



ePyramid Module Program Leadership Guide

Practices to Reduce Suspension and Expulsion

Also referred to as Culturally responsive practices to reduce implicit bias, disproportionality, suspensions, and expulsions



THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS



Overview of the ePyramid Modules

The ePyramid is an online professional development program created by experts in the field of early childhood education. It provides complete, on-demand access to Pyramid Model training.

For an individual subscription: sign up at <https://www.pyramidmodel.org/services/online-training/>.

To receive access codes in bulk: contact Erin Kalanick at erin.kalanick@pyramidmodel.org.

The courses that is appropriate for a staff member or program depends upon the ages of the children being served. Three foundational packages are available:

- Infant/Toddler ePyramid Module Package
- Preschool ePyramid Module Package (can also be used for Kindergarten)
- Birth to Age Five ePyramid Module Package (appropriate for mixed age groups, or for staff members who work across age ranges)
 - Available in English and Spanish

A number of additional courses are also available:

- Culturally Responsive Practices to Reduce Implicit Bias, Disproportionality, Suspensions, and Expulsions
- Trauma-Informed Care and the Pyramid Model
- Wellness: Taking Care of Yourself
- Practice-Based Coaching

Each module includes high-quality video teaching, handouts, assignments, knowledge checks, and action planning.

All ePyramid packages provide evidence-based instruction on how to

- create nurturing and responsive relationships
- provide high-quality supportive environments
- implement targeted social-emotional supports
- practice intensive interventions
- use culturally responsive practices to reduce implicit bias and disproportionate discipline practices

This handbook focuses on the Culturally Responsive Practices to Reduce Implicit Bias, Disproportionality, Suspensions, and Expulsions Course ePyramid Modules.

Introduction



This handbook was developed specifically for the ePyramid Culturally Responsive Practices to Reduce Implicit Bias, Disproportionality, Suspensions, and Expulsions e-learning module. The entire course is appropriate for those working in various roles with young children, including teachers and caregivers, mental health and behavior specialists and coaches, administrators, and operational staff. This training focuses on the importance of culturally responsive practices in enhancing outcomes for all children, especially those from diverse backgrounds.

Participants in this program will be offered a variety of activities for implementing the seven (7) principles of culturally responsive practices that help us recognize and identify the impact of implicit bias. Additionally, they will be offered ideas for how to use the values of the family and community to inform teaching and learning through the lens of the Pyramid Model. They will learn the value of seeing each child through the lens of his or her own unique and individual culture, and will receive resources to help encourage cultural validation at the individual, staff, classroom, school, and community levels.

This handbook was developed in concert with the Early Childhood Program-Wide PBS Benchmarks of Quality Cultural Responsiveness Companion 2021 (EC-BOQ). This resource was developed to assist programs and

teams implementing the Pyramid Model to improve the fit of their Pyramid system with the needs of each and every child and family whom they serve. Its purpose is to help staff build cultural responsiveness into all systems to enhance equity. The ePyramid Reducing Implicit Bias modules can be seen as a “first step” in implementing the EC-BOQ. This handbook can also be used to assist Practice-Based Coaching initiatives, to onboard new staff, and to provide supplemental training to other staff.

The pages that follow introduce the content of the ePyramid Reducing Implicit Bias Modules and provide an explanation of how to use the modules and who can benefit from them. The role of the “leader” or facilitator is defined, as well as the roles expected of participants. The handbook also discusses how to use the modules as a way to enhance Practice-Based Coaching programs and provides an overview of which EC-BOQ items can be addressed by this training. The appendices include copies of the activities and resources for this module.

The development of this two-hour training module was supported in part with Preschool Development Grant national activity funding by the Pyramid Equity Project in collaboration with the University of South Florida, the University of Colorado Denver, and the PBIS Center.

Key Terms

Throughout this training, and throughout this guide, several key terms are used regularly.

1. **Staff, Participant, or Practitioner:** The professional who is being formally coached or trained. This may be a classroom teacher or a family child care provider.
2. **Practitioner Coach, Practice-Based Coach, or Coach:** The provider of Practice-Based Coaching (PBC) to practitioners in the implementation of Pyramid Model practices and strategies. The coach is either associated with the program or site or has an ongoing relationship with it. Coaches should be experienced in early childhood education, be well-versed in the Pyramid Model framework, and have received professional development training in Practice-Based Coaching.
3. **Pyramid Model Practice(s):** The research-informed interactional and instructional practices that support the social-emotional development of young children. These practices are developmentally appropriate, designed to be implemented in a variety of settings. They align with the Pyramid Model framework and are observable and measurable. For additional information on Pyramid Model practices, refer to the content in the practices training and the fidelity measures described in Section 3 of the Teaching Pyramid Observation Tool (TPOT) and the Teaching Pyramid Infant Toddler Observation Scale (TPITOS).
4. **Early Childhood Program-Wide PBS Benchmarks of Quality Cultural Responsiveness Companion (EC-BOQ):** This 2021 action planning resource for coaches and teams implementing the Pyramid Model was developed to help them adjust their Pyramid system to meet the needs of each and every child and family they serve. It can be used to build cultural responsiveness into the organization's systems.
5. **Culturally Responsive Practices:** "Cultural responsiveness" is an awareness of the various cultures represented by a program's population and an effort to align practices with the values and beliefs of those cultures. Practices and products that are culturally responsive are communicated in a way that is both understandable and relevant to constituent groups.
6. **Disproportionality:** A group's representation in a particular category that exceeds expectations for that group or differs substantially from the representation of others in that same category. (Please note that "disparity" and "disproportionality" are used interchangeably in this course.)
7. **Implicit Bias:** Unconscious attitudes, stereotypes, beliefs, fears, and prejudices about a group of people, specifically those who are different from the perceiver. It is also described as any pattern of response toward one individual or group that is based on characteristics or criteria that are not relevant to the situation.
8. **Challenging Behaviors:** Any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with (a) optimal learning or engagement in pro-social interactions with peers and adults or (b) the development and maintenance of reciprocal, positive, and nurturing relationships with the parent or caregiver. Challenging behavior is thus defined based on its effects. As a pattern of behavior, it is noted by considering the relationship of the child and adult and the difficulties that are manifested in the dyadic exchange. (While some children's challenging behaviors are developmentally normative and effectively addressed by adult vigilance and the use of appropriate guidance procedures, the Pyramid Model is focused on identifying evidence-based practices that prevent and/or address challenging behaviors that are persistent or unresponsive to those approaches. For infants and toddlers, challenging behavior must be considered within the context of the relationship of the child to caregivers. It may manifest as attachment difficulties, sleeping and eating difficulties, excessive crying, or difficulty in soothing.)
9. **Critical Reflection:** An essential step in developing culturally responsive practices. Someone engaging in it might be instructed: "Think about how you were raised and the behavior expectations you were taught. Every day, look back on your day and assess how it went. Analyze the decisions you made. Recount what children were disciplined and why." Journaling is a good way to reflect because it helps the practitioner to recognize patterns and evidence of growth. This can be a key component of Practice-Based Coaching as well.
10. **Culture:** The way we live; our way of being; our ways of doing things; our values, mores and customs; what we hold dear; what is important to us. This includes behavioral expectations, belief systems, communication styles, and traditions. Culture influences the way children learn, cope, solve problems, and communicate. It also affects the way that we, as providers, perceive the ways in which children learn, cope, solve problems, and communicate.

