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
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 more than children in kindergarten through 12th grades.
“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 1ST 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.

• Boys were 54% of the preschool population and 79% of preschool children suspended.
• African American children were 18% of the preschool population but comprised 48% of children suspended more than once.
• African American preschoolers were 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, 2016)
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

Intensive Intervention

Secondary Prevention

Some

Universal Promotion

All

A Framework of Evidence-Based Practices
Pyramid Model/ Early Childhood PBIS

- **Universal Promotion**
  - All
  - Effective Workforce
  - Nurturing & Responsive Relationships
  - High Quality Supportive Environments
  - Targeted Social Emotional Support
  - Intensive Intervention
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

Together We Can

Be Safe  Be Respectful  Be A Team Player

Hall  Playground

Help Each Other  Follow Directions  Share

Understanding  Splitting

NCPMI
Pyramid Model/ Early Childhood PBIS

Secondary Prevention

Some

Universal Promotion

All

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing & Responsive Relationships

Effective Workforce

Pyramid Model/ Early Childhood PBIS

Secondary Prevention

Some

Universal Promotion

All

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing & Responsive Relationships

Effective Workforce
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
Emotional Literacy
Anger Management

**Step 1.** Recognize your feelings.

**Step 2.** Stop your body.

**Step 3.** Tuck inside your shell and take three deep breaths.

**Step 4.** Come out when you are calm and think of a solution.
When I feel ANGRY
my heart beats fast.
I feel my muscles shake,
but it won't last.
I can calm down and feel
HAPPY, too.

When you are ANGRY what
can you do?

Lay down.

Drink milk.

Take a break.

Talk it out.
Problem Solving Steps

Step 1. What is my problem?

Step 2. Think, think, think of some solutions.

Step 3. What would happen if...? Would it be safe? Would it be fair? How would everyone feel?

Step 4. Give it a try!
Pyramid Model for Promoting the Social and Emotional Competence of Young Children

- **Tertiary Intervention**: Few
- **Secondary Prevention**: Some
- **Universal Promotion**: All

Levels:
- Intensive Intervention
- Targeted Social Emotional Supports
- High Quality Supportive Environments
- Nurturing & Responsive Relationships
- Effective Workforce
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

Leadership Team

- Data Decision-Making
  Examining Implementation and Outcomes

Staff Buy-In

- Continuous Professional Development & Classroom Coaching

Family Engagement

- Procedures for Responding to Challenging Behavior

Program-Wide Expectations

- Examining Implementation and Outcomes
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
# Program-Wide Supports for Pyramid Model Implementation

**Implementation Manual**

**Resources • Tools • Records**

## Leadership Team

**Early Childhood Program-Wide PBS Benchmarks of Quality**

**NCPMI**

**Lee Fox, Miny Ko (Adviser), Susan Jick, and Denise Hertz-Adler**

### Program Name:

**Location: Team Members:**

<table>
<thead>
<tr>
<th>Critical Benefits</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Team has broad representation that includes at least a minimum a teacher, administrator, a member who will provide ongoing continuity for teachers, a member with expertise in behavior ecology, a member with experience in behavior ecology, and a family member. Other team members might include a teacher assistant, a member of the school board, and other professional educators.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Team has administrative support. Administrators provide resource guidance and training, or direct a person taking policy to ensure the success of the initiative, and is visibly supportive of the adoption at the model.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Team has regular meetings. Team meetings are scheduled at least once per month for a minimum of 2 hours. Team members are responsible for attending.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Benefits</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Program has established a clear mission statement. The team is able to communicate the purpose of the leadership team.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Program has a clear policy statement that includes the promotion of social and emotional skills, use of proactive and preventive approaches, and emphasizes the importance of social and emotional skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Team develops an implementation plan that includes all critical elements. A written implementation plan guides the work of the team. The team reviews the plan, updates their progress, and monitors the implementation plan.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Shelf Buy-In**

- The program has developed a clear mission statement that includes social and emotional skills, use of proactive and preventive approaches, and emphasizes the importance of social and emotional skills.
- The team has a clear policy statement that includes the promotion of social and emotional skills, use of proactive and preventive approaches, and emphasizes the importance of social and emotional skills.
- The team develops an implementation plan that includes all critical elements. A written implementation plan guides the work of the team. The team reviews the plan, updates their progress, and monitors the implementation plan.

