

# **TACSEI – TA Focus, Form and Functions**

**Project Directors' Meeting**


**July 2008**

**Karen A. Blase, Ph.D.**

**Lise Fox, Ph.D.**

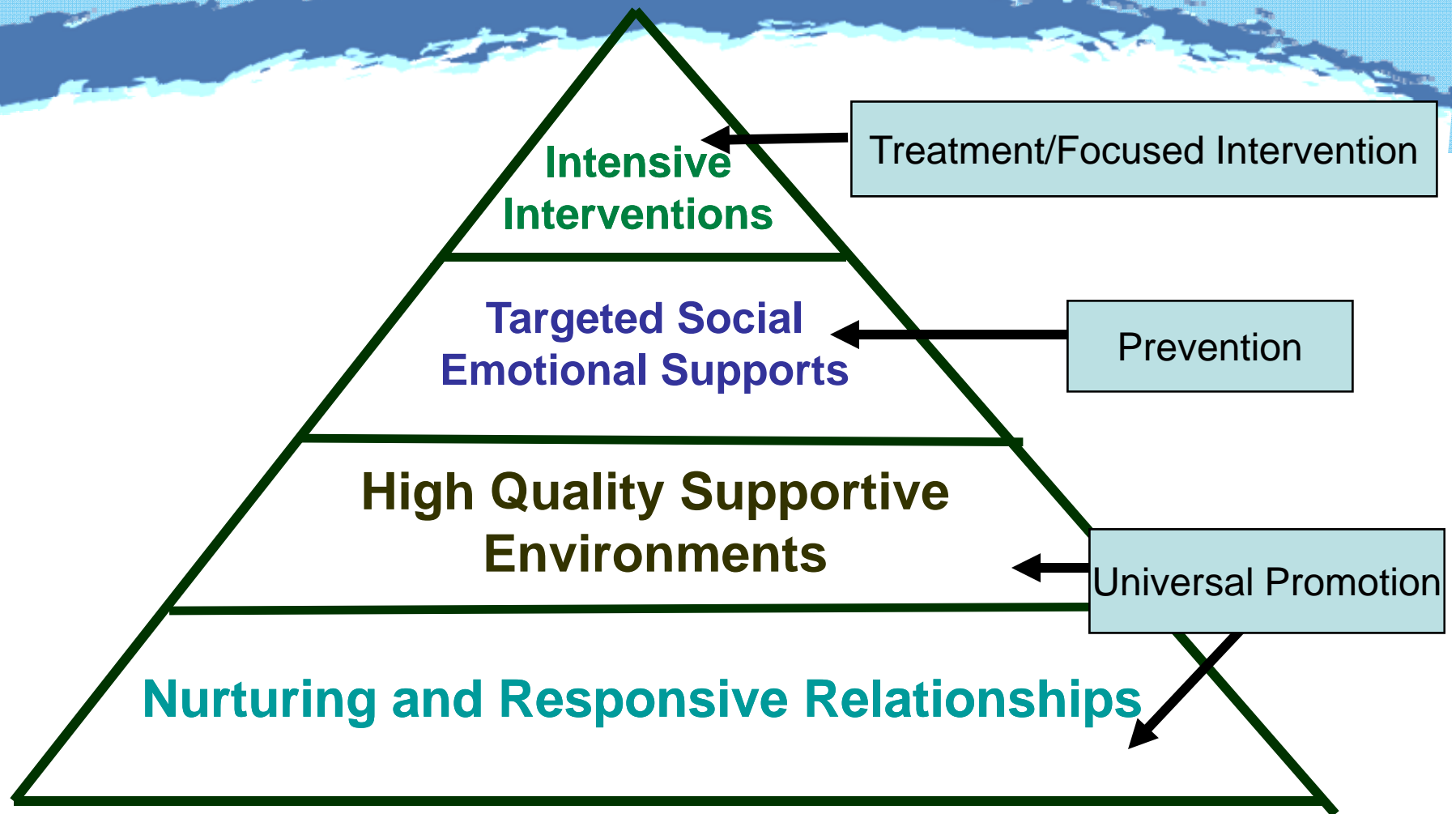
**Glen Dunlap, Ph.D.**

# Center Mission

-  Identify, disseminate and promote the implementation of evidence-based practices in order to improve the social, emotional, and behavioral functioning of young children with or at risk for delays or disabilities.



# The Teaching Pyramid: Promoting Social and Emotional Competence and Addressing Challenging Behavior



# Cascading TACSEI Logic Model

| <i>Population of Concern</i>                                                        | <i>Intervention Strategies</i>                                                       | <i>Intervention Outcomes</i>                                                                    |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <b>Children</b> Birth to 5 with developmental disabilities and challenging behavior | <b>Competent use of the “Teaching Pyramid” framework and intervention strategies</b> | Improved social and emotional relationships among children, their families and their caregivers |

# Defining “IT”



## Pre-requisites:

 The “it” must be **operationalized** whether it is:

- An Evidence-Based Practice or Program
- A Best Practice Initiative
- A Systems Change Initiative


## Operationalize

**Part of Speech:** *verb* **Definition:** to define a concept or variable so that it can be measured or expressed quantitatively

Webster's New Millennium™ Dictionary of English, Preview Edition (v 0.9.7)  
Copyright © 2003-2008 Lexico Publishing Group, LLC



# Fidelity Matters

 *Teaching Pyramid Observation Tool for Home* (TPOT - Home) provides a tool for defining the “it” and assessing the fidelity of implementation of the *Teaching Pyramid* model.

 Measure Fidelity AND Measure Outcomes  
BECAUSE you need to know:

 Are we having an implementation problem?

Low fidelity & Poor outcome = implementation problem

 Or are we having an effectiveness problem?

High fidelity & Poor outcome = effectiveness problem



# Cascading TACSEI Logic Model




| <i>Population of Concern</i>                                                        | <i>Intervention Strategies</i>                                                       | <i>Intervention Outcomes</i>                                                                    |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <b>Children</b> Birth to 5 with developmental disabilities and challenging behavior | <b>Competent use of the “Teaching Pyramid” framework and intervention strategies</b> | Improved social and emotional relationships among children, their families and their caregivers |



***Teaching Pyramid Observation Tool for Home (TPOT – Home) –  
Examples of Effective Intervention Practices and Strategies***



 **Universal - Home Preventive Practices**

 *Provide Clear Directions – Caregiver....*



-  *Uses directions that are clear and simple*
-  *Tells the child what to do rather than what not to do*
-  *Has the child’s attention prior to giving instructions (e.g. Can you look at me?)*

 **Secondary Social – Emotional Teaching Strategies**


 *Teaching the Expression of Emotion – Caregiver....*

-  *Uses a variety of strategies to teach the child labels of simple emotions, both positive and negative in themselves and others*
-  *Provides assistance to the child when the child is angry or frustrated to help him/her calm down*

 **Targeted – Individualized Interventions**






-  *Convene a team to develop interventions*
-  *Collect data to determine nature of problem behavior*

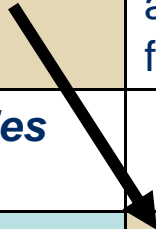
# Cascading TACSEI Logic Model

| <i>Population of Concern</i>                                                        | <i>Intervention Strategies</i>                                                                                                                                                                                                                                                                                         | <i>Intervention Outcomes</i>                                                                    |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <b>Children</b> Birth to 5 with developmental disabilities and challenging behavior | <b>Competent use of the “Teaching Pyramid” framework and intervention strategies</b><br> A cartoon character with a large head, wide eyes, and a question mark above its head. A thought bubble next to it contains the word "How?". | Improved social and emotional relationships among children, their families and their caregivers |





