> Left program due to parent choice/move | <input type="checkbox"/> Dismissed | <input checked="" type="checkbox"/> Referred to comm. resource |
| 2 | 11/21/2013 | 8/15/2014 | 5/13/2010 | 20/55 | 4 | 3 | Yes | Secondary | <input type="checkbox"/> Developmental concern- No chall. behavior | <input type="checkbox"/> Referred to comm. resource | |
| 9 | 11/29/2013 | 9/30/2014 | 8/25/2013 | 50/45 | 0 | 0 | Yes | Secondary | <input checked="" type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input type="checkbox"/> Dismissed |
| 8 | 5/11/2014 | 9/30/2014 | 6/8/2010 | 105 | 3 | 5 | No | Secondary | <input type="checkbox"/> Left program due to parent choice/move | <input type="checkbox"/> Dismissed | <input type="checkbox"/> Referred to comm. resource |

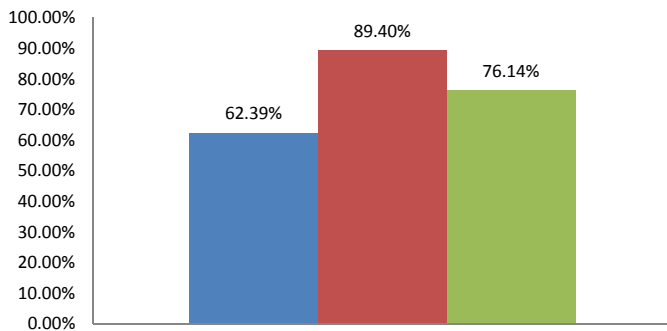
| | |
|---------------------------|---|
| Total Secondary Supports: | 4 |
| Total Tertiary Supports: | 1 |
| Total Overall: | 5 |

| | |
|------------------------|-----|
| Total Met BIR Criteria | 4 |
| Total Percentage | 80% |

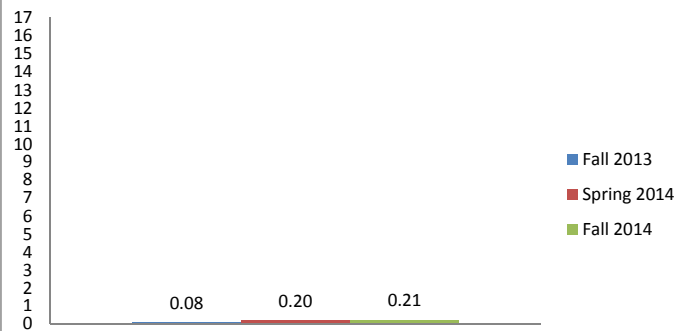
| | |
|------------------------------|-----|
| Total Met Inclusion Criteria | 4 |
| Total Percentage | 80% |

**Lowry Park Zoo School
Overall Teacher Scores Across the TPITOS and TPOT
October 2013 - September 2014**

Average Percentage of Indicators In Place



Average Number of Red Flags



TPOT Key:

Percentage of Indicators in Place Across Items

0% - 49%: Low Implementation of Pyramid Practices

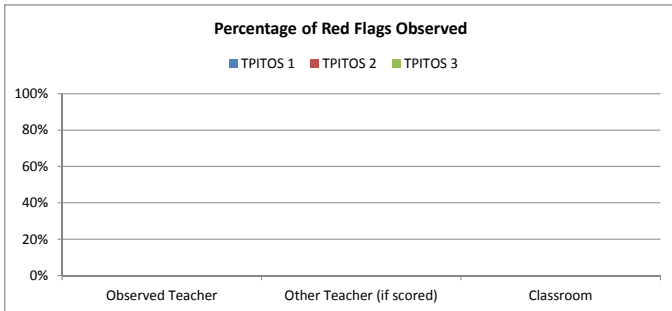
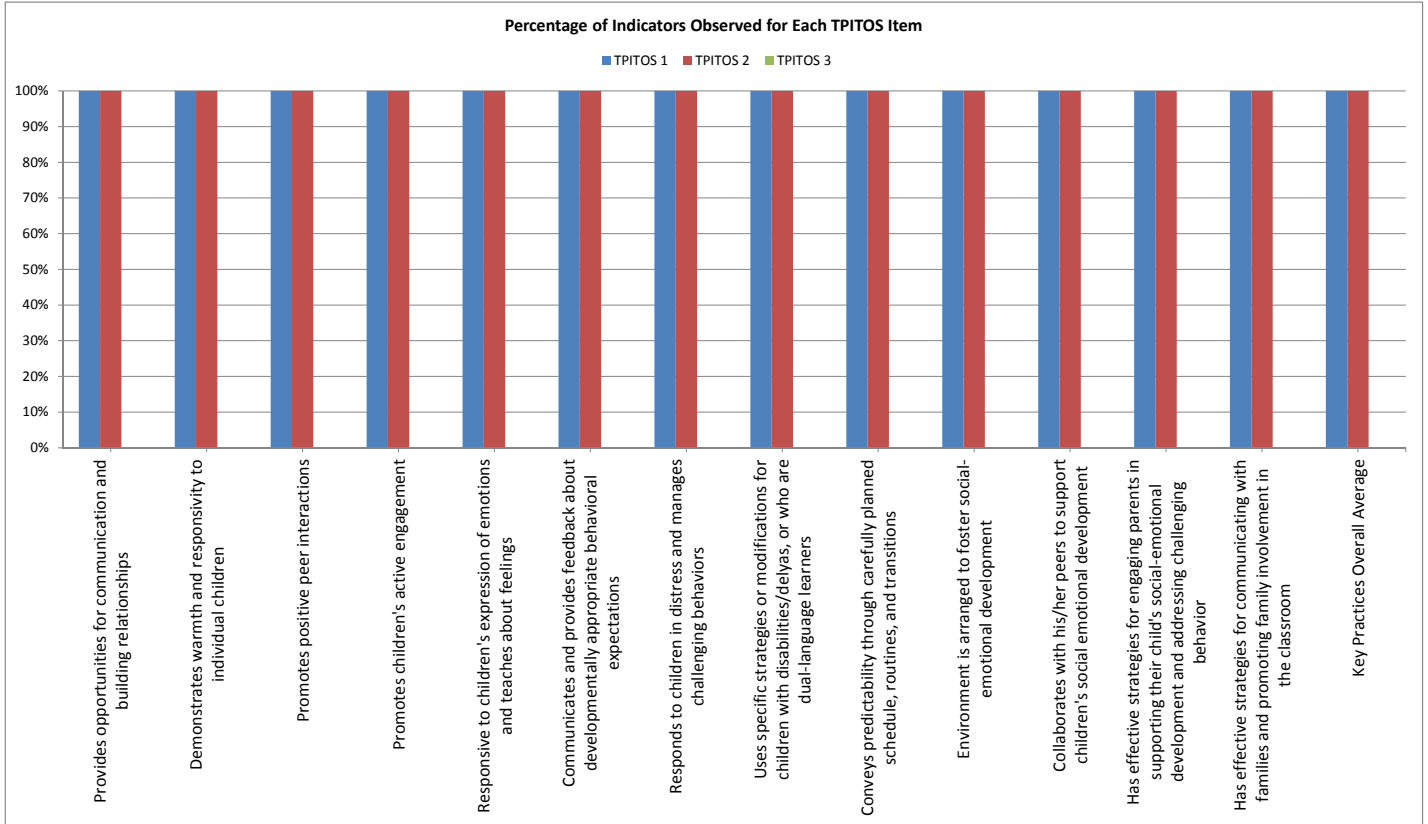
50% - 79%: Emerging Implementation of Pyramid Practices

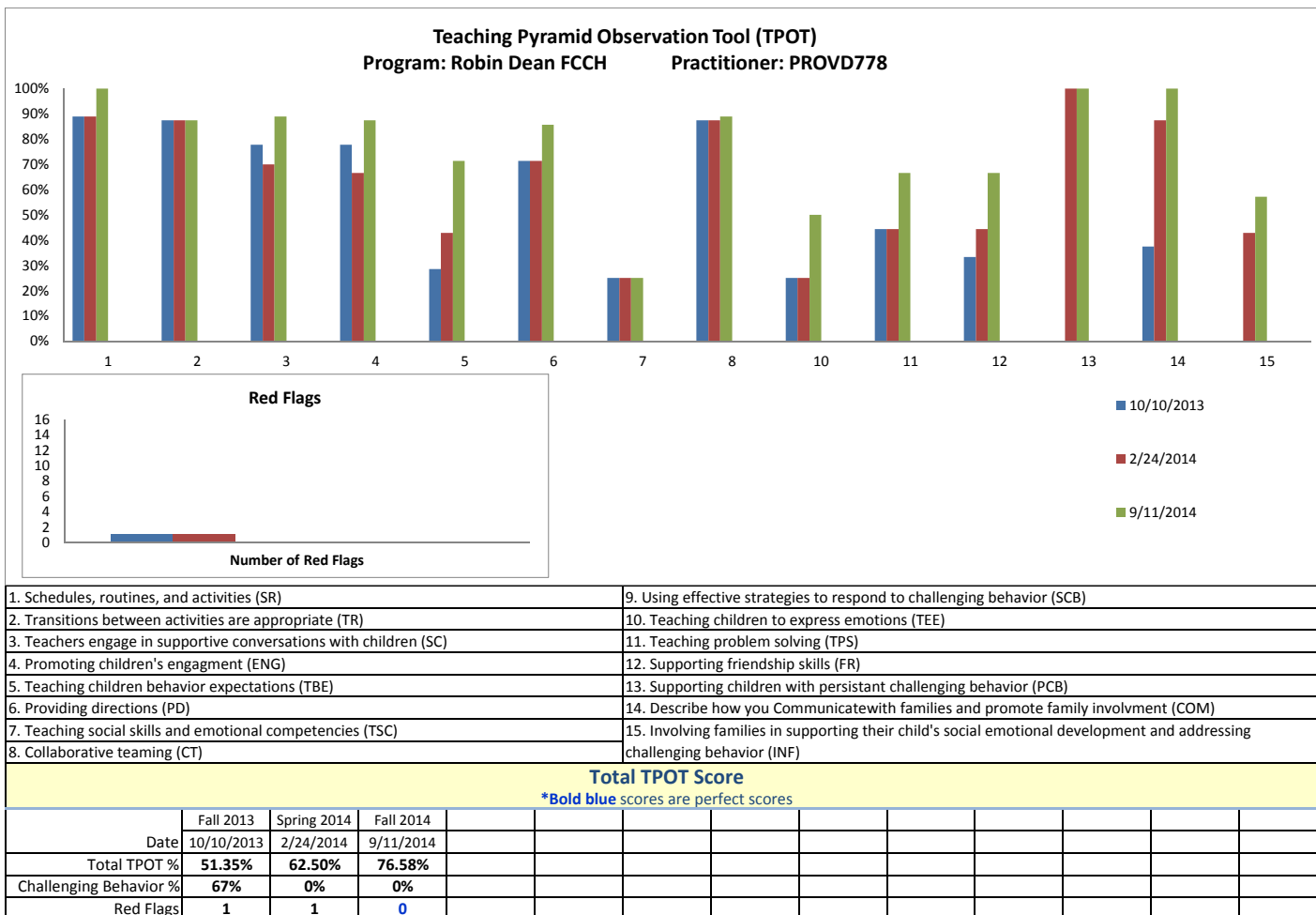
80% - 100%: Mastery Implementation of Pyramid Practices

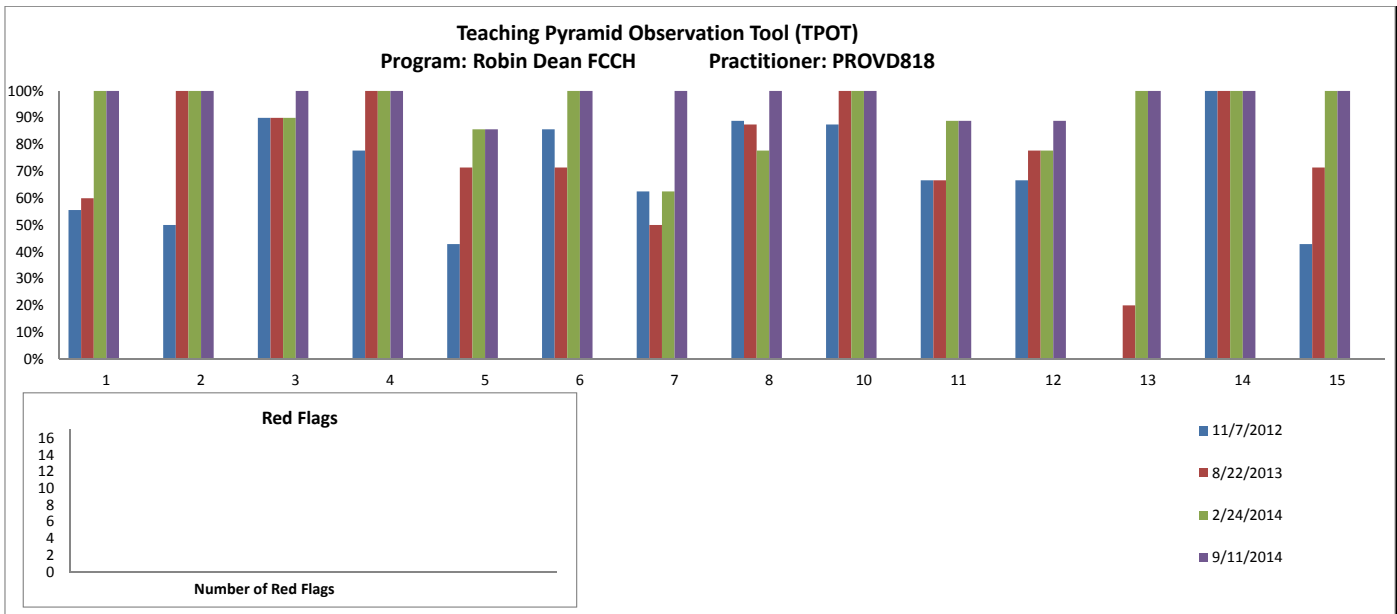
Red Flag Range: 0-2: Good, 3-7: At Risk, 8 - 17: Significantly at Risk (0 = perfect)

| | Fall 2013 | Spring 2014 | Fall 2014 |
|--------------------|-----------|-------------|-----------|
| Number of Teachers | 12 | 10 | 14 |
| Average Percentage | 62.39% | 89.40% | 76.14% |
| Average Red Flags | 0.08 | 0.20 | 0.21 |

PROVD: 818
Robin Dean FCCH







| | | | | | | | | | | | | | |
|---|---|--------------|--------------|--------------|--|--|--|--|--|--|--|--|--|
| 1. Schedules, routines, and activities (SR) | 9. Using effective strategies to respond to challenging behavior (SCB) | | | | | | | | | | | | |
| 2. Transitions between activities are appropriate (TR) | 10. Teaching children to express emotions (TEE) | | | | | | | | | | | | |
| 3. Teachers engage in supportive conversations with children (SC) | 11. Teaching problem solving (TPS) | | | | | | | | | | | | |
| 4. Promoting children's engagement (ENG) | 12. Supporting friendship skills (FR) | | | | | | | | | | | | |
| 5. Teaching children behavior expectations (TBE) | 13. Supporting children with persistent challenging behavior (PCB) | | | | | | | | | | | | |
| 6. Providing directions (PD) | 14. Describe how you Communicate with families and promote family involvement (COM) | | | | | | | | | | | | |
| 7. Teaching social skills and emotional competencies (TSC) | 15. Involving families in supporting their child's social emotional development and addressing challenging behavior (INF) | | | | | | | | | | | | |
| 8. Collaborative teaming (CT) | | | | | | | | | | | | | |
| Total TPOT Score | | | | | | | | | | | | | |
| * Bold blue scores are perfect scores | | | | | | | | | | | | | |
| Date | Spring 2013 | Fall 2013 | Spring 2014 | Fall 2014 | | | | | | | | | |
| | 11/7/2013 | 8/22/2013 | 2/24/2014 | 9/11/2014 | | | | | | | | | |
| Total TPOT % | 68.1% | 77.7% | 91.1% | 97.3% | | | | | | | | | |
| Challenging Behavior % | 83% | 0% | 0% | 0% | | | | | | | | | |
| Red Flags | 0 | 0 | 0 | 0 | | | | | | | | | |

**APPENDIX E:
Site Details**

Cornerstone Family Ministry (CFM) Rosa Valdez Early Childhood Learning Center

<http://www.cornerstonefamilyministries.org/rosa%20valdez.htm>

The Rosa Valdez Early Childhood Learning Center, a National Accreditation Commission for Early Care and Education Programs (NAC) Christian pre-school, provides developmentally appropriate child care and early school readiness in conjunction with family support services. The Center is open Monday through Friday and serves children, birth to five years of age. The center's curriculum engages children in activities to prepare them socially and educationally for kindergarten and provides a foundation for growing strong Christian values. Although Rosa Valdez teaches and models the teachings of Christ, we admit students of any race, color, religion, national and ethnic origin. Through generous scholarships and school readiness vouchers, the Rosa Valdez pre-school is able to provide early childhood education to every child regardless of their ability to pay. Support services include developmental assessments, therapeutic interventions, counseling and family support. This nationally accredited center provides high standards in quality care, with low teacher-to-child ratios, qualified staff and an enriched learning environment.

CFM Rosa Valdez Early Childhood Learning Center

Early Childhood Program-Wide PBS Benchmarks of Quality

Program Name: CFM-ROSA VALDEZ Location: Tampa Date: 9/9/2014
 Team Members: Denise, Vanessa, Elizabeth

*** Only one answer may be checked ***

| Critical Elements | Benchmarks of Quality | Check One | | |
|---------------------------|---|----------------------------------|----------------------------------|----------------------------------|
| | | Not In Place | Partially in Place | In Place |
| Establish Leadership Team | 1. Team has broad representation that includes at a minimum a teacher, administrator and a member with expertise in behavior support. Other team members might include parent, teaching assistant, related service specialists and other program personnel. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 2. Team has administrative support. Administrator attends meetings and trainings, is active in problem-solving to ensure the success of the initiative, and is visibly supportive of the adoption of the model. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 3. Team has regular meetings. Team meetings are scheduled at least 1x per month for a minimum of 1 hour. Team member attendance is consistent. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 4. Team has established a clear mission/purpose. The team purpose or mission statement is written. Team members are able to clearly communicate the purpose of the leadership team. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 5. Team develops an implementation plan that includes all critical elements. A written implementation plan guides the work of the team. The team reviews the plan and updates their progress at each meeting. <u>Action steps are identified to ensure achievement of the goals.</u> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 6. Team reviews and revises the plan at least annually. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Totals (%): | | 92% | | |
| Staff Buy-In | 7. Staff are aware of and supportive of the need for a program wide system for addressing children's social emotional development and challenging behavior. A staff poll establishes buy-in before the <u>initiative is launched.</u> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 8. Staff input and feedback is obtained throughout the process - coffee break with the director, focus group, suggestion box. Leadership team provides update on the process and data on the outcomes to program staff on a regular basis. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Totals (%): | | 50% | | |
| Family Involvement | 9. Family input is solicited as part of the planning process. Families are informed of the initiative and asked to provide feedback on program-wide adoption and mechanisms for promoting family involvement in the initiative. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 10. There are multiple mechanisms for sharing the program wide plan with families including narrative documents, conferences, and parent meetings to ensure that all families are informed of the initiative. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 11. Family involvement in the initiative is supported through a variety of mechanisms including home teaching suggestions, information on supporting social development, and the outcomes of the initiative. Information is shared through a variety of formats (e.g., meetings, home visit discussions, newsletters, open house, websites, family friendly handouts, workshops, rollout events). | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 12. Families are involved in planning for individual children in a meaningful and proactive way. Families are encouraged to team with program staff in the development of individualized plans of support for children including the development of strategies that may be used in the home and community. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Totals (%): | | 63% | | |
| Program-Wide Expectations | 13. 2-5 positively stated program wide expectations are developed. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 14. Expectations are written in a way that applies to both children and staff. When expectations are discussed, the application of expectations to program staff and children is acknowledged. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 15. Expectations are developmentally appropriate and linked to concrete rules for behavior within activities and settings. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 16. All program staff are involved in the development of the expectations. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 17. Expectations are shared with families and staff assist families in the translation of the expectations to rules in the home. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |

CFM Rosa Valdez Early Childhood Learning Center

| Critical Elements | Benchmarks of Quality | Check One | | |
|---|--|----------------------------------|----------------------------------|----------------------------------|
| | | Not In Place | Partially in Place | In Place |
| | 18. Expectations are posted in classrooms and in common areas in ways that are meaningful to children, staff and families. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 92% | | |
| Strategies for Teaching and Acknowledging the Program-Wide Expectations | 19. Instruction on expectations is embedded within large group activities, small group activities, and individual interactions with children. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 20. A variety of teaching strategies are used: teaching the concept, talking about examples and non-examples, scaffolding children's use of the expectations in the context of ongoing activities and routines. Instruction on expectations and rules occurs on a daily basis. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 21. Strategies for acknowledging children's use of the expectations are developmentally appropriate and used by all program staff including administrative and support staff (e.g., clerical, bus drivers, kitchen staff). | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Totals (%): | | 67% | | |
| All Classrooms Demonstrate the Adoption of the "Teaching Pyramid" | 22. Teachers and program staff have strategies to promote positive relationships with children, each other, and families in place and use those strategies on a daily basis. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 23. Teachers and program staff have arranged environments, materials, and curriculum in a manner that promotes social-emotional development and guides appropriate behavior. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 24. Teachers and program staff are proficient at teaching social and emotional skills within daily activities in a manner that is meaningful to children and promotes skill acquisition. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 25. Teachers and program staff respond to children's problem behavior appropriately using evidence-based approaches that are positive and provide the child with guidance about the desired appropriate behavior. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 26. Teachers and program staff provide targeted social emotional teaching to individual children or small groups of children who are at-risk for challenging behavior. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 27. Teachers and program staff initiate the development of an individualized plan of behavior support for children with persistent challenging behavior. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Totals (%): | | 58% | | |
| Procedures for Responding to Challenging Behavior | 28. Strategies for responding to problem behavior in the classroom are developed. Teachers use evidence-based approaches to respond to problem behavior in a manner that is developmentally appropriate and teaches the child the expected behavior. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 29. A process for responding to crisis situations related to problem behavior is developed. Teachers can identify how to request assistance when needed. A plan for addressing the child's individual behavior support needs is initiated following requests for crisis assistance. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 30. A process for problem solving with other teachers around problem behavior is developed. Teachers can identify a process that may be used to gain support in developing ideas for addressing problem behavior within the classroom (e.g., peer-support, classroom mentor meeting, brainstorming session). | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 31. A team-based process for addressing individual children with persistent challenging behavior is developed. Teachers can identify the steps for initiating the team-based process including fostering the participation of the family in the process. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 32. An individual or individuals with behavioral expertise are identified for coaching staff and families throughout the process of developing individualized intensive interventions for children in need of behavior support plans. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 33. Strategies for partnering with families when there are problem behavior concerns are identified. Teachers have strategies for initiating parent contact and partnering with the family to develop strategies to promote appropriate behavior. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Totals (%): | | 17% | | |
| Staff Support Plan | 34. A plan for providing ongoing support, training, and coaching in each classroom on the Pyramid Model practices is developed and implemented. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 35. A data-driven coaching model is used to assist classroom staff with implementing the Pyramid Model practices to fidelity. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 36. Staff responsible for facilitating behavior support processes are identified and trained. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 37. A needs assessment is conducted with staff to determine training needs on the adoption of the Pyramid Model. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 38. Individualized professional development plans are developed with all staff. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 39. Group and individualized training strategies are identified and implemented. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 40. Plans for training new staff are identified and developed. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

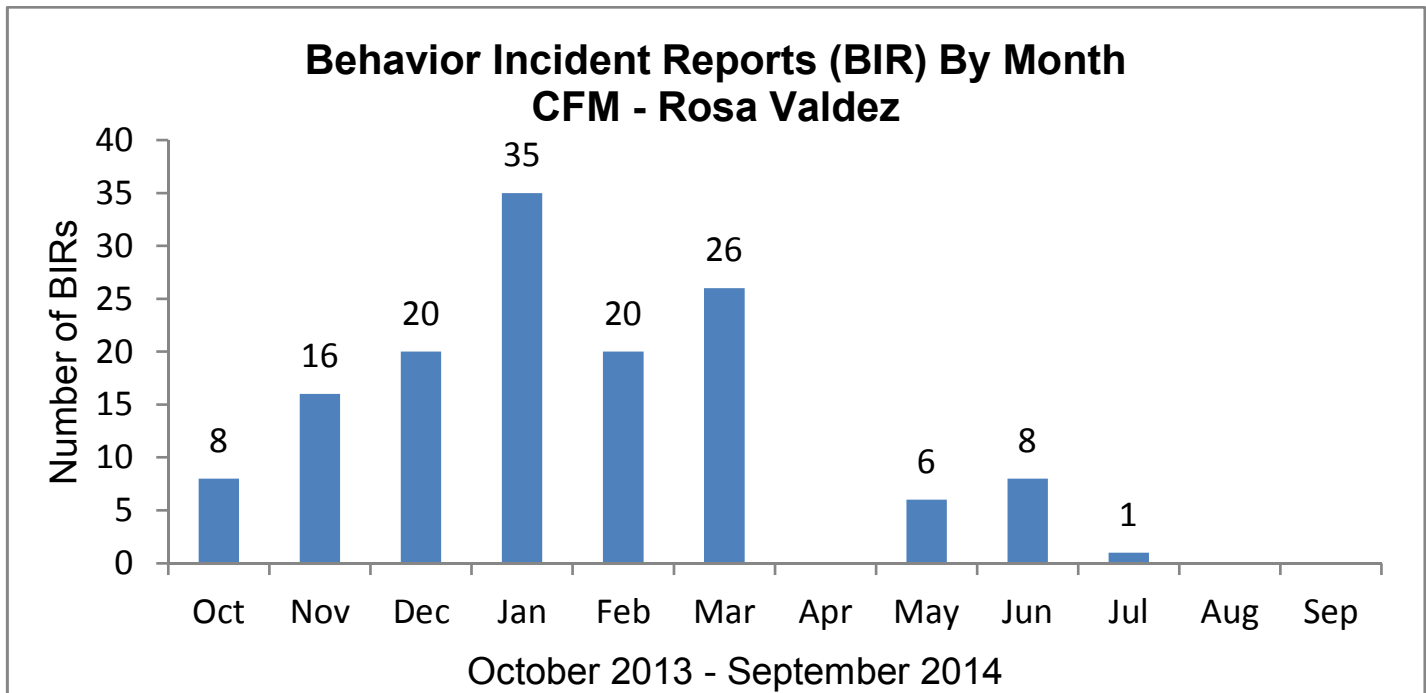
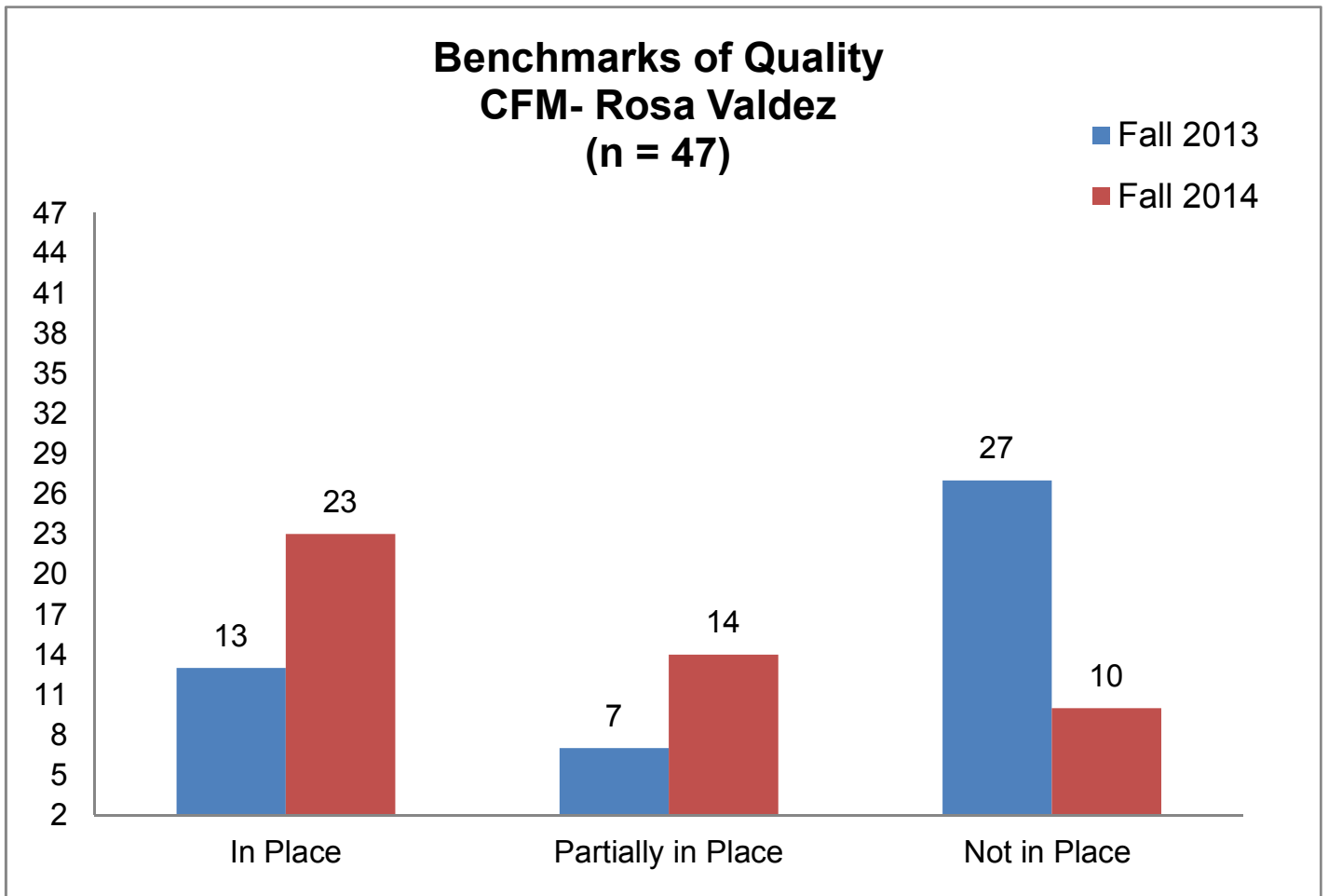
CFM Rosa Valdez Early Childhood Learning Center

| Critical Elements | Benchmarks of Quality | Check One | | |
|--|--|----------------------------------|----------------------------------|-----------------------|
| | | Not In Place | Partially in Place | In Place |
| | 41. Incentives and strategies for acknowledging staff are identified. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Totals (%): | | 94% | | |
| Monitoring Implementation and Outcomes | 42. Process for measuring implementation fidelity is developed. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 43. Process for measuring outcomes is developed. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 44. Data are collected and summarized. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 45. Data are shared with program staff and families. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 46. Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 47. Implementation Plan is updated/revised as needed based on the ongoing data. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Totals (%): | | 25% | | |
| Final Total(%): | | 64% | | |

| Benchmark Averages for graphs | |
|---|------|
| Establish leadership team | 1.83 |
| Staff Buy-In | 1.00 |
| Family Involvement | 1.25 |
| Program-wide expectations | 1.83 |
| Strategies for teaching and acknowledging the program wide expectations | 1.33 |
| All classrooms demonstrate the adoption of the "Teaching Pyramid" | 1.17 |
| Procedures for responding to challenging behavior | 0.33 |
| Staff Support Plan | 1.88 |
| Monitoring implementation and | 0.50 |

| Not In Place | Partially in Place | In Place |
|--------------|--------------------|----------|
| 10 | 14 | 23 |
| 21% | 30% | 49% |

CFM Rosa Valdez Early Childhood Learning Center



CFM Rosa Valdez Early Childhood Learning Center

Targeted and Individualized Level Supports CFM-Rosa Valdes

| Child's ID | Start date mm/dd/yy | End Date mm/dd/yy | DOB | ASQ-SE Pre/Post | Number of BIRs | | Reduced BIRS Yes/No | Secondary or Tertiary Support | Inclusion Statement | | |
|------------|------------------------|----------------------|------------|--------------------|----------------|------|---------------------------|--|---|--|------------------------------------|
| | | | | | Pre | Post | | | | | |
| 10070 | 12/11/2013 | 8/12/2014 | 8/6/2009 | 95/50 | 7 | 0 | Yes | Secondary | <input checked="" type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input type="checkbox"/> Dismissed |
| | | | | | | | | | <input type="checkbox"/> Left program due to parent choice/move | <input type="checkbox"/> Referred to comm. resource | |
| | | | | | | | | | <input type="checkbox"/> Developmental concern- No chall. behavior | | |
| 10071 | 12/11/2013 | 7/1/2014 | 12/22/2010 | 25/20 | 3 | 1 | Yes | Secondary | <input checked="" type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input type="checkbox"/> Dismissed |
| | | | | | | | | | <input type="checkbox"/> Left program due to parent choice/move | <input type="checkbox"/> Referred to comm. resource | |
| | | | | | | | | | <input type="checkbox"/> Developmental concern- No chall. behavior | | |
| 10061 | 12/10/2013 | 9/30/2014 | 6/29/2010 | 20/0 | 0 | 0 | Yes | Secondary | <input checked="" type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input type="checkbox"/> Dismissed |
| | | | | | | | | | <input type="checkbox"/> Left program due to parent choice/move | <input type="checkbox"/> Referred to comm. resource | |
| | | | | | | | | | <input checked="" type="checkbox"/> Developmental concern- No chall. behavior | | |
| 10016 | 12/10/2013 | 8/18/2014 | 8/8/2009 | 135/90 | 0 | 0 | Yes | Secondary | <input checked="" type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input type="checkbox"/> Dismissed |
| | | | | | | | | | <input type="checkbox"/> Left program due to parent choice/move | <input checked="" type="checkbox"/> Referred to comm. resource | |
| | | | | | | | | | <input checked="" type="checkbox"/> Developmental concern- No chall. behavior | | |
| 10015 | 12/10/2013 | 12/11/2013 | 9/13/2010 | 135 | 0 | 0 | Yes | Secondary | <input checked="" type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input type="checkbox"/> Dismissed |
| | | | | | | | | | <input type="checkbox"/> Left program due to parent choice/move | <input type="checkbox"/> Referred to comm. resource | |
| | | | | | | | | | <input checked="" type="checkbox"/> Developmental concern- No chall. behavior | | |
| 10147 | 11/20/2013 | 8/4/2014 | 1/7/2010 | 170/80 | 3 | 0 | Yes | Secondary | <input checked="" type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input type="checkbox"/> Dismissed |
| | | | | | | | | | <input type="checkbox"/> Left program due to parent choice/move | <input checked="" type="checkbox"/> Referred to comm. resource | |
| | | | | | | | | | <input type="checkbox"/> Developmental concern- No chall. behavior | | |
| 10146 | 11/20/2012 | 8/4/2014 | 1/7/2010 | 45/45 | 4 | 0 | Yes | Secondary | <input checked="" type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input type="checkbox"/> Dismissed |
| | | | | | | | | | <input type="checkbox"/> Left program due to parent choice/move | <input checked="" type="checkbox"/> Referred to comm. resource | |
| | | | | | | | | | <input type="checkbox"/> Developmental concern- No chall. behavior | | |
| 10082 | 1/28/2014 | 3/14/2014 | 3/10/2011 | 90/90 | 6 | 1 | Yes | Tertiary | <input checked="" type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input type="checkbox"/> Dismissed |
| | | | | | | | | | <input checked="" type="checkbox"/> Left program due to parent choice/move | <input checked="" type="checkbox"/> Referred to comm. resource | |
| | | | | | | | | | <input type="checkbox"/> Developmental concern- No chall. behavior | | |
| 10101 | 12/11/2013 | 5/22/2014 | 12/25/2009 | 50/140 | 5 | 4 | Yes | Tertiary | <input checked="" type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input type="checkbox"/> Dismissed |
| | | | | | | | | | <input type="checkbox"/> Left program due to parent choice/move | <input checked="" type="checkbox"/> Referred to comm. resource | |
| | | | | | | | | | <input type="checkbox"/> Developmental concern- No chall. behavior | | |

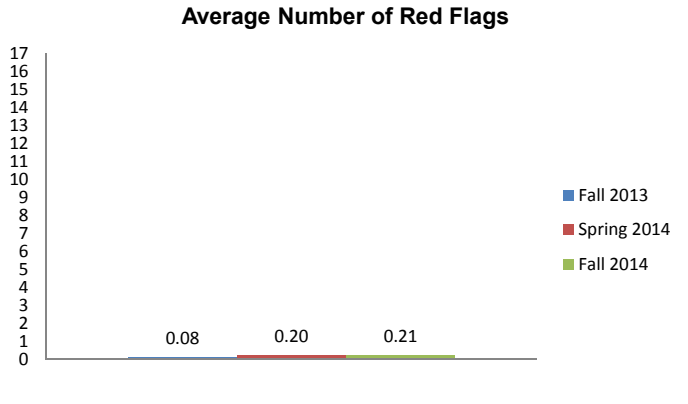
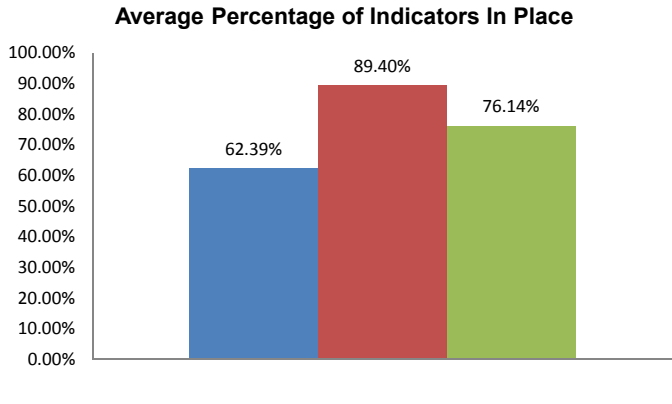
| | |
|---------------------------|---|
| Total Secondary Supports: | 7 |
| Total Tertiary Supports: | 2 |
| Total Overall: | 9 |

| | |
|------------------------|------|
| Total Met BIR Criteria | 9 |
| Total Percentage | 100% |

| | |
|------------------------------|------|
| Total Met Inclusion Criteria | 9 |
| Total Percentage | 100% |

CFM Rosa Valdez Early Childhood Learning Center

Lowry Park Zoo School Overall Teacher Scores Across the TPITOS and TPOT October 2013 - September 2014



TPOT Key:

Percentage of Indicators in Place Across Items

0% - 49%: Low Implementation of Pyramid Practices

50% - 79%: Emerging Implementation of Pyramid Practices

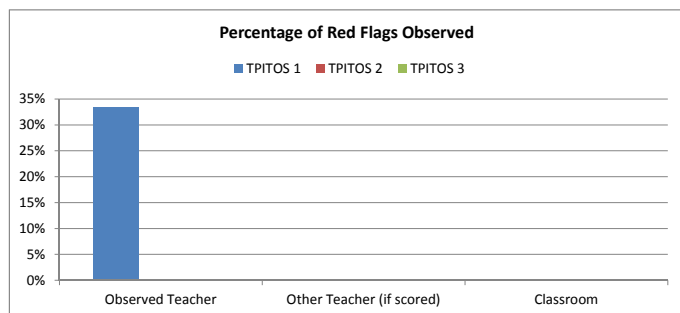
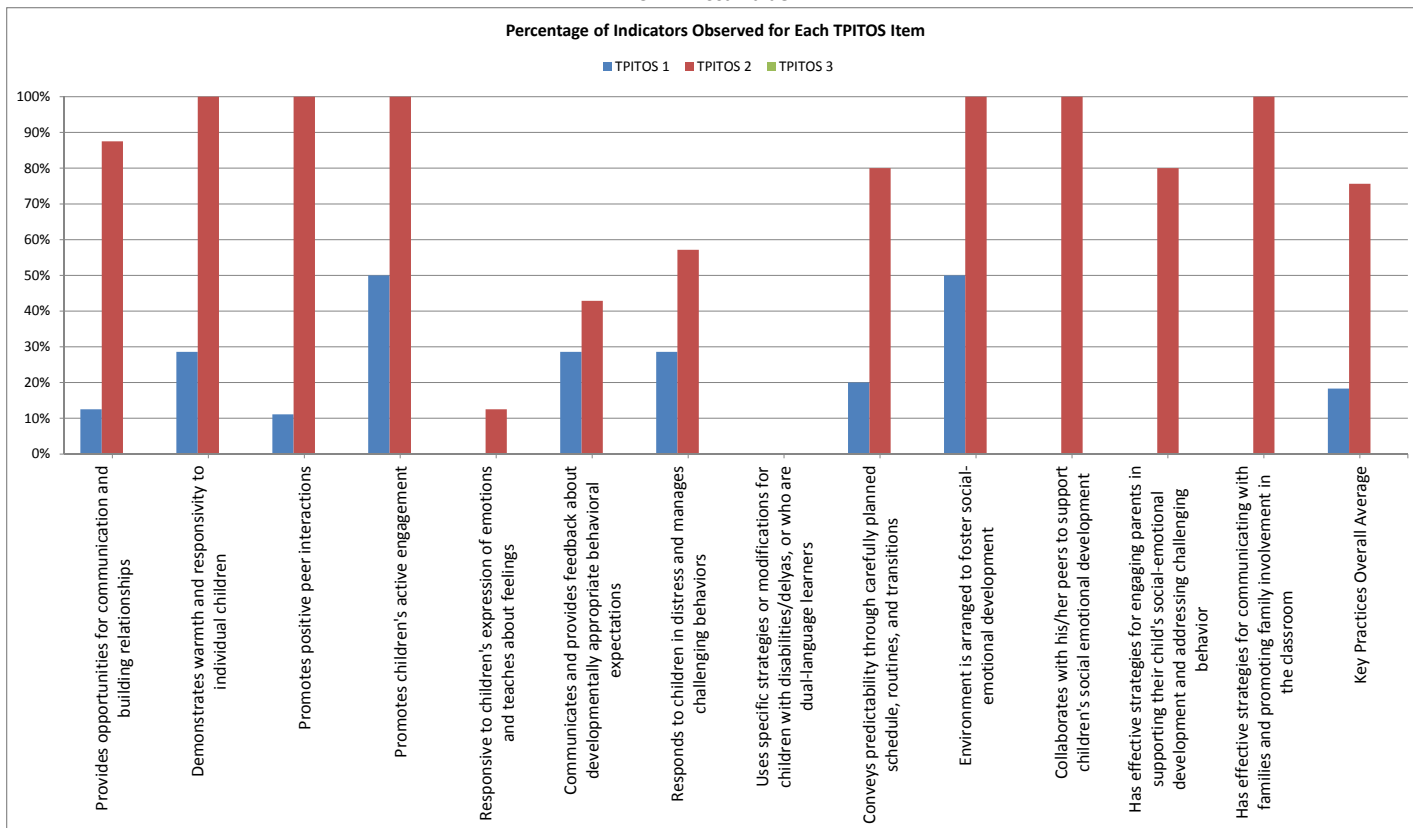
80% - 100%: Mastery Implementation of Pyramid Practices

Red Flag Range: 0-2: Good, 3-7: At Risk, 8 - 17: Significantly at Risk (0 = perfect)

| | Fall 2013 | Spring 2014 | Fall 2014 |
|--------------------|-----------|-------------|-----------|
| Number of Teachers | 12 | 10 | 14 |
| Average Percentage | 62.39% | 89.40% | 76.14% |
| Average Red Flags | 0.08 | 0.20 | 0.21 |

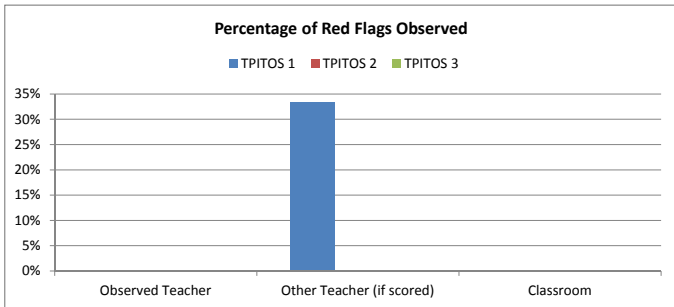
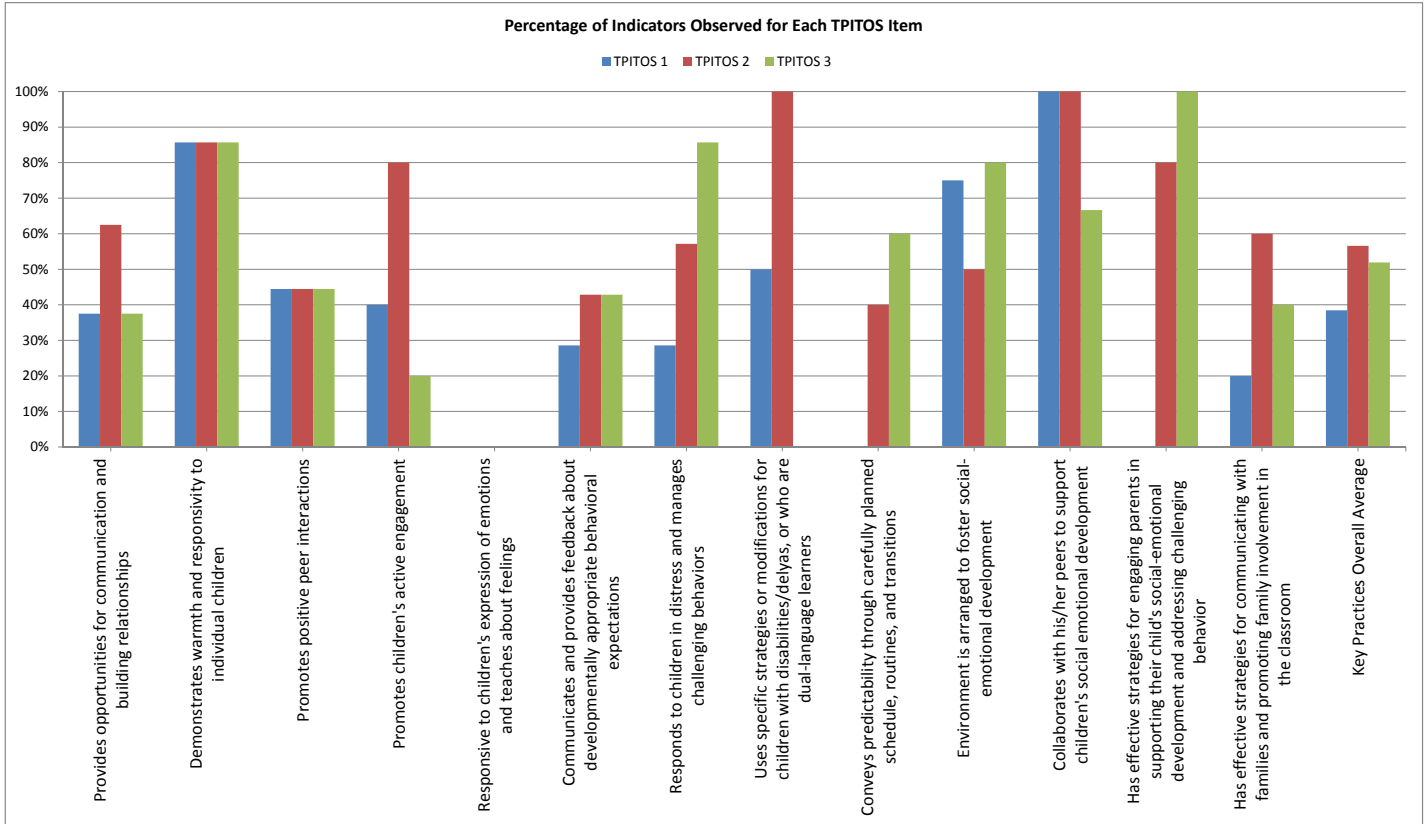
CFM Rosa Valdez Early Childhood Learning Center