---

**Family Engagement**

- Family involvement is solicited as part of the planning and decision-making process. Families are informed of the initiative, and...
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
Excel spreadsheet housed on your network

Provides analyses on behavior incident frequency with the ability to analyze at the program, classroom, and child levels

Analyze across all main categories (i.e., Problem Behavior, Activity, Possible Motivation, etc.)

Provides metrics for reviewing disproportionality at the program level

The BIRS Data Analysis Tool
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 respond that might inform program practices

Data to identify children and teachers in need of support
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 Form

- Categories:
  - Problem Behavior
  - Activity
  - Others Involved
  - Possible Motivation
  - Response
  - Administrative Follow-up

<table>
<thead>
<tr>
<th>Behavior Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Behavior (check most intrusive)</td>
</tr>
<tr>
<td>Physical aggression</td>
</tr>
<tr>
<td>Disruption/Tantrums</td>
</tr>
<tr>
<td>Inconsolable crying</td>
</tr>
<tr>
<td>Verbal aggression</td>
</tr>
<tr>
<td>Inappropriate language</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity (check one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
</tr>
<tr>
<td>Circle/Large group activity</td>
</tr>
<tr>
<td>Small group activity</td>
</tr>
<tr>
<td>Centers/Indoor play</td>
</tr>
<tr>
<td>Diapering</td>
</tr>
<tr>
<td>Meals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Others Involved (check one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
</tr>
<tr>
<td>Assistant Teacher</td>
</tr>
<tr>
<td>Peers</td>
</tr>
<tr>
<td>Therapist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Motivation (check one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain desired item</td>
</tr>
<tr>
<td>Obtain desired activity</td>
</tr>
<tr>
<td>Gain peer attention</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response (check one or the most intrusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal reminder</td>
</tr>
<tr>
<td>Redirect to different activity/toy</td>
</tr>
<tr>
<td>Move within group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrative Follow-Up (check one or the most intrusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
</tr>
<tr>
<td>Talk with child</td>
</tr>
</tbody>
</table>

If this is the first IEP for the child, please select the following demographic information:

- Male
- Female
- No IEP
- Dual language
- Select ONE American Indian or Alaskan Native Asian
- Black or African American Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- Two or more races
- White
# 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, Classroom, Child</td>
<td>Type of Problem Behavior, Activity, Others involved, Possible motivation, Strategy/Response, Administrative follow-up</td>
</tr>
<tr>
<td>Disproportionality</td>
<td>BIR, BIR Risk, Risk Ratio</td>
<td>Race/Ethnicity, Gender, IEP status, 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

1. **LOOK**
2. **THINK**
3. **ACT**
4. **Evaluate Impact of Plan**
5. **Implement Plan of Action**

**Gather Data**

**Analyze Data**

**Develop Plan of Action**

**Implement Plan of Action**

**Evaluate Impact of Plan**
Process

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 a 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 factors related to behavior incidents
BIRS: Data-Based Decision Making Guide

Behavior Incident Report System: Data-Based Decision Making Guide

Contents

Overview ......................................................... 1
Look-Think-Act Process ..................................... 2
Quick Guide Data Review .................................... 3
  Data Analysis Preparation for Monthly Leadership Meeting .......................................... 3
  Program Level Data ........................................ 3
  Summary Graphs ........................................... 5
  Data Coordinator Monthly BIR Data Review Summary ................................................... 9

Data Review Process ......................................... 10
  Program Level Data ....................................... 11
  Program Level Look ...................................... 12
  Program Level Think .................................... 17
  Program Level Act ........................................ 17

