Program-wide implementation of the Pyramid Model or Program-Wide Positive Behavior Support refers to a systemic effort within a program to implement the Pyramid Model with fidelity. In program-wide adoption, a leadership team guides the implementation process and develops the supports and infrastructure needed to ensure that adoption of the Pyramid Model can occur within the classrooms and services provided to children and their families. The Leadership team, with representation from program administrators and practitioners, is focused on the ongoing process of supporting the implementation of the Pyramid Model and using data-based decision-making to guide implementation efforts and monitor outcomes.

The following are the components of the Program-Wide approach

- **Leadership Team** – The leadership team meets regularly and guides the implementation of the program-wide approach. The team is comprised of a program administrator, representation from the teaching staff, an individual who can provide coaching and support to teachers, and the individual who serves as a behavior specialist (some individuals might fill more than one of these roles). The team ensures the following are in place: a process for providing individualized behavior supports to children with behavior challenges, professional development and support to teachers, a plan for family participation, and a process for using data to make decisions to guide implementation.

- **Staff buy-in** – All staff (e.g., cook, teaching assistant, and teachers) must agree that they are willing to participate and become involved in the implementation. The leadership team monitors and supports staff buy-in on an ongoing basis.

- **Family involvement** – A variety of mechanisms are used to establish partnerships with families in the adoption of the model by sharing information, providing families with information and support in guiding children’s development of social and emotional skills, and collaboratively teaming to support individual children.

- **Program-wide expectations** – The adoption of program-wide expectations provides a shared focus and shared language for describing behavior expectations to children, staff, and families. Program-wide expectations are posted in the program and classrooms and are provided to families. Staff acknowledges engagement in the expectations by providing developmentally appropriate feedback and reinforcement to children.

- **Classroom implementation of the Pyramid Model** – Teachers are supported to understand and implement the Pyramid Model practices in their classrooms. A fidelity observation tool is used to identify teacher strengths and needs followed by action planning to identify goals for supporting teachers in reaching fidelity criteria.

- **Staff professional development and support plans** – All staff have the training and coaching/support needed to effectively implement the Pyramid practices. The leadership team also develops strategies to provide ongoing support to staff as they implement the model.

- **Behavior support procedures** – The leadership team develops policies and procedures for providing support to staff to address challenging behavior. This includes providing a mechanism for support in crisis situations, developing a problem-solving process for children with emerging challenges, and providing a system for identifying children who need a behavior support plan developed through a team driven process.

- **Data-based decision-making** – Data-based decision-making is a pivotal component of the program-wide approach. The team will gather and review data on implementation and outcomes using tools provided by the Center.
The program-wide adoption model ensures that programs are attending to both the adoption of evidence-based practices (i.e., Pyramid Model practices) and the development of the infrastructure to support the durable implementation of those practices. Programs that have adopted this model have reported the following outcomes:

- Reductions in child challenging behavior
- Increases in children’s social skills
- Increased satisfaction of program staff and families
- Reduced turnover in the program
- Increases in teachers’ competence and confidence in their ability to support children
- Changes in classroom and program climate
- Sustained implementation of the Pyramid Model

For More information on PW-Adoption:

http://challengingbehavior.fmhi.usf.edu/do/pyramid_model/demonstration_sites.html

https://www.youtube.com/watch?v=slpWFO4pSIM

https://aucd.adobeconnect.com/_a1005431686/pbis/

2-5-17 Illinois Implementation Workgroup