Key Terms (continued)

11. **Cultural Disconnects:** Differences in families' and teachers' expectations of children's behavior. When there is a cultural disconnect, children come to school not knowing what teachers expect them to do. This can lead to unwanted behavior that is preventable. Teachers can work with parents to bridge the gap.
12. **Cultural Humility:** A challenge for teachers to "become" their students, learning about those people they interact with more personally, within a cultural context, while suspending judgment. It conceptualizes the "practice of not knowing."
13. **Race:** A concept used in the categorization of humans into groups called "races" or "racial groups," based on combinations of shared physical traits, ancestry, genetics, and social or cultural traits.
14. **Disparities in Early Childhood Discipline:** Differences in rates of discipline based on children's gender and race. According to research:
 - a. Boys represent 54% of preschool enrollment.
 - b. Black children represent 19% of preschool enrollment, but 47% of preschool suspensions.
 - c. White children represent 41% of preschool enrollment, but 28% of preschool suspensions.
 - d. Black girls represent 20% of female preschool enrollment, but 54% of female preschool suspensions.
15. **Ladder of Inference:** The thinking process that we go through, usually without realizing it, to use assumptions to get from a fact to a decision or action.
16. **High/Scope Perry Preschool Study (Perry Preschool Program):** A scientific experiment that has identified both the short- and long-term effects of a high-quality preschool education program for young children living in poverty. The major conclusion of its middle phase is that such a program contributes to intellectual and social development in childhood and school success, economic performance, and reduced commission of crime in adulthood.
17. **Racial Etiquette:** The knowledge that it is not polite to discuss differences that make us uncomfortable. However, saying "we're all the same" fails to acknowledge differences that others experience. Talking openly about race is important to implement culturally responsive practices and to change the cultural expectations of what is considered "polite" when talking about differences.
18. **Social-Emotional Development:** A child's ability to understand the feelings of others; identify, control and communicate his or her own feelings and behaviors; get along with other children; and build relationships with adults and, eventually, peers. Children must have social-emotional skills—cooperation, self-control, the ability to follow directions and pay attention, and the like—to develop the basic skills they need to be successful in school and society.

Reducing Implicit Bias e-Pyramid Module Content Overview

Module 1: Introduction

Content Includes:

- Why educators should focus on culturally responsive practices
- Culturally responsive practices as a component of social-emotional development
- How children are a part of and influenced by the socio-cultural context of their families and communities
- How educators must understand and be responsive to each child's unique culture(s)
- How children's cultures promote the development of the child
- How educators can establish reciprocal relationships with families
- How children's behavioral expectations are developed in the context of culture and family
- Consequences of different expectations in children's schools and cultures
- How cultural disconnects lead to challenging behaviors
- How culturally responsive practices promote behavioral expectations congruent with children's culture

Module 2: What is Implicit Bias?

Content Includes:

- Definition of disproportionality
- Identifying ways in which disproportionality influences diverse groups of children
- Identifying ways in which disproportionality occurs and affects classroom discipline
- How disproportionality influences the ways children treat each other
- Helping educators identify ways they have engaged in disproportionality
- How disproportionality and implicit bias affect the way children are perceived
- Definition of implicit bias
- Helping educators understand and educate themselves on their own implicit biases
- How implicit bias helps to support negative, harmful and even life-threatening stereotypes
- How implicit bias influences educators' perceptions of and treatment of children
- Helping educators understand and avoid the ladder of inference
- Helping educators identify the three major risk factors for suspension
- How implicit bias is a leading risk factor for racial disparity in the US
- Helping educators manage internal discomfort and self-care in the process of identifying their own biases
- Possible consequences of not understanding implicit biases

Module 3: Hot Buttons

Content Includes:

- Implicit bias and the Selective Attention Study
- How implicit biases influence disproportionate discipline practices
- Potential harmful consequences of implicit bias
- Using the ladder of inference to identify and work with "Hot Button" Issues
- Identifying possibilities of educator bias when responding to challenging behaviors
- Identifying educators' personal and cultural beliefs and the impact of "Hot Button" behaviors
- Identifying educators' cultural disconnects with the children in their classrooms
- The difference between individual differences and individual deficits
- "Hot Button" Activity

Module 4: What is Culture?

Content Includes:

- The importance of defining culture to growing in cultural competency
- How culture affects the way that children learn, cope, problem-solve, and communicate
- How educators can use their classrooms to celebrate the unique culture of each of their students
- Definition and examples of practicing cultural humility
- Identifying the elements of culture
- Identifying the educator's culture
- Identifying possible cultural disconnects with children and families
- The importance of developing cross-cultural relationships

Module 5: Culturally Responsive Practices

Content Includes:

- Definition of culturally responsive practices
- Ways these can be implemented
- Identifying the seven principles of culturally responsive practices
- How educators use culturally responsive practices to listen to, interact with, and learn from children
- Elements of culture activity



Using the Reducing Implicit Bias Modules: Who and How



This handbook has been created, in part, to help you consider how to use the modules in a way that supports your staff to best serve the children, families, and community with whom they work.

Decisions about how to use the modules may happen at a state, regional, district, agency, program, or specific site level.

- **What are we hoping to accomplish through our use of these modules?**

Knowing this will help to determine how to best approach and implement them. Some possible approaches may include:

Using the Reducing Implicit Bias ePyramid Modules as part of the complete package

- To launch and/or supplement a program-wide Pyramid Model initiative
- For onboarding new staff
- As a refresher for staff who have already experienced in-person training
- As a component of and/or introduction to Practice-Based Coaching using the Pyramid Model

Using the Reducing Implicit Bias ePyramid Modules as stand-alone training

- In conjunction with Practice-Based Coaching initiatives
- As stand-alone professional development training
- To apply to a particular role within your agency (e.g., as part of training for practice-based coaches)
- To directly address concerns expressed by staff members
- As a resource at coaching meetings, to teach more about the specific practices that teachers are working to implement
- As homework or follow-up after in-person trainings
- To support improvement based on data (TPOT, TPITOS, ECERS, ITERS, CLASS, etc.)

- **Who will be receiving the ePyramid Reducing Implicit Bias training?**

This program benefits a wide range of people:

- All staff members who interact with children and/or families
- Leaders interested in supporting quality improvement initiatives related to social-emotional development
- Coaches or professional development specialists who support staff in implementing social-emotional practices

- **What approach will we take to the modules?**

This module is often split into two one-hour sessions where a group facilitator/leader leads a discussion and facilitation group on the video. The group will complete modules 1–3 in preparation for the first facilitation meeting. Participants are then expected to complete modules 4 and 5 in preparation for the second facilitation meeting. This meeting is generally held within 30 days of the first.

- **Who will support the learning processes?**

It is recommended that you have an established leadership team that focuses on equity goals and practices. This team should include a family and/or community representative and should reflect the voices of these stakeholders. The team should reflect the diverse needs of program families and communities and should ideally include members from each of these groups. Because culturally responsive practices include identifying needs of the community, it is imperative that the program work to engage with families, recognize them as partners, and obtain a relationship that includes mutual trust, respect, and agreed-upon expectations for success and behavior.

It is recommended that each cohort have a group “leader.” This person will be responsible for supporting implementation of the trainings, documentation, and accountability. The leader should be well-versed in program-wide Pyramid Systems and implementation of Pyramid Practices and trained on understanding, addressing, and

working to eliminate the impact of his or her own implicit bias. While it is preferred that leaders and coaches not have job supervisory responsibilities, we know that many programs may not have sufficient personnel to support such a structure. As such, for the training process to be as effective as possible it is recommended that the leader and/or coach be in a position to foster an environment of trust, authenticity, and nurturance.

- **Will we facilitate use of the modules in groups? In cohorts? With individuals?**

While it is left up to the discretion of the program, many of our leadership teams have found success when breaking their training teams into cohorts of 10-15 staff members.

Please note that there is currently no method for individuals to mark the lessons as completed within each online module, meaning that reports will not allow leaders to track individual completion after group viewing. We recommend that whichever approach you choose, you provide some level of in-person support to supplement and provide accountability for use of the online modules.

- **Will staff be given professional development credit?**

It is up to the discretion of your organization to decide whether professional development credit is needed and to determine what that looks like. Many of our partnering programs have used certificates, a template for which we can email to you, when they have watched all of the videos and successfully completed all Knowledge Checks. You can also use a simple attendance sheet or ask for completion of activities as proof of attendance. Your agency may wish to provide additional recognition or documentation for participants' ongoing progress and successful completion of handouts and other assignments.

- **How will accountability be measured? Who will provide it?**

See the “Role of the Leader” section of this handbook.

Role of the Leader



The person who provides support to participants from your organization may be an administrator, professional development specialist, TA provider, behavior or mental health specialist, coach, or teacher. Ideally, he or she will have experience in implementation of the Pyramid Model, knowledge of related resources, and time to devote to the project.

Most importantly, it is essential that leaders have some knowledge of cultural competency, your Pyramid Model programs, and interventions, as well as experience facilitating meaningful discussion. It is important that they have engaged in some critical reflection of personal biases, stereotypes, and preconceptions about race and people different from themselves. It is recommended that leaders for this program be able to create a space of trust, openness, and safety to ensure that the training is effective.

Practice-Based Coach (PBC) Training and ePyramid Training for Leaders are available through the Pyramid Model Consortium. Cohort coaching is also available for the infant/toddler, birth to 5 and preschool ePyramid packages.

The role of the leader may include:

- Supporting implementation
 - Guiding participants
 - Following up on learning
 - Extending activities

Supporting implementation might include checking in regularly with individual participants to answer questions about content, directing them to further resources, and otherwise extending learning. It could include providing feedback on the quality and content of completed assignments or using the action plan for each lesson as the focus of Practice-Based Coaching.

Leaders might also facilitate communities of practice that allow participants to share their learning and implementation with each other. Community of practice meetings can take place weekly, biweekly, or monthly.

- Documentation
 - Monitoring progress through modules (See Appendix C)
 - Accountability for action items/projects

Documentation might include providing deadlines, reviewing reports to monitor progress through the modules, and following up with participants to ensure that they are completing and feeling supported across all lessons, assignments, and action plans. It can include taking attendance and asking for proof of completed assignments. Please reference Appendix C for an example.

Leaders can access progress reports for each staff member on a weekly basis. Contact Erin Kalanick, erin.kalanick@pyramidmodel.org, to arrange for this access.

Some leaders fill both support and documentation roles, while other programs assign these roles to separate leaders.

We recommend that leaders provide participants with a binder that includes all of the handouts (see Appendix A), multiple copies of the action plan form, blank paper for journaling, and other relevant documents such as information about program implementation of Pyramid Model practices. According to one leader, “Having the materials printed and in a notebook and ready on Day 1 was absolutely necessary—it would be unrealistic for me to expect the participants to take care of this on their own...it would not have happened.”

At this time, users are able to continue to the next lesson even if they do not meet the required percentage on the Knowledge Check. However, leader reports do indicate whether a participant has passed, and participants are not able to complete the course until they have passed all Knowledge Checks. Please note that, should you and your organization decide to require a certificate of completion for participants, they will need to complete all the lessons before one is issued.

Coaching



The practices found in these modules can serve as a focus of or addition to coaching. At the end of each lesson, participants are asked to engage in activities that can help them integrate the practice of addressing their own biases to reduce the impact this has on the children and families they serve. These activities can be used as assignments to assess goal achievement and the impact of Practice-Based Coaching on outcomes that affect staff, children, families, classrooms, etc.

Coaches can follow the Practice-Based Coaching cycle to support participants in implementation. This entails assisting with the action planning process, conducting focused observation related to the action plan, and meeting with participants after the observation to reflect on implementation and provide feedback.

This cycle can be easily accommodated to fit the desired coaching cycle, lessons, and participant goals. Visit <https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc> to find out more about Practice-Based Coaching. Contact Rob Corso at rob.corso@pyramidmodel.org to arrange for PBC Coach Training.

Facilitation Questions/Assignments

All participants in the Reducing Implicit Bias ePyramid Module training are expected to walk away with certain knowledge and skills, and the leader and facilitation group(s) are instrumental in ensuring this is the case. As you consider how you will support learning, prioritize discussion about the needs assessment and action plan for each lesson, and emphasize implementation of the practices, your leadership team will naturally identify some guiding questions that leaders can use to facilitate meaningful and goal-focused discussions.

While it is up to the discretion of each program to prioritize the facilitation and process discussion goals and focus, many of the questions and activities below are optional and can be used to review, reinforce, and extend learning for individual users, or to provide discussion topics for the facilitation meeting(s) after completion of the modules. All assignments are located in Appendix B.

Module 1: Introduction

- What do you, as an individual, hope to gain from this training? What do you understand the expectations for your organization to be?
- What will help this group to serve as a safe place where we can learn together?
- Why do you think a focus on culturally responsive practices is important to social-emotional development? Why are these practices important for your work environment?
- Were you surprised by the statistics about disproportionate discipline based on gender and race? Why or why not? Have you seen any evidence of these statistics in your place of employment? How?
- What were your emotional reactions to these statistics? Did you notice yourself feeling defensive, perhaps? What is it like for you to think about the fact that you may hold biases?
- In what ways do you avoid discussing race in your own life? Does it go against what you were taught? Is it uncomfortable?
- What was the “racial etiquette” you were taught and how does that influence how you may run your classroom(s), organizations, or programs? How may this affect the children and families that you serve?
- Are early childhood practices “color blind”? Why do you think there are so many disparities? Why do you think the achievement gap exists? When in your own life/career have you seen these disparities play out?
- In what ways have you witnessed or heard about disproportionality in your work setting?
- Are you able to acknowledge a place where your own implicit bias exists? Please explain and say more about this.
- What were your thoughts about the idea that bias and not behavior is actually more likely to predict disciplinary action? Does your personal and professional experience align with this? In what ways?
- How do you “become comfortable” with discomfort? What does that look like in your day-to-day life? What are the things in your classroom that make you the most uncomfortable to think about in regards to biases?
- How do you engage in critical reflection? Specifically, what does this look like when you are addressing your profession? Issues of social and racial justice? Race and ethnicity? Religion? Ability status? The uncomfortable emotional and psychological toll that admitting to your own biases may bring up?
- Discuss your reactions to the idea that race may be “one of the number one issues” in American society today.

Module 2: What is Implicit Bias?

- In what ways have you witnessed or heard about disproportionality in your setting? In what ways may you have unconsciously participated in disproportionality in your setting? In your career? In your life?
- Have you been able to acknowledge a place where your own implicit biases exist? What was this process like?
- Where have you witnessed disconnects between what we believe about ourselves and how others perceive us?
- Where are those disconnects, in your own life, where your acknowledged biases may be different from your currently held beliefs, or the way you want to be perceived?
- If you were to be an observer in your own classroom, how would you describe the ways in which you are teaching the other children to treat a child with challenging behaviors?
- What are some ways that you have witnessed disproportionality in discipline in your current setting? In your classroom? Are there any experiences from your personal life you want to share?
- Why do you believe that some children are perceived as “troublemakers” while others are not? What is the standard that “good behavior” is built on in your setting and/or classroom?
- What are your thoughts and beliefs about implicit bias? What have you been taught about implicit biases?
- What are some examples of your implicit biases? Where do you think they came from? Were they taught to you implicitly or explicitly?
- How do your own implicit biases show up in your work with children and families?
- What are your reactions to Dr. Rosemarie Allen’s assertion that biases are not our fault? Do you feel guilty for your biases? How do you practice self-compassion so that you can limit their negative impacts on the children and families with whom you work? In what ways could critical reflection assist you here?
- Discuss your reactions to the statement “Aware is halfway there.”
- What were your reactions to Dr. Allen’s reflections on research that states that many people do not believe in the power of their own biases because these are not in line with their stated values and beliefs? How have you noticed this play out in your life personally?
- Discuss your understanding of and reactions to the “Ladder of Inference” Dr. Allen talks about. What is an example of this from your personal experience working with young children?
- How was the ladder of inference helpful for you in noticing your own implicit bias?
- How can you begin to understand how bias is expressed in your classroom?
- What data (and how) could you collect about your own behavior? How can you use that information to reflect on your own practices?
- Discuss what Dr. Allen identifies as the three major risk factors for preschool suspensions. Include discussion about your reaction to these risk factors. Were you surprised? Have you seen evidence of this in your own life and professional experience?
- Discuss your reactions to the Kirwin Institute’s findings that implicit bias is a leading factor in racial/ethnic inequality in the US. How do you think this affects discipline practices in your classroom?
- Discuss ways that you understand how to “make the unconscious conscious.”
- What have you done differently, so far, as a result of identifying your own implicit biases? Please limit your responses to only the time frame since you have participated in this training.
- What is one way that you have taken care of yourself (or plan to) as you begin to raise your internal awareness regarding your own implicit biases?