Classroom Level Data ....................................... 18
  Classroom Level Look ................................... 18
  Classroom Level Think ................................ 21
  Classroom Level Act .................................... 21

Individual Child Analysis .................................. 22
  Child Level Look ......................................... 22
  Child Level Think ....................................... 24
  Child Level Act ......................................... 24

Precision Statements: Using a Data-Based Decision Making Approach ..................... 25

Quarterly BIR Equity Data Review ...................... 29
  Step 1: “Is There a Problem?” .............................. 29
  Step 2: Why is it happening? ......................... 33
  Step 3: Narrowing the focus .......................... 36
  Step 4: Reflection on Variables and Need for Additional Data .................................. 38
  Step 5: Problem Solving and Action Planning Suggestions/Examples ....................... 40

BIR Equity Data Review Worksheet .................... 42

Understanding How to Share Data ...................... 46

Appendix A: Data Entry and Quality Checklist .... 48
<table>
<thead>
<tr>
<th>Questions</th>
<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>
<td>• Program Summary</td>
</tr>
<tr>
<td>Who are the children that are experiencing challenging behavior?</td>
<td>• Incidents by Child</td>
<td>• Monthly BIRs by Child ID</td>
</tr>
<tr>
<td></td>
<td>• Incidents by Classroom ID</td>
<td>• Monthly BIRs by Classroom ID</td>
</tr>
<tr>
<td>Who are others involved with incidents?</td>
<td>• Incidents by Others Involved</td>
<td>• Others Involved</td>
</tr>
<tr>
<td>When does problem behavior occur – routine/activity?</td>
<td>• Incidents by Activity</td>
<td>• Activity</td>
</tr>
<tr>
<td>Where does problem behavior most frequently occur?</td>
<td>• Incidents by Activity</td>
<td></td>
</tr>
<tr>
<td>What behaviors are most frequently reported?</td>
<td>• Incidents by Problem Behavior</td>
<td>• Problem Behavior</td>
</tr>
<tr>
<td>Why are children engaging in challenging behavior?</td>
<td>• Incidents by Possible Motivation</td>
<td>• Possible Motivation</td>
</tr>
<tr>
<td>What social, emotional, or communication skills need to be taught?</td>
<td>• Incidents by Possible Motivation</td>
<td></td>
</tr>
<tr>
<td>How are we responding to challenging behavior?</td>
<td>• Incidents by Response</td>
<td>• Response</td>
</tr>
<tr>
<td></td>
<td>• Incidents by Administrative Follow Up</td>
<td>• Admin Follow Up</td>
</tr>
</tbody>
</table>
Monthly Data Review

Total # of BIRs to date: 528
Total # of Children w/ BIRs to date: 37

BIR Summary

- # of BIRs
- # of Children w/ BIRs
- Average # of BIRs per Child w/ a BIR
### Unpacking Monthly Data

#### Classroom ID
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11

#### Month
- January
- February
- March
- April
- September
- October
- November
- December

#### Ethnicity
- Hispanic or Latino of any race
- Not Hispanic or Latino

#### Race
- White

#### Gender
- Female
- Male

#### DLL
- DLL
- Non-DLL

#### IEP
- No
- Yes

#### Activity Table
<table>
<thead>
<tr>
<th>Activity</th>
<th>% of Total Incidents</th>
<th>Total # of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition</td>
<td>44.21%</td>
<td>42</td>
</tr>
<tr>
<td>Centers/Indoor play</td>
<td>17.89%</td>
<td>17</td>
</tr>
<tr>
<td>Outdoor play</td>
<td>10.52%</td>
<td>10</td>
</tr>
<tr>
<td>Circle/Large group activity</td>
<td>6.32%</td>
<td>6</td>
</tr>
<tr>
<td>Quiet time/Nap</td>
<td>5.26%</td>
<td>5</td>
</tr>
<tr>
<td>Meals</td>
<td>4.21%</td>
<td>4</td>
</tr>
<tr>
<td>Departure</td>
<td>4.21%</td>
<td>4</td>
</tr>
<tr>
<td>Small group activity</td>
<td>3.16%</td>
<td>3</td>
</tr>
<tr>
<td>Clean-up</td>
<td>2.11%</td>
<td>2</td>
</tr>
<tr>
<td>Arrival</td>
<td>2.11%</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>100.00%</td>
<td>95</td>
</tr>
</tbody>
</table>
Who are the children that are experiencing challenging behavior?

