Elminating Suspension and Expulsion through the Pyramid Model

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Agenda
• What do we know, what are the implications
• Implementing the Pyramid Model program-wide
• Collecting and using data to understand incidents, responses, and problem-solve
• Addressing implicit bias through coaching
• State support and policy considerations

What is a suspension and expulsion
• Excluding a child from the learning process for 1 or more days:
  • In school: student is excluded from the classroom
  • Out of School: student is excluded from being on the school premises
  • Student is sent home early
  • Student is not a “good fit” and asked to leave the school/program
  • Student is summarily removed

What is Disproportionality?
Disproportionality occurs when one group is overrepresented or underrepresented in a particular situation or category, compared the percentage of that group in the general population (Coutinho, 2006).

Young children are being suspended and expelled from preschool at alarming rates.

Preschool children are suspended 3 times children more than kindergarten through 12th grades combined.
“Across all types of settings, the average school day sees roughly 250 instances of a preschooler being suspended or expelled” (Center for American Progress, 2017).

There has been extensive research with most focused on children in kindergarten through 12th grades. Few studies have examined disciplinary practices for children younger than 5 years of age in early childhood programs.

The Civil Rights Data Collection (2014) included preschool data for the first time. It included the number of preschool children who:
- had at least one out-of-school suspension,
- had more than one suspension,
- was expelled, and
- received corporal punishment.

The data showed:
- 5,000 preschoolers were suspended at least once and nearly 2,500 were suspended a second time.
- African American were 18 percent of the preschool population, but comprised 48% of suspensions.
- Boys were 79% of the preschool population but 82% of all suspensions.
- Children with disabilities were also disproportionately suspended.

The OCR (2016) patterns of racial and gender disproportionality:
- Boys represent 54% of the preschool population but 78% of those suspended.
- African American preschoolers are 3.6 times more likely to be suspended than their White peers.
- African American girls are 20% of preschool female population but 54% of girls suspended from preschool.

(United States Department of Education, 2014)
Your Perspectives

• Individually and silently, write down 3 factors that you think contribute to these issues (i.e., why do programs and practitioners continue to suspend/expel; why children of color).
• Round-robin share back; Share 1 idea from your list

Pyramid Model

Tertiary Intervention
Few

Secondary Prevention
Some

Universal Promotion
All

A Framework of Evidence-Based Practices

Pyramid Model/Early Childhood PBIS

It’s all about relationships

“Every child needs one person who is irrationally crazy about him.”
Uri Bronfenbrenner

“Parents need to know that we care before they care what we know”
(Klass, 1997)
Creating Supportive Classroom Environments

- Physical design
- Schedules and routines
- Planning and implementing activities to promote engagement
- Visual cue systems
- Structuring transitions
- Teaching rules/expectations
- Positive feedback and encouragement
- Classroom management systems

Program-Wide Expectations

Pyramid Model/Early Childhood PBIS

Targeted Social Emotional Supports

- Self-regulation, expressing and understanding emotions, problem solving, developing social relationships as social emotional learning for ALL
- Explicit instruction for Some
- Increased opportunities for instruction, practice, feedback
- Family partnerships
- Progress monitoring and data decision-making

Friendship Skills

Emotional Literacy
**Anger Management**

1. Recognize your feelings
2. Take a deep breath
3. Think about a happy memory
4. Choose a calm way to express yourself

**Self Regulation**

When I feel angry,

My heart beats fast.

I feel my muscles shake,

But it won't last.

I can calm down and feel

Too.

When you are angry,

Can you do?

**Pyramid Model for Promoting the Social and Emotional Competence of Young Children**

- Tertiary Intervention
- Secondary Prevention
- Universal Promotion

**Individualized Positive Behavior Support**

- Convene a team
- Conduct functional assessment
- Identify hypotheses
- Develop behavior support plan for all relevant environments

**Program-Wide Implementation**

Guided by the Leadership Team
Critical Elements of Program-Wide Implementation

- Leadership Team
- Staff Buy-In
- Program-wide Expectations
- Family Engagement
  - Individual child
  - Program-wide implementation
- Professional Development and Support
- Responding to Challenging Behavior
- Collecting and Using Data to inform Program Improvement

Data Decision-Making

- Implementation
  - Benchmarks of Quality
  - TPOT, TPITOS
  - Coaching Logs
- Child
  - Behavior Incidents (BIR)
  - Rating Scales
  - Curriculum-based progress monitoring
  - Behavior/skill progress monitoring

What is the BIRS 2.0?