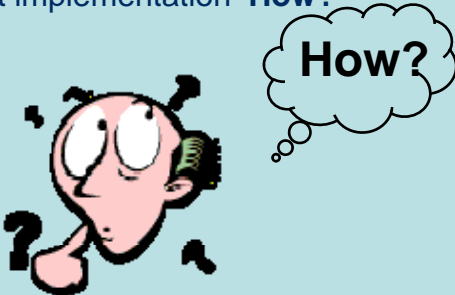


# Cascading TACSEI Logic Model





| <i>Population of Concern</i>                                                        | <i>Intervention Strategies</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <i>Intervention Outcomes</i>                                                                                                                               |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Children</b> Birth to 5 with developmental disabilities and challenging behavior | <b>Competent use of the “Teaching Pyramid” framework and intervention strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Improved social and emotional relationships among children, their families and their caregivers                                                            |
| <i>Populations of Concern</i>                                                       | <i>Implementation Strategies</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <i>Implementation Outcomes</i>                                                                                                                             |
| <b>Adults:</b> Caregivers, early childhood service providers, family members        | <b>Science-Based Implementation Strategies</b> such as: <ul style="list-style-type: none"> <li> Skill-based Training</li> <li> Competent Coaching and Support</li> <li> Collection and use of fidelity and outcome data</li> <li> Development of facilitative administrative practices and policies within the organization to support implementation</li> <li> Systems intervention (e.g. collaboration among early childhood systems,supports)</li> </ul> | <b>Competent <u>use</u> of the Teaching Pyramid framework to problem-solve, plan system change and competently <u>use</u> the intervention strategies.</b> |



# Cascading TACSEI Logic Model

| <i>Population of Concern</i>                                                        | <i>Intervention Strategies</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <i>Intervention Outcomes</i>                                                                                                                 |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Children</b> Birth to 5 with developmental disabilities and challenging behavior | <b>Competent use of the “Teaching Pyramid” framework and intervention strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Improved social and emotional relationships among children, their families and their caregivers                                              |
| <i>Populations of Concern</i>                                                       | <i>Implementation Strategies</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <i>Implementation Outcomes</i>                                                                                                               |
| <b>Adults:</b> Caregivers, early childhood service providers, family members        | <p><b>Science-Based Implementation Strategies</b> such as:</p> <ul style="list-style-type: none"> <li> Skill-based Training <b>How?</b></li> <li> Competent Coaching and Support <b>How?</b></li> <li> Collection and use of fidelity and outcome measures and data <b>How?</b></li> <li> Development of facilitative administrative practices and policies within the organization to support implementation <b>How?</b></li> </ul>  | <b>Competent use of the Teaching Pyramid framework to problem-solve, plan system change and competently use the intervention strategies.</b> |

# Cascading TACSEI Logic Model

| <i>Population of Concern</i>                                                                             | <i>Intervention Strategies</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <i>Intervention Outcomes</i>                                                                                                                        |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Children</b> Birth to 5 with developmental disabilities and challenging behavior                      | <b>Competent use of the “Teaching Pyramid” framework and intervention strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Improved social and emotional relationships among children, their families and their caregivers                                                     |
| <i>Populations of Concern</i>                                                                            | <i>Implementation Strategies</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <i>Implementation Outcomes</i>                                                                                                                      |
| <b>Adults:</b> Caregivers, early childhood service providers, family members                             | <b>Science-Based Implementation Strategies</b> such as: <ul style="list-style-type: none"> <li> Skill-based Training</li> <li> Competent Coaching</li> <li> Collection and use of fidelity and outcome measures and data</li> <li> Development of facilitative administrative practices to support implementation</li> </ul> | <b>Competent use of the Teaching Pyramid framework</b> to problem-solve, plan system change and competently <b>use the intervention strategies.</b> |
| <b>State and agency personnel</b> who will ‘champion’, support, and provide the necessary infrastructure | TACSEI and its Collaborative Partners install, coach, and support the use of Science-Based Implementation Strategies focused on Teaching Pyramid content (Training and coaching trainers, installing data systems, shared learning, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Competent, Sustainable State or Agency Infrastructure</b> to support the development and use of <b>Science-Based Implementation Strategies</b>   |

# Technical Assistance Activities

- ▶ **Universal Outreach – “Letting It Happen”\*\* (Awareness and Knowledge Outcomes)** web site with downloadable resources, recommended practices, PowerPoint presentations, policy briefs, practitioner guidance, and access to cadre of experts
- ▶ **Targeted TA - “Helping It Happen”\*\* (Awareness, Knowledge, Active Preparation)** for distinct audiences through community of practice areas on the web site that provide message boards, chats, teleconferences, Webinars
- ▶ **Intensive TA - “Making it Happen”\*\* (Implementation of Teaching Pyramid interventions)** in 6 states for building state infrastructure and systems needed for effective, collaborative, professional development to ensure that early intervention and early childhood service providers have the knowledge, skills, abilities, supports needed to support positive social-emotional development in young children (birth through five) receiving services under IDEA.

\*\* Greenhalgh, Robert, MacFarlane, Bate, & Kyriakidou, Diffusion of Innovations in Service Organizations: Systematic Review, *The Milbank Quarterly*, 82, No. 4, 2004, 581-629.