Incidents by Classroom ID

Total # of Incidents by Classroom ID

Classroom ID

1 2 3 4 5 6 7 10 11 13 15

April
Who are the children that are experiencing challenging behavior?

Incidents by Child ID

Total # of Incidents

- April
Who are the others involved with the incidents?

- Teacher: 45.26%
- Peers: 20.00%
- Assistant Teacher: 12.63%
- Support/Administrative staff: 8.42%
- None: 8.42%
- Other: 5.26%
- Classroom volunteer: 0.00%
- Substitute: 0.00%
- Family Member: 0.00%
When does the problem behavior occur?

Incidents by Activity

- Transition: 50% of Total Incidents
- Centers/Indoor play: 40% of Total Incidents
- Outdoor play: 35% of Total Incidents
- Circle/Large group activity: 30% of Total Incidents
- Quiet time/Nap: 25% of Total Incidents
- Meals: 20% of Total Incidents
- Departure: 15% of Total Incidents
- Other: 10% of Total Incidents
- Small group activity: 5% of Total Incidents
- Clean-up: 0% of Total Incidents
- Arrival: 0% of Total Incidents
- Individual activity: 0% of Total Incidents
- Self-care/Bathroom: 0% of Total Incidents

Total # of Incidents
What behaviors are most frequently reported?

- Non-compliance: 38.95%
- Physical aggression: 25.26%
- Unsafe behaviors: 11.58%
- Breaking/Destroying objects or items: 7.37%
- Running away: 6.32%
- Disruption/Tantrums: 4.21%
- Inappropriate language: 3.16%
- Hurting self: 2.11%
- Inconsolable crying: 1.05%
Why are children engaging in challenging behaviors?

% of Total Incidents by Possible Motivation

- Avoid task, 29.47%
- Gain adult attention/Comfort, 18.95%
- Avoid adults, 11.58%
- Obtain desired item, 9.47%
- Other, 7.37%
- Don't know, 12.63%
- Obtain desired activity, 6.32%
- Gain peer attention, 3.16%
- Avoid peers, 1.05%
- Obtain sensory, 0.00%
How are we responding to challenging behaviors?

Incidents by Response

- % of Total Incidents
- Total # of Incidents

Responses:
- Verbal reminder
- Re-teach/Practice expected behavior
- Physical guidance
- Remove item
- Remove from area
- Time in a different classroom or adult outside of classroom
- Redirect to different activity/toy
- Remove from activity
- Physical hold/Restrain
- Time with a teacher
- Move within group
- Loss of activity
- Provide physical comfort
- Teacher contact family

Total # of Incidents

% of Total Incidents
Classroom Level

1. Click on Monthly BIRs 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 BIRs in the classroom. *If one child is responsible for the majority of BIRs within the selected classroom, move to Individual Child Analysis.*

6. Scroll down to view all the graphs and table associated with the Classroom ID. View the following information:
   - Incidents by month
   - Incidents by problem behavior
   - Incidents by activity
   - Incidents by others involved
   - Incidents by possible motivation
   - Incidents by response
   - Incidents by administrative follow-up
   - Incidents by time of day
Classroom Level

Total # of Incidents by Classroom ID

Classroom ID

April
## Digging Deeper

### Total # of Incidents

<table>
<thead>
<tr>
<th>Class ID</th>
<th>Child ID 1</th>
<th>C1 80</th>
<th>C32 2</th>
<th>Grand Total 82</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>Total # of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>2</td>
</tr>
<tr>
<td>January</td>
<td>4</td>
</tr>
<tr>
<td>February</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>28</td>
</tr>
<tr>
<td>April</td>
<td>48</td>
</tr>
<tr>
<td>Grand Total</td>
<td>82</td>
</tr>
</tbody>
</table>

Stop Classroom Analysis
Move to Individual Child Analysis.
Individual Child Level

Look

1. Click on the **Monthly BIRs 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

6. Scroll down to view *all* the graphs and tables associated with the Child ID. View the following information:
   - Total incidents over months
   - Incidents by type for current month
   - Activities for current month
   - Motivations for current month
   - Responses for current month
Individual Level Child

Total # of Incidents

- April
# Equity Profile Alerts

<table>
<thead>
<tr>
<th>INCIDENT ALERTS</th>
<th>IN-SCHOOL SUSPENSION ALERTS</th>
<th>OUT-of-SCHOOL SUSPENSION ALERTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check Race/Ethnicity Equity Profile</td>
<td>Check IEP Status ISS Equity Profile</td>
<td>Check Race/Ethnicity OSS Equity Profile</td>
</tr>
<tr>
<td>Check Gender Equity Profile</td>
<td>Check DLL Status ISS Equity Profile</td>
<td>Check Gender OSS Equity Profile</td>
</tr>
<tr>
<td>Check DLL Status Profile</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DISMISSAL ALERTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check IEP Status Dismissal Equity Profile</td>
</tr>
</tbody>
</table>
### Race/Ethnicity Equity Profile for Incident Frequency

**Report Date:** 8/28/2018 11:26

#### Guiding Question 1: Are outcomes equita for all groups?

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Number of Children Enrolled at the School*</th>
<th>Number of Children in Group Who Received a BIR</th>
<th>Total Number of BIRs from Group</th>
<th>Group's Percent of Enrollment</th>
<th>Child Composition</th>
<th>BIR Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0.7%</td>
<td>0.0%</td>
<td>0.00</td>
</tr>
<tr>
<td>Asian</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>7.2%</td>
<td>0.0%</td>
<td>0.00</td>
</tr>
<tr>
<td>Black or African American</td>
<td>10</td>
<td>1</td>
<td>30</td>
<td>3.6%</td>
<td>2.6%</td>
<td>1.15</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>156</td>
<td>29</td>
<td>393</td>
<td>56.5%</td>
<td>76.3%</td>
<td>0.92</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
<td>N/A</td>
</tr>
<tr>
<td>Two or more races</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>7.2%</td>
<td>0.0%</td>
<td>0.00</td>
</tr>
<tr>
<td>White</td>
<td>68</td>
<td>8</td>
<td>298</td>
<td>24.6%</td>
<td>21.1%</td>
<td>2.15</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>276</strong></td>
<td><strong>38</strong></td>
<td><strong>721</strong></td>
<td><strong>100.0%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Number of Children Enrolled at the School: Total number of children enrolled at the school.

Guided Question 1: Are outcomes equitable for all groups? The % of children with BIRs who belong to a target group; RED cells suggest disproportionality. BIR Rate for group divided by BIR rate for all other children. 1.0 is equal.
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
• Developed a professional development approach that makes coaching a safe space separate from evaluation and supervision
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?
Share Back
Culturally Responsive Practice/Equity Lens

- Recognize value and dignity of each child and family
- Include all children's cultures and interests
- Provide supportive environment
- Use language that children understand
- Acknowledge often and in culturally respectful manner
- Develop trusting and reciprocal relations with families
- Understand and attune to one's own bias

Developing relationships and considering values and beliefs
• The PM Equity Coaching Guide is a resource for classroom coaches.
• Not an additional fidelity of implementation measure
• Is part of collaborative practice-based coaching process

Pyramid Model Equity Coaching Guide

The Pyramid Model Equity Coaching Guide provides the classroom coach with a reflection tool to examine the implementation of Pyramid Model practices through the lens of culturally responsive practices and identification of implicit bias. The Pyramid Model Equity Coaching Guide is used within the collaborative coaching partnership and ongoing coaching activities to identify when there are equity concerns related to practice implementation.