- The Behavior Incident Report System (BIRS) collects and analyzes behavior incidents in early childhood settings – similar to tracking of Office Discipline Referrals; BUT DIFFERENT

- Initially developed in 2010 (TACSEI); revised by the Pyramid Equity Project
  - Alerts disproportionate discipline
  - Tracks suspensions and expulsions

Get your copy on www.challengingbehavior.org

BIR Analysis as a Powerful Tool

Data that guide decisions related to behavior prevention and response
Data for identifying and addressing concerns related to discipline responses
Summary data for challenging behavior across classrooms that provides who, when, where of incidents and how adults responded that might inform program practices
Data to identify children and teachers in need of support

Excel spreadsheet housed on your network
Provides analysis on behavior incident frequency with the ability to analyze at the program, classroom, and child levels
Provides metrics for reviewing disproportionality at the program level

The BIRS Data Analysis Tool
Behavior Incident Report (BIR)

- Form for recording serious behavior incidents and child demographics
- Generate graphs that reviewed by the leadership team
- Analyze across children, across teachers, individual children, identify potential issues of disproportionality.

Goal is to support the child, teacher, and consider actions needed for program improvement

BIR Analytic Elements

<table>
<thead>
<tr>
<th>Measure</th>
<th>Analysis</th>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior incident frequency</td>
<td>Program</td>
<td>Type of Problem Behavior</td>
</tr>
<tr>
<td></td>
<td>Classroom</td>
<td>Activity</td>
</tr>
<tr>
<td></td>
<td>Child</td>
<td>Others involved</td>
</tr>
<tr>
<td>Disproportionality</td>
<td>BIR</td>
<td>Possible motivation</td>
</tr>
<tr>
<td></td>
<td>Composition</td>
<td>Strategy/Response</td>
</tr>
<tr>
<td></td>
<td>BIR Risk</td>
<td>Administrative follow-up</td>
</tr>
<tr>
<td></td>
<td>Risk Ratio</td>
<td>Race/Ethnicity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gender</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IEP status</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DLL</td>
</tr>
</tbody>
</table>

Tracking Administrative Actions

- Expulsion/Dismissal
- In School Suspension
  - Temporary removal from classroom
  - Time in different classroom or adult outside the classroom
- Short Term Suspension
  - Sent home for remainder of day - Child is sent home for some part of the school day.
- Suspension
  - Sent home for one or more days - Child is sent home and not allowed to return to school for one or more days.

Common Metrics

- Risk ("Risk Index")
  - % of children in a racial/ethnic group who have at least one BIR
- Risk Ratio
  - Risk of one group vs. risk of another group
  - Best single measure to summarize a group’s risk
- Composition
  - % of children who received BIRs who belong to a specific racial/ethnic group
- BIR Composition
  - % of BIRs generated by a specific racial/ethnic group
  - Impacted by children who receive multiple BIRs

Data-Based Decision Making Cycle

LOOK

THINK

ACT
Teachers Trained
- Teachers receive online training on how and when to use a BIR form for a behavior incident

Complete BIR Form
- Completed by the classroom teacher or staff member following a behavior incident that is not developmentally normative or is a cause for concern

Forms provided to data entry staff
- BIR Form is provided to a designated person on staff who enters data into the spreadsheet

Data Analysis
- The spreadsheet provides a summary of for examining factors related to behavior incidents

Questions
<table>
<thead>
<tr>
<th>Data Source</th>
<th>Excel Tab Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is problem behavior increasing or decreasing?</td>
<td>Average Number of Incidents Per Day</td>
</tr>
<tr>
<td>Who are the children that are experiencing challenging behavior?</td>
<td>Incidents by Child</td>
</tr>
<tr>
<td>Who are others involved with incidents?</td>
<td>Incidents by Others Involved</td>
</tr>
<tr>
<td>When does problem behavior occur – routine/activity?</td>
<td>Incidents by Activity</td>
</tr>
<tr>
<td>Where does problem behavior most frequently occur?</td>
<td>Incidents by Activity</td>
</tr>
<tr>
<td>What behaviors are most frequently reported?</td>
<td>Incidents by Problem Behavior</td>
</tr>
<tr>
<td>Why are children engaging in challenging behavior?</td>
<td>Incidents by Possible Motivation</td>
</tr>
<tr>
<td>How are we responding to challenging behavior?</td>
<td>Incidents by Response</td>
</tr>
</tbody>
</table>

BIRS: Data-based Decision Making Guide

Big Questions to Answer

Monthly Data Review

Unpacking Monthly Data
Who are the children that are experiencing challenging behavior?