PROVD847
CFM - Rosa Valdez



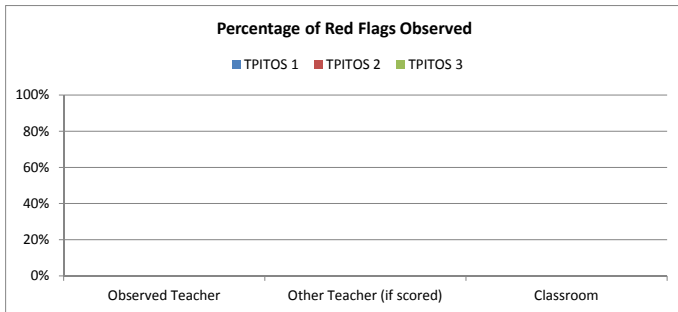
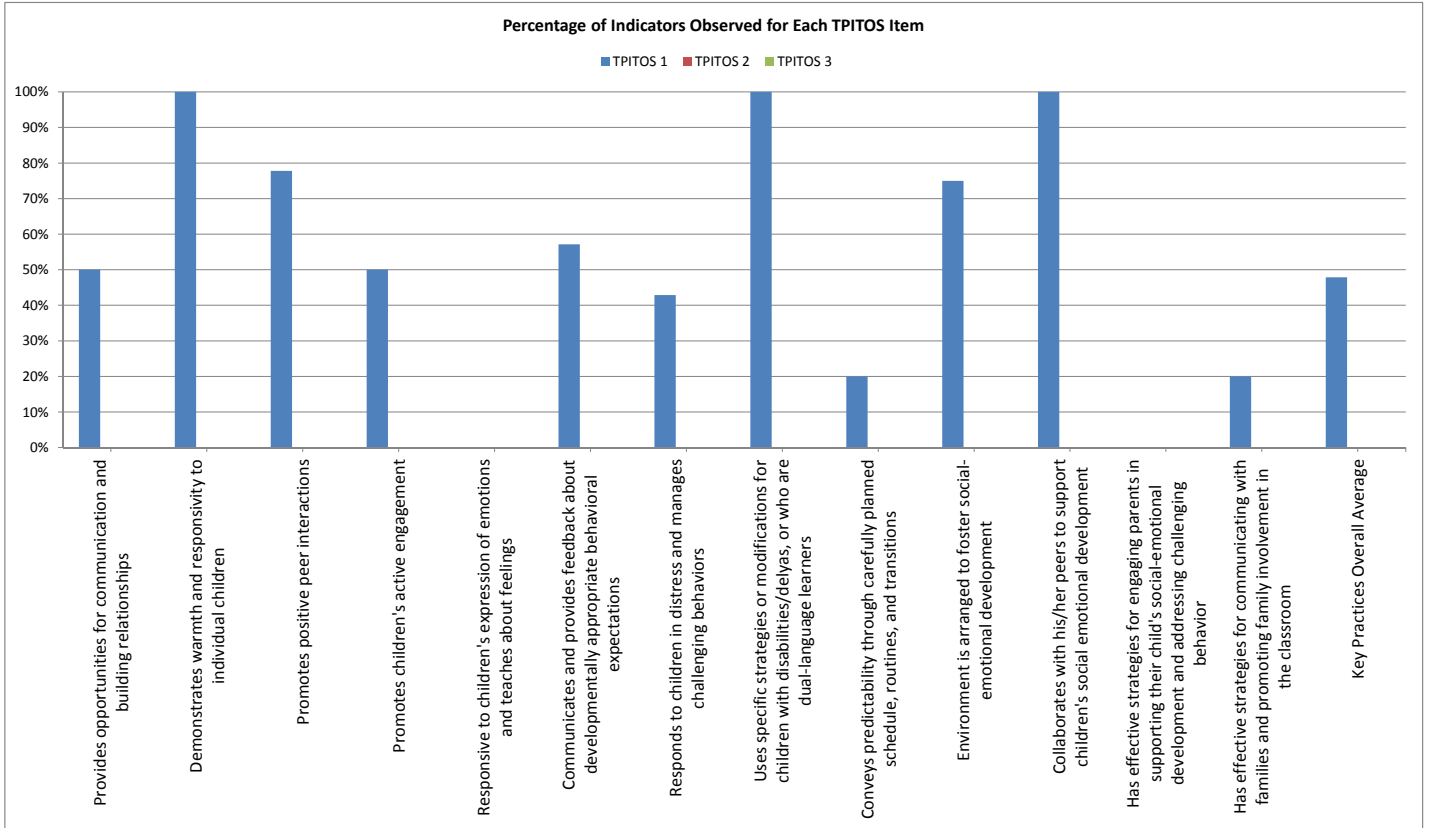
CFM Rosa Valdez Early Childhood Learning Center

PROVD758
CFM - Rosa Valdez



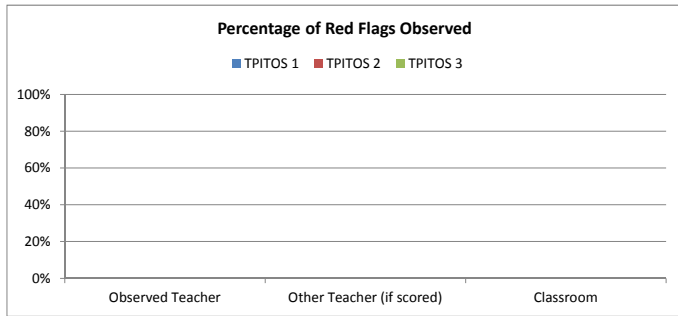
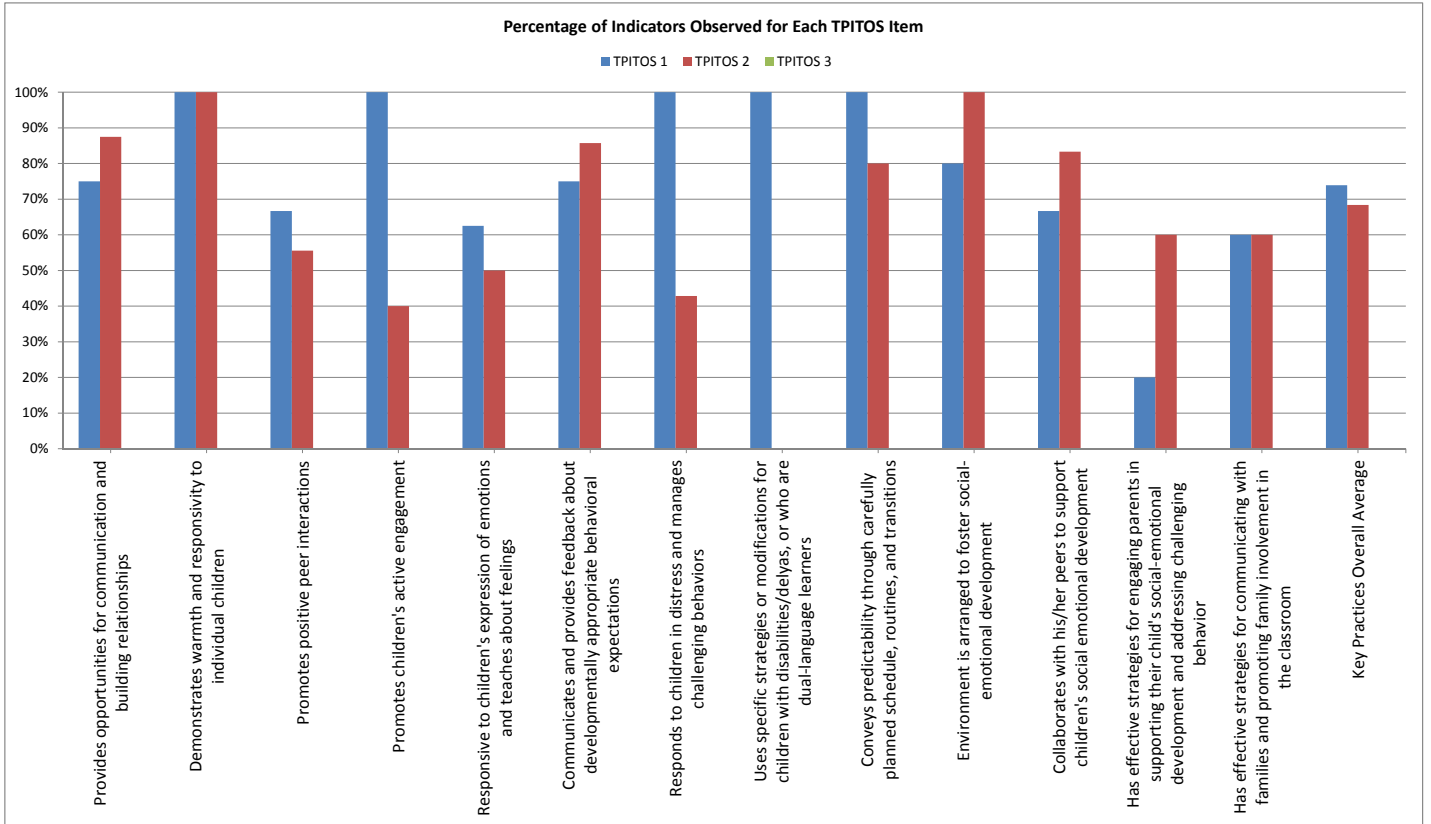
CFM Rosa Valdez Early Childhood Learning Center

PROVD1280 CFM - Rosa Valdez



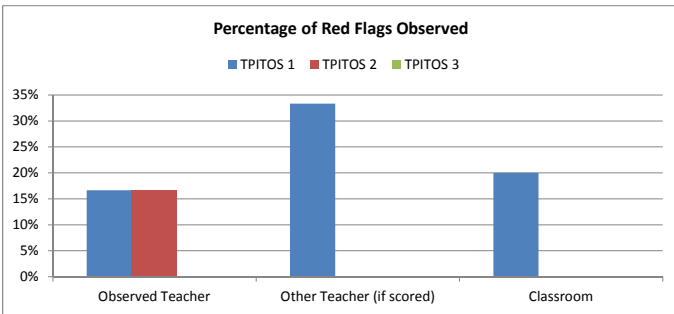
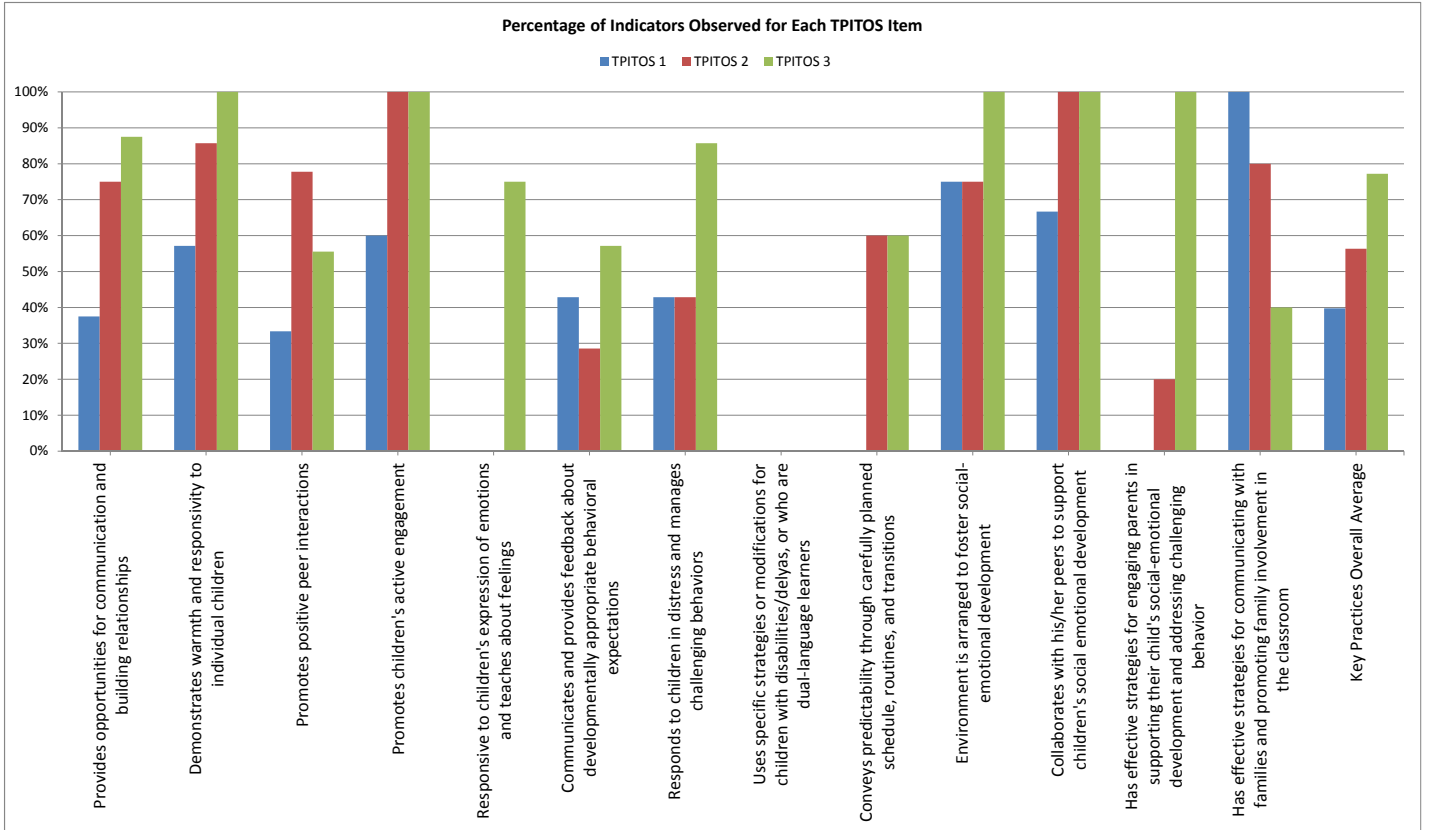
CFM Rosa Valdez Early Childhood Learning Center

PROVD846 CFM - Rosa Valdez



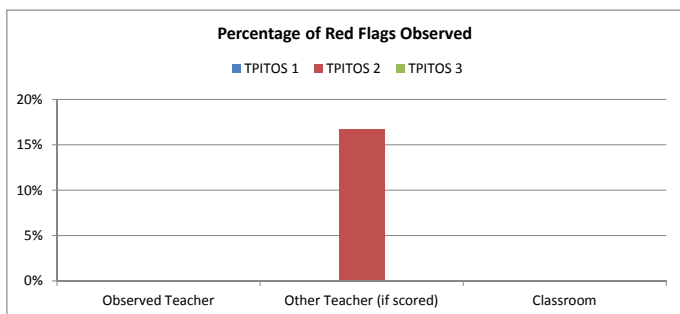
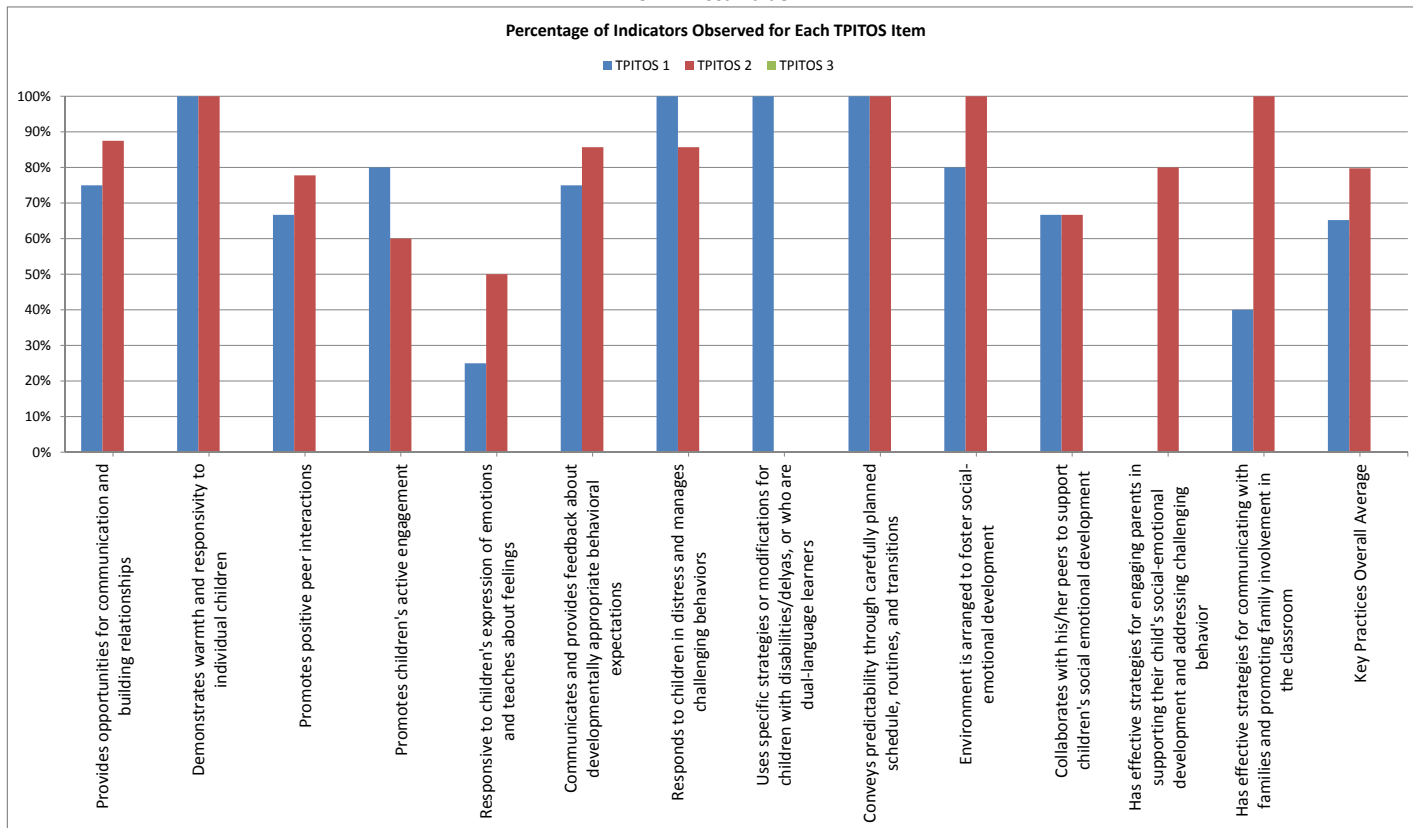
CFM Rosa Valdez Early Childhood Learning Center