The tool provides (1) reflective questions that are used by the coach to identify areas of concern; (2) guidance for identifying the concern and supportive data; (3) links for resources that might be used to address areas of concern; and (4) conversation starters and strategies for supporting the coach in addressing concerns.

The Pyramid Model Equity Coaching Guide is used by the coach in the following manner:

Step 1: The coach uses the reflection questions to identify concerns related to culturally responsive practices and implicit bias.

Step 2: The coach examines all sources of data to develop a comprehensive understanding of the concern or potential issue. The coach defines the issue to be addressed.

Step 3: The coach identifies resources related to the concerns that might be helpful in guiding the teacher in understanding and addressing the concerns.

Step 4: The coach uses the Pyramid Model Equity Coaching Guide in a reflection and feedback session with the teacher to initiate a process for creating an action plan to address the concerns.

The tool can be used at any point during the practice-based coaching process, but should only be used after assessing classroom practices with the Teaching Pyramid Observation Tool (TPOT). The TPOT provides the coach with a comprehensive assessment of Pyramid Model practice implementation and the Pyramid Model Equity Coaching Guide examines the implementation of those practices through an equity lens. In addition to the TPOT, the coach might use other data sources in the identification of concerns. These data sources might include Behavior Incident Report (BIR) summary at the program and classroom level, direct observations of classroom interactions, review of records and classroom products, and other forms of data related to classroom practice (e.g., RCERS, CLASS).
• 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
    • BIR summaries
    • Classroom products and records
    • Other data related to 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>
<tr>
<td>Question</td>
<td>Reflections</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>5. Does the teacher guide all individual children who need extra support to begin and complete the transition?</td>
<td>Yes; no concerns.</td>
</tr>
<tr>
<td>- Classroom staff has learned basic transition phrases in the home languages (e.g., snacktime, circle time) that can be used during transitions to engage more children in transition activities.</td>
<td></td>
</tr>
<tr>
<td>- Teacher develops a new transition strategy based on the child’s interests by creating a “rap” about clean-up that adds new words for a popular song.</td>
<td></td>
</tr>
<tr>
<td>6. Do teachers provide positive descriptive feedback for children’s skills, behaviors, and activities to every child?</td>
<td>Yes; no concerns.</td>
</tr>
<tr>
<td>- Teacher self-monitors use of descriptive feedback to ensure she is equitable in the delivery of positive descriptive feedback across all children and groups of children.</td>
<td></td>
</tr>
<tr>
<td>- Teacher creates a visual display for “catching” children following expectation (e.g., children place a leaf on the classroom “Kindness Tree” when they display friendship skills in the classroom). The visual display allows the teacher to visually and quickly assess which children in the classroom may not be receiving as much feedback as others and increase rates of feedback for those children.</td>
<td></td>
</tr>
<tr>
<td>7. Do teachers have conversations, engage in play, and use questioning with all children in the classroom (e.g., including the use of the child’s home language, interests, and learning preferences)?</td>
<td>Yes; no concerns.</td>
</tr>
<tr>
<td>- Conversations with children reflect knowledge of child’s culture, including family structure, food preferences, religious traditions, and may include key vocabulary or phrases from the child’s home language.</td>
<td></td>
</tr>
<tr>
<td>- Teacher demonstrates awareness of children’s interests during play by following children’s</td>
<td></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 2: Issue Identification

In Step 2, the coach defines the concern that will be addressed with the teacher and examines additional sources of data that might help with understanding the concern or potential issue. For example, before the coaching session, the coach might gather and examine the classroom’s BIRs for patterns related to children who have had incidents or for patterns in the responses to these incidents. The coach might also review the program level summary of BIR to determine if the classroom data are consistent with the program patterns and if there are programmatic or classroom issues related to the data.