Incidents by Classroom ID

Total # of Incidents by Classroom ID

Who are the children that are experiencing challenging behavior?

Incidents by Child ID

Total # of Incidents

Who are the others involved with the incidents?

% of Total Incidents by Others Involved

When does the problem behavior occur?

Incidents by Activity

What behaviors are most frequently reported?

Percent of Total Incidents by Problem Behavior

Why are children engaging in challenging behaviors?

% of Total Incidents by Possible Motivation
How are we responding to challenging behaviors?

Classroom Level

1. Click on Monthly Incidents by Classroom ID tab located at the bottom of the spreadsheet.
2. Use the table or bar graph to locate classrooms with a higher number of incidents.
3. Switch to the Classroom Summary tab.
4. Select [highlight] the Classroom ID of interest.
5. Review the small table in the right-hand corner to determine the number of children with ID in the behavior.

Digging Deeper

* Guide 22

Total # of Incidents

<table>
<thead>
<tr>
<th>Classroom ID</th>
<th>Total # of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>7</td>
<td>27</td>
</tr>
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<td>30</td>
</tr>
<tr>
<td>9</td>
<td>33</td>
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<td>51</td>
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<td>16</td>
<td>54</td>
</tr>
<tr>
<td>17</td>
<td>57</td>
</tr>
<tr>
<td>18</td>
<td>60</td>
</tr>
</tbody>
</table>

Individual Child Level

1. Click on the Monthly Incidents by Child ID tab.
2. Use table or bar graph to look at the Total Number of Incidents by Child ID.
3. List children who have a higher number of incidents per month (e.g., > 5 in a month).
4. Switch to Child Summary tab.
5. Select [highlight] the Child ID of interest.

Individual Level Child

1. Scroll down to view all graphs and tables associated with the Child ID.
2. View the following information:
   - Total incidents over months
   - Incidents by type in the current month
   - Incidents for each month
   - Motivations for current month
   - Response for current month
Individual Child Data

Total # of Incidents by Administrative Follow-Up

Equity Profile Alerts

Race/Ethnicity Equity Profile for Incident Frequency

<table>
<thead>
<tr>
<th>Group</th>
<th>Total # of BIRs</th>
<th># of Children Enrolled</th>
<th>BIR Rate for Group</th>
<th>BIR Rate for All Other Children</th>
<th>BIR Rate disproportionality</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>N/A</td>
</tr>
<tr>
<td>Asian</td>
<td>20</td>
<td>20</td>
<td>0.25</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Black or African American</td>
<td>13</td>
<td>156</td>
<td>0.16</td>
<td>0.08</td>
<td>2.00</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>393</td>
<td>156</td>
<td>2.52</td>
<td>0.18</td>
<td>13.94</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>N/A</td>
</tr>
<tr>
<td>Two or more races</td>
<td>20</td>
<td>20</td>
<td>0.25</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>White</td>
<td>298</td>
<td>68</td>
<td>4.37</td>
<td>0.24</td>
<td>18.13</td>
</tr>
<tr>
<td>Totals</td>
<td>721</td>
<td>276</td>
<td>2.58</td>
<td>0.18</td>
<td>13.94</td>
</tr>
</tbody>
</table>

Guiding Question 1: Are outcomes equitable for all groups?

Equity Alert BIR

- Of the 38 children who received at least one BIR, 76.3% are Hispanic/Latino; this group comprises 56.5% of the total child enrollment.
- Children identified as Hispanic/Latino receive an average of 2.52 BIRs per child.
- Hispanic/Latino children are 2.48 times more likely to have at least one BIR than all other children.
- Of the 721 BIRs generated, 54.5% were attributed to Hispanic/Latino children.
- Of the 156 Hispanic/Latino children, 18.6% have at least one BIR.

Program Supports Around Using the BIR to Inform Decision Making

- Made equity a program focus and priority
- Provided training to all staff on implicit bias and culturally responsive practices
- Engaged with families in development and implementation of program wide implementation plan
- Provided training to families on behavior support model
- Provided training to all staff on use of BIR and how it is will be used in the program
**Group Instructions**

- Assign facilitator and reporter for your group
- Take 5 minutes to silently review the data
- Discuss what you see in the data, answer these questions:
  - What are issues for the program?
  - Is there evidence that this is systemic and should be addressed as a program?
  - Is there evidence that the issue is within the classroom and might be addressed with teachers?