PROVD843 CFM - Rosa Valdez

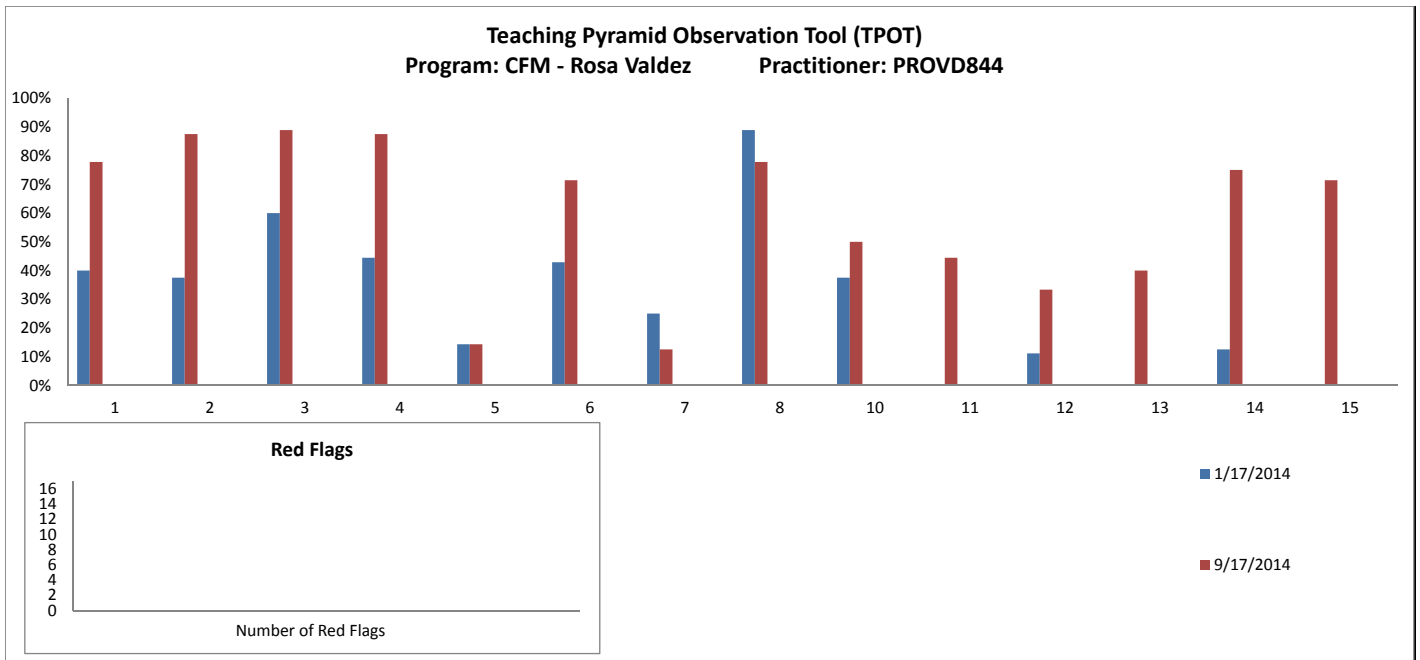


CFM Rosa Valdez Early Childhood Learning Center

PROVD845 CFM - Rosa Valdez

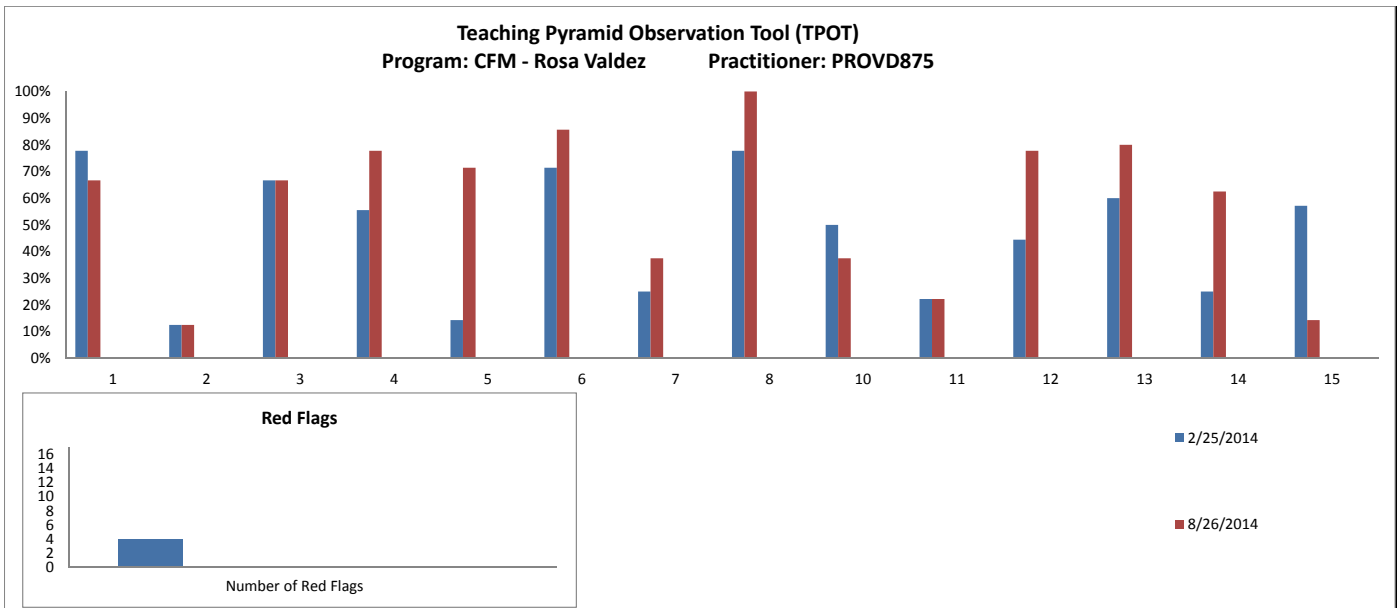


CFM Rosa Valdez Early Childhood Learning Center



| | | | | | | | | | | | | | |
|---|---|---------------|--|--|--|--|--|--|--|--|--|--|--|
| 1. Schedules, routines, and activities (SR) | 9. Using effective strategies to respond to challenging behavior (SCB) | | | | | | | | | | | | |
| 2. Transitions between activities are appropriate (TR) | 10. Teaching children to express emotions (TEE) | | | | | | | | | | | | |
| 3. Teachers engage in supportive conversations with children (SC) | 11. Teaching problem solving (TPS) | | | | | | | | | | | | |
| 4. Promoting children's engagement (ENG) | 12. Supporting friendship skills (FR) | | | | | | | | | | | | |
| 5. Teaching children behavior expectations (TBE) | 13. Supporting children with persistent challenging behavior (PCB) | | | | | | | | | | | | |
| 6. Providing directions (PD) | 14. Describe how you Communicate with families and promote family involvement (COM) | | | | | | | | | | | | |
| 7. Teaching social skills and emotional competencies (TSC) | 15. Involving families in supporting their child's social emotional development and addressing challenging behavior (INF) | | | | | | | | | | | | |
| 8. Collaborative teaming (CT) | | | | | | | | | | | | | |
| Total TPOT Score | | | | | | | | | | | | | |
| * Bold blue scores are perfect scores | | | | | | | | | | | | | |
| Date | Spring 2014 | Fall 2014 | | | | | | | | | | | |
| | 1/17/2014 | 9/17/2014 | | | | | | | | | | | |
| Total TPOT % | 31.58% | 60.36% | | | | | | | | | | | |
| Challenging Behavior % | 50% | 0% | | | | | | | | | | | |
| Red Flags | 0 | 0 | | | | | | | | | | | |

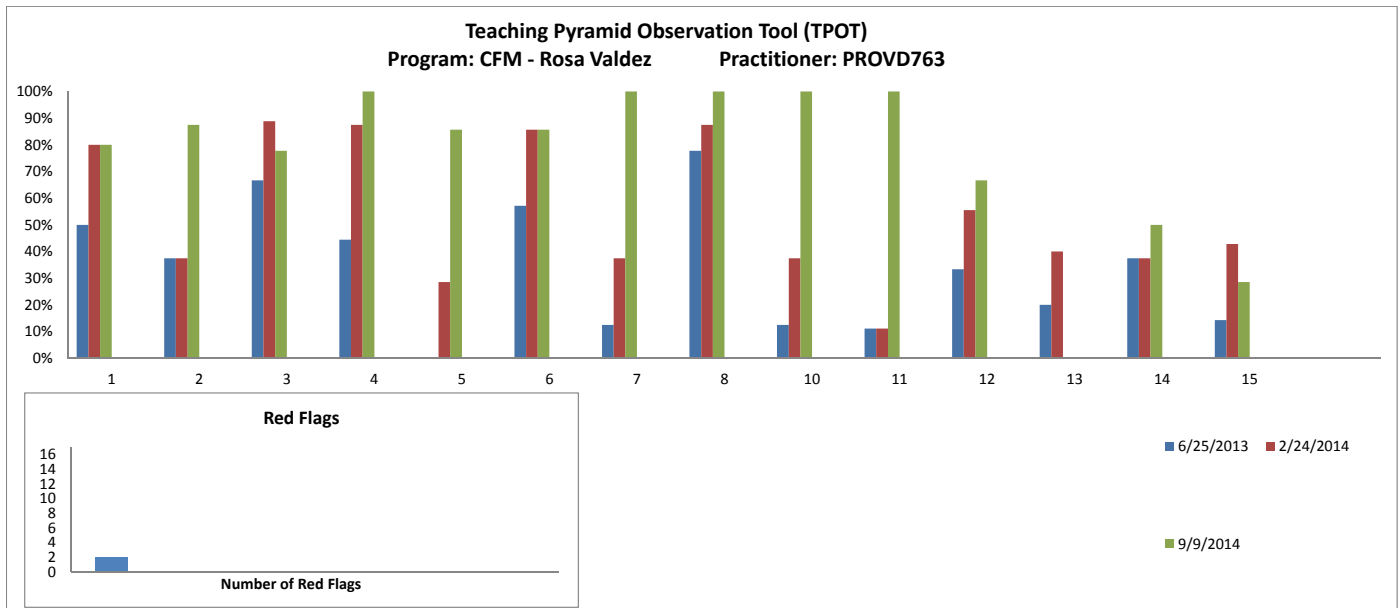
CFM Rosa Valdez Early Childhood Learning Center



| | |
|---|---|
| 1. Schedules, routines, and activities (SR) | 9. Using effective strategies to respond to challenging behavior (SCB) |
| 2. Transitions between activities are appropriate (TR) | 10. Teaching children to express emotions (TEE) |
| 3. Teachers engage in supportive conversations with children (SC) | 11. Teaching problem solving (TPS) |
| 4. Promoting children's engagement (ENG) | 12. Supporting friendship skills (FR) |
| 5. Teaching children behavior expectations (TBE) | 13. Supporting children with persistent challenging behavior (PCB) |
| 6. Providing directions (PD) | 14. Describe how you Communicate with families and promote family involvement (COM) |
| 7. Teaching social skills and emotional competencies (TSC) | 15. Involving families in supporting their child's social emotional development and addressing challenging behavior (INF) |
| 8. Collaborative teaming (CT) | |

| Total TPOT Score | | | |
|--------------------------------------|---------------|---------------|--|
| *Bold blue scores are perfect scores | | | |
| | Spring 2014 | Fall 2014 | |
| Date | 2/25/2014 | 8/26/2014 | |
| Total TPOT % | 47.32% | 57.27% | |
| Challenging Behavior % | 17% | 100% | |
| Red Flags | 4 | 0 | |

CFM Rosa Valdez Early Childhood Learning Center



| | |
|---|---|
| 1. Schedules, routines, and activities (SR) | 9. Using effective strategies to respond to challenging behavior (SCB) |
| 2. Transitions between activities are appropriate (TR) | 10. Teaching children to express emotions (TEE) |
| 3. Teachers engage in supportive conversations with children (SC) | 11. Teaching problem solving (TPS) |
| 4. Promoting children's engagement (ENG) | 12. Supporting friendship skills (FR) |
| 5. Teaching children behavior expectations (TBE) | 13. Supporting children with persistent challenging behavior (PCB) |
| 6. Providing directions (PD) | 14. Describe how you Communicate with families and promote family involvement (COM) |
| 7. Teaching social skills and emotional competencies (TSC) | 15. Involving families in supporting their child's social emotional development and addressing challenging behavior (INF) |
| 8. Collaborative teaming (CT) | |

Total TPOT Score

***Bold blue** scores are perfect scores

| | Fall 2013 | Spring 2014 | Fall 2014 | | | | | | | | | |
|------------------------|--------------|---------------|---------------|--|--|--|--|--|--|--|--|--|
| Date | 6/25/2013 | 2/27/2014 | 9/9/2014 | | | | | | | | | |
| Total TPOT % | 35.4% | 54.95% | 78.57% | | | | | | | | | |
| Challenging Behavior % | 0% | 50% | 0% | | | | | | | | | |
| Red Flags | 2 | 0 | 0 | | | | | | | | | |

**APPENDIX E:
Site Details**

The Learning Center at St. John

The Learning Center is dedicated to providing high quality early childhood education that develops the whole child.

Early Childhood Program-Wide PBS Benchmarks of Quality

Program Name: St. John Location: Tampa Date: 9/17/2014

Team Members: Terri Fernandez, Sandy Spreadbury, Priscilla Marin, Janelle Brooks, Missy Perez, Yasby Hernandez

*** Only one answer may be checked ***

| Critical Elements | Benchmarks of Quality | Check One | | |
|---------------------------|---|----------------------------------|----------------------------------|----------------------------------|
| | | Not In Place | Partially in Place | In Place |
| Establish Leadership Team | 1. Team has broad representation that includes at a minimum a teacher, administrator and a member with expertise in behavior support. Other team members might include parent, teaching assistant, related service specialists and other program personnel. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 2. Team has administrative support. Administrator attends meetings and trainings, is active in problem-solving to ensure the success of the initiative, and is visibly supportive of the adoption of the model. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 3. Team has regular meetings. Team meetings are scheduled at least 1x per month for a minimum of 1 hour. Team member attendance is consistent. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 4. Team has established a clear mission/purpose. The team purpose or mission statement is written. Team members are able to clearly communicate the purpose of the leadership team. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 5. Team develops an implementation plan that includes all critical elements. A written implementation plan guides the work of the team. The team reviews the plan and updates their progress at each meeting. <u>Action steps are identified to ensure achievement of the goals.</u> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 6. Team reviews and revises the plan at least annually. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Totals (%): | | 50% | | |
| Staff Buy-In | 7. Staff are aware of and supportive of the need for a program wide system for addressing children's social emotional development and challenging behavior. A staff poll establishes buy-in before the <u>initiative is launched.</u> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 8. Staff input and feedback is obtained throughout the process - coffee break with the director, focus group, suggestion box. Leadership team provides update on the process and data on the outcomes to program staff on a regular basis. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Totals (%): | | 75% | | |
| Family Involvement | 9. Family input is solicited as part of the planning process. Families are informed of the initiative and asked to provide feedback on program-wide adoption and mechanisms for promoting family involvement in the initiative. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 10. There are multiple mechanisms for sharing the program wide plan with families including narrative documents, conferences, and parent meetings to ensure that all families are informed of the initiative. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 11. Family involvement in the initiative is supported through a variety of mechanisms including home teaching suggestions, information on supporting social development, and the outcomes of the initiative. Information is shared through a variety of formats (e.g., meetings, home visit discussions, newsletters, open house, websites, family friendly handouts, workshops, rollout events). | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 12. Families are involved in planning for individual children in a meaningful and proactive way. Families are encouraged to team with program staff in the development of individualized plans of support for children including the development of strategies that may be used in the home and community. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Totals (%): | | 25% | | |
| Program-Wide Expectations | 13. 2-5 positively stated program wide expectations are developed. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 14. Expectations are written in a way that applies to both children and staff. When expectations are discussed, the application of expectations to program staff and children is acknowledged. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 15. Expectations are developmentally appropriate and linked to concrete rules for behavior within activities and settings. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 16. All program staff are involved in the development of the expectations. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 17. Expectations are shared with families and staff assist families in the translation of the expectations to rules in the home. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |

The Learning Center at St. John

| Critical Elements | Benchmarks of Quality | Check One | | |
|---|--|-----------------------|----------------------------------|----------------------------------|
| | | Not In Place | Partially in Place | In Place |
| | 18. Expectations are posted in classrooms and in common areas in ways that are meaningful to children, staff and families. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 92% | | |
| Strategies for Teaching and Acknowledging the Program-Wide Expectations | 19. Instruction on expectations is embedded within large group activities, small group activities, and individual interactions with children. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 20. A variety of teaching strategies are used: teaching the concept, talking about examples and non-examples, scaffolding children's use of the expectations in the context of ongoing activities and routines. Instruction on expectations and rules occurs on a daily basis. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 21. Strategies for acknowledging children's use of the expectations are developmentally appropriate and used by all program staff including administrative and support staff (e.g., clerical, bus drivers, kitchen staff). | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 100% | | |
| All Classrooms Demonstrate the Adoption of the "Teaching Pyramid" | 22. Teachers and program staff have strategies to promote positive relationships with children, each other, and families in place and use those strategies on a daily basis. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 23. Teachers and program staff have arranged environments, materials, and curriculum in a manner that promotes social-emotional development and guides appropriate behavior. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 24. Teachers and program staff are proficient at teaching social and emotional skills within daily activities in a manner that is meaningful to children and promotes skill acquisition. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 25. Teachers and program staff respond to children's problem behavior appropriately using evidence-based approaches that are positive and provide the child with guidance about the desired appropriate behavior. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 26. Teachers and program staff provide targeted social emotional teaching to individual children or small groups of children who are at-risk for challenging behavior. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 27. Teachers and program staff initiate the development of an individualized plan of behavior support for children with persistent challenging behavior. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 100% | | |
| Procedures for Responding to Challenging Behavior | 28. Strategies for responding to problem behavior in the classroom are developed. Teachers use evidence-based approaches to respond to problem behavior in a manner that is developmentally appropriate and teaches the child the expected behavior. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 29. A process for responding to crisis situations related to problem behavior is developed. Teachers can identify how to request assistance when needed. A plan for addressing the child's individual behavior support needs is initiated following requests for crisis assistance. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 30. A process for problem solving with other teachers around problem behavior is developed. Teachers can identify a process that may be used to gain support in developing ideas for addressing problem behavior within the classroom (e.g., peer-support, classroom mentor meeting, brainstorming session). | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 31. A team-based process for addressing individual children with persistent challenging behavior is developed. Teachers can identify the steps for initiating the team-based process including fostering the participation of the family in the process. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 32. An individual or individuals with behavioral expertise are identified for coaching staff and families throughout the process of developing individualized intensive interventions for children in need of behavior support plans. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 33. Strategies for partnering with families when there are problem behavior concerns are identified. Teachers have strategies for initiating parent contact and partnering with the family to develop strategies to promote appropriate behavior. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 67% | | |
| Staff Support Plan | 34. A plan for providing ongoing support, training, and coaching in each classroom on the Pyramid Model practices is developed and implemented. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 35. A data-driven coaching model is used to assist classroom staff with implementing the Pyramid Model practices to fidelity. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 36. Staff responsible for facilitating behavior support processes are identified and trained. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 37. A needs assessment is conducted with staff to determine training needs on the adoption of the Pyramid Model. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 38. Individualized professional development plans are developed with all staff. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 39. Group and individualized training strategies are identified and implemented. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 40. Plans for training new staff are identified and developed. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

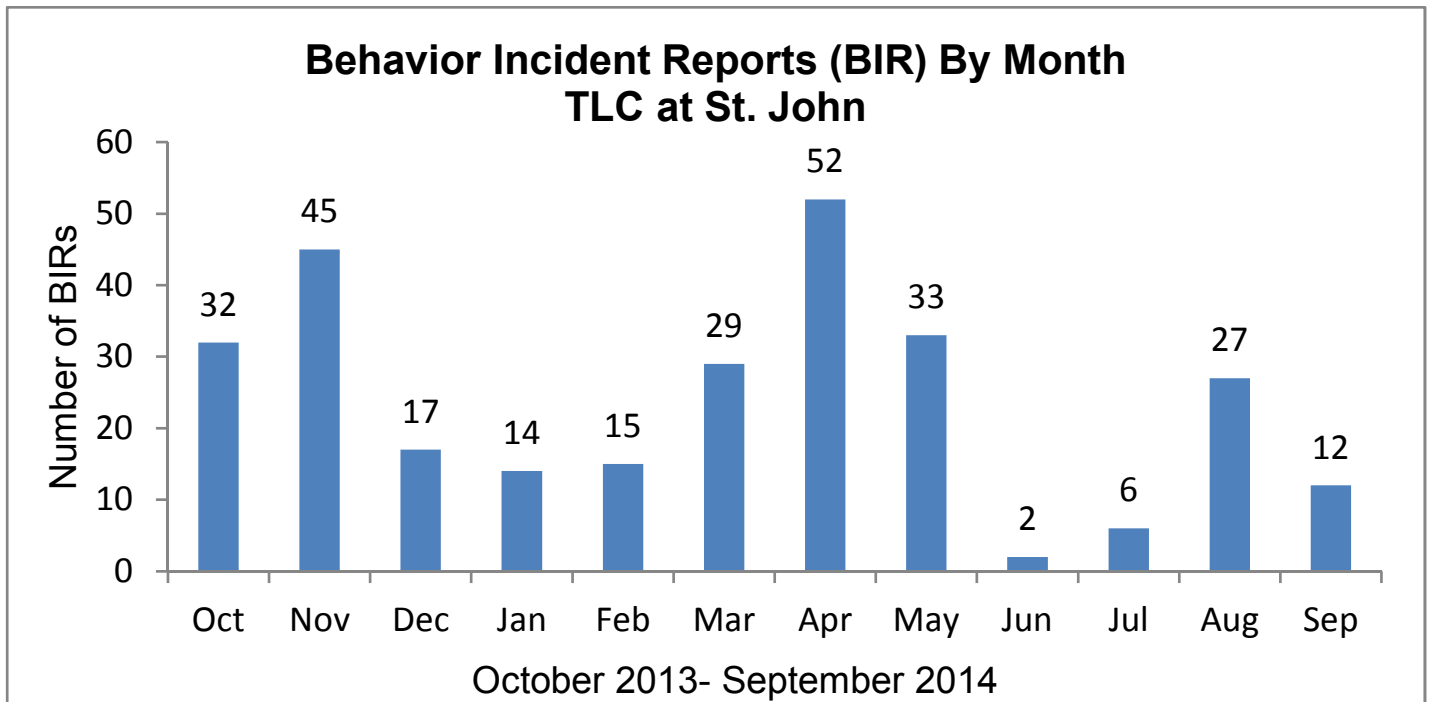
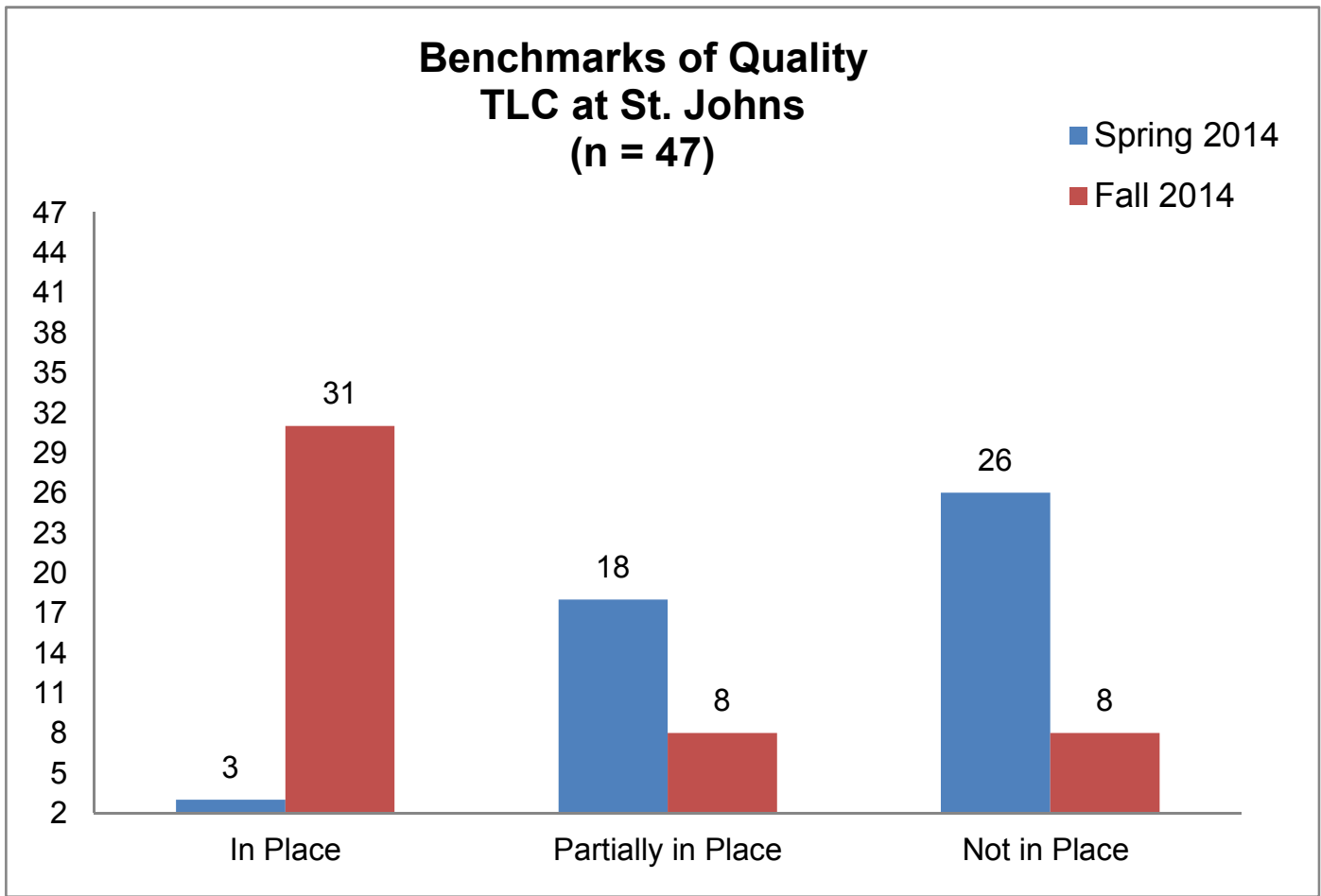
The Learning Center at St. John

| Critical Elements | Benchmarks of Quality | Check One | | |
|--|--|----------------------------------|-----------------------|----------------------------------|
| | | Not In Place | Partially in Place | In Place |
| | 41. Incentives and strategies for acknowledging staff are identified. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Totals (%): | | 88% | | |
| Monitoring Implementation and Outcomes | 42. Process for measuring implementation fidelity is developed. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 43. Process for measuring outcomes is developed. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 44. Data are collected and summarized. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 45. Data are shared with program staff and families. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 46. Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 47. Implementation Plan is updated/revised as needed based on the ongoing data. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Totals (%): | | 67% | | |
| Final Total(%): | | 74% | | |

| Benchmark Averages for graphs | |
|---|------|
| Establish leadership team | 1.00 |
| Staff Buy-In | 1.50 |
| Family Involvement | 0.50 |
| Program-wide expectations | 1.83 |
| Strategies for teaching and acknowledging the program wide expectations | 2.00 |
| All classrooms demonstrate the adoption of the "Teaching Pyramid" | 2.00 |
| Procedures for responding to challenging behavior | 1.33 |
| Staff Support Plan | 1.75 |
| Monitoring implementation and | 1.33 |

| Not In Place | Partially in Place | In Place |
|--------------|--------------------|----------|
| 8 | 8 | 31 |
| 17% | 17% | 66% |

