

# NOVA SCOTIA PYRAMID MODEL

EXECUTIVE SUMMARY - NOVEMBER 2020

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The Pyramid Model is a three-tiered, evidence-based, positive behaviour support framework for early childhood educators to promote social and emotional development and address challenging behaviour.

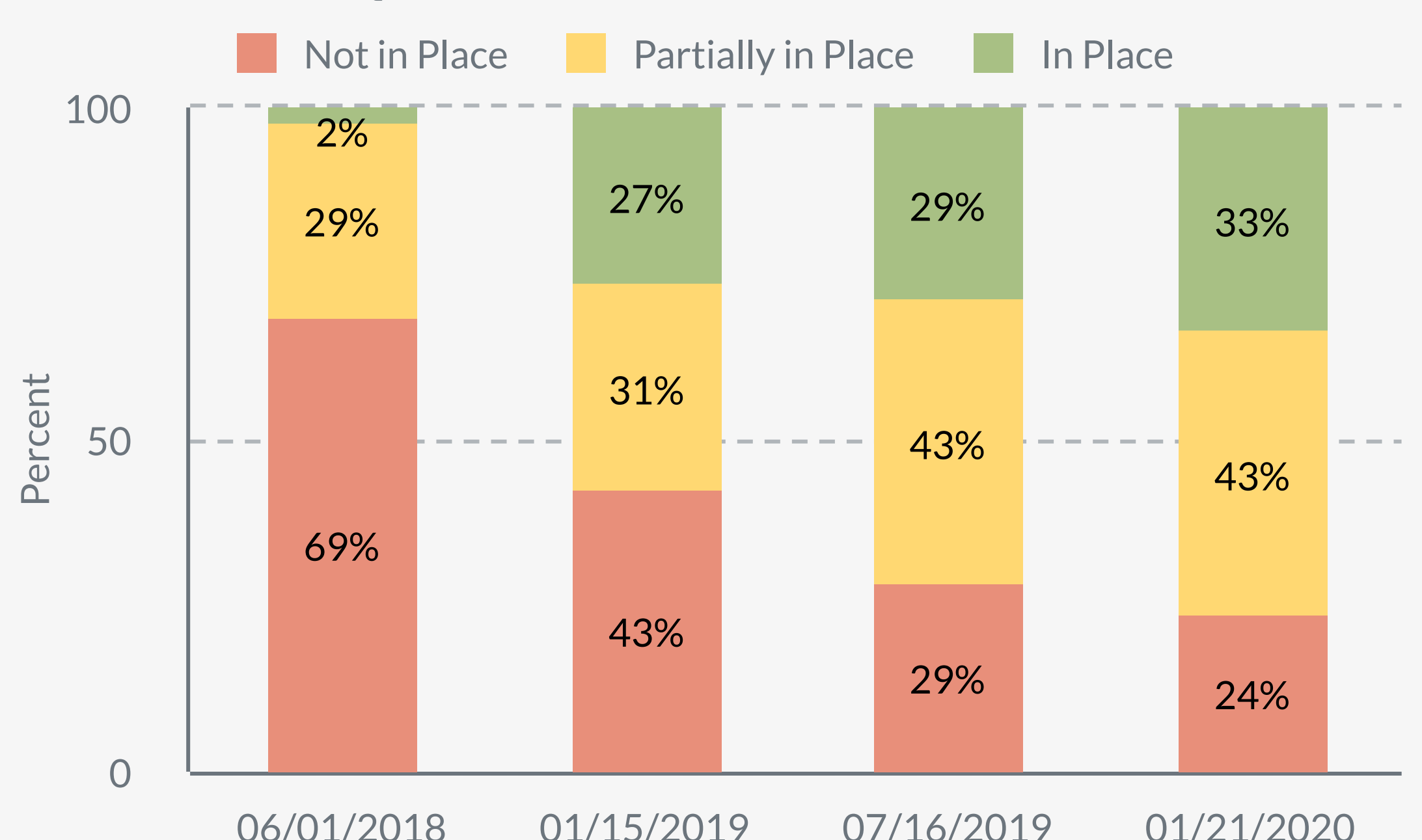
Nova Scotia began implementing the Pyramid Model in 2018 across the province at select Regulated Child Care (RCC) centres. In 2019, the province broadened its implementation to include select Pre-primary Programs (PPP).