Module 3: Hot Buttons

- Do you agree with Dr. Allen's assertion that "it's natural to think that race does not impact us individually"? What are examples of this in the communities, classrooms, and programs in which you serve?
- What have you noticed about yourself since our last meeting? Since you completed the first two modules? Have any insights occurred? Have there been any shifts in your thought process or behavior?
- Discuss your thoughts and reactions to the results of the Selective Attention Test. What do you think this can teach us about the way we are organizing communities, managing our programs and classrooms? Did you all take a test? If yes, which one? What did you notice in the test you took?
 - Here is an example of a [Selective Attention Test](#).
- It is easy to believe that the children or parents whose cultural beliefs and values are different from ours are wrong. How has this bias played out in the communities, classrooms, or work setting(s) with children in your career? How can you remain open to the possibility that their way might be just as right as yours? What were you taught about difference in your upbringing?
- Discuss your thoughts and reactions to the Walter Gilliam study with preschool teachers. Were you surprised to learn that studies show that preschool teachers judged behavior differently based on the child's race? Have you had any personal experience with this? Please share/discuss.
- What are the particular challenging behaviors you face from the children you work with? From adults? In what setting? What are potentially challenging behaviors that you can see in your personal life? How might this impact your work with the children and families you serve?
- What are your particular Hot Button issues? What cultural messages do you think are tied to them?
- How do you think your personal and cultural beliefs impact your Hot Button issues?
- Discuss your thoughts and reactions to completing the Hot Button Activity. What biases did you identify when you noticed these behaviors? Where might there be cultural disconnects?
- How do you know that the children, families, or personnel in your care know and understand your behavioral expectations of them? Are these expectations in line with their cultural and familial expectations?
- Are you aware of the cultural and familial expectations of the children and/or personnel in your care? How do you demonstrate this awareness or understanding?
- Discuss personal examples of what it looks like when there are cultural disconnects between you and the children and families you serve. What are potential consequences of these disconnects? What does it look like when children, families, schools, and classrooms are consistent in their expectations of children's behavior?
- Remember: Cultural disconnects + selective attention + challenging behaviors = bias and disproportionality in discipline practices. Discuss.

Module 4: What Is Culture?

- Any thoughts about what you wished your teachers knew about you when you were growing up? What about what the children (and families) in your care would want you to know? If you have children, what do you wish their teachers knew about them?
- What did you learn from the Tree (vs. Iceberg) Theory of Culture? Discuss your reactions to each. Discuss/define elements of your personal "culture tree." What are your branches? Trunk? Roots?
- Define/discuss your personal culture. How did you "do" culture in your upbringing? What were the behavioral expectations for children? Reflect on similarities and differences with the children and families in your care. Discuss among yourselves the differences you observed with each other.
- What elements of your culture do you bring into your work? What impact does this have on your work?
- Dr. Allen discusses how culture affects the way that children learn, cope, problem-solve, and communicate. With this in mind, what are the consequences of potential cultural disconnects with the children and families in your care? What about personnel with whom you interact in your program/organization?
- How do you allow the children and families in your care to tell you what is important to them? Discuss examples of how you practice or could practice cultural humility with them.
- How do you get to know your families? Do you require them to complete family information sheets? How is each child's unique culture reflected in your classroom/work environments? Are the cultures of your personnel represented? Why or why not? How?

Module 5: Culturally Responsive Practices

- Dr. Allen discusses the importance of being able to be comfortable with talking about race and culture. How do you do this with the children and families you serve? Are you comfortable talking about cultural differences? Are you comfortable asking questions? Why or why not?
- What does critical reflection look like for you? How can you build time into your day for engaging in critical reflection related to bias and disproportionate discipline?
- Discuss and reflect on the 7 Principles of Culturally Responsive Practices. When hearing/learning about these, what did you notice that you are already doing? What aspects will you do more intentionally? What are things that can present a challenge to this practice?
- What came up for you and what did you learn from filling out the “Elements of Culture” handout?
- Paying attention to the things you say about children and families and the people you find yourself discussing, what do you notice? Do you find yourself making more negative remarks about certain children/families? What assumptions and/or biases do those reflect? How do these assumptions/biases interact with your chosen value system? Are they a reflection of or in opposition to it?
- What are your values and beliefs around discipline? Challenging behaviors? Punishment? Justice? Fairness? Discuss similarities and differences with the children and families whom you serve. Discuss similarities and differences with other members of the training. How would you feel raising these subjects with your personnel?
- Dr. Allen says, “We enter the field of early childhood to enhance the lives of young children, and to ensure positive outcomes.” Do you agree or disagree with this statement? Do you agree that this is a focus of why we engage in this work? Say more about this.
- Discuss cross-cultural relationships that you have or can pursue further. Discuss possibilities of positive outcomes. How might this affect the children and families you serve? How might it influence your life and work environment overall?



Reducing Implicit Bias Training and the Early Childhood Benchmarks of Quality (EC-BOQ)

The EC-BOQ Cultural Responsiveness Companion is an action planning resource for coaches and teams implementing the Pyramid Model to improve the fit of their particular Pyramid system with the needs of each and every child and family. Teams may use this tool to enhance equity within their systems. They can also use it to assess the cultural responsiveness of their current Pyramid Model practices and strategies. For the purposes of this handbook, we have selected the EC-BOQ items that best fit with the Reducing Implicit Bias Modules. We have provided examples of how teams could implement each item, with the hope and expectation that programs, coaches, and teams will do so in a way that best fits the unique needs of the children and families whom they serve.

EC-BOQ Item 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 boxes, focus groups).”

Culturally Responsive Elements/Adaptations:

- Family feedback indicates an awareness of and support for (a) addressing children’s social-emotional competence and challenging behavior, (b) using culturally responsive practices, and (c) addressing implicit bias.
- The team, staff, and administration recognize families as partners. They request the input of families, recognizing them as the child’s first and best teacher.

Resources:

- Developing Family Partnerships: <https://eclkc.ohs.acf.hhs.gov/family-engagement/building-partnerships-guide-developing-relationships-families/building-partnerships-guide-developing-relationships-families>
- Office of Head Start: Multicultural Principle #2 for Early Childhood Leaders: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/principle-02-english.pdf>
- National Center for Systemic Improvement (NCSI): Fact Sheet: Creating Authentic Partnerships with Historically Marginalized Families and Other Stakeholders: Embracing an Equity Mindset: <https://ncsi-library.wested.org/resources/694>

Culturally Responsive Ways to Implement:

- Schedule a “family culture” night or program where families are invited to come and share information about their families and culture with other families and children, as well as the staff and administrators.
- Have each family complete a family demographic survey/handout that talks specifically about potential cultural disconnects, behavior expectations, the roles of teachers, parents, and children, etc.

EC-BOQ Item 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.”

Culturally Responsive Elements/Adaptations:

- The team ensures that the program-wide plan is publicly available in multiple languages and modes of communication.

Resource:

- Introducing the Pyramid Model to Families (Spanish): https://challengingbehavior.cbcs.usf.edu/docs/NCPMI_family_factsheet_web_SP.pdf

Culturally Responsive Ways to Implement:

- Connect with local cultural community centers, school district newcomer centers, area refugee offices, and immigrant services offices to find relevant translation/interpretation services and best systems of communicating with families in the community.
- Host informational meetings at local community centers, or conduct calling campaigns, using interpretation services where necessary to transmit information verbally.
- Using available translation services, create informational flyers to distribute via area community and family networks.
- Produce one-minute video clips to distribute via social media, radio, and local television stations.