**Culturally Responsive Practice/Equity Lens**

- Reflect on and adjust teaching practices to fit each child and family
- Develop relationships and consider values and beliefs
- Acknowledge, offer, and use culturally relevant language
- Use language that children understand
- Provide supportive environment

**The PM Equity Coaching Guide**

- Used by the classroom coach:
  - After assessing classroom practices with TPOT
  - After establishing a strong collaborative coaching partnership
  - After coach has conducted observations
  - As part of data review about classroom practices
  - As part of data review about classroom practices (e.g., ECERS, CLASS)
- Includes:
  - Reflective questions highlighting culturally responsive practices
  - Resources for coach and teacher
  - Ideas for feedback session

**When to use the Guide**

- BIR Equity Alert
- TPOT indicates few family connections
- Classroom observations
- Other classroom assessments (e.g., ECERS, CLASS)
4-Step Process

• Step 1
  • Use reflection questions to identify concerns related to culturally responsive practices and implicit bias (18 questions)

<table>
<thead>
<tr>
<th>Schedules, routines, and activities</th>
<th>Individualized Social skills instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition</td>
<td>Adult Interactions</td>
</tr>
<tr>
<td>Positive Feedback</td>
<td>Family Engagement</td>
</tr>
<tr>
<td>Teachers engagement with children</td>
<td>Practical strategies compatible with home and classroom</td>
</tr>
<tr>
<td>Positive directions</td>
<td>Strategies for challenging behavior</td>
</tr>
</tbody>
</table>

Step 2: Issue Identification

• Prioritize concerns to address
• Examine additional sources of data that might help understand concern
• Engage in reflection about whether this is an equity or implicit bias concern
• Identify culturally responsive practices that might address the concern

Step 3: Identify Coaching Resources

• Identify resources
• Might deepen coach’s understanding of the practice
• Share with classroom teacher as part of action planning

Step 4: Action Planning

• Coaches provide feedback based on cultural competence and incorporate feedback into practice
• Coaches assess the impact of the coaching on the classroom environment and child outcomes
• Coaches reflect on their own practices and identify areas for growth
• Coaches document and share their progress with peers

5. Does the teacher guide all children through varied experiences to help and support them?
   Reflection: Consider:
   - The teacher guides all children through varied experiences to help and support them.
   - The teacher observes and guides all children as they learn and grow.
   - The teacher demonstrates cultural competence and incorporates varied experiences into their teaching.

6. Does the teacher provide feedback that is specific and timely?
   Reflection: Consider:
   - The teacher provides specific and timely feedback that is appropriate for each child.
   - The teacher uses feedback to help children improve their performance.
   - The teacher incorporates feedback into their teaching and helps children to apply it in future learning.

7. Does the teacher demonstrate sensitivity to children’s needs and abilities?
   Reflection: Consider:
   - The teacher demonstrates sensitivity to children’s needs and abilities.
   - The teacher provides appropriate feedback to help children learn.
   - The teacher encourages children to express their thoughts and feelings.

8. Does the teacher use a variety of strategies to support all children?
   Reflection: Consider:
   - The teacher uses a variety of strategies to support all children.
   - The teacher observes and guides children as they learn and grow.
   - The teacher incorporates feedback into their teaching and helps children to apply it in future learning.
Step 4: Reflection and Feedback Session

• General classroom conversation starters (e.g., describe what happened when you)
• Specific questions and statements related to the issue
• Tips for working through resistance

Group Instructions

• Assign facilitator and reporter for your group
• Take 5 minutes to silently read your scenario and review the data
  • What are the issues for this classroom teacher?
  • Where might you start with the Coach Equity Guide?
  • What are action plan goals that you might guide this teacher to begin to implement?

State and Local Program Supports and Policy

• Two Resources that provide guidance to state and local program leaders on how to use the Pyramid Model and resources to eliminate suspension and expulsion and promote inclusive and culturally responsive practice and policy
Defining Suspension and Expulsion

https://challengingbehavior.cbcs.usf.edu/Pyramid/suspension.html

- **Suspension**
  - In School/Program Suspension: The child is temporarily 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.

- **Expulsion**
  - 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.

The Guides

- Definitions
- Process for using the guides
- Federal Recommendations for State Actions
- Related Pyramid Model BoQ Items, Considerations (questions, recommendations) and Examples
- Resources: NCPMI, ECTA, OSEP, other

ACTIVITY (20 minutes)

- Show of hands:
  - Interested in state policy
  - Interested in local program policy
- Quickly arrange yourselves by State or Local Program
  - Select a reporter
- Review one section
- Report out (1 idea about how to use the Guide)

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Project officer: Jennifer Tschantz.