The Learning Center at St. John



Targeted and Individualized Level Supports TLC at St. John

| Child's ID | Start date mm/dd/yy | End Date mm/dd/yy | DOB | ASQ-SE Pre/Post | Number of BIRs | | Reduced BIRS Yes/No | Secondary or Tertiary Support | Inclusion Statement | | |
|------------|------------------------|----------------------|-----------|--------------------|----------------|------|---------------------------|--|---|--|--|
| | | | | | Pre | Post | | | <input checked="" type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input type="checkbox"/> Referred to comm. resource |
| 240 | 2/4/2014 | 9/30/2014 | 3/20/2010 | 115 | 1 | 3 | No | Secondary | <input type="checkbox"/> Left program due to parent choice/move | <input type="checkbox"/> Dismissed | <input type="checkbox"/> Developmental concern- No chall. behavior |
| 308 | 2/4/2014 | 8/8/2014 | 1/26/2009 | 105 | 0 | 0 | Yes | Secondary | <input checked="" type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input type="checkbox"/> Referred to comm. resource |
| 341 | 2/4/2014 | 8/8/2014 | 9/24/2008 | 115 | 6 | 5 | Yes | Tertiary | <input type="checkbox"/> Left program due to parent choice/move | <input type="checkbox"/> Dismissed | <input type="checkbox"/> Developmental concern- No chall. behavior |
| 241 | 3/17/2014 | 8/8/2014 | 6/12/2009 | 75 | 2 | 1 | Yes | Tertiary | <input checked="" type="checkbox"/> Maintained placement in program | <input type="checkbox"/> Secured alternate program | <input type="checkbox"/> Referred to comm. resource |
| 190 | 3/10/2009 | 6/18/2014 | 3/31/2009 | 95 | 4 | 0 | Yes | Secondary | <input type="checkbox"/> Left program due to parent choice/move | <input type="checkbox"/> Dismissed | <input type="checkbox"/> Developmental concern- No chall. behavior |

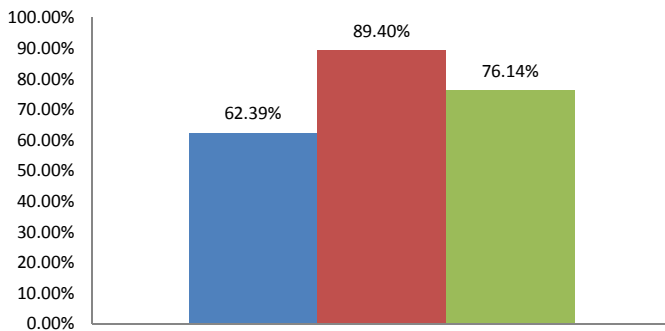
| | |
|---------------------------|---|
| Total Secondary Supports: | 3 |
| Total Tertiary Supports: | 2 |
| Total Overall: | 5 |

| | |
|-------------------------------|------------|
| Total Met BIR Criteria | 4 |
| Total Percentage | 80% |

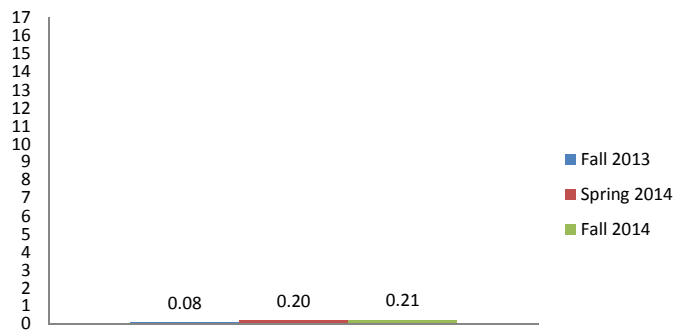
| | |
|-------------------------------------|-------------|
| Total Met Inclusion Criteria | 5 |
| Total Percentage | 100% |

Lowry Park Zoo School Overall Teacher Scores Across the TPITOS and TPOT October 2013 - September 2014

Average Percentage of Indicators In Place



Average Number of Red Flags



TPOT Key:

Percentage of Indicators in Place Across Items

0% - 49%: Low Implementation of Pyramid Practices

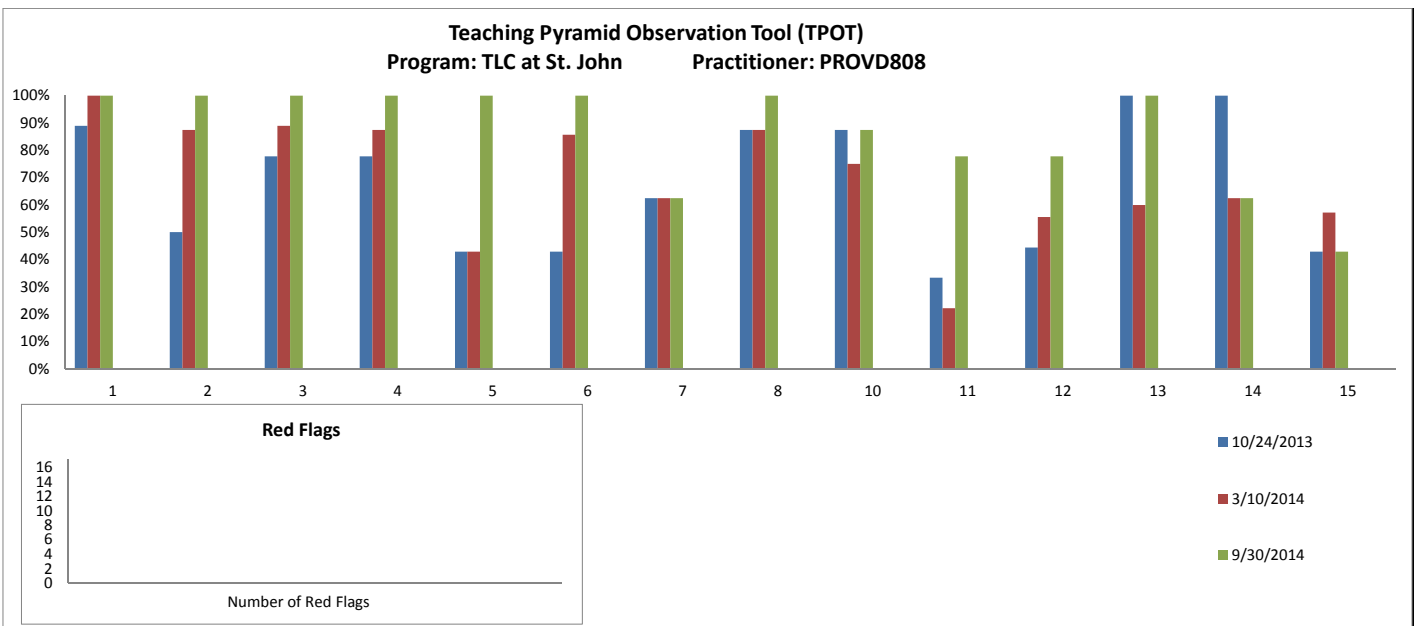
50% - 79%: Emerging Implementation of Pyramid Practices

80% - 100%: Mastery Implementation of Pyramid Practices

Red Flag Range: 0-2: Good, 3-7: At Risk, 8 - 17: Significantly at Risk (0 = perfect)

| | Fall 2013 | Spring 2014 | Fall 2014 |
|--------------------|-----------|-------------|-----------|
| Number of Teachers | 12 | 10 | 14 |
| Average Percentage | 62.39% | 89.40% | 76.14% |
| Average Red Flags | 0.08 | 0.20 | 0.21 |

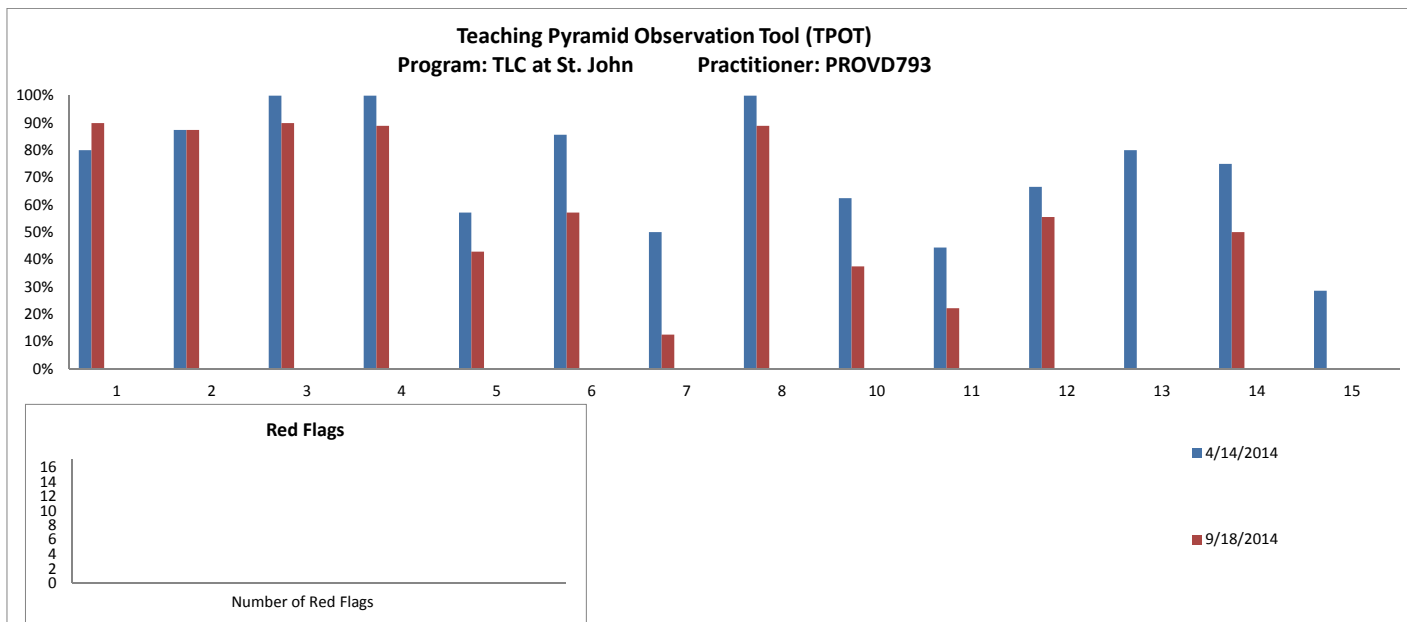
The Learning Center at St. John



| | |
|---|---|
| 1. Schedules, routines, and activities (SR) | 9. Using effective strategies to respond to challenging behavior (SCB) |
| 2. Transitions between activities are appropriate (TR) | 10. Teaching children to express emotions (TEE) |
| 3. Teachers engage in supportive conversations with children (SC) | 11. Teaching problem solving (TPS) |
| 4. Promoting children's engagement (ENG) | 12. Supporting friendship skills (FR) |
| 5. Teaching children behavior expectations (TBE) | 13. Supporting children with persistent challenging behavior (PCB) |
| 6. Providing directions (PD) | 14. Describe how you Communicate with families and promote family involvement (COM) |
| 7. Teaching social skills and emotional competencies (TSC) | 15. Involving families in supporting their child's social emotional development and addressing challenging behavior (INF) |
| 8. Collaborative teaming (CT) | |

| Total TPOT Score | | | |
|--|------------|-------------|-----------|
| * Bold blue scores are perfect scores | | | |
| Date | Fall 2013 | Spring 2014 | Fall 2014 |
| 10/24/2013 | 66.67% | 70.00% | 86.24% |
| Total TPOT % | 67% | 0% | 0% |
| Challenging Behavior % | 0 | 0 | 0 |
| Red Flags | 0 | 0 | 0 |

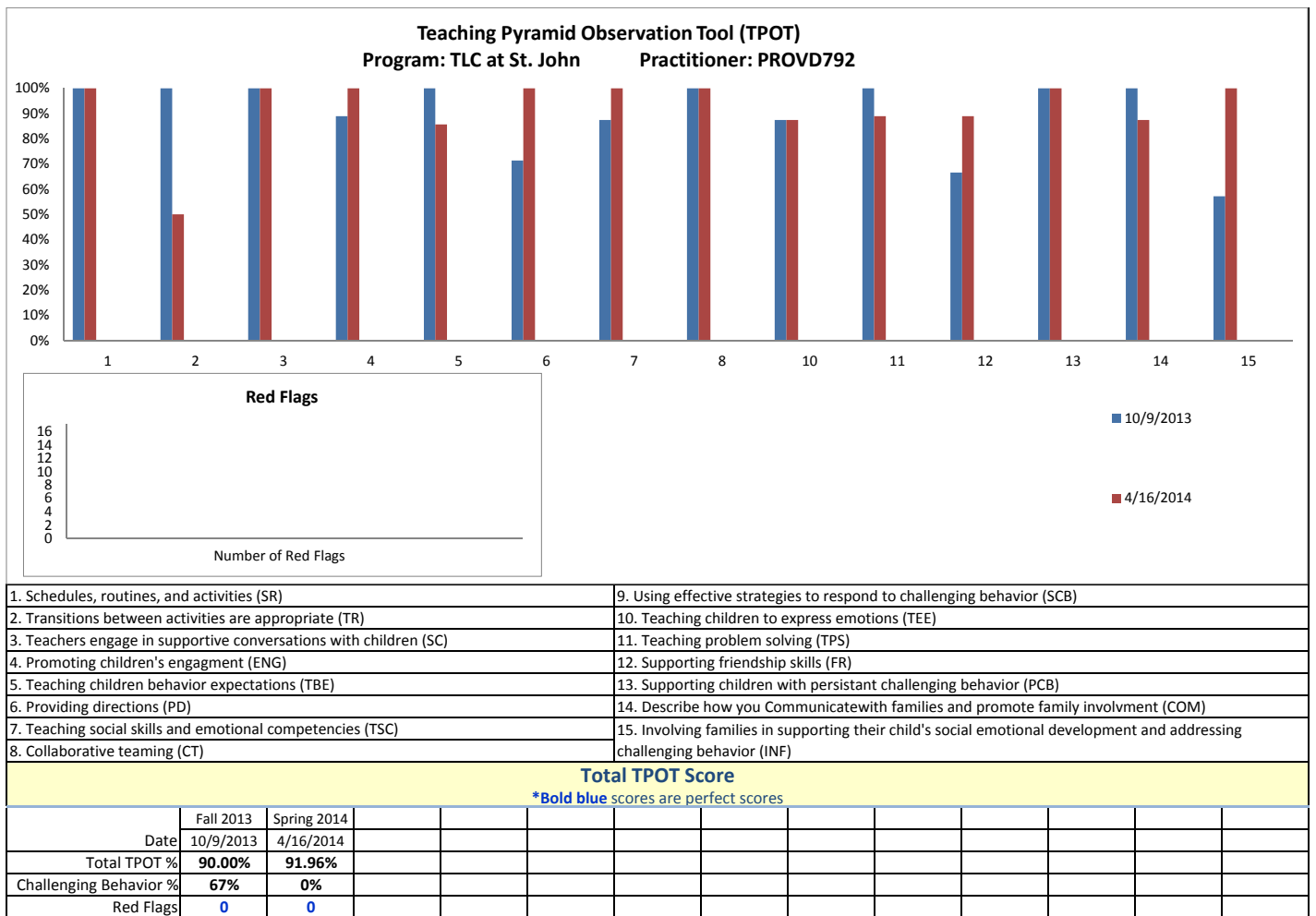
The Learning Center at St. John

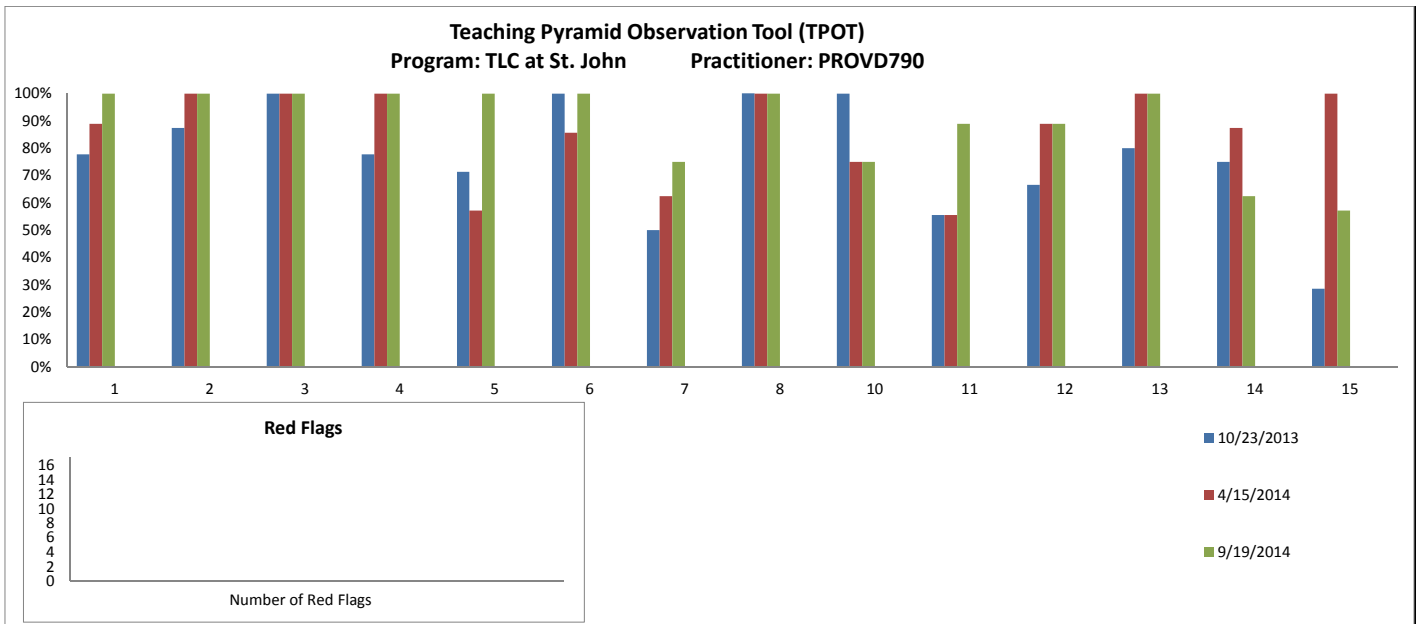


| | |
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| Total TPOT Score | | | | | | | | | | | | |
|--------------------------------------|---------------|---------------|--|--|--|--|--|--|--|--|--|--|
| *Bold blue scores are perfect scores | | | | | | | | | | | | |
| | Spring 2014 | fall 2014 | | | | | | | | | | |
| Date | 4/14/2014 | 9/18/2014 | | | | | | | | | | |
| Total TPOT % | 72.97% | 55.26% | | | | | | | | | | |
| Challenging Behavior % | 0% | 0% | | | | | | | | | | |
| Red Flags | 0 | 0 | | | | | | | | | | |

