Oklahoma SSIP Stakeholder Advisory Committee Meeting
August 19, 2021
Agenda

• Rob Corso – The Pyramid Model Consortium

• Updates:
  • SiMR
  • Baseline Data Collection
  • Professional Development
  • Work Groups

• Theory of Action

• Question and Answer (Pilot Site Staff Only)
An expert in the evaluation of professional development projects for programs serving young children and their families, Rob Corso, Ph.D. is currently a Senior Research Associate at Vanderbilt University and the Executive Director of the Pyramid Model Consortium.

He previously served on the Leadership Team for the National Center on Quality Teaching and Learning (NCQTL) and was the Project Coordinator for the Center on the Social and Emotional Foundations for Early Learning (CSEFEL). Also, Dr. Corso served as an administrator for Head Start and child care and early intervention programs.
State-identified Measureable Result (SiMR)

Oklahoma SoonerStart will increase the percentage of infants and toddlers who demonstrate positive social emotional skills.
State-identified Measureable Result (SiMR)-2
Baseline Data Collection

- Training provided to all Resource Coordinators by certified ASQ trainer
- ASQ kits purchased and delivered to local sites
- Initial implementation using the online ASQ-SE2 for baseline collection only.
- Will utilize for all new referrals beginning October 1st
Baseline Data Collection

DILBERT By Scott Adams

Tour of Accounting

Over here we have our random number generator.

Nine nine nine nine nine nine.

Are you sure that's random?

That's the problem with randomness: you can never be sure.
## Professional Development

### Part C Training Sequence

<table>
<thead>
<tr>
<th>Training Type:</th>
<th>Part C Pyramid Model Practices</th>
<th>Practice-Based Coaching</th>
<th>Data Coordinator Training</th>
<th>Prevent, Teach, Reinforce for Families (PTR-F)</th>
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</thead>
<tbody>
<tr>
<td><strong>Purpose:</strong></td>
<td>Overview of Pyramid Model Practices in Part C; Linked to EIPPFI</td>
<td>Overview of PBC in Part C and use of coaching tools</td>
<td>Introduction to the data tools, evaluation process and creating data reports and presentations</td>
<td>Overview of the PTR-F process and how to implement when more intensive support needed.</td>
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<tr>
<td><strong>Who attends:</strong></td>
<td>EIs, program leaders, coaches</td>
<td>Practitioner coaches</td>
<td>Data coordinator and program coach</td>
<td>Behavior specialists, practitioner and program coaches</td>
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</tbody>
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Professional Development
SSIP Work Groups

- Pyramid Model – Building Levels of Support
- Data Collection and Evaluation
- Measuring Practice Fidelity
- Collaboration and Partnerships with External Agencies/Program
- Professional Development
Theory of Action
Analyze Baseline Data and Set Annual Targets

Arrange Pyramid Model Training with Pilot Sites

Select Evidence Based Practice for Implementation

Schedule next Stakeholder Committee Meeting
For additional information, please contact:

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Special Education Services – SoonerStart  
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Pilot Site Q & A
Pyramid Model Training for Local Leadership Teams

Wednesday, October 13th
Wednesday, October 20th
Wednesday, November 3rd
Pilot Site Q & A

The Pyramid Model Consortium
Supporting Early Childhood PBIS

An Assistant Professor in the Department of Special Education at Vanderbilt University, Erin E. Barton, Ph.D., BCBA-D teaches courses in Early Childhood Special Education. These courses include topics on evidence-based assessment and intervention practices for young children with disabilities, their families, and single case research design.

She is also a Board Certified Behavior Analyst and has worked with children and families in homes, schools, and clinics. Passionate about her work, Dr. Barton directs research projects related to evidence-based practices for young children and professional development systems.

erin.e.barton@vanderbilt.edu
Pilot Site Q & A

Ashley MacNish is an Educational Consultant for Vanderbilt University. Ashley is involved in various projects related to product development, coaching and technical assistance for Part C for the National Center for Pyramid Model Innovations, and for the National Center for Early Childhood Development, Teaching and Learning. Ashley has served in many roles in the field of special education since 2009, including working as a teaching assistant in both self-contained and inclusive environments, a special education teacher in a self-contained classroom, and in early intervention in both New Jersey and Tennessee. Ashley has a Master’s Degree in Early Childhood Special Education, and is committed to using relationship-based approaches and evidence-based practices to provide positive outcomes for young children.
Pilot Site Q & A

The Local Site Leadership Team may includes: