

Pyramid Model Program Leadership Team Guidance

for Preventing the Use of Suspension and Expulsion and Promoting Equitable, Inclusive and Culturally Responsive Practice

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Program Guide

Introduction

This guidance resource from the National Center for Pyramid Model Innovations (NCPMI) is for members of Pyramid Model Program Leadership Teams (PLT) to support their efforts to eliminate suspension and expulsion and promote equitable, inclusive and culturally responsive practice in all early childhood settings including public and private schools and child care centers. The PLT should use this resource in conjunction with the Early Childhood Program-Wide PBS Benchmarks of Quality 2.0 (BoQ)¹ to guide new policies and procedures, enhance current implementation efforts and steps, as well as assess current policies and systems. NCPMI has a companion document that provides guidance and resources for State Leadership Teams (SLT)².

A goal of this resource is to support program level personnel and PLTs in their efforts to prevent suspension and expulsion by integrating with existing efforts including Pyramid Model, Multi-Tiered System of Supports (MTSS), Quality Rating Improvement System (QRIS), and inclusion. The actions should build on and extend these current efforts. For instance, the Pyramid Model is a multi-tiered system of support focused on children's social, emotional and behavioral competence. Therefore, the Pyramid Model should be embedded in ongoing MTSS work in order to prevent suspension and expulsion through providing appropriate levels of support to children. Accordingly, as programs engage in efforts to expand high quality inclusion, and to meet the federal recommendations for inclusion (HHS/ED, 2015)³, building inclusion policies and professional development should integrate with similar efforts targeted to eliminate suspension and expulsion as non-inclusionary practices.

This resource is organized around the Guiding Principles and Recommendations from the federal *Joint Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings* (HHS/ED, 2014)⁴. The Pyramid Model for Promoting Social

Emotional Competence in Infants and Young Children (Pyramid Model) is specifically identified in the federal *Joint Policy Statement* as a tiered positive behavior intervention and support framework for early childhood and is a systems approach for supporting the social emotional and behavioral development of all children.

The **Guidance Tool** below has three columns. The first column describes the recommendations for Early Childhood Programs from the *Joint Policy Statement*; the second column provides the related Program-Wide BoQ items, considerations and examples; and the third column lists resources related to the Pyramid Model and other resources.

The resource guide is driven by the same **guiding principles** outlined in the federal joint policy statement and the Department of Education's *Guiding Principles: A Resource Guide for Improving School Climate and Discipline*⁵:

- ▶ Create positive climates and focus on prevention
- ▶ Develop clear, appropriate and consistent expectations and consequences to address disruptive student behaviors, and
- ▶ Ensure fairness, equity and continuous improvement

Suggested Process for Program Leadership Teams

As in all Pyramid Model work, collaboration and teaming is key and therefore, we suggest that the PLT establish several meetings specific to using their current Pyramid Model policy and professional development efforts to address suspension, expulsion and disproportionality. The following should be used to guide the discussion:

1 http://challengingbehavior.cbcs.usf.edu/docs/BoQ_EarlyChildhood_Program-Wide.pdf

2 http://challengingbehavior.cbcs.usf.edu/docs/LeadershipTeam_Guidance_States.pdf

3 <https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf>

4 <https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf>

5 <https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>

- ▶ The ED/HHS Joint Policy Statement⁶;
- ▶ Early Childhood Program-Wide PBS Benchmarks of Quality 2.0 (BoQ)⁷
- ▶ The Pyramid Model Behavior Incident Report System (BIRS) and BIRS data decision-making guide⁸;
- ▶ Related state level data.

The first step to organizing and developing policy and support to personnel and families is to adopt clear, measurable definitions of suspension and expulsion. The BIRS is the tool Pyramid Model programs use for identifying behavior incidents, the response to the incident and the program follow-up. The definitions that NCPMI recommends are complementary to the BIRS definitions so that program data may be rolled up to the state for state decision making. The definitions used by NCPMI/BIRS are:

- ▶ **In School/Program Suspension.** The child is temporally removed from classroom and/or class peers. Child is sent to some other part of the school/program (e.g., other classroom, director's office) for part of the day or multiple days in response to problem behavior. This includes when the child is removed from the classroom to spend extended time with administrator, counselor, behavior therapist or other adult.
- ▶ **Short Term Out-of-School/Program Suspension.** Child is sent home for some part of the school/program day in response to problem behavior.
- ▶ **Out-of-School/Program Suspension.** Child is not allowed to return to school/program for one or more days in response to problem behavior.

- For children with disabilities served under IDEA (with an IEP or IFSP): Out-of-school/program suspension is an instance in which a child is temporarily removed from his/her regular school/program to another setting (e.g., home, behavior center) for at least half a day in response to problem behavior. Out-of-school/program suspensions include both removals in which no individualized family service plan (IFSP) or individualized education program (IEP) services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IFSP or IEP.

- ▶ **Expulsion/Dismissal.** Permanent dismissal of the child from the program in response to problem behavior. Does not include transition to another program, service or classroom (e.g., special education, transitional classroom, or therapeutic preschool program) deemed more appropriate for the child if done in collaboration with the family and the receiving classroom, program or service.

Once the PLT has adopted definitions, the following steps might be used to produce policy, guidance and support for personnel and families:

1. Review the ED/HHS *Joint Policy Statement*⁹ and discuss 3 sections: 1) purpose, overview, and appendices; 2) recommendations for Early Childhood Programs; 3) recommendations for State Action. Discuss other federal and state guidance and resources pertinent to members of the PLT, e.g. HHS Child Care¹⁰

Additional resources:

- National Center for Pyramid Model Innovations (NCPMI)¹¹
- NCPMI: Suspension and Expulsion in Early Childhood¹²
- Preventing Suspension and Expulsions in Early Childhood Settings: A Program Leader's Guide to Supporting All Children's Success¹³

⁶ <https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf>

⁷ http://challengingbehavior.cbcs.usf.edu/docs/BoQ_EarlyChildhood_Program-Wide.pdf

⁸ <http://challengingbehavior.cbcs.usf.edu/Implementation/data/birs.html>

⁹ <https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf>

¹⁰ https://childcareta.acf.hhs.gov/sites/default/files/public/expulsion_tool_revised_june_2018.pdf

¹¹ <http://challengingbehavior.cbcs.usf.edu>

¹² <http://challengingbehavior.cbcs.usf.edu/Pyramid/suspension.html>

¹³ <https://preventexpulsion.org>

2. Discuss all program related data. Determine what data exists, given the adopted definitions that can be used for determining need for support to professionals and families and to measure progress over time program-wide. See the NCPMI data decision making tools¹⁴.
3. Use the Program-Wide BoQ and the Early Childhood-Benchmarks of Quality Cultural Responsiveness Companion¹⁵ and this resource to determine how to embed efforts to eliminate suspension and expulsion within ongoing Pyramid Model work. In the **Guidance Tool** below, relevant Program-Wide BoQ items have been listed with associated recommendations. The PLT discussion could include reading the BoQ item and discussing how it can be viewed as a strategy to promote the use of data to identify potential issues related to disciplinary action bias (including data on race, ethnicity, IEP status, and gender) and support personnel to: 1) recognize bias including implicit bias, and 2) increase equity, inclusiveness and culturally responsive practice. For instance, BoQ item #1 describes membership of the PLT, consider the membership of the PLT, does it have key stakeholders needed to address the issue?
4. Summarize the information from all of the discussions.
 - a. What are the strengths and resources; what are the gaps and areas of need?
 - b. Determine actions that need to be taken.
 - c. Prioritize those actions.
5. Develop an action plan based on the priorities agreed upon by the PLT. Describe actions related to: definitions, policies, professional development; data collection, analysis and use for decisions and tracking progress; awareness training and resources, etc. See the Effective Teaming Strategies¹⁶ document for action planning resources.

On the following page is the **Guidance Tool** that: 1) lists the *Federal Joint Policy Statement* Early Childhood Program recommendations; 2) lists the related Program-Wide BoQ items and considerations and provides examples for using the Pyramid Model and, 3) provides resources and web links for Pyramid Model related resources, other resources and a space for adding state and program specific resources.