The Learning Center at St. John

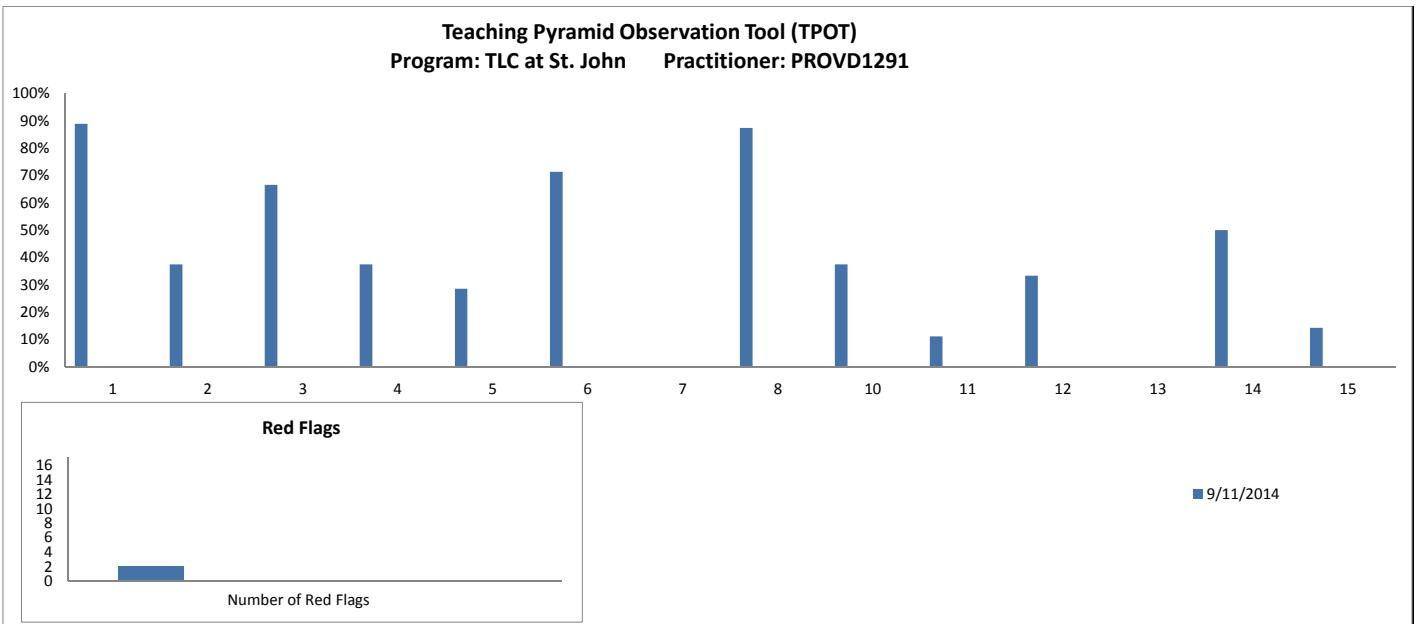




| | |
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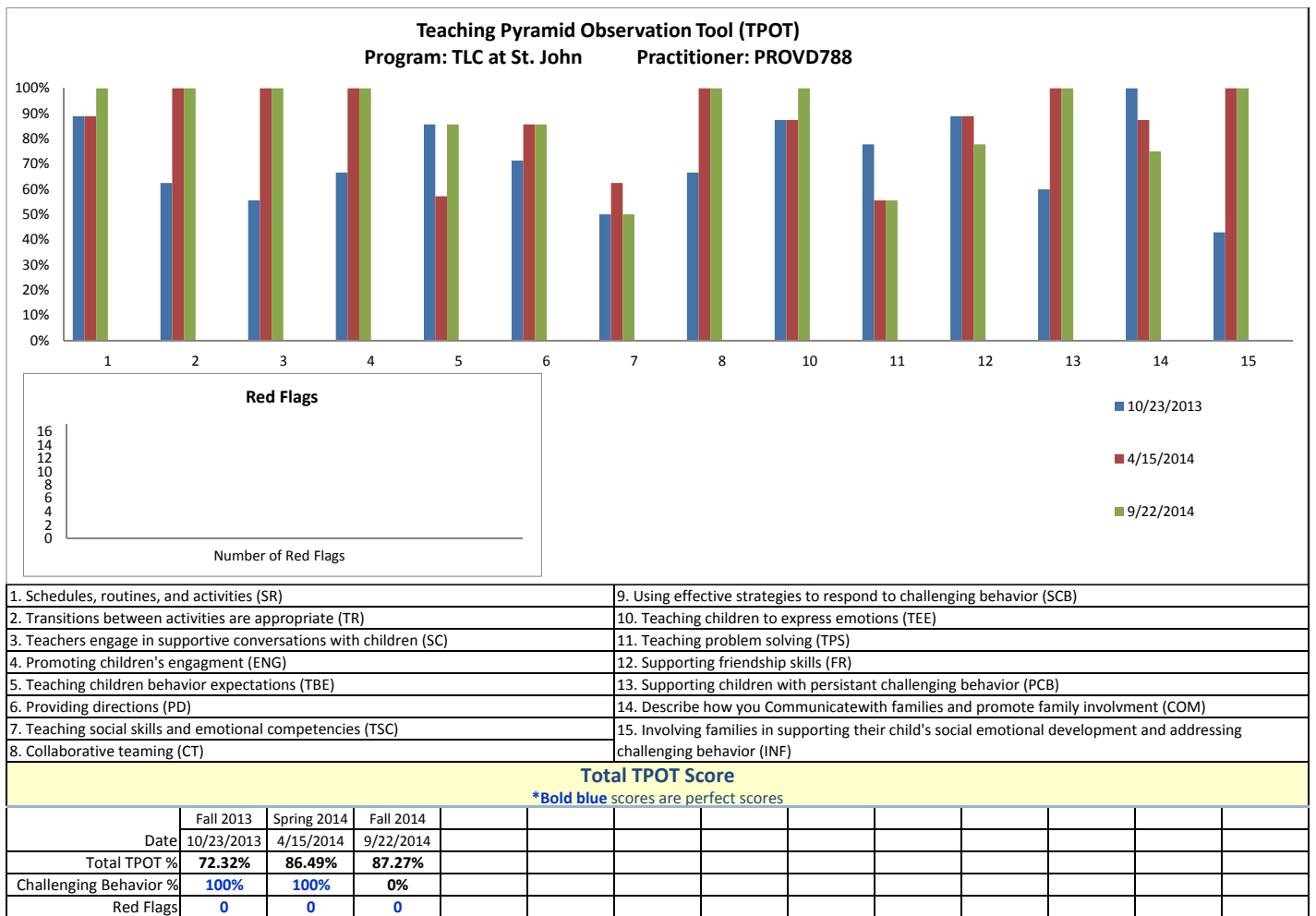
| Total TPOT Score | | | |
|--|---------------|---------------|---------------|
| * Bold blue scores are perfect scores | | | |
| Date | Fall 2013 | Spring 2014 | Fall 2014 |
| | 10/23/2013 | 4/15/2014 | 9/19/2014 |
| Total TPOT % | 77.27% | 85.59% | 88.99% |
| Challenging Behavior % | 67% | 100% | 0% |
| Red Flags | 0 | 0 | 0 |

The Learning Center at St. John



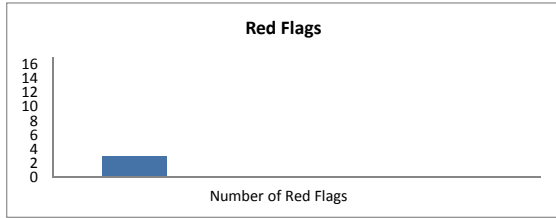
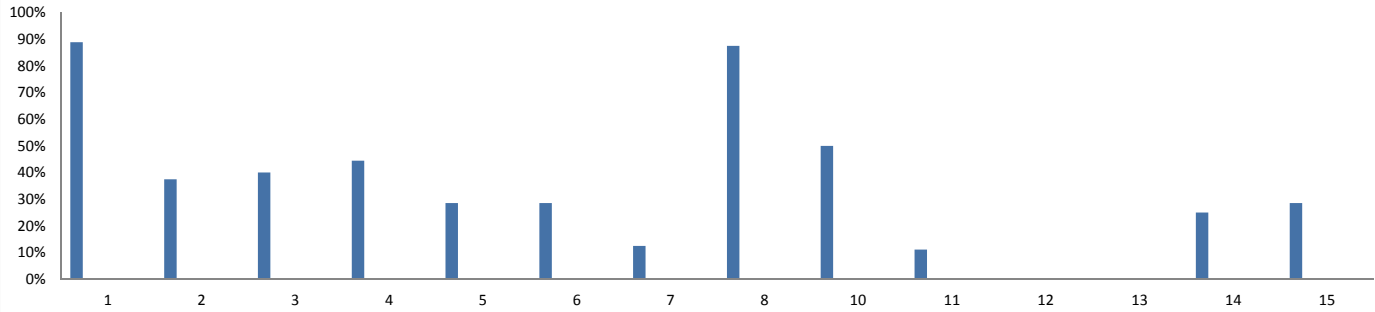
| | |
|---|---|
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| 7. Teaching social skills and emotional competencies (TSC) | 15. Involving families in supporting their child's social emotional development and addressing challenging behavior (INF) |
| 8. Collaborative teaming (CT) | |

| Total TPOT Score | | | | | | | | | | | |
|--------------------------------------|---------------|--|--|--|--|--|--|--|--|--|--|
| *Bold blue scores are perfect scores | | | | | | | | | | | |
| Date | Fall 2014 | | | | | | | | | | |
| Date | 9/11/2014 | | | | | | | | | | |
| Total TPOT % | 41.82% | | | | | | | | | | |
| Challenging Behavior % | 0% | | | | | | | | | | |
| Red Flags | 2 | | | | | | | | | | |



The Learning Center at St. John

Teaching Pyramid Observation Tool (TPOT) Program: TLC at St. John Practitioner: PROVD791

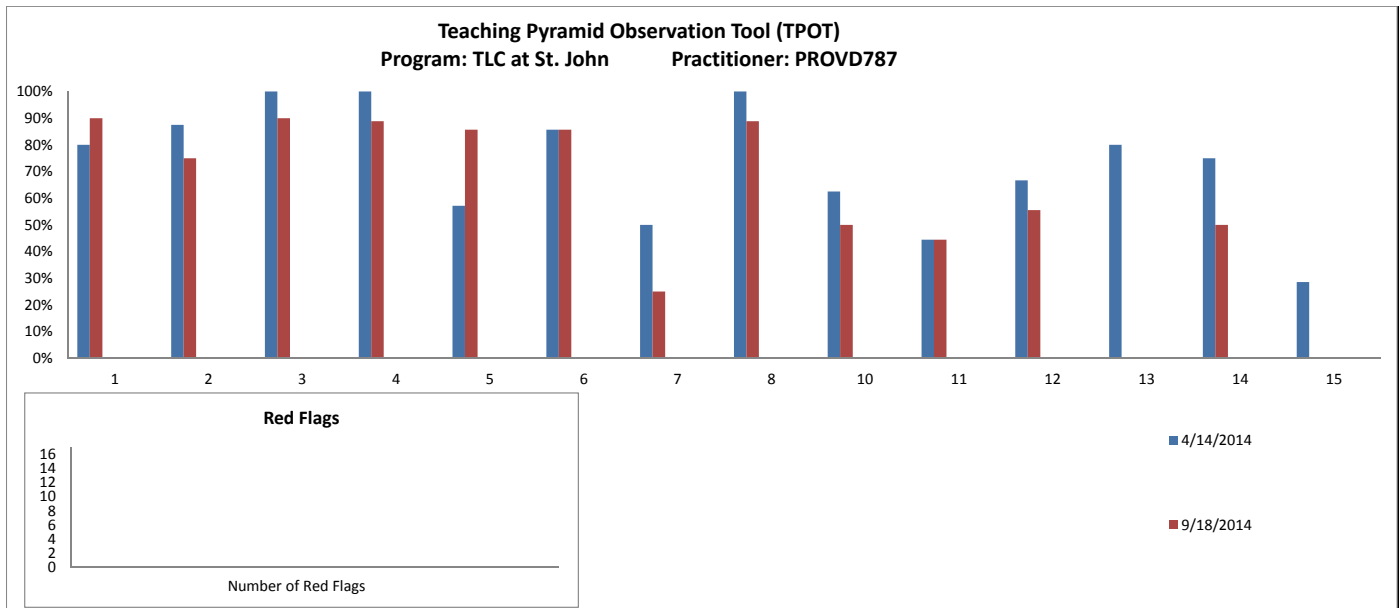


| | |
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| 8. Collaborative teaming (CT) | |

Total TPOT Score

*Bold blue scores are perfect scores

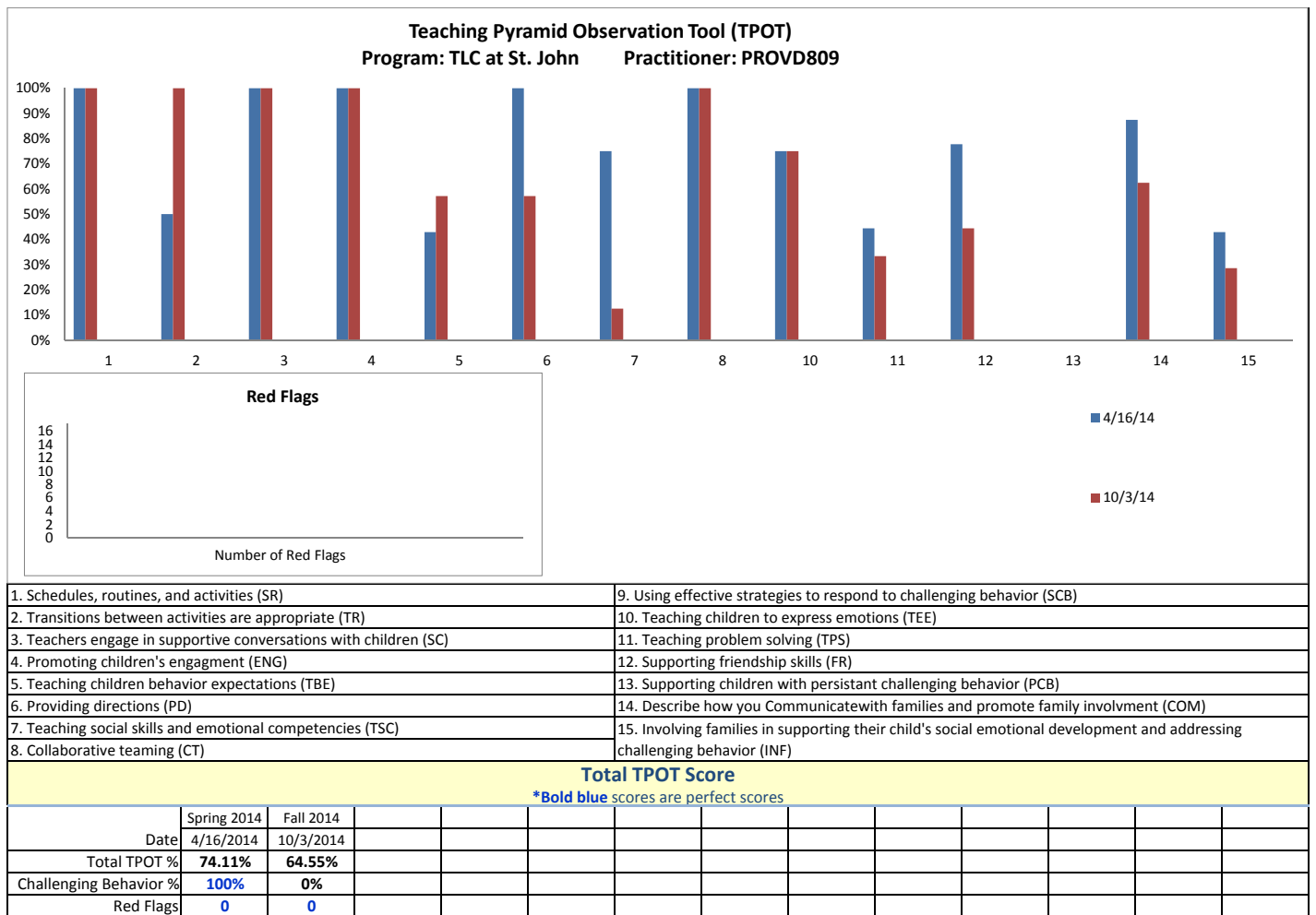
| | | | | | | | | | | | | | | |
|------------------------|---------------|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Date | Fall 2014 | | | | | | | | | | | | | |
| Date | 4/29/2014 | | | | | | | | | | | | | |
| Total TPOT % | 35.71% | | | | | | | | | | | | | |
| Challenging Behavior % | 0% | | | | | | | | | | | | | |
| Red Flags | 3 | | | | | | | | | | | | | |



| | |
|---|---|
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| 8. Collaborative teaming (CT) | |

| Total TPOT Score | | | |
|--------------------------------------|---------------|---------------|--|
| *Bold blue scores are perfect scores | | | |
| Date | Spring 2014 | Fall 2014 | |
| Date | 4/14/2014 | 9/18/2014 | |
| Total TPOT % | 72.97% | 62.28% | |
| Challenging Behavior % | 0% | 0% | |
| Red Flags | 0 | 0 | |

The Learning Center at St. John



**APPENDIX E:
Site Details**

United Cerebral Palsy Early Childhood Center

<http://ucptampa.org/our-programs/early-childhood-education/>

Our Early Childhood Education Preschool Program focuses on a child's cognitive, language, physical, social and emotional development. The Early Childhood Education Preschool Program is open to any student, regardless of disability or delayed development.

We offer a fully licensed and NAC accredited developmental preschool for children. Our students learn and play side-by-side in an inclusive, all-abilities learning environment. Inclusion offers invaluable benefits by increasing every child's understanding of other's needs, their acceptance of differences and self-esteem. We have a four star quality designation from the Quality Counts for Kids Program assessed by the Early Learning Coalition of Hillsborough County.

UCP also provides Speech, Occupational, and Physical therapies during the school day for our students who need therapy services. This is a big plus for working families so they don't have to take kids to therapy at the end of a school or work day.

United Cerebral Palsy Early Childhood Center

Early Childhood Program-Wide PBS Benchmarks of Quality

Program Name: United Cerebral Palsy Location: Tampa Date: 8/27/2014

Team Members: Louanne, Brandy, and Anne

*** Only one answer may be checked ***

| Critical Elements | Benchmarks of Quality | Check One | | |
|---------------------------|---|-----------------------|----------------------------------|----------------------------------|
| | | Not In Place | Partially in Place | In Place |
| Establish Leadership Team | 1. Team has broad representation that includes at a minimum a teacher, administrator and a member with expertise in behavior support. Other team members might include parent, teaching assistant, related service specialists and other program personnel. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 2. Team has administrative support. Administrator attends meetings and trainings, is active in problem-solving to ensure the success of the initiative, and is visibly supportive of the adoption of the model. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 3. Team has regular meetings. Team meetings are scheduled at least 1x per month for a minimum of 1 hour. Team member attendance is consistent. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 4. Team has established a clear mission/purpose. The team purpose or mission statement is written. Team members are able to clearly communicate the purpose of the leadership team. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 5. Team develops an implementation plan that includes all critical elements. A written implementation plan guides the work of the team. The team reviews the plan and updates their progress at each meeting. Action steps are identified to ensure achievement of the goals. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 6. Team reviews and revises the plan at least annually. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 83% | | |
| Staff Buy-In | 7. Staff are aware of and supportive of the need for a program wide system for addressing children's social emotional development and challenging behavior. A staff poll establishes buy-in before the initiative is launched. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 8. Staff input and feedback is obtained throughout the process - coffee break with the director, focus group, suggestion box. Leadership team provides update on the process and data on the outcomes to program staff on a regular basis. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 100% | | |
| Family Involvement | 9. Family input is solicited as part of the planning process. Families are informed of the initiative and asked to provide feedback on program-wide adoption and mechanisms for promoting family involvement in the initiative. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 10. There are multiple mechanisms for sharing the program wide plan with families including narrative documents, conferences, and parent meetings to ensure that all families are informed of the initiative. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 11. Family involvement in the initiative is supported through a variety of mechanisms including home teaching suggestions, information on supporting social development, and the outcomes of the initiative. Information is shared through a variety of formats (e.g., meetings, home visit discussions, newsletters, open house, websites, family friendly handouts, workshops, rollout events). | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 12. Families are involved in planning for individual children in a meaningful and proactive way. Families are encouraged to team with program staff in the development of individualized plans of support for children including the development of strategies that may be used in the home and community. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Totals (%): | | 88% | | |
| Program-Wide Expectations | 13. 2-5 positively stated program wide expectations are developed. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 14. Expectations are written in a way that applies to both children and staff. When expectations are discussed, the application of expectations to program staff and children is acknowledged. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 15. Expectations are developmentally appropriate and linked to concrete rules for behavior within activities and settings. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 16. All program staff are involved in the development of the expectations. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 17. Expectations are shared with families and staff assist families in the translation of the expectations to rules in the home. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

United Cerebral Palsy Early Childhood Center

| Critical Elements | Benchmarks of Quality | Check One | | |
|---|--|-----------------------|----------------------------------|----------------------------------|
| | | Not In Place | Partially in Place | In Place |
| | 18. Expectations are posted in classrooms and in common areas in ways that are meaningful to children, staff and families. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 100% | | |
| Strategies for Teaching and Acknowledging the Program-Wide Expectations | 19. Instruction on expectations is embedded within large group activities, small group activities, and individual interactions with children. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 20. A variety of teaching strategies are used: teaching the concept, talking about examples and non-examples, scaffolding children's use of the expectations in the context of ongoing activities and routines. Instruction on expectations and rules occurs on a daily basis. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 21. Strategies for acknowledging children's use of the expectations are developmentally appropriate and used by all program staff including administrative and support staff (e.g., clerical, bus drivers, kitchen staff). | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 100% | | |
| All Classrooms Demonstrate the Adoption of the "Teaching Pyramid" | 22. Teachers and program staff have strategies to promote positive relationships with children, each other, and families in place and use those strategies on a daily basis. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 23. Teachers and program staff have arranged environments, materials, and curriculum in a manner that promotes social-emotional development and guides appropriate behavior. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 24. Teachers and program staff are proficient at teaching social and emotional skills within daily activities in a manner that is meaningful to children and promotes skill acquisition. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 25. Teachers and program staff respond to children's problem behavior appropriately using evidence-based approaches that are positive and provide the child with guidance about the desired appropriate behavior. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 26. Teachers and program staff provide targeted social emotional teaching to individual children or small groups of children who are at-risk for challenging behavior. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 27. Teachers and program staff initiate the development of an individualized plan of behavior support for children with persistent challenging behavior. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Totals (%): | | 83% | | |
| Procedures for Responding to Challenging Behavior | 28. Strategies for responding to problem behavior in the classroom are developed. Teachers use evidence-based approaches to respond to problem behavior in a manner that is developmentally appropriate and teaches the child the expected behavior. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 29. A process for responding to crisis situations related to problem behavior is developed. Teachers can identify how to request assistance when needed. A plan for addressing the child's individual behavior support needs is initiated following requests for crisis assistance. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 30. A process for problem solving with other teachers around problem behavior is developed. Teachers can identify a process that may be used to gain support in developing ideas for addressing problem behavior within the classroom (e.g., peer-support, classroom mentor meeting, brainstorming session). | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 31. A team-based process for addressing individual children with persistent challenging behavior is developed. Teachers can identify the steps for initiating the team-based process including fostering the participation of the family in the process. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 32. An individual or individuals with behavioral expertise are identified for coaching staff and families throughout the process of developing individualized intensive interventions for children in need of behavior support plans. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 33. Strategies for partnering with families when there are problem behavior concerns are identified. Teachers have strategies for initiating parent contact and partnering with the family to develop strategies to promote appropriate behavior. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Totals (%): | | 58% | | |
| Staff Support Plan | 34. A plan for providing ongoing support, training, and coaching in each classroom on the Pyramid Model practices is developed and implemented. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 35. A data-driven coaching model is used to assist classroom staff with implementing the Pyramid Model practices to fidelity. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 36. Staff responsible for facilitating behavior support processes are identified and trained. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 37. A needs assessment is conducted with staff to determine training needs on the adoption of the Pyramid Model. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 38. Individualized professional development plans are developed with all staff. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 39. Group and individualized training strategies are identified and implemented. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 40. Plans for training new staff are identified and developed. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

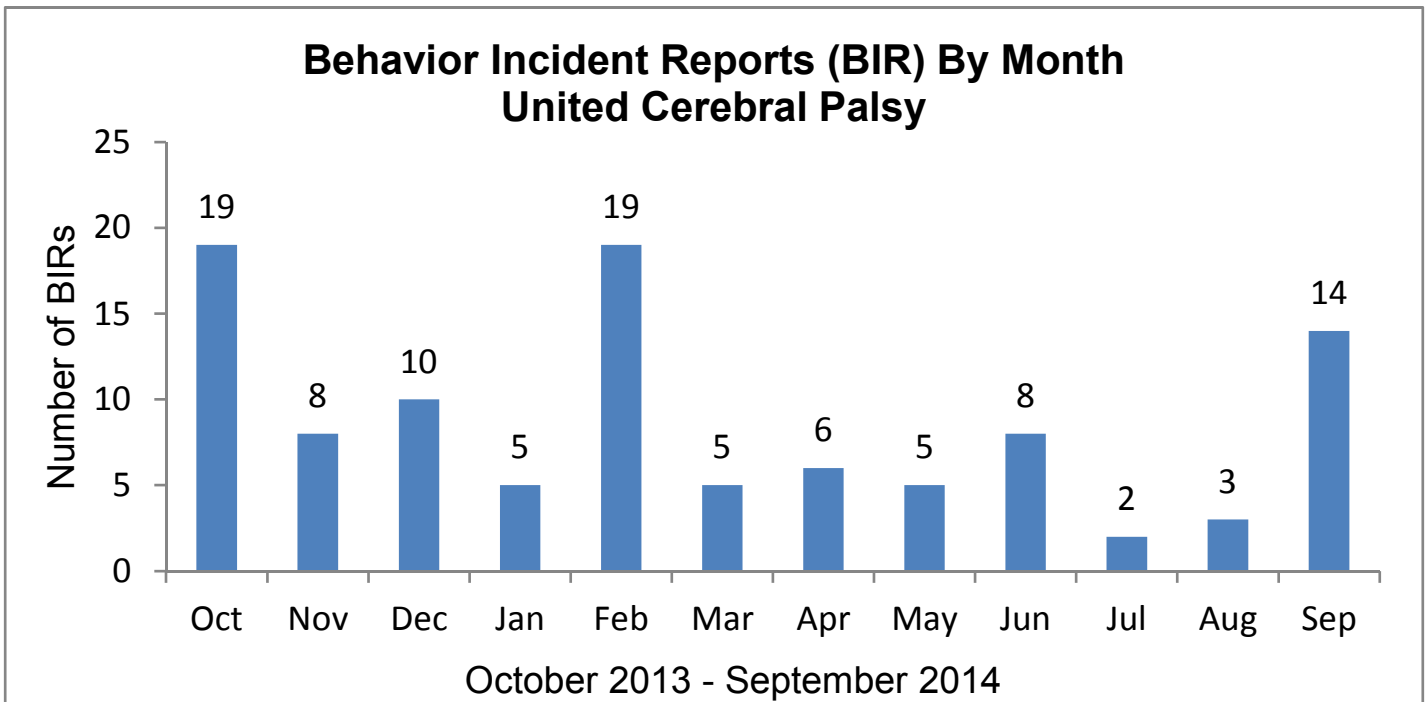
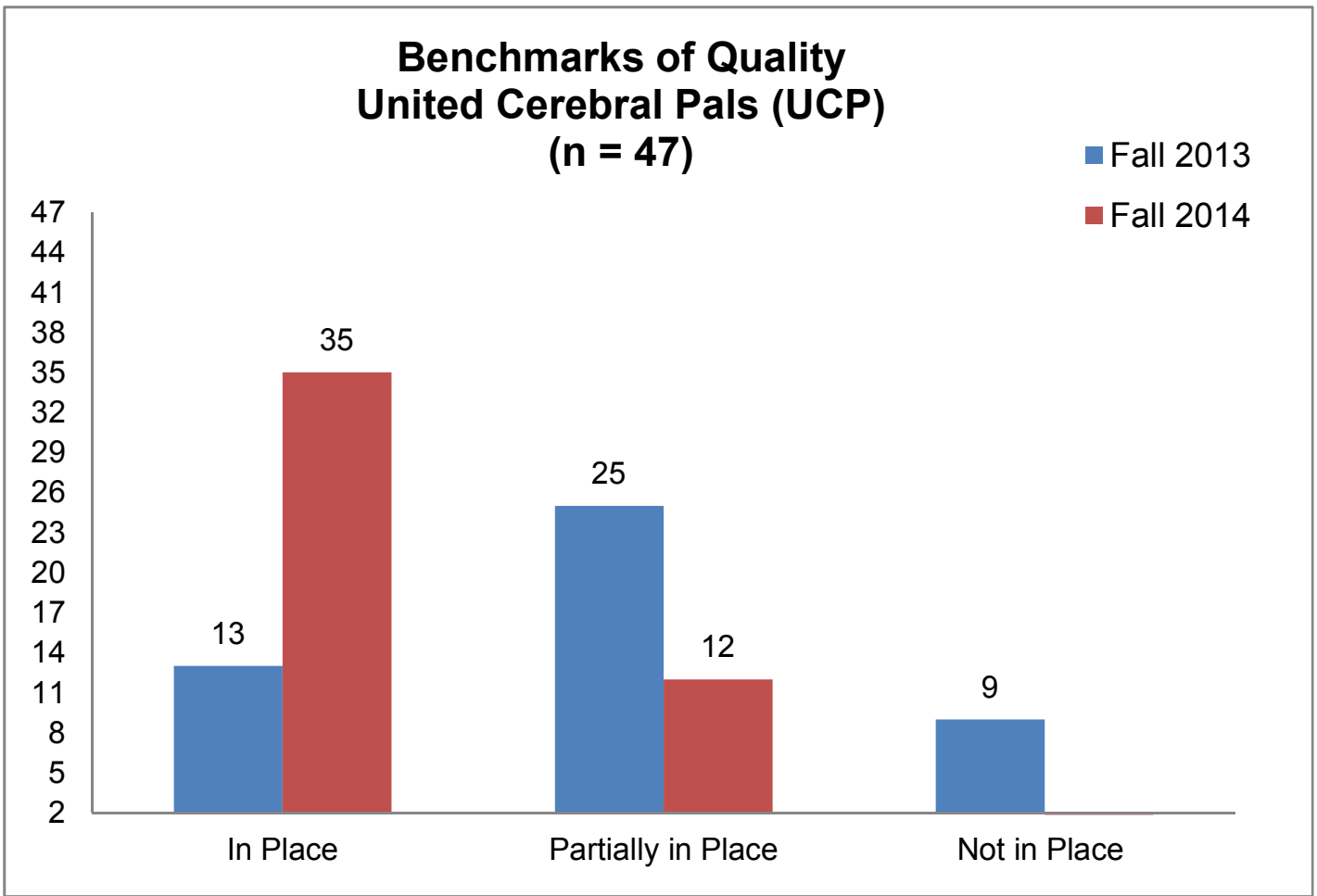
United Cerebral Palsy Early Childhood Center

| Critical Elements | Benchmarks of Quality | Check One | | |
|--|--|-----------------------|----------------------------------|----------------------------------|
| | | Not In Place | Partially in Place | In Place |
| | 41. Incentives and strategies for acknowledging staff are identified. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 94% | | |
| Monitoring Implementation and Outcomes | 42. Process for measuring implementation fidelity is developed. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 43. Process for measuring outcomes is developed. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 44. Data are collected and summarized. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 45. Data are shared with program staff and families. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | 46. Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| | 47. Implementation Plan is updated/revised as needed based on the ongoing data. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Totals (%): | | 92% | | |
| Final Total(%): | | 87% | | |

| Benchmark Averages for graphs | |
|---|------|
| Establish leadership team | 1.67 |
| Staff Buy-In | 2.00 |
| Family Involvement | 1.75 |
| Program-wide expectations | 2.00 |
| Strategies for teaching and acknowledging the program wide expectations | 2.00 |
| All classrooms demonstrate the adoption of the "Teaching Pyramid" | 1.67 |
| Procedures for responding to challenging behavior | 1.17 |
| Staff Support Plan | 1.88 |
| Monitoring implementation and | 1.83 |

| Not In Place | Partially in Place | In Place |
|--------------|--------------------|----------|
| 0 | 12 | 35 |
| 0% | 26% | 74% |

United Cerebral Palsy Early Childhood Center



United Cerebral Palsy Early Childhood Center

Targeted and Individualized Level Supports United Cerebral Palsy

| Child's ID | Start date mm/dd/yy | End Date mm/dd/yy | DOB | ASQ-SE Pre/Post | Number of BIRs | | Reduced BIRS Yes/No | Secondary or Tertiary Support | Inclusion Statement | |
|------------|------------------------|----------------------|------------|--------------------|----------------|------|---------------------------|--|--|--|
| | | | | | Pre | Post | | | <input type="checkbox"/> Maintained placement in program <input type="checkbox"/> Left program due to parent choice/move <input type="checkbox"/> Developmental concern- No chall. behavior | <input type="checkbox"/> Secured alternate program <input type="checkbox"/> Dismissed <input type="checkbox"/> Referred to comm. resource |
| 90399 | 12/6/13 | 8/19/14 | 5/9/2008 | 95/320 | 1 | 0 | Yes | Secondary | <input checked="" type="checkbox"/> Maintained placement in program <input type="checkbox"/> Left program due to parent choice/move <input checked="" type="checkbox"/> Developmental concern- No chall. behavior | <input checked="" type="checkbox"/> Secured alternate program <input type="checkbox"/> Dismissed <input type="checkbox"/> Referred to comm. resource |
| 92098 | 12/5/13 | 9/30/14 | 9/4/2011 | 115/20 | 0 | 0 | Yes | Secondary | <input checked="" type="checkbox"/> Maintained placement in program <input type="checkbox"/> Left program due to parent choice/move <input checked="" type="checkbox"/> Developmental concern- No chall. behavior | <input type="checkbox"/> Secured alternate program <input type="checkbox"/> Dismissed <input type="checkbox"/> Referred to comm. resource |
| 92682 | 12/5/13 | 9/30/14 | 9/4/2011 | 55/0 | 0 | 0 | Yes | Secondary | <input checked="" type="checkbox"/> Maintained placement in program <input type="checkbox"/> Left program due to parent choice/move <input checked="" type="checkbox"/> Developmental concern- No chall. behavior | <input type="checkbox"/> Secured alternate program <input type="checkbox"/> Dismissed <input type="checkbox"/> Referred to comm. resource |
| 90197 | 12/9/13 | 6/30/14 | 9/21/2009 | 80/180 | 0 | 0 | Yes | Secondary | <input checked="" type="checkbox"/> Maintained placement in program <input checked="" type="checkbox"/> Left program due to parent choice/move <input checked="" type="checkbox"/> Developmental concern- No chall. behavior | <input type="checkbox"/> Secured alternate program <input type="checkbox"/> Dismissed <input type="checkbox"/> Referred to comm. resource |
| 91338 | 12/3/13 | 9/30/14 | 6/23/2010 | 80/110 | 6 | 5 | Yes | Tertiary | <input checked="" type="checkbox"/> Maintained placement in program <input type="checkbox"/> Left program due to parent choice/move <input type="checkbox"/> Developmental concern- No chall. behavior | <input type="checkbox"/> Secured alternate program <input type="checkbox"/> Dismissed <input type="checkbox"/> Referred to comm. resource |
| 92564 | 11/26/13 | 8/17/14 | 10/10/2011 | 50/185 | 2 | 4 | No | Tertiary | <input checked="" type="checkbox"/> Maintained placement in program <input type="checkbox"/> Left program due to parent choice/move <input type="checkbox"/> Developmental concern- No chall. behavior | <input type="checkbox"/> Secured alternate program <input type="checkbox"/> Dismissed <input checked="" type="checkbox"/> Referred to comm. resource |
| 92820 | 1/8/14 | 9/30/14 | 5/2/2012 | 165/205 | 0 | 0 | Yes | Secondary | <input checked="" type="checkbox"/> Maintained placement in program <input type="checkbox"/> Left program due to parent choice/move <input checked="" type="checkbox"/> Developmental concern- No chall. behavior | <input type="checkbox"/> Secured alternate program <input type="checkbox"/> Dismissed <input type="checkbox"/> Referred to comm. resource |
| 93345 | 2/25/14 | 6/6/14 | 9/1/2009 | 105/115 | 3 | 0 | Yes | Secondary | <input checked="" type="checkbox"/> Maintained placement in program <input checked="" type="checkbox"/> Left program due to parent choice/move <input type="checkbox"/> Developmental concern- No chall. behavior | <input checked="" type="checkbox"/> Secured alternate program <input type="checkbox"/> Dismissed <input type="checkbox"/> Referred to comm. resource |
| 93754 | 1/10/14 | 8/15/14 | 1/9/2009 | 50/5 | 7 | 0 | Yes | Tertiary | <input checked="" type="checkbox"/> Maintained placement in program <input type="checkbox"/> Left program due to parent choice/move <input type="checkbox"/> Developmental concern- No chall. behavior | <input type="checkbox"/> Secured alternate program <input type="checkbox"/> Dismissed <input type="checkbox"/> Referred to comm. resource |
| 93023 | 2/24/14 | 6/5/14 | 12/20/2008 | 60 | 0 | 0 | Yes | Secondary | <input checked="" type="checkbox"/> Maintained placement in program <input type="checkbox"/> Left program due to parent choice/move <input checked="" type="checkbox"/> Developmental concern- No chall. behavior | <input type="checkbox"/> Secured alternate program <input type="checkbox"/> Dismissed <input type="checkbox"/> Referred to comm. resource |
| 91457 | 2/24/14 | 9/30/14 | 5/1/2011 | 20/5 | 2 | 0 | Yes | Secondary | <input checked="" type="checkbox"/> Maintained placement in program <input type="checkbox"/> Left program due to parent choice/move <input type="checkbox"/> Developmental concern- No chall. behavior | <input type="checkbox"/> Secured alternate program <input type="checkbox"/> Dismissed <input type="checkbox"/> Referred to comm. resource |
| 92601 | 2/26/14 | 5/30/14 | 1/28/2009 | 85/150 | 0 | 0 | Yes | Secondary | <input checked="" type="checkbox"/> Maintained placement in program <input checked="" type="checkbox"/> Left program due to parent choice/move <input checked="" type="checkbox"/> Developmental concern- No chall. behavior | <input type="checkbox"/> Secured alternate program <input type="checkbox"/> Dismissed <input type="checkbox"/> Referred to comm. resource |

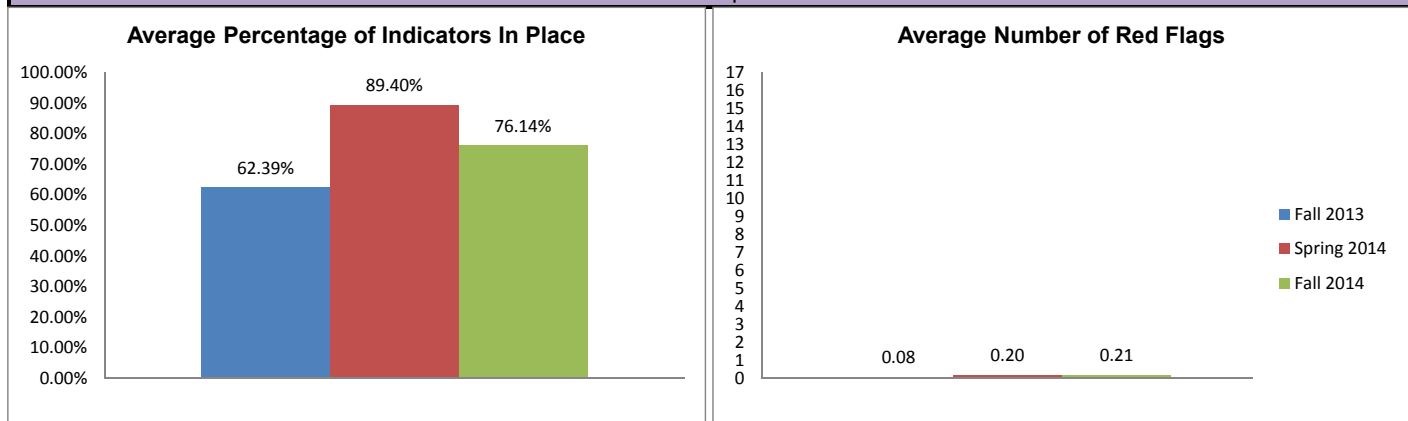
| | |
|---------------------------|----|
| Total Secondary Supports: | 9 |
| Total Tertiary Supports: | 3 |
| Total Overall: | 12 |

| | |
|------------------------|-----|
| Total Met BIR Criteria | 11 |
| Total Percentage | 92% |

| | |
|------------------------------|------|
| Total Met Inclusion Criteria | 12 |
| Total Percentage | 100% |

United Cerebral Palsy Early Childhood Center

Lowry Park Zoo School Overall Teacher Scores Across the TPITOS and TPOT October 2013 - September 2014

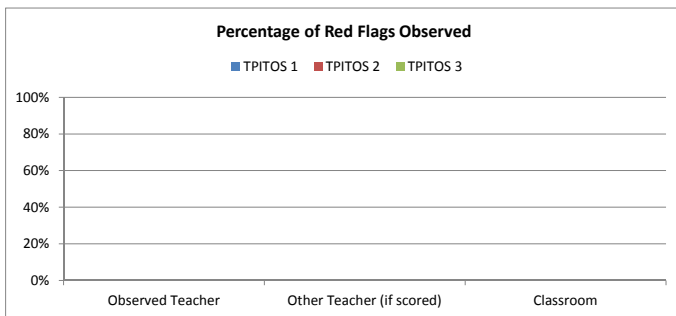
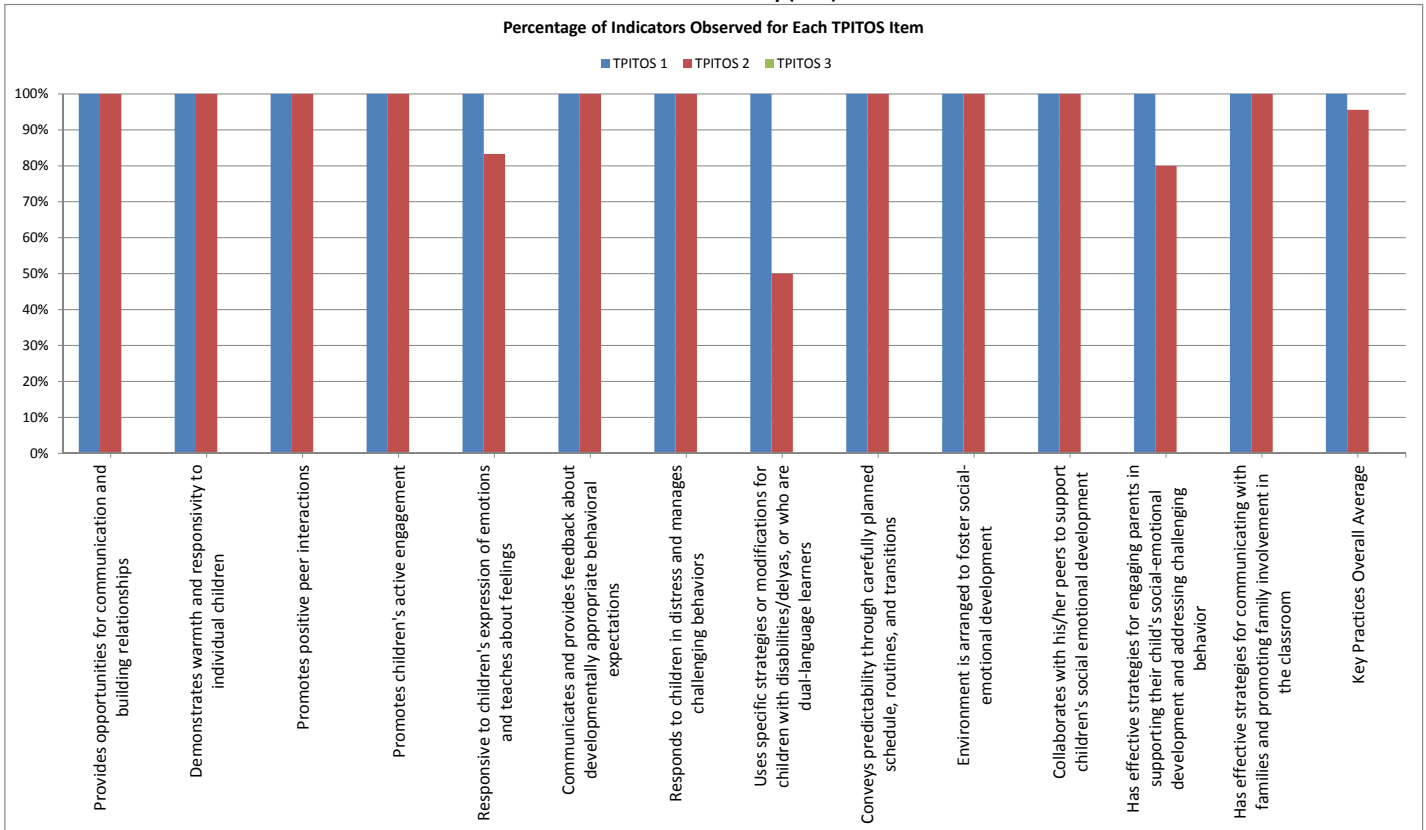


TPOT Key:
 Percentage of Indicators in Place Across Items
 0% - 49%: Low Implementation of Pyramid Practices
 50% - 79%: Emerging Implementation of Pyramid Practices
 80% - 100%: Mastery Implementation of Pyramid Practices
 Red Flag Range: 0-2: Good, 3-7: At Risk, 8 - 17: Significantly at Risk (0 = perfect)

| | Fall 2013 | Spring 2014 | Fall 2014 |
|--------------------|-----------|-------------|-----------|
| Number of Teachers | 12 | 10 | 14 |
| Average Percentage | 62.39% | 89.40% | 76.14% |
| Average Red Flags | 0.08 | 0.20 | 0.21 |