## Evaluation Question #1: How does the Pyramid Model infrastructure in Nova Scotia influence implementation in Regulated Child Care and Pre-primary Program systems?

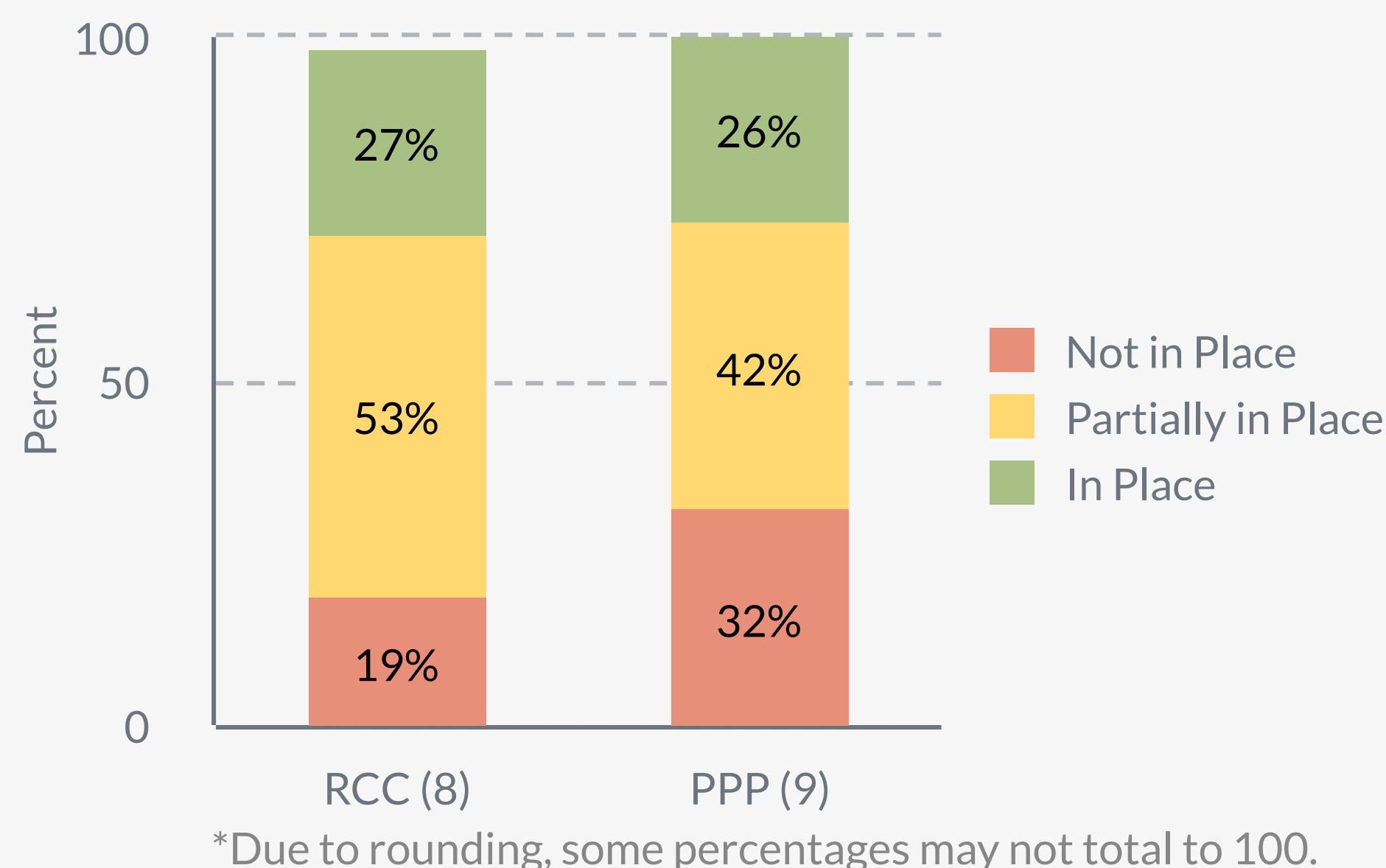
In all tiers of the Pyramid Model, data-based decision making, which refers to the ongoing collection and use of data to inform implementation, is critical. The Pyramid Model uses data from the Benchmarks of Quality (BoQ) to inform current action planning and to guide implementation.

The Provincial Leadership Team (PLT) has completed 4 BoQ self-assessments which have shown consistent improvement across collection points.

PLT BoQ Percent of Indicators in Place



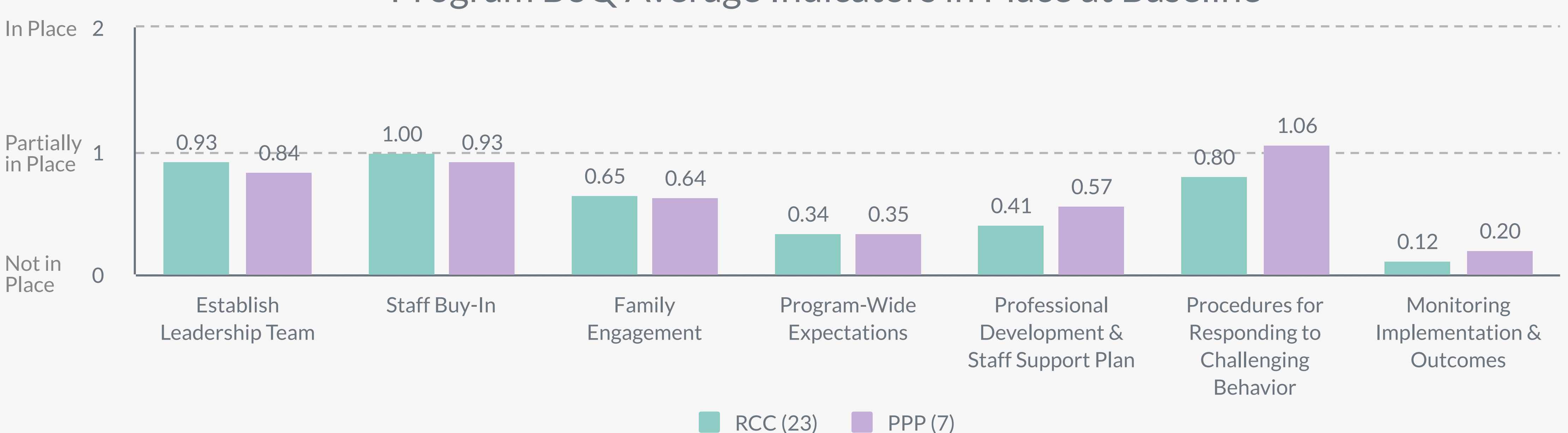
Coaching Practice BoQ Percent of Indicators in Place at Baseline



8 RCC Coaches and 9 PPP Coaches completed their baseline BoQ self-assessment which have shown that both cohorts appear to be uniformly applying Pyramid Model coaching practices.

23 RCC programs and 7 PPP programs completed a baseline BoQ self-assessment which have shown that both cohorts have more items in place around planning and implementation than scale-up and sustainability.

Program BoQ Average Indicators in Place at Baseline



## Evaluation Question #2: How is the Pyramid Model being implemented in Regulated Child Care and Pre-primary Programs in Nova Scotia?