EC-BOQ Item 12

“Family involvement in the initiative is supported through a variety of mechanisms, including home teaching suggestions, information on supporting social development, and the outcomes of the initiative. Information is shared through a variety of formats (e.g., meetings, home visit discussion, newsletters in multiple languages, open house, websites, family-friendly handouts, workshops, rollout events, access to staff with bilingual capacity).”

Culturally Responsive Elements/Adaptations:

- The strategies and/or materials are culturally responsive (i.e. the diversity of the children is represented across the program in books, pictures, and materials, including those sent home and in common areas, and children’s cultures are affirmed and promoted).
- The leadership team installs systems of two-way communication in which families teach the school to develop home strategies and share their own approaches to discipline with teachers and administrators.

Resource:

- Family Engagement Principles: <https://www.naeyc.org/resources/topics/family-engagement/principles>

Culturally Responsive Ways to Implement:

- Use pictures from calendars, magazines, and online sites of people from many places doing things that children love to explore, e.g., weddings around the world. (Be sure to include images of same-sex couples, people with disabilities, and different kinds of ceremonies, but especially cultures represented in the school community.)
- Rather than cute clip art, use actual photos (with photo release) of children in your school or center in your newsletters.
- Display framed photos of families from your center in hallways and classrooms.
- Invite a panel of family members to share (online or in person) home strategies about connections and challenges with school policy. Make this an ongoing initiative.
- Develop a social media initiative that is culturally representative and ask families to participate.

EC-BOQ Item 13

“Families are involved in planning for individual children in a meaningful and proactive way. Families are encouraged to team with program staff in the development of individualized plans of support for children, including the development of strategies that can be used in the home and community.”

Culturally Responsive Elements/Adaptations:

- As needed, the staff and administration use cultural brokers, individuals who act as mediators or “go-betweens,” to improve relationships between program staff and family members (Jezewski & Satnik, 2005).

Resources:

- Eight Practical Tips for Parents of Young Children with Challenging Behavior: Positive Solutions for Families: https://challengingbehavior.cbcs.usf.edu/docs/positive_solutions_for_families.pdf
- Help Understanding Dual Language Learners and Challenging Behavior, from the Office of Head Start: <https://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learners-challenging-behaviors>

Culturally Responsive Ways to Implement:

- Invite families who are bilingual to interpret for other families at meetings or events.
- Partner with local community organizations for low-cost or volunteer translation services.
- Hire staff from the extended families of students in your school to support existing staff.
- Ask families to share strategies that work at home with their children before suggesting center strategies. Make sure to get behavioral examples of these strategies.

EC-BOQ Item 14

“2-5 positively stated program-wide expectations are developed.”

Culturally Responsive Elements/Adaptations:

- The team assesses expectations to align them to the family, community, and staff values.
- The team uses results from an equity audit or survey to revise program-wide expectations to ensure that these are aligned to families' values.

Resources:

- Family-Centered Practices Checklist (ECTA): https://ectacenter.org/~pdfs/decrp/FAM-1_Fam-Ctrd_Practices_2017.pdf
- Tip Sheet on <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-creating-environments.pdf>
- Tool to plan a partnership with families on developing expectations <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/behavior-guidance/state-activities-families.pdf>
- Appendix D: Sample Equity Audit

Culturally Responsive Ways to Implement:

- Invite families to share their goals, hopes, and dreams for the ideal school for their children and compare these to existing priorities for rules and expectations. Incorporate these into school-wide expectations.
- Create a “culturally responsive” board for your school, inviting families and other stakeholders to participate.

EC-BOQ Item 15

“Expectations are written in a way that applies to both children and staff. When expectations are discussed, the application of expectations to program staff and children is acknowledged.”

Culturally Responsive Elements/Adaptations:

- Staff members have the opportunity to provide input about their values and cultural perspectives.

Resource:

- Coaching Corner Webinar Series on Using Practice-Based Coaching to Help Teachers Establish and Teach Behavior Expectation: <https://eclkc.ohs.acf.hhs.gov/professional-development/article/coaching-corner-series>

Culturally Responsive Ways to Implement:

- Invite staff to share their values, expectations, hopes, and dreams for the children in the center and how they intend to live up to these themselves. Incorporate these into center-wide expectations.
- Ask staff to commit to modeling the expectations in their own interactions. Role-play scenarios to practice application of expectations for adults in the school.
- Invite family feedback and support as regards school-wide expectations.

EC-BOQ Item 16

“Expectations are developmentally appropriate and linked to concrete rules for behaviors within activities or settings.”

Culturally Responsive Elements/Adaptations:

- The team examines expectations and rules to ensure that they are important for positive social-emotional development.

Resource:

- NAEYC article emphasizing a strength based approach: <https://www.naeyc.org/resources/pubs/tyc/apr2019/strategies-culturally-responsive-classroom>

Culturally Responsive Ways to Implement:

- Align program-wide expectations with Developmental Expectations, then review for cultural or ability mismatch and adjust specific rules to accommodate cultural norms. For example, the school-wide expectation “treat people with respect” may translate to a rule for circle time that sounds like “eyes and ears on the teacher, hands on self, legs criss-crossed.” While this may be aligned with developmental expectations for 4-year-olds, it may not be possible for a child in a wheelchair to comply, or it may be culturally misaligned with a culture in which children are taught not to make eye contact with adults. Adjust the circle time rule to say “treat people with respect at circle time by staying in your own space and focusing on the speaker”: this gives children the directive to “focus” without expecting that they can hear or see or look or sit in a particular way. Individual conversations about what “focus” means for a particular child will make this rule meaningful and help to build the relationship between teacher and child.

EC-BOQ Item 17

“Program staff and families are involved in identifying the program-wide expectations that address the needs, cultural norms, and values of the program and community.”

Culturally Responsive Ways to Implement:

- The leadership team provides staff and families with annual opportunities for input, using multiple mechanisms.
- An equity audit assesses the extent to which stakeholders are involved in expectation identification.

Resources:

- Challenging Behavior tools for staff: https://challengingbehavior.cbcs.usf.edu/docs/Developing-Expectations_program.pdf and for family: https://challengingbehavior.cbcs.usf.edu/docs/Developing-Expectations_home.pdf.
- Tool to plan a partnership with families on developing expectations: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/behavior-guidance/state-activities-families.pdf>
- Tip Sheet on supporting Dual Language Learners with behavior expectations: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/behavior-guidance/state-teacher-tips-dll.pdf>
- Appendix D: Sample Equity Audit

Culturally Responsive Ways to Implement:

- Host conversation groups on topics of interest to families in common language groups. Provide supervision for children, a space for nursing, interpreters, and food.
- Hold an interpreted calling campaign to talk to individual families.
- Schedule home visits with interpreters to visit with individual families.
- Provide translated mobile device-ready questionnaires for families.
- Ask families to fill out translated questionnaires at pick-up times.
- Ensure that times for these conversations and meetings are culturally appropriate.

EC-BOQ Item 18

“Expectations are shared with families, and staff members assist families in the translation of the expectation to rules in the home.”

Culturally Responsive Elements/Adaptations:

- The program’s family orientation materials include explicit statements on possible differences between school and home.
- The leadership team provides family orientation materials in multiple languages and modes of delivery (written, audio, visual).

Resources:

- Sample program handout providing visuals and reminders for children and families on using program expectations at home (multiple language translations): https://challengingbehavior.cbcs.usf.edu/PyramidNation/Community/docs/WeareKindatHome_FamilyHandout.pdf

Culturally Responsive Ways to Implement:

- Provide specific examples of the ways that expectations are translated into rules throughout the program (playground, lunch time, circle time, etc.) and some suggestions for how they might look in different parts of a day at home.
- Invite families to help construct these suggestions based on their own home routines and structures.
- Create translated charts or posters for families to use in the home that incorporate family suggestions and routines, and that align with language used in the program.

EC-BOQ Item 19

“Expectations are posted in classrooms and in common areas in ways that are meaningful to children, staff, and families.”

Culturally Responsive Elements/Adaptations:

- The staff post the expectations in multiple languages.
- Visuals are representative of cultural and family backgrounds.

Resources:

- Tip sheet on creating environments that include children’s home languages and cultures: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-creating-environments.pdf>
- Ideas for creating culturally inclusive and positive classroom climates: <https://preventexpulsion.org/2d-work-with-teachersproviders-to-implement-a-positive-culturally-inclusive-classroom-climate/>

Culturally Responsive Ways to Implement:

- Avoid using stereotyped clip art to represent different cultures by using photos of children and adults from the program demonstrating expectations. This ensures that expectations are culturally appropriate to the children and families whom you serve.
- Invite families to review the translations of expectations you are using. This will both help families to clarify their understanding of these expectations and ensure that meaning is not lost in the translations.

EC-BOQ Item 20

“Strategies for acknowledging children’s use of the expectations are developmentally appropriate and used by all program staff, including administrative and support staff (e.g., clerical, bus drivers, kitchen staff).”

Culturally Responsive Elements/Adaptations:

- The leadership team ensures that the use of specific praise is culturally aligned and recognizes various forms of acknowledgment, such as body language or facial expressions. (Individuals from some cultures prefer quiet, individual praise such as a smile and a nod, whereas others like more public praise, such as high fives and celebrations.)

Resources:

- Handout including recommendations and considerations for positive descriptive feedback <https://challengingbehavior.cbcs.usf.edu/docs/positive-feedback.pdf>
- NAEYC article on alternatives to “good job”: <https://www.naeyc.org/resources/pubs/tyc/oct2013/10x-good-job-alternatives>
- NAEYC article with strategies for teaching children in diverse classrooms (includes family language and interest survey): <https://www.naeyc.org/resources/pubs/tyc/dec2018/supporting-children-superdiverse-settings>
- Appendix D: Sample Equity Audit

Culturally Responsive Ways to Implement:

- Encourage children to acknowledge one another for use of expectations by making modeled matter-of-fact acknowledgments a regular part of routines.
- Get family input regarding how they praise their children and communicate alliance with behavioral expectations within the family.

EC-BOQ Item 24

“A needs assessment and/or observation tool is used to determine training needs on Pyramid Model practices.”

Culturally Responsive Elements/Adaptations:

- Assessments also identify cultural considerations of staff, including learning and communication styles, problem-solving preferences, and cooperative vs. competitive interactions.

Resources:

- Collaborative Team Workstyle Discussion Guide: <https://challengingbehavior.cbcs.usf.edu/docs/Classroom-Collaboration-Workstyle-Disc-Guide.pdf>.
- Appendix E: Culturally Responsive Professional Development for Early Childhood Providers

Culturally Responsive Ways to Implement:

- Create a list of equity topics and ask staff to self-evaluate their current knowledge/awareness of, readiness for, and expertise in each topic. Provide reading/video resources for staff to expand their current understandings.
- Invite staff to create personal cultural journey journals with which to track their own growth, reading, experiences, and learnings about themselves and their cultural interactions.
- Encourage all personnel to engage in critical reflection.

EC-BOQ Item 28

“Teachers have received training related to potential bias when responding to behavior challenges and have strategies to reflect on their responses to individual children.”

Culturally Responsive Elements/Adaptations:

- Training includes identifying and addressing vulnerable decision points.
- Training includes culture, trauma, and mental health.
- Training includes strategies to address implicit bias.

Resources:

- Video (5 min.): Implicit bias and vulnerable decision points: <https://pbisapps.wistia.com/medias/rnkz23b2x3>
- Teaching Tolerance Webinar: Confronting Implicit Bias <https://www.tolerance.org/professional-development/webinars/confronting-implicit-bias>
- Prevent Expulsion: Addresses recommendations for training, ways to address barriers, and links to more resources: <https://preventexpulsion.org/1g-provide-professional-development-and-ongoing-support-for-all-program-staff-on-culturally-responsive-practices-and-implicit-bias/>
- Culturally Appropriate Positive Guidance <https://www.naeyc.org/resources/pubs/yc/mar2017/culturally-appropriate-positive-guidance>

Culturally Responsive Ways to Implement:

- Encourage staff to practice visualizations of situations transposing students to desensitize their brains to unconscious biases. When a student's behavior is particularly challenging to the adult, have the adult practice picturing a different student doing the same behavior. Is it harder to get mad at one child than another? Is it less upsetting when one child engages in the behavior than another? Is the approach to addressing the behavior different for one child than another?
- Have staff keep a personal log of interactions that were distressing for them and which children were involved. This reflection tool can help to identify biases the adult was not aware of previously.

EC-BOQ Item 29

“Program staff's response to children's problem behavior appropriately using evidence-based approaches that are positive, sensitive to family values, culture, and home language, and provide guidance about the desired appropriate behavior and program-wide expectations.”

Culturally Responsive Elements/Adaptations:

- Approaches include considerations of trauma and social and emotional development (i.e., early childhood mental health).
- Strategies incorporate home language and culturally appropriate communication styles.

Resources:

- School suspensions are adult behaviors (Dr. Rosemarie Allen TED talk): <https://www.youtube.com/watch?v=f8nkcRMZKV4&feature=youtu.be>
- Mindful Reflection Protocol: <https://crtandthebrain.com/wp-content/uploads/Protocol-for-Checking-Unconscious-Bias.pdf>
- NAEYC Resource: Trauma-Sensitive Classrooms <https://www.naeyc.org/resources/pubs/yc/may2015/trauma-sensitive-classrooms>
- Culturally Responsive Strategies to Support Young Children with Challenging Behavior <https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies>

Culturally Responsive Ways to Implement:

- Encourage staff to focus on understanding the root causes of a behavior, which may be beyond the immediate situation, and respond with empathy for what might be driving the behavior, rather than on consequences of or punishments for the behavior.
- Ensure that staff connect with a child before joining with the child to redirect the behavior (e.g., “It seems like you are really frustrated with that puzzle. Let's see if we can pick up the pieces and put it away”).
- Complete the “Hot Buttons” Activity (Appendix B) with staff as part of trainings and coaching.

EC-BOQ Item 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.”

Culturally Responsive Elements/Adaptations:

- Families provide input into the development of the process and any related policies regarding crisis situations.

Resources:

- Appendix D: Sample Equity Audit
- Toolkit: Facilitating Individualized Interventions
https://www.ecmhc.org/documents/CECMHC_FacilitatingToolkit.pdf

Culturally Responsive Ways to Implement:

- Request families to share what they do at home in a crisis situation. Support them in understanding what the program sees as crisis situations. Create a plan using the input from the family along with research-based intervention strategies.
- Explore with families how they define and deal with crisis situations and ask for specific examples.

EC-BOQ Item 31

“Teachers have opportunities to problem solve with colleagues and family members around problem behavior. Teachers are encouraged to gain support in developing ideas for addressing problem behavior within the classroom (e.g., peer-support; classroom mentor meeting; brainstorming session).”

Culturally Responsive Elements/Adaptations:

- The administration and staff consider culture, trauma, and mental health as part of problem-solving behavior.
- Staff initiates support and uses a strength based perspective, avoiding deficit thinking and negative discussions about children.

Resources:

- Checklist of Early Childhood Practices that Support Social Emotional Development and Trauma-informed care:
<https://challengingbehavior.cbcs.usf.edu/docs/Informed-Care-Checklist.pdf>
- Fact Sheet: Integrating Infant and Early Childhood Mental Health Consultation with PM:
https://challengingbehavior.cbcs.usf.edu/docs/IECMHC_All-Hands-on-Deck.pdf
- Webinar: Integrating Infant and Early Childhood Mental Health Consultation with PM:
https://challengingbehavior.cbcs.usf.edu/Training/Webinar/archive/2018/09-11/2018-09-11_All-hands-on-deck.html
- Fact Sheet: Strength-based approach <https://cdn.nctefiles.org/nctefiles/strengthsbased.pdf>
- Using a strength-based approach: “Being Black Is Not a Risk Factor”:
https://www.nbcdi.org/sites/default/files/resource-files/Being%20Black%20Is%20Not%20a%20Risk%20Factor_0.pdf

Culturally Responsive Ways to Implement:

- Encourage staff to examine the cultural perspectives and unresolved trauma they may bring to challenging classroom situations, and then consider what experiences the child may bring to the situation.
- Ensure that support staff recognize it is not their right to ask about or even know all of the background that may be at play in a given situation, but that they must approach every situation as if the potential is there that this behavior may be in response to something beyond the immediate circumstances.
- Ensure that all staff understand that every brain can be rewired through attuned, positive interactions in meaningful relationships with caring, regulated adults. Be certain that staff buy in to this idea.

EC-BOQ Item 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.”

Culturally Responsive Elements/Adaptations:

- Culture and learning needs are part of the parent contact plan (e.g., alternate modes of communication if a cell phone is unavailable, accommodations to ensure comprehension).
- The timing of communications is considered (e.g., accounting for family work schedules) and a plan for alternative contacts/caregivers is discussed and agreed upon.

Resource:

- Culturally Responsive Family Engagement Strategies:
https://iel.org/wp-content/uploads/2017/07/IEL_H9_Lavorgna_HandOut.pdf

Culturally Responsive Ways to Implement:

- Establish a plan with the family for communicating about problem behavior concerns (e.g., a text message that says “challenge alert” or “check in” or “celebration” or “health” prior to a call can reduce stress and help families to be ready for the conversation ahead).
- Be aware of specific terms that may be triggering or upsetting for family members due to past experiences, and use the established language agreed upon for discussing issues.
- Only contact families using agreed-upon methods and interpreters to avoid surprises that can escalate a challenging situation.
- Contact family members when you can provide strength-based solutions as well as reports on challenging behaviors.

EC-BOQ Item 39

“Behavior incident and monthly program action data are analyzed on a regular basis to identify potential issues related to disciplinary action bias.”

Culturally Responsive Elements/Adaptations:

- The leadership team disaggregates and examines data for disproportionality according to Race/Ethnicity, Gender, IEP/IFSP, and DLL status.

Resources:

- Understanding Common Measures of Disproportionality:
<https://challengingbehavior.cbcs.usf.edu/docs/Understanding-Measures-of-Disproportion.pdf>
- Behavior Incident Report System: Data decision-making guide:
<https://challengingbehavior.cbcs.usf.edu/Implementation/Data/BIRS.html>

Culturally Responsive Ways to Implement:

- Ensure that all staff document all behavior incidents and interventions for analysis. Analyze this data on a consistent basis.
- Compile reports and review for trends by staff member and by child’s cultural markers (race, ethnicity, gender, etc).
- Invite staff to review reports and discuss possible reasons for trends.
- Provide ongoing staff development around issues of bias that may appear in analysis.

EC-BOQ Item 40

“Program-level data are summarized and shared with program staff and families on a regular basis.”

Culturally Responsive Elements/Adaptations:

- Data are presented in formats that are understandable to a variety of staff, families, and learners (e.g., free of jargon, using multiple modes of communication, and in differing languages).
- Data and summaries are used to encourage and support the practices of individual staff and the promotion of children’s social, emotional, and behavioral skills.

Resources:

- Behavior Incident Report System: Data decision-making guide:
<https://challengingbehavior.cbcs.usf.edu/Implementation/Data/BIRS.html>
- Data Decision-Making and Program-Wide Implementation of the Pyramid Model:
https://challengingbehavior.cbcs.usf.edu/docs/roadmap/Roadmap_7_Data.pdf
- Sharing Pyramid Model data using infographics: <https://challengingbehavior.cbcs.usf.edu/docs/NCPMISharing-data-with-families-Infographics.xlsx>
- Data visualization toolkit: <https://dasycenter.org/data-visualization-toolkit-2/>
- Video: Classroom Practitioner Coaching Guide:
<https://youtu.be/VbBh1K3GMCg> challengingbehavior.cbcs.usf.edu/docs/NCPMI-Sharing-data-with-families-Infographics.xlsx

Culturally Responsive Ways to Implement:

- Establish monthly or quarterly meetings to share general trends with families in affinity groups by language and provide visual charts of progress toward reducing disproportionate discipline in the program as a whole.
- Meet individually with staff more frequently to share specific trends in their discipline practices and to provide support for deeper

Appendix A





Culturally Responsive Practices Course Overview

Culturally Responsive Practices will help you develop positive relationships with the children you care for and their families.

Why focus on culturally responsive practices as a component of social-emotional development?

- Children are a part of and are influenced in the socio-cultural context of their family and community.
 - Children learn and develop in the context of family, culture, and religion. They learn values, understandings and expectations within this context.
- Educators must understand and be responsive to each child's unique culture...
 - To understand and promote the development of the child.
 - To establish reciprocal relationships with families.

Why are culturally responsive practices important?

- Behavioral expectations are developed in the context of culture, family, and community.
- When the behavioral expectations of the school are different from those of the home and community, cultural disconnects can lead to unwanted behavior that is preventable.
- Using culturally responsive practices helps schools and classrooms ensure that behavioral expectations are aligned with those of the family and community.

What are culturally responsive practices?

In her book *Culturally Responsive Practices*, Geneva Gay describes these practices as those that use “the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant to and effective for them; it teaches to and through strengths of these students”.

Remember...

1. Aware is halfway there!
2. Once we learn better we must do better.



Culturally Responsive Practices Glossary

Critical reflection: An essential step in developing culturally responsive practices. 1) Think about how you were raised and the behavior expectations you were taught. 2) Every day, look back on your day and assess how it went. Analyze the decisions you made. Recount what children were disciplined and why. Journaling is a great way to reflect because you might see patterns and also notice growth.

Culture: The way we live, our way of being, our ways of doing things. Our values, mores and customs, what we hold dear, what is important to us. This includes behavioral expectations, belief systems, communication styles, and traditions. Culture impacts the way children learn, cope, solve problems and communicate.

Cultural disconnects: Differences in families' expectations and teachers' expectations of children's behavior. When there is a cultural disconnect, children come to school not knowing what teachers expect them to do. This can lead to unwanted behavior that is preventable. Teachers can work with parents to bridge the gap.

Cultural humility: Challenges teachers to become the student, learning about those people we interact with more personally, within a cultural context, while suspending judgment. The 'practice of not knowing'.

Cultural knowledge: The practice of paying attention to the visible categories of culture, as well as those elements that may be invisible, or 'going beyond the branches and leaves to learn about the trunk and roots of the tree'.

Culturally responsive practices: Practices that use "the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant to and effective for them; it teaches to and through strengths of these students". - Geneva Gay

Disparities in Early Childhood Discipline: Research tells us that children are disciplined differently based on race and gender.

- Boys represent 54% of preschool enrollment, but 78% of preschool suspensions.
- Black children represent 19% of preschool enrollment, but 47% of preschool suspensions.
- White children represent 41% of preschool enrollment, but 28% of preschool suspensions.
- Black girls represent 20% of female preschool enrollment, but 54% of female preschool suspensions.

Disproportionality: Occurs when one group is overrepresented or underrepresented in a particular situation or category, compared to the percentage of that group in the general population. Used interchangeably with Disparities in this course.

Implicit bias: The mental process resulting in feelings and attitudes about people based on race, age, and appearance. It is an unconscious process and we are not consciously aware of the negative racial biases that develop over the course of our lifetimes. Implicit bias supports stereotypes.

Ladder of Inference: Describes the thinking process that we go through, usually without realizing it, to use assumptions to get from a fact to a decision or action.

Culturally Responsive Practices Glossary (continued)

Perry Preschool Program: The High/Scope Perry Preschool study is a scientific experiment that has identified both the short- and long-term effects of a high quality preschool education program for young children living in poverty. The major conclusion of this midlife phase of the Perry Preschool research study is that high-quality preschool programs for young children living in poverty contribute to their intellectual and social development in childhood and their school success, economic performance, and reduced commission of crime in adulthood.

Race: Race is a concept used in the categorization of humans into groups, called races or racial groups, based on combinations of shared physical traits, ancestry, genetics, and social or cultural traits.

Racial etiquette: Teaches us that it is not polite to discuss that which makes us uncomfortable, however, saying we're all the same fails to acknowledge differences that others experience. Talking openly about race is important to implement culturally responsive practices.

Social-emotional development: A child's ability to understand the feelings of others, control his or her own feelings and behaviors, get along with other children, and build relationships with adults. Children must have social-emotional skills to develop the basic skills they need, such as cooperation, following directions, demonstrating self-control and paying attention.

Resources

- [Culturally Responsive Teaching: Theory, Research, and Practice](#) by Geneva Gay
- [Teaching Tolerance – Starting Small](#)
- [Culturally Diverse Book Lists](#)
- [Office of Child Care Information Memorandum on Expulsion and Suspension](#)
- [Office of Head Start Information Memorandum on Expulsion and Suspension](#)
- [Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings](#)
- [Expelling Expulsion: Using the Pyramid Model to Prevent Suspensions, Expulsions, and Disciplinary Inequities in Early Childhood Programs](#)
- [School Suspensions Are an Adult Behavior](#)
- [Reducing Suspension and Expulsion Practices in Early Childhood Settings](#)
- [Civil Rights Data Collection](#)

Appendix B



Hot Buttons

Write three challenging behaviors that “push your buttons.”



1. _____ 2. _____ 3. _____

Write the emotion word that describes the way each of these behaviors makes you feel

1. _____ 2. _____ 3. _____

What do you do in response to each of these behaviors? Write down how you act/react when a child displays each behavior.

1.	2.	3.
----	----	----

How does your response impact the relationship you have with the child? With the family?

1.	2.	3.
----	----	----

Elements of Culture Activity

Participants: Staff

Purpose: To engage staff in a conversation that allows them to explore the elements of the program's culture with the goal of developing a program that supports cultural diversity and fosters children's cultural identities. This activity allows staff to explore their own identifies and values, identify how those values affect program values and practices, and develop strategies for an inclusive environment in which a culturally diverse perspective sustains the program. This is a long-term process. Each "conversation" may last for multiple sessions. Each "conversation" may reveal deeper layers of understanding. Conversations may explore each element more than once.

Materials needed: Each staff member needs an Elements of Culture Activity form. The form may be used as-is or elements can be added or adjusted based on the needs of your program.

Steps:

1. Provide each staff member with an activity form.
2. Forms may be completed alone or as part of a group, during or prior to the meeting in which the discussion occurs. Prioritize elements for discussion based on pertinent issues within the program. Conversations may focus on one, all, or a few rows for discussion depending on the time allotted or the program's goal.
3. Allow time for discussion in small groups and for sharing with the whole group. Identify guiding questions beforehand that explore values and how they are represented in the program. Some examples of guiding questions include:
 - How do staff respond to differences in values they held when growing up and current values?
 - Are there differences among staff in values or do all staff have the same or similar values?
 - Are staff values reflected in the program as evidenced by language, photos, and pictures, expectations and rules, family engagement, interactions with children and adults?
 - Are these the values of the dominant culture? (What are the cultures represented in the program?)
 - What other cultural values are represented?
 - What messages are children receiving about their roles, culture, and identity?
 - Others?
4. Develop strategies that support an inclusive environment in which a culturally diverse perspective guides the program. Remember that actions should reflect the results of conversations around the cultural elements. Some example of strategies include:
 - More deeply explore implicit bias reflected in values. Remember that you bring who you are to teaching.
 - Review materials in the classroom to ensure that they reflect diverse cultures, languages, and lifestyles.
 - Have staff pay attention to what children say about themselves. How are staff responding to children's questions about color, race, ethnicity?
 - Talk to families about their cultures and values. Ask them to share a skill, photos, food, etc.

- In your procedures about what to do when challenging behavior occurs, include families as a resource to identify values and expectations and how these may be included as part of behavior support.

Element of Culture	My values growing up	My values now	Our program/school values	How children and families might differ (evidence of family values?)	How can we develop a program culture that supports child development and cultural diversity?
Language					
Gender Roles					
Attitude toward time					
Responses to challenging behavior					
Children's need for positive descriptive feedback for their efforts					
Volume and voice control					
Interactions between children and adults					
Role of the family in school/program/classroom					
Autonomy of children					

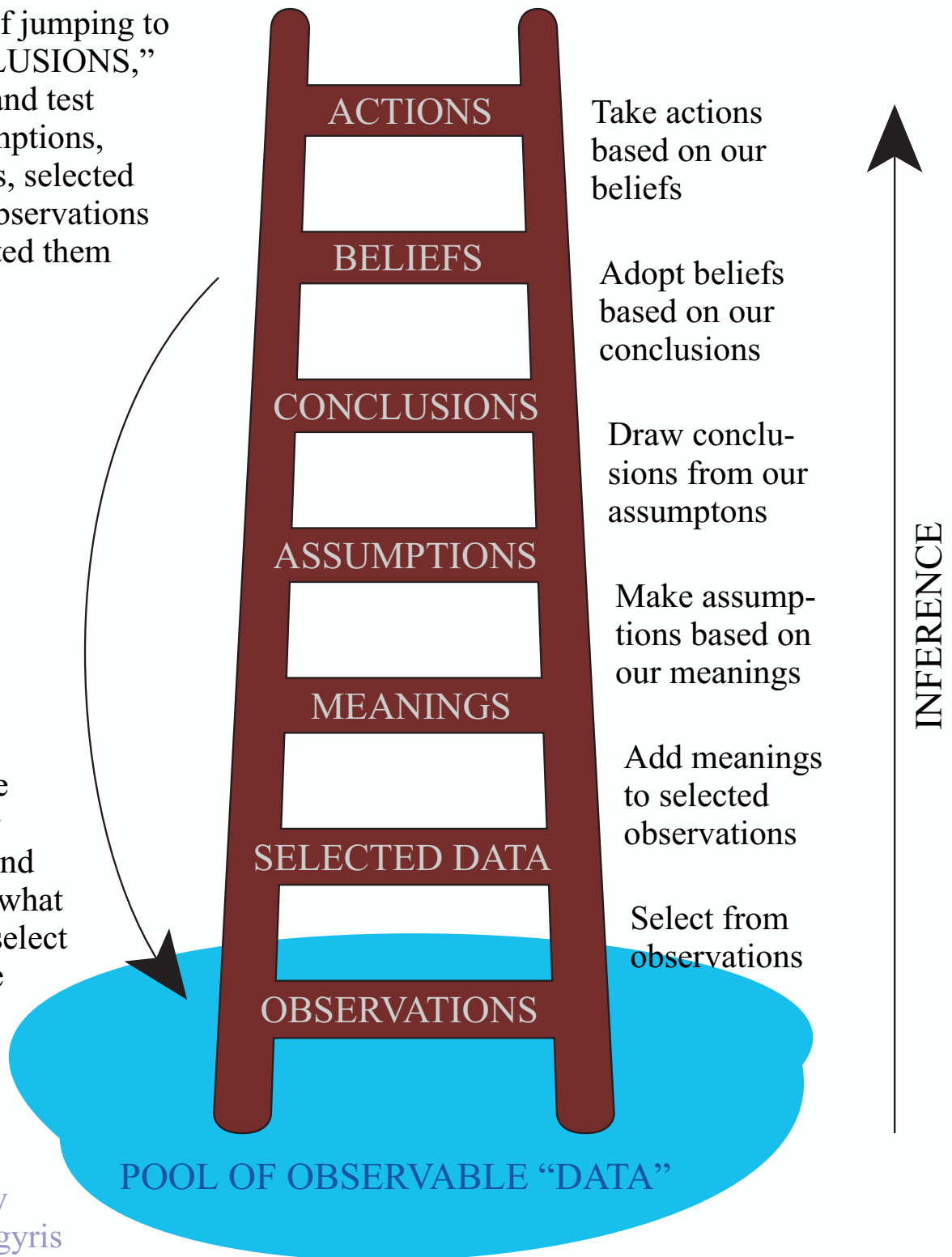
Adapted from 'Staff Elements of Culture Activity created by Dr. Shelley Zion, Executive