¹⁴ <http://challengingbehavior.cbcs.usf.edu/Implementation/data.html>

¹⁵ http://challengingbehavior.cbcs.usf.edu/docs/ECBoQ_Cultural-Responsiveness-Companion.pdf

¹⁶ http://ectacenter.org/~pdfs/sig/2_6_effective_teaming_strategies.pdf

Pyramid Model Guidance Tool for Preventing the Use of Suspension and Expulsion and Promoting Equitable, Inclusive and Culturally Responsive Practice: Program Guide

Federal Recommendations for Early Childhood Programs https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf	Related Pyramid Model State BoQ Items, and Considerations and Examples	Resources
<p>Develop and Clearly Communicate Guidance and Discipline Practices</p> <ul style="list-style-type: none"> ▶ Establish developmentally appropriate social-emotional and behavioral health promotion practices, and discipline and intervention procedures. ▶ Preventative and discipline practices should be used as learning opportunities to guide children's appropriate behavioral development. ▶ Children's desired behavior should be reinforced and consequences for challenging behavior should be developmentally appropriate and consistent. ▶ Programs should pay distinct attention to the developmental inappropriateness of both behavioral expectations and consequences for challenging behavior. ▶ Programs should pay attention to the language they use in shaping children's behavior and communicating with families. ▶ Discipline procedures should provide specific guidance on what teachers and programs will do when presented with challenging behaviors, including specific teacher and staff responses, communication with families and caregivers, and consulting with mental health specialists, school counselors, and the child's medical home. 	<p>Related Program-Wide BoQ Items:</p> <ol style="list-style-type: none"> 1. Team has broad representation that includes at a minimum a teacher, administrator, a member who will provide coaching to teachers, a member with expertise in behavior support and a family member. Other team members might include a teaching assistant, related service specialists, a community member, and other program personnel. 5. Program has a child discipline policy statement that includes the promotion of social and emotional skills, use of positive guidance and prevention approaches and eliminates the use of suspension and expulsion. 8. A staff poll is conducted in which at least 80% of staff indicate they are aware of and supportive of the need of a program-wide effort for (a) addressing children's social emotional competence and challenging behavior, (b) using culturally responsive practices, and (c) addressing implicit bias. 	<p>Pyramid Model Resources</p> <p>NCPMI Website http://challengingbehavior.cbcs.usf.edu</p> <p>Pyramid Model Overview http://challengingbehavior.cbcs.usf.edu/Pyramid/overview/index.html</p> <p>Pyramid Model Overview: Tiers http://challengingbehavior.cbcs.usf.edu/Pyramid/overview/tiers.html</p> <p>Implementation: Equity http://challengingbehavior.cbcs.usf.edu/Implementation/Equity/index.html</p> <p>Linking the Pyramid Model and PBIS http://challengingbehavior.cbcs.usf.edu/Pyramid/pbis/index.html</p> <p>Suspension and Expulsion in Early Childhood http://challengingbehavior.cbcs.usf.edu/Pyramid/suspension.html</p> <p>Suspension and Expulsion Resources http://www.pyramidmodel.org/resource/suspension-and-expulsion</p> <p>Program-Wide Implementation http://challengingbehavior.cbcs.usf.edu/Implementation/Program/index.html</p>

- ▶ If the child is suspected of having a developmental delay, disability, or mental health issue, it may be appropriate to refer the child's parents to the mental health system, the State early intervention program, or their local school for information regarding evaluation for services under IDEA.

- ▶ Children eligible for services under Part B or C of IDEA are also likely entitled to protection under Title II and Title III of the ADA such that programs must make reasonable modifications to their policies, practices, or procedures to ensure that children with disabilities are not suspended or expelled because of their disability-related behaviors.

These practices and procedures should be clearly communicated to all staff, families, and community partners, and implemented consistently and without bias or discrimination.

10. Family input is solicited as part of the planning and decision-making 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 (e.g., suggestion box, focus group).
11. 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.
15. Expectations are written in a way that applies to both children and staff. Expectations are discussed, the application of expectations to program staff and children is acknowledged.
29. Program staff respond to children's problem behavior appropriately using evidence-based approaches that are positive, sensitive to family values, culture and home language, and provide the child with guidance about the desired appropriate behavior and program-wide expectations.
30. 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.

Program-Wide Implementation Resources
<http://challengingbehavior.cbcs.usf.edu/Implementation/Program/resources.html>

Implementation: Family Engagement
<http://challengingbehavior.cbcs.usf.edu/Implementation/family.html>

Pyramid Model: Evidence-Based Practices
<http://challengingbehavior.cbcs.usf.edu/Pyramid/practices.html>

Information Sheet for Families
 Announcing Pyramid Model
http://challengingbehavior.cbcs.usf.edu/docs/NCPMI_family_factsheet_web.pdf

Information Sheet for Families
 Announcing Pyramid Model (Spanish)
http://challengingbehavior.cbcs.usf.edu/docs/NCPMI_family_factsheet_web_SP.pdf

Family Engagement and the
 Leadership Team
http://challengingbehavior.cbcs.usf.edu/docs/LeadershipTeam_FamilyEngagement.pdf

Other Resources

Reducing Early Childhood Expulsion and Suspension
<http://ectacenter.org/topics/expulsion/expulsion.asp>

Reducing Early Childhood Expulsion and Suspension Resources
<http://ectacenter.org/enotes/search/search-expulsion.asp>

Out-of-School Suspension and Expulsion
<http://pediatrics.aappublications.org/content/131/3/e1000>

	<p>32. 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.</p> <p>34. 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.</p> <p>Consideration:</p> <p>Has the PLT provided the critical features of program-wide implementation of the Pyramid Model to all staff members?</p> <p>Example:</p> <p>Plan an informational presentation or event that may include video, family concerns, child outcome summaries, discussions, etc.</p> <p>Consideration:</p> <p>Do all staff feel comfortable implementing all parts of the Pyramid Model implementation plan and explain its importance to families and outside observers?</p> <p>Examples:</p> <ul style="list-style-type: none"> ▶ Invite staff to PLT meetings to share concerns/celebrations. 	<p>Preventing Suspension and Expulsions in Early Childhood Settings https://preventexpulsion.org</p> <p>What Could Make Less Sense than Expelling a Preschooler? https://psychologybenefits.org/2014/12/13/preschool-expulsions</p> <p>Equity and Excellence in the Earliest Years: Action on Expulsion and Suspension in Early Childhood Settings https://psychologybenefits.org/2014/12/16/expulsion-suspension-early-childhood-settings</p> <p>Can Preschool Expulsion Be Prevented? A Growing Body of Research Says Yes! https://psychologybenefits.org/2014/12/23/can-preschool-expulsion-be-prevented-a-growing-body-of-research-says-yes</p> <p>Add State and Program Resources Here</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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- ▶ Get buy-in by meeting with each classroom team individually and with the big group.
- ▶ Hold meetings for teachers and staff to share their perspectives and ideas on a regular basis.

Consideration:

How are families informed?

Examples:

- ▶ Develop a brochure to describe the implementation of the Pyramid Model. Send the brochure home, include it in the parent handbook, and review it with parents during parent/teacher conferences.
- ▶ Create parent posters of the expectations to send home – or fridge magnets, chore charts, etc. Use images that represent the diverse ethnicity and cultures of children in your program.
- ▶ Adopt a symbol (e.g., bees, heart, hands). Send a symbol home and describe the initiative on the back. Send symbols home for a week and include a tip on the reverse side.
- ▶ Have all materials available in the appropriate languages for your program.
- ▶ Program-wide expectations are posted throughout each program in common areas and classrooms.
- ▶ PLT hosts a family event that includes an activity where families are facilitated to discuss and identify the expectations that are important to them.

	<p>► Teachers develop rules for activities that align with expectations.</p> <p>Consideration:</p> <p>How have teachers been taught to respond to challenging behavior?</p> <p>Examples:</p> <p>Teachers have been instructed how to:</p> <ul style="list-style-type: none"> ► implement developmentally appropriate strategies; ► respond to children by stating the expected behavior in positive terms; ► provide positive attention or positive descriptive feedback to the child. 	
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Federal Recommendations for Early Childhood Programs

<https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf>

Develop and Clearly Communicate Expulsion, and Suspension Policies

- ▶ Programs are strongly encouraged to establish policies that eliminate or severely limit expulsion, suspension, or other exclusionary discipline.
- ▶ Exclusionary discipline should be used only as a last resort in extraordinary circumstances where there is a determination of a serious safety threat that cannot otherwise be reduced or eliminated by the provision of reasonable modifications, consistent with the second Guiding Principle.
- ▶ In extraordinary cases, the program should assist the child and family in accessing services and an alternative placement, though, for example, community-based child care resource and referral agencies.
- ▶ Programs must ensure that discipline policies comply with Federal civil rights laws.
- ▶ Should a situation arise where there is documented evidence that all possible interventions and supports recommended by a qualified professional have been exhausted and that it has been determined by the family, teacher, program, and other service providers that another setting is more appropriate for the well-being of the child, all parties, including the receiving program, should work together to develop a seamless transition plan and use that plan to implement a smooth transition.
- ▶ If the child has a disability, including children receiving services under Part B of the IDEA, additional procedural safeguards and nondiscriminatory requirements apply.

Related Pyramid Model State BoQ Items, and Considerations and Examples

Related Program-Wide BoQ Items:

- 20. Strategies for acknowledging children's use of expectations are developmentally appropriate and used by all program staff including administrators and support staff (e.g. clerical, bus drivers, kitchen staff, etc.).
- 30. 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 needs is initiated following requests for crisis assistance.
- 32. A team-based process for addressing individual children with persistent challenging behavior is developed. Teachers identify the steps for initiating the team-based process including fostering the participation of the family in the process.

Consideration:

How do program policies address suspension and expulsion?

Example:

The PLT establishes a goal of and milestones for zero suspension and expulsion.

Resources

Pyramid Model Resources

Program-Wide Implementation
<http://challengingbehavior.cbcs.usf.edu/Implementation/Program/resources.html>

Program-Wide Implementation: Components
<http://challengingbehavior.cbcs.usf.edu/Implementation/Program/components.html>

Early Childhood-Benchmarks of Quality Cultural Responsiveness Companion
http://challengingbehavior.cbcs.usf.edu/docs/ECBoQ_Cultural-Responsiveness-Companion.pdf

Other Resources

Suspension & Expulsion in Preschool Development States: Policies and Practices
<https://pdg.grads360.org/#communities/pdc/documents/12062>

Early Childhood Suspension and Expulsion
http://ceelo.org/wp-content/uploads/2015/08/ceelo_annotated_bib_expulsion_2015_08_final_web.pdf

Practice to Policy: How Louisiana Revamped Its Approach to Preschool
<https://psychologybenefits.org/2015/01/08/practice-to-policy-how-louisiana-revamped-its-approach-to-preschool>

<ul style="list-style-type: none"> ▶ Specific attention should be paid to ensure that the new program is inclusive and offers a rich social context and opportunities for interactions with socially competent peers to ensure that children can optimize their learning, and develop their social skills alongside their peers in a natural environment. ▶ The program transitioning the child should also undergo a self-evaluation and identify systematic reforms and professional development actions they may take to prevent the need for such transitions in the future. ▶ The family should be encouraged to inform the child's primary health care provider so that developmental and health evaluations may be conducted and so the health care provider may serve as a coordinating support to the family. ▶ Early childhood programs should clearly communicate their policies and procedures with all staff, families, health and mental health consultants, and community partners. 	<p>Consideration:</p> <p>Do the programs' child guidance and discipline policies align as part of the program-wide implementation of the Pyramid Model?</p> <p>Example:</p> <p>Policies should include sections or statements that:</p> <ul style="list-style-type: none"> ▶ endorse the use of a proactive approach to social emotional competence; ▶ identify the use of the Pyramid Model; ▶ describe program-wide expectations; ▶ provide examples of strategies that might be used by staff; ▶ discuss working in partnership with families; ▶ describe the program-wide implementation process that includes the use of data decision-making, provisions for professional development, and strategies for family engagement. <p>Considerations:</p> <p>Do program policies provide guidance to staff that describe clear steps and reporting in the event of a child's persistent challenging behavior?</p>	<p>Add State and Program Resources Here</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Examples:

Staff are trained in:

- ▶ documenting efforts to implement the Pyramid Model with fidelity including using the Teaching Pyramid Observation Tool (TPOT) or The Pyramid Infant Toddler Observation Scale (TPITOS) data, coaching data, Program-Wide BoQ ratings and use of the BIRS.
- ▶ providing documentation in the case of severe challenging behavior; including developing and implementing an individualized behavior support plan and a record of data including documentation of:
 - a functional assessment conducted
 - behavior support plan implemented with fidelity
 - fidelity of implementation data
 - progress monitoring data
 - plan evaluation and changes based on implementation fidelity and progress monitoring data.
- ▶ documenting joint decision making with the family to transition to another service or program.
- ▶ documenting community resources that are used to support direct service providers and families (e.g., early childhood mental health consultation, behavior support consultation) and the efforts the program engages in with the community to establish needed services.
- ▶ documenting transition between the transitioning and receiving program/service, including timely notification of family, family agreement, receiving program agreement, transfer of all records of successful strategies used with the child.

	<p>Consideration:</p> <p>Is there consistency in how crisis situations are being responded to?</p> <p>Example:</p> <p>The PLT develops a process that they expect staff to follow if a crisis was to occur (e.g. a “crisis management plan” or “safety net procedures”). All staff is trained in the procedures and the PLT reviews the plan over time to assure effectiveness.</p> <p>Consideration:</p> <p>Do program policies clearly describe requirements under IDEA and other federal and state policies related to nondiscrimination and procedural safeguards for children with disabilities?</p> <p>Example:</p> <p>Policies clearly state the federal requirements regarding nondiscrimination for children with disabilities and how this impacts suspension and expulsion procedures.</p> <p>Consideration:</p> <p>Do program policies establish incentives and recognition for high fidelity implementation of the Pyramid Model and for improvements in and prevention of suspension, expulsion and disproportionality?</p>	
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Examples:

- ▶ Provide thank-you luncheons or afternoon breaks.
- ▶ Create a public acknowledgement board and encourage staff to acknowledge each other.
- ▶ Start each staff meeting with a public recognition of staff members with specific examples of their efforts.
- ▶ Have staff nominate a staff member each quarter.

Federal Recommendations for Early Childhood Programs https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf	Related Pyramid Model State BoQ Items, and Considerations and Examples	Resources
<p>Asscess Technical Assistance in Workforce Development to Prevent Expulsion and Suspension</p> <p>► Programs should strive to build their workforce’s capacity in:</p> <ul style="list-style-type: none"> • Promoting children’s social-emotional and behavioral health and appropriately addressing challenging behavior; • Forming strong, supportive, nurturing relationships with children; • Conducting ongoing developmental monitoring, universal developmental and behavioral screenings at recommended ages, and follow up, as needed; • Collaborating with community-based service providers, including the child’s medical home, and connecting children, families, and staff to additional services and supports as needed; • Forming strong relationships with parents and families; • Having a strong understanding of culture and diversity; • Employing self-reflective strategies and cultural awareness training to prevent and correct all implicit and explicit biases, including racial/national origin/ethnic, sex, or disability biases; • Eliminating all discriminatory discipline practices. 	<p>Related Program-Wide BoQ Items:</p> <ol style="list-style-type: none"> 21. A plan for providing ongoing support, training, and coaching in each classroom on the Pyramid Model including culturally responsive practices and implicit bias is developed. 24. A needs assessment and/or observation tool is used to determine training needs on Pyramid Model practices. 26. A process for training new staff in Pyramid Model and culturally responsive practices is developed. 28. Teachers received training related to potential bias when responding to behavior challenges and have strategies to reflect on their responses to individual children. <p>Consideration:</p> <p>Has the PLT considered the critical elements of professional development for all classroom staff?</p> <p>Examples:</p> <ul style="list-style-type: none"> ► Training and coaching in the Pyramid Model for all classroom staff. ► New staff are provided an overview of the approach. 	<p>Pyramid Model Resources</p> <p>Pyramid Model Overview http://challengingbehavior.cbcs.usf.edu/Pyramid/overview/index.html</p> <p>Implementation: Equity http://challengingbehavior.cbcs.usf.edu/Implementation/Equity/index.html</p> <p>Early Childhood-Benchmarks of Quality Cultural Responsiveness Companion http://challengingbehavior.cbcs.usf.edu/docs/ECBoQ_Cultural-Responsiveness-Companion.pdf</p> <p>Implementation: Practice-Based Coaching (PBC) http://challengingbehavior.cbcs.usf.edu/Implementation/coach.html</p> <p>Pyramid Model: Evidence-Based Practices http://challengingbehavior.cbcs.usf.edu/Pyramid/practices.html</p> <p>Teaching Pyramid Infant–Toddler Observation Scale (TPITOS™) for Infant–Toddler Classrooms Set, Research Edition http://products.brookespublishing.com/The-Pyramid-Infant-Toddler-Observation-Scale-TPITOS-Set-Research-Edition-P1097.aspx</p> <p>Teaching Pyramid Observation Tool for Preschool Classrooms, Research Edition (TPOT™) https://www.brookespublishing.com/product/tpot</p>

- ▶ All program staff should have a strong set of skills and have access to additional support from specialists or consultants that can provide assistance in:
 - Conducting more sophisticated evaluations;
 - Identifying additional services if needed for children, families, or staff;
 - Understanding and responding appropriately to other determinants in the child's life;
 - Developing evidence-based individualized behavior support plans for children who require them;
 - Engage in self-reflective practice that can help or prevent and eliminate biases in practice.
- ▶ Programs should promote teacher health and wellness and ensure that teachers work reasonable hours with breaks.
- ▶ Programs should have strong relationships with community-based service providers that can offer teachers additional social services, as needed, including health and mental health supports.

- ▶ The Teaching Pyramid Observation Tool (TPOT) is used to assess teachers' use of the Pyramid Model practices or The Pyramid Infant Toddler Observation Scale (TPITOS) for infants and toddlers.
- ▶ Team members are trained to provide practice-based coaching.
- ▶ All teachers have an individualized professional development plan.
- ▶ The PLT uses TPOT data, teacher needs assessments or self-assessments and child outcome data to plan training events.
- ▶ Explicit training on culturally responsive practices and implicit bias as they relate to implementing the Pyramid Model is provided.
- ▶ Materials are provided to staff so that practices can be implemented immediately.

Consideration:

Does the PLT guide programs in implementing the practices and in data collection on the practices, program improvement and disproportionality?

Example:

Data provided by the program on fidelity of practice and program implementation as well as data on suspension and expulsions and disproportionality is used by the PLT to identify topics and audiences for further support, training and technical assistance.

Pyramid Model Webinars
<http://challengingbehavior.cbcs.usf.edu/Training/Webinar/archive/index.html>

Training: Modules and Kits for Trainers
<http://challengingbehavior.cbcs.usf.edu/Training/Module/index.html>

Training: Professional Development
<http://challengingbehavior.cbcs.usf.edu/Training/Development/index.html>

Training: Technical Assistance
<http://challengingbehavior.cbcs.usf.edu/Training/TA/index.html>

Pyramid Model: Inclusion
<http://challengingbehavior.cbcs.usf.edu/Pyramid/inclusion.html>

Teaching Tools for Young Children with Challenging Behavior
<http://challengingbehavior.cbcs.usf.edu/Pyramid/pbs/TTYC/index.html>

Implementation: Family Engagement
<http://challengingbehavior.cbcs.usf.edu/Implementation/family.html>

Early Childhood Mental Health Consultation
<http://challengingbehavior.cbcs.usf.edu/Implementation/ECMHC.html>

Culturally Responsive Practices to Reduce Implicit Bias, Disproportionality, Suspension & Expulsion
<http://challengingbehavior.cbcs.usf.edu/Training/Development/Culturally-Responsive-Practices.html>