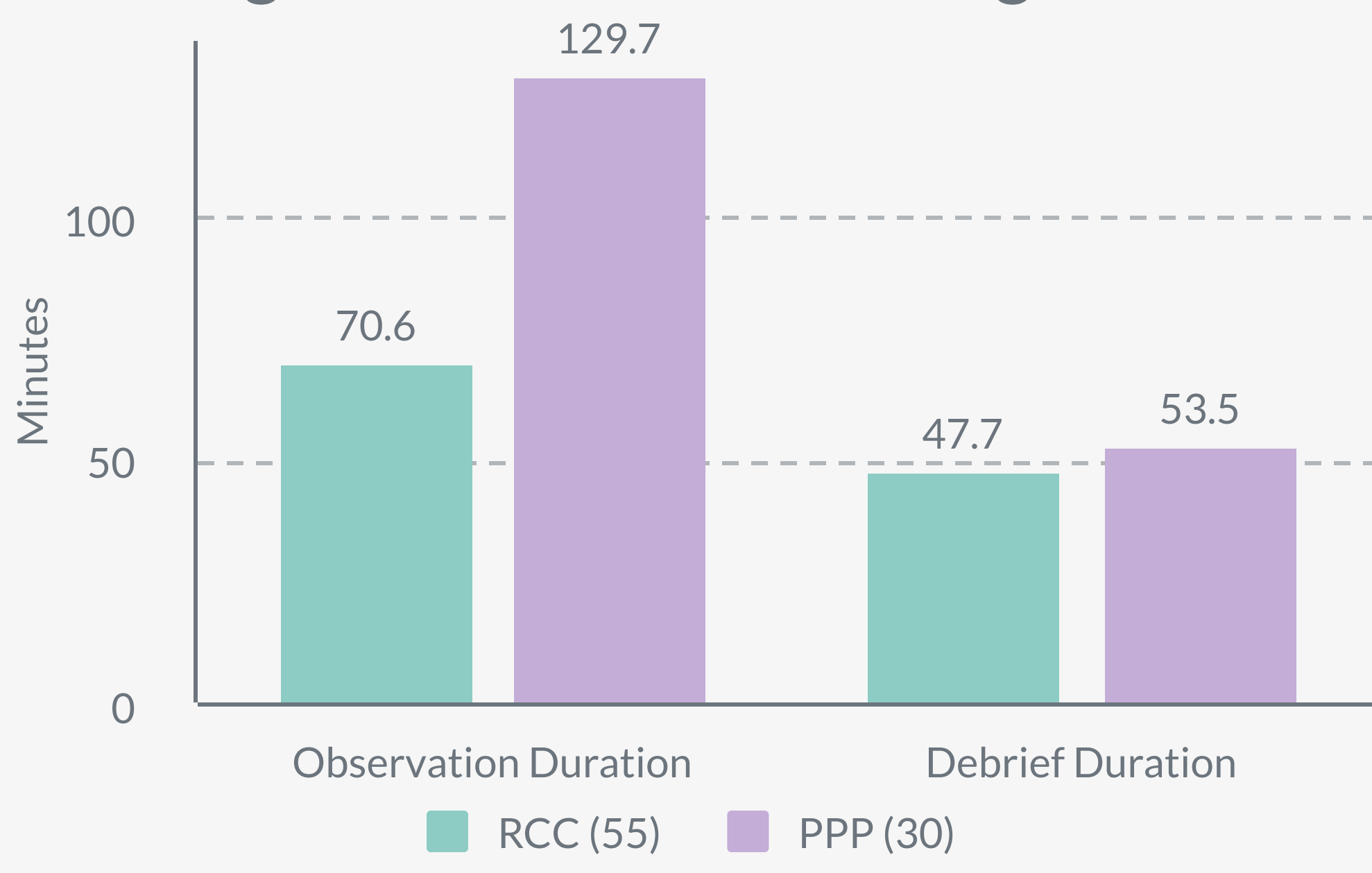
Practice-Based Coaching is a cycle-based approach that involves collaborative partnerships, shared goals and action planning, focused observations, and time for reflection and feedback opportunities. Coaches and Coachees work together to set goals using objective information from data-based tools such as coaching logs, Teaching Pyramid Observation Tool (TPOT) and Teaching Pyramid Infant-Toddler Observation Scale (TPITOS).



"We work together collaboratively to work towards the goals we have set for our class." [Coachee]

"I have very good communication with my coach and [they] help me pick goals that I can achieve." [Coachee]

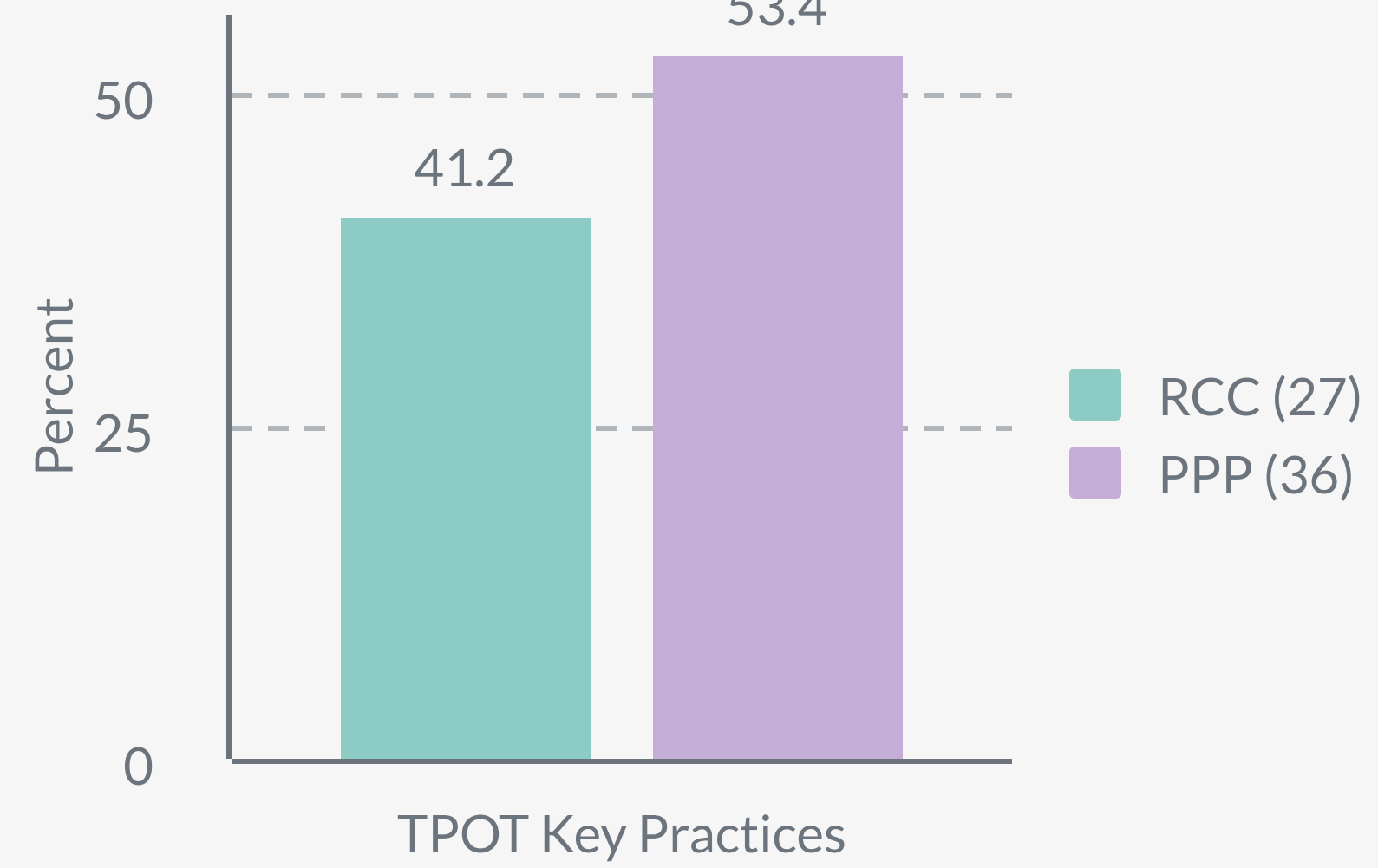
Average Duration of Coaching Sessions



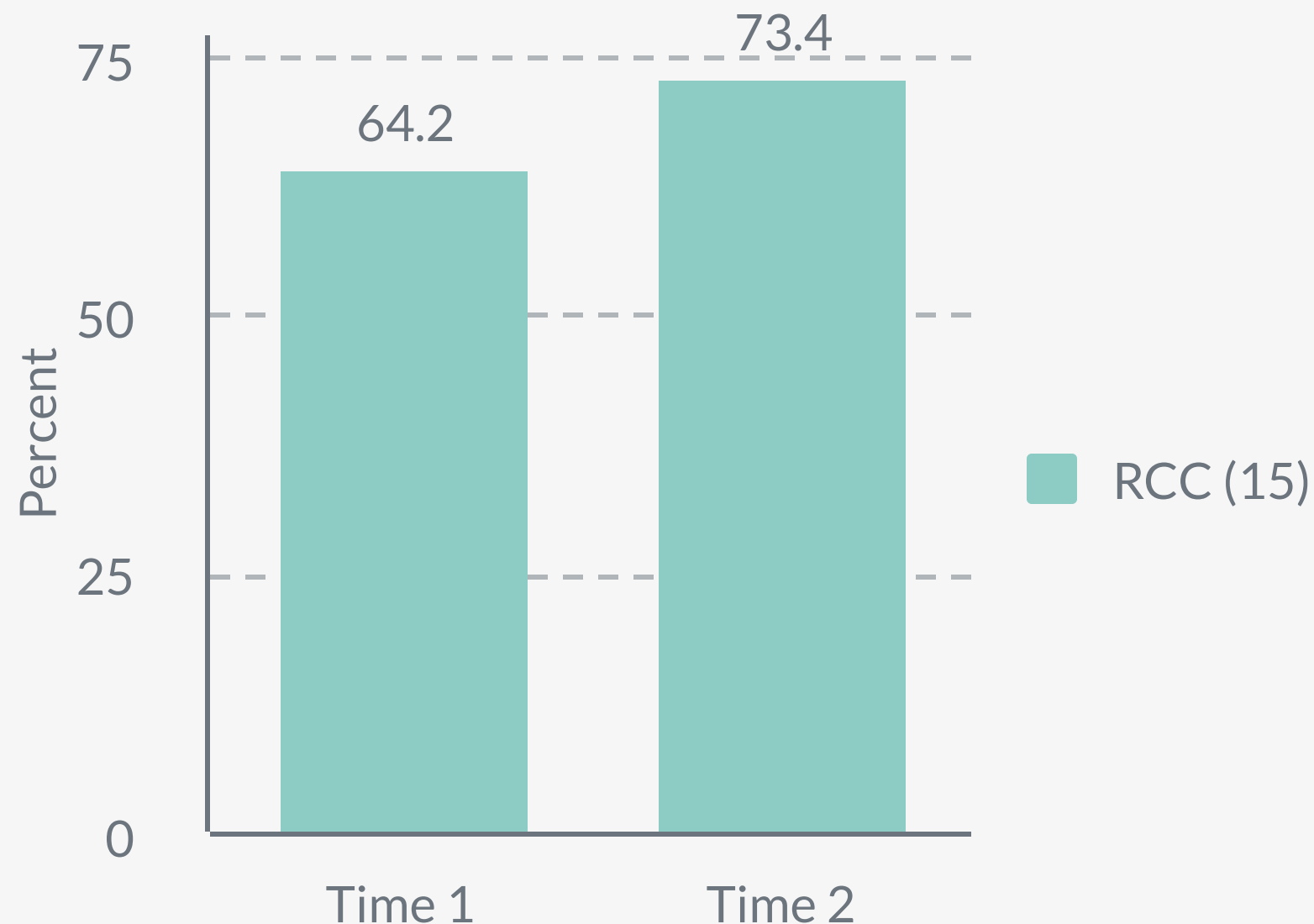
Coaching logs were collected from 55 RCC Coachees and 30 PPP Coachees. Both RCC and PPP Coaches tend to use the same strategies in their coaching visits. PPP Coaches have spent more time observing than RCC Coaches, and all spent roughly the same amount of time debriefing.

27 RCC and 36 PPP TPOTs were completed at baseline which show that the PPP cohort had a higher overall average of key practices in place.

Average TPOT Practices in Place at Baseline



Average TPITOS Practices in Place



15 RCC Coachees completed baseline and second TPITOS which appear to show overall key practice scores are steadily increasing.

## Considerations for Sustainability and Moving Forward

- Using an Implementation Science Approach
- Enabling Data-Decision Making
- Ensuring Access to Appropriate and Responsive Resources
- Enhancing Roles and Communication
- Aligning with Nova Scotia Early Childhood Initiatives
- Fostering Engagement

For access to the full executive summary, visit:

<https://bit.ly/3tEsj9b>

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For more information about the Pyramid Model evaluation, contact:

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