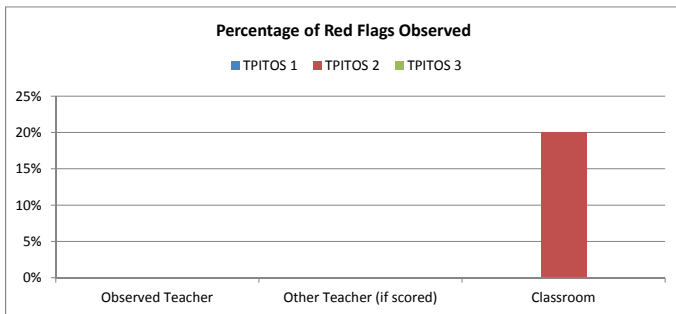
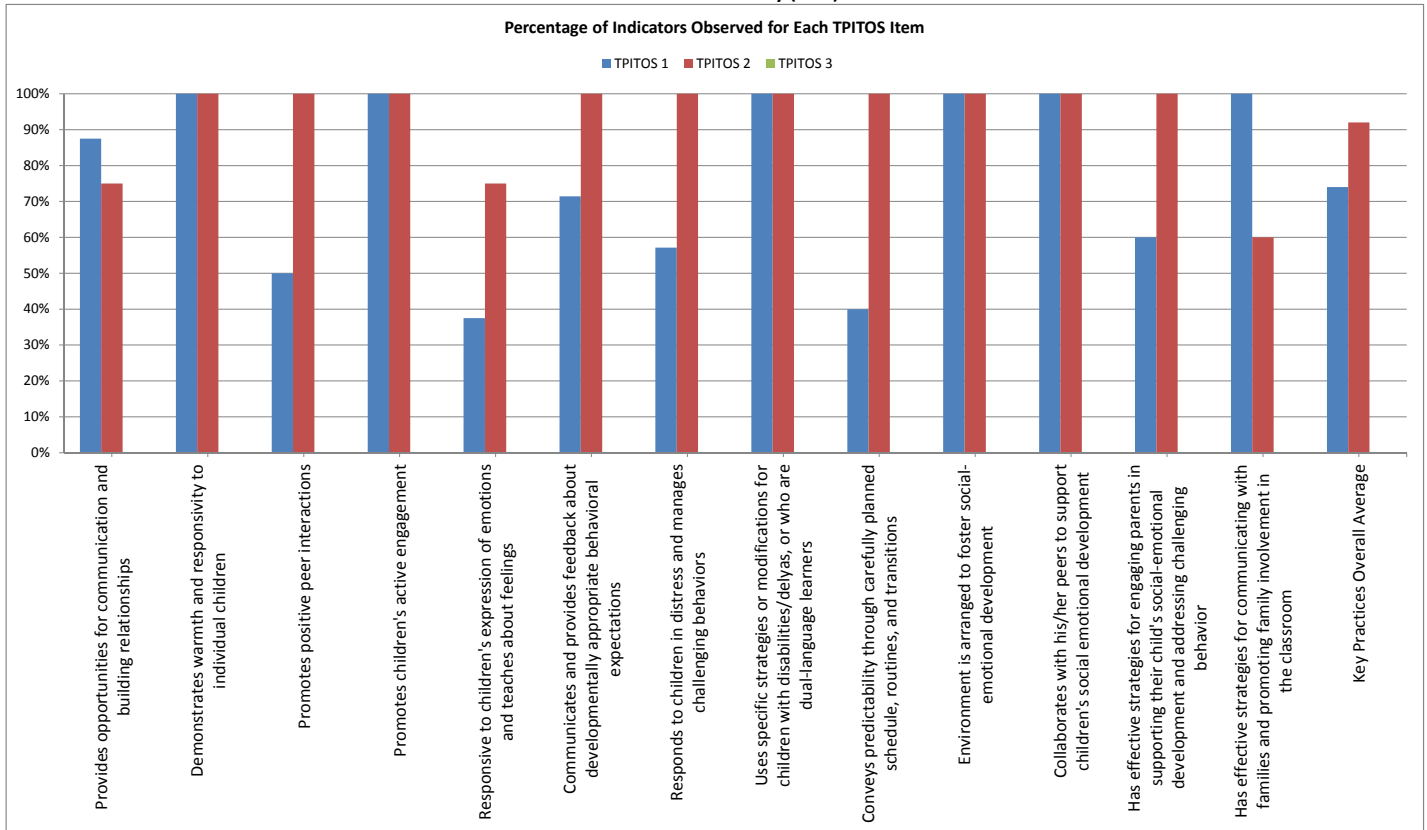
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PROVD817 United Cerebral Palsy (UCP)



United Cerebral Palsy Early Childhood Center

PROVD781 United Cerebral Palsy (UCP)

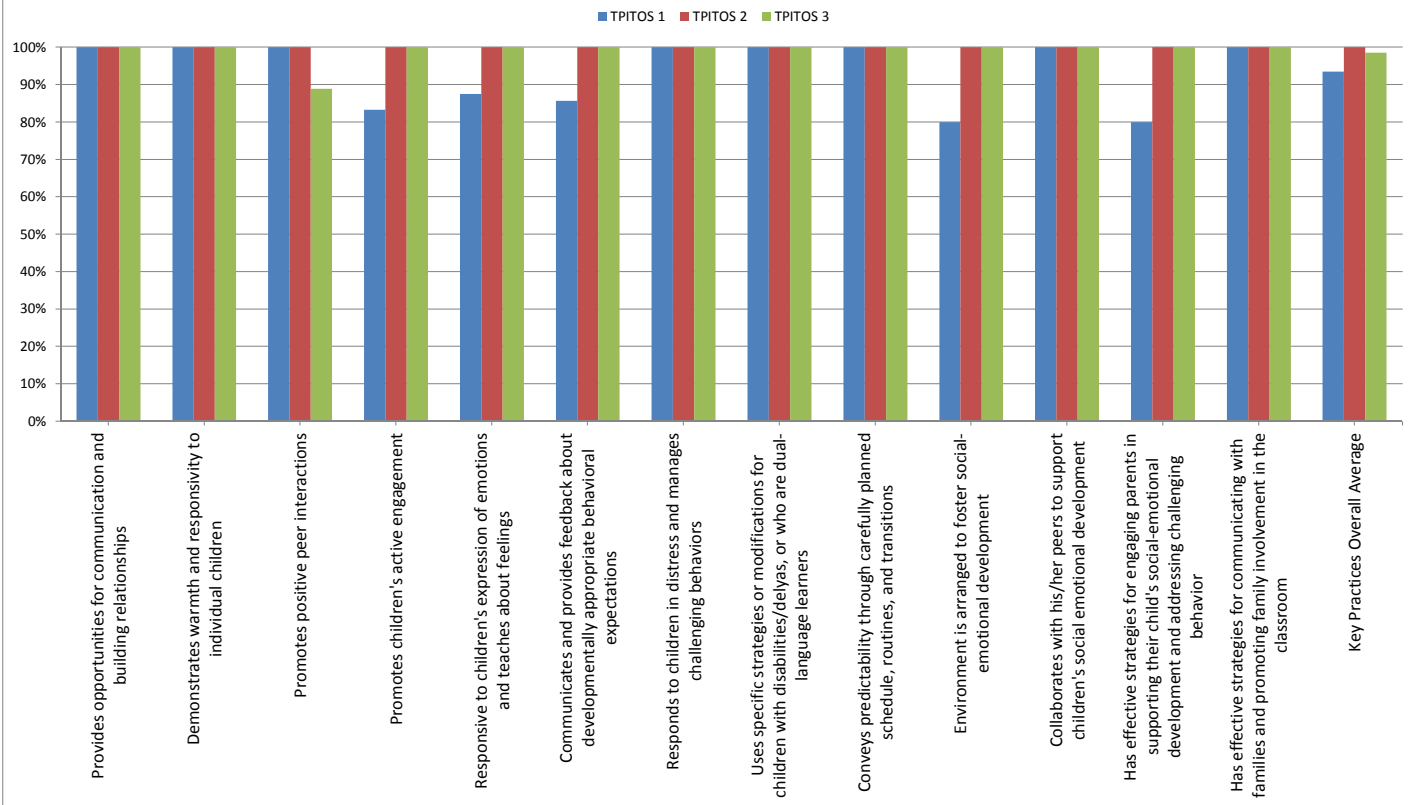


United Cerebral Palsy Early Childhood Center

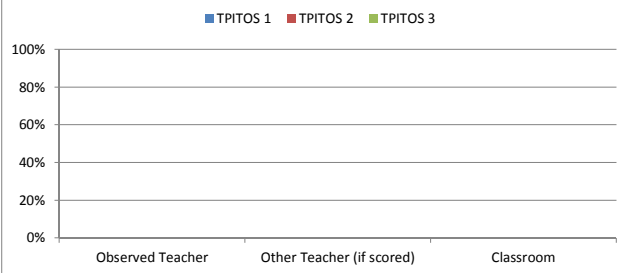
PROVD780

United Cerebral Palsy (UCP)

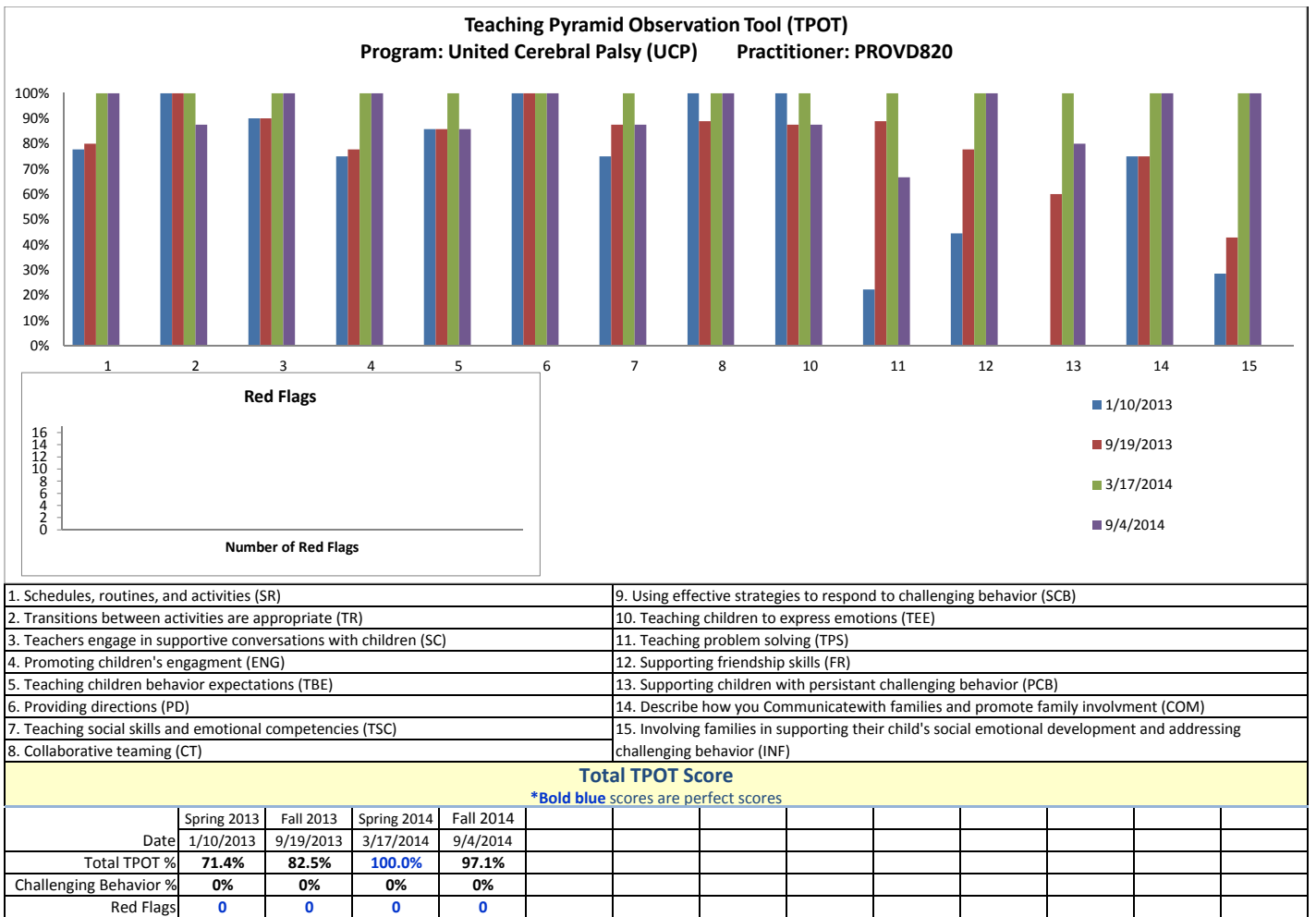
Percentage of Indicators Observed for Each TPITOS Item



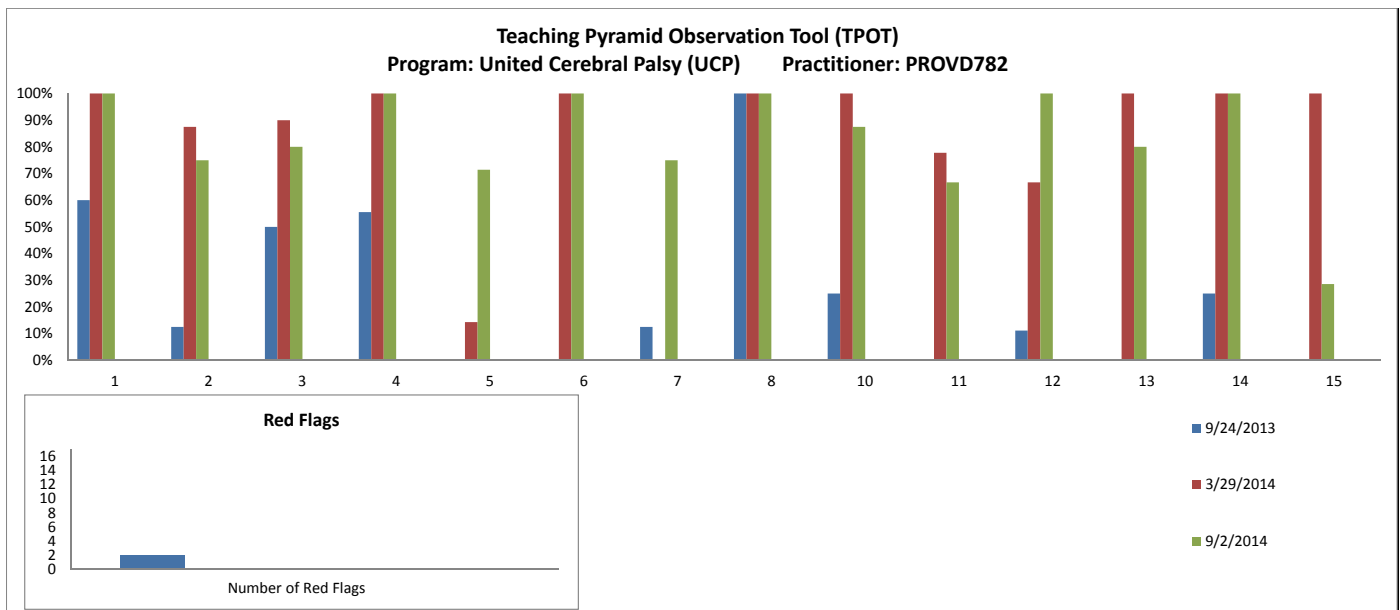
Percentage of Red Flags Observed



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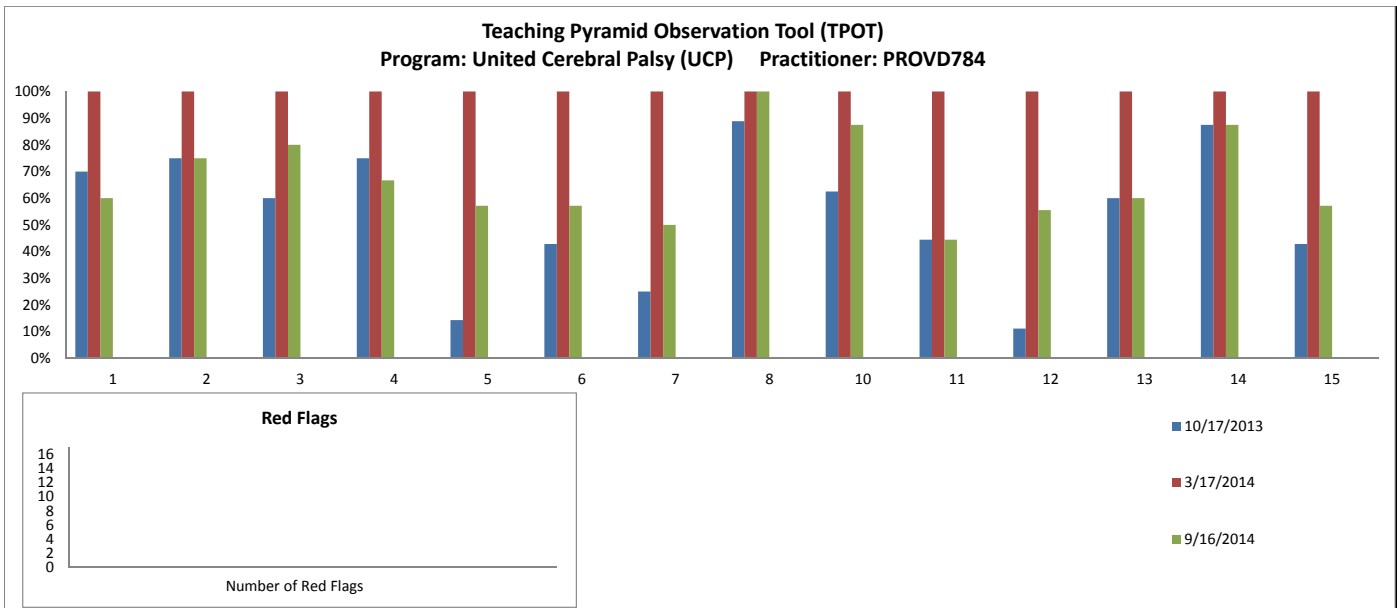


United Cerebral Palsy Early Childhood Center



| | | | | | | | | | | | | | |
|---|---|---------------|---------------|--|--|--|--|--|--|--|--|--|--|
| 1. Schedules, routines, and activities (SR) | 9. Using effective strategies to respond to challenging behavior (SCB) | | | | | | | | | | | | |
| 2. Transitions between activities are appropriate (TR) | 10. Teaching children to express emotions (TEE) | | | | | | | | | | | | |
| 3. Teachers engage in supportive conversations with children (SC) | 11. Teaching problem solving (TPS) | | | | | | | | | | | | |
| 4. Promoting children's engagement (ENG) | 12. Supporting friendship skills (FR) | | | | | | | | | | | | |
| 5. Teaching children behavior expectations (TBE) | 13. Supporting children with persistent challenging behavior (PCB) | | | | | | | | | | | | |
| 6. Providing directions (PD) | 14. Describe how you Communicate with families and promote family involvement (COM) | | | | | | | | | | | | |
| 7. Teaching social skills and emotional competencies (TSC) | 15. Involving families in supporting their child's social emotional development and addressing challenging behavior (INF) | | | | | | | | | | | | |
| 8. Collaborative teaming (CT) | | | | | | | | | | | | | |
| Total TPOT Score *Bold blue scores are perfect scores | | | | | | | | | | | | | |
| Date | Fall 2013 | Spring 2014 | Fall 2014 | | | | | | | | | | |
| | 9/24/2013 | 3/29/2014 | 9/2/2014 | | | | | | | | | | |
| Total TPOT % | 26.13% | 81.42% | 84.07% | | | | | | | | | | |
| Challenging Behavior % | 0% | 100% | 0% | | | | | | | | | | |
| Red Flags | 2 | 0 | 0 | | | | | | | | | | |

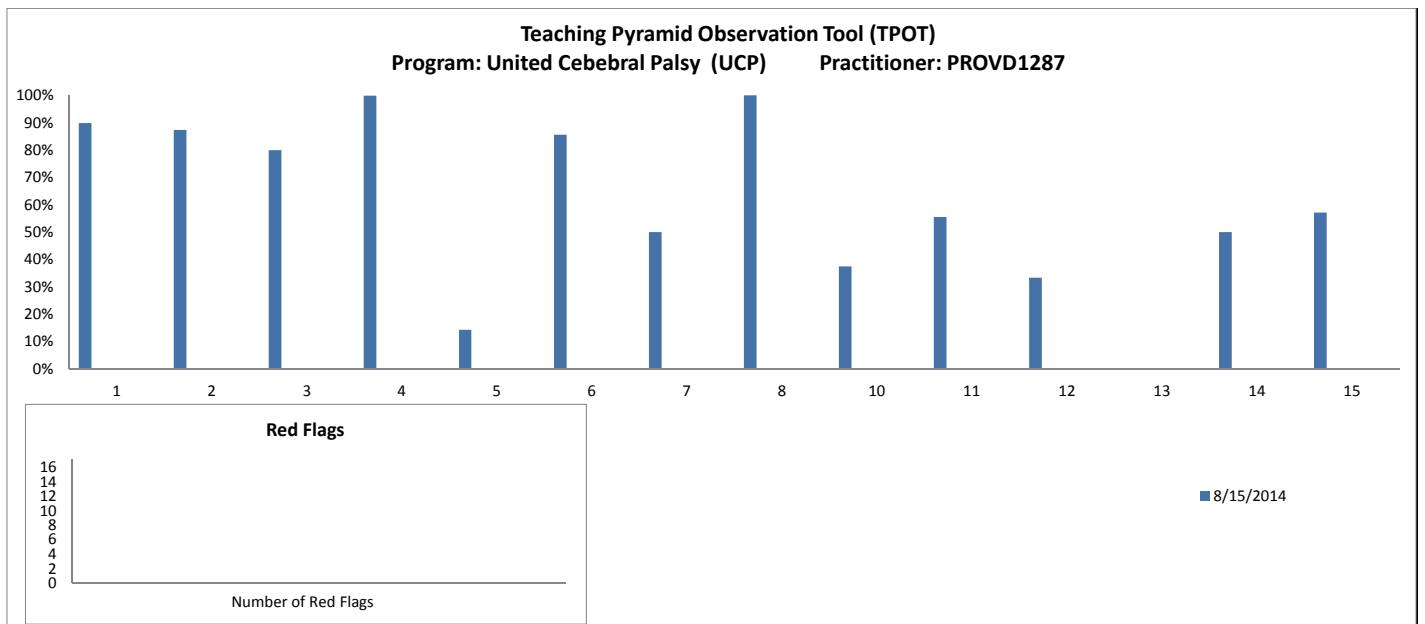
United Cerebral Palsy Early Childhood Center



| | |
|---|---|
| 1. Schedules, routines, and activities (SR) | 9. Using effective strategies to respond to challenging behavior (SCB) |
| 2. Transitions between activities are appropriate (TR) | 10. Teaching children to express emotions (TEE) |
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| 7. Teaching social skills and emotional competencies (TSC) | 15. Involving families in supporting their child's social emotional development and addressing challenging behavior (INF) |
| 8. Collaborative teaming (CT) | |

| Total TPOT Score | | | |
|--------------------------------------|---------------|----------------|---------------|
| *Bold blue scores are perfect scores | | | |
| Date | Fall 2013 | Spring 2014 | Fall 2014 |
| 10/17/2013 | | | |
| 3/17/2014 | | | |
| 9/16/2014 | | | |
| Total TPOT % | 54.87% | 100.00% | 67.54% |
| Challenging Behavior % | 0% | 0% | 0% |
| Red Flags | 0 | 0 | 0 |

United Cerebral Palsy Early Childhood Center



| | |
|---|---|
| 1. Schedules, routines, and activities (SR) | 9. Using effective strategies to respond to challenging behavior (SCB) |
| 2. Transitions between activities are appropriate (TR) | 10. Teaching children to express emotions (TEE) |
| 3. Teachers engage in supportive conversations with children (SC) | 11. Teaching problem solving (TPS) |
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| 8. Collaborative teaming (CT) | |

| Total TPOT Score | | | | | | | | | | | |
|--------------------------------------|---------------|--|--|--|--|--|--|--|--|--|--|
| *Bold blue scores are perfect scores | | | | | | | | | | | |
| Date | Fall 2014 | | | | | | | | | | |
| Date | 8/15/2014 | | | | | | | | | | |
| Total TPOT % | 63.96% | | | | | | | | | | |
| Challenging Behavior % | 0% | | | | | | | | | | |
| Red Flags | 0 | | | | | | | | | | |



Program-Wide
Positive Behavior Support

A program of



Quality Counts for Kids' Program-Wide Positive Behavior Support

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