After reflecting on teacher practices and data that support identifying a practice or lack of practice as a concern, the coach should engage in self-reflection about the potential issue. Is the identification of this concern related to the coach’s biases? What is the relationship of the coach to the teacher? Are there implicit biases that might be affecting the coach’s perspective?

Finally, in preparation for the coach meeting, the coach should operationalize the issue and identify the data sources that might be referenced in the coaching conversation.

Equity issue:

Data sources that support the need for focus by the teacher:

Initial thoughts about 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
5. Does the teacher guide all individual children who need extra support to complete the transition?

**Resources for coaching:**

- Learn ways to help children use positive behaviors during classroom transitions.
  https://eclkc.ohs.acf.hhs.gov/video/classroom-transitions
- Tip Sheet: Supporting Dual Language Learners With Classrooms Schedules and Transitions.

6. Do teachers provide descriptive feedback for children’s skills, behaviors, and activities to every child?

**Resources for coaching**

- This in-service suite shows how to create expectations for classroom behavior that preschool children can learn.
- This in-service suite describes five steps teachers can follow to generate meaningful classroom rules and teach them to children.
- Tips for Teachers on how to encourage dual language learners’ interactions:
  Dual Language Learners Engaging Interactions.

7. Do teachers have conversations, engage in play, and use questioning with all children in the classroom (e.g., including the use of the child’s home language, interests, and learning preferences)?

**Resources for coaching**

- Many Languages, One Teacher: Supporting Language and Literacy Development for Dual Language Learners.
  https://www.naeyc.org/resources/pubs/books/excerpt-from-spotlight-dual-language-learners
- Engaging Interactions: Tips for Teachers of Dual Language Learners
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
In addition, coaches can review the following specific questions that may assist in entering conversations around culturally responsive practices and equity.

**Questions following professional development or training**
- What strikes you about what we discussed in the staff training?
- What have you seen that you would like to learn more about?
- What was your impression about the training?
- Did it bring up any issues or “aha” moments?

**Questions following data review**
- Are you seeing any patterns in your data that you want to discuss? Any data patterns that concern you?
- When you examine the data, is it consistent with what is occurring in your classroom?

**General questions about equity/practices to start conversation**
- What experiences have you had with… (implicit bias; culturally responsive practices)?
- What are your thoughts about culturally responsive practices and their application to this process?
- What are some culturally responsive practices we’ve implemented in the program?
- What are practices in your classroom that are culturally responsive? Show me what you have. I would like to hear more about what you are doing.

**Questions following an incident that might occurring during an observation**
- When I was here for my observation, I saw _____ (describe incident). Describe to me what happened that day. What’s your perspective on this situation?
- Let’s talk about Vulnerable Decision Points. Have you come across situations in your classroom recently where a vulnerable decision point occurred? Have you had to ask yourself if this is a VDP?

**Goal Setting**
- In my last observation, I noted that… (provide wait time for coachee to respond). What do you think about trying…?
- As I think about your strengths, you do this (insert practice here) well. I am wondering if we can add to this practice to address (insert concern here).

**Wrapping up Coaching Conversations**
- What reflections or observations do you have about our discussion today?
- What have you heard today that has made you think or has touched you in some way?
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?
Share Back
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.
Pyramid Model Program Leadership Team Guidance
for Preventing the Use of Suspension and Expulsion and Promoting Equitable, Inclusive and Culturally Responsive Practice

Barbara J. Smith, Penny Dell, Lise Fox

Program Guide

Pub. 09/13/18
Pyramid Model State Leadership Team Guidance for Preventing the Use of Suspension and Expulsion and Promoting Equitable, Inclusive and Culturally Responsive Practice

Barbara J. Smith, Penny Dell, Lise Fox
Defining Suspension and Expulsion
https://challengingbehavior.cbc.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.

- **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**
  - **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 uses the Guide)
The contents of this presentation were developed under a grant from the U.S. Department of Education, #H326B170003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project officer, Jennifer Tschantz.