	<p>Consideration:</p> <p>How does the PLT acknowledge staff as they implement the Pyramid Model practices to fidelity?</p> <p>Examples:</p> <ul style="list-style-type: none"> ▶ Programs have a “stars” poster in the staff break rooms. ▶ Pyramid success stories are sent to the principal at the end of each week. ▶ Supervisors and/or coaches leave notes for teachers after each visit. ▶ There is a standing agenda item of “show and tell” at each staff meeting. ▶ Program administrators create bulletin boards for parent night that highlight each classroom. ▶ One classroom is highlighted in each monthly newsletter. 	<p>Other Resources</p> <p>Statement from NAEYC on Implicit Bias Research https://www.naeyc.org/about-us/press-releases/statement-naeyc-implicit-bias-research</p> <p>Understanding Implicit Bias http://kirwaninstitute.osu.edu/research/understanding-implicit-bias</p> <p>Strategies for Addressing Implicit Bias in Early Childhood Education http://kirwaninstitute.osu.edu/wp-content/uploads/2015/06/implicit-bias-strategies.pdf</p> <p>Add State and Program Resources Here</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Federal Recommendations for Early Childhood Programs https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf	Related Pyramid Model State BoQ Items, and Considerations and Examples	Resources
<p>Set Goals and Analyze Data to Assess Progress</p> <ul style="list-style-type: none"> ▶ Programs set their own goals, monitor their data to assess progress, and modify their practices and investments, as needed, to reach their goals. ▶ Several types of data can be useful in assessing progress, depending on the specific goal. 	<p>Related Program-Wide BoQ Items:</p> <ul style="list-style-type: none"> 35. Data are collected, summarized with visual displays, and reviewed by the leadership team on a regular basis. 36. The program leadership team monitors implementation fidelity of the components of the program-wide implementation and uses data for decision making about their implementation goals. 37. The program measures implementation fidelity of the Pyramid Model practices by classroom teachers and uses data on implementation fidelity to make decisions about professional development and coaching support. 38. The program collects data on behavior incidences and program actions in response to behavior and uses data to address child and teacher support needs. 39. Behavior incident monthly program action data are analyzed on a regular basis to identify potential issues related to disciplinary bias. 40. Program-wide data are summarized and shared with program staff and families on a regular basis. 41. Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement. 	<p>Pyramid Model Resources</p> <p>Implementation Data Decision-Making http://challengingbehavior.cbcs.usf.edu/Implementation/data.html</p> <p>Program-Wide Implementation http://challengingbehavior.cbcs.usf.edu/Implementation/Program/index.html</p> <p>Program-Wide Implementation Resources http://challengingbehavior.cbcs.usf.edu/Implementation/Program/resources.html</p> <p>Other Resources</p> <p>Using Data to Reduce Suspension and Expulsion of Young Children https://dasycenter.org/using-data-to-reduce-suspension-and-expulsion-of-young-children</p>

	<p>Considerations:</p> <p>Do program policies and procedures outline data needed on suspension and expulsion as well as efforts to promote equity, inclusion and culturally responsive practice and how the data will be collected?</p> <p>Do policies outline the data information and how it will be used to make decisions such as targeting supports to improve personnel practices?</p> <p>How are data collected and used on Pyramid Model implementation?</p> <p>Examples:</p> <p>The PLT gives guidance on how Pyramid Model data (Program-wide BoQ Benchmarks of Quality, BIRS, TPOT, TPITOS, Coaching log summaries) and child-level data are used in 1) eliminating suspension and expulsion, 2) to promote equity, inclusion and culturally responsive practice, and 3) how the data will be collected and used to target staff support, training and coaching.</p> <p>Consideration:</p> <p>How are data summaries shared with staff, families and the community?</p> <p>Examples:</p> <ul style="list-style-type: none"> ▶ Share data on growth in program-wide implementation, changes in overall behavior incidences, and growth in teacher implementation of practices with program staff. ▶ Share child developmental progress from the programs' curriculum measures, the reduction of incidents of challenging behavior and suspensions/expulsions, and staff and parents' perspectives about the value of the program-wide approach with families and community members. 	<p>Add State and Program Resources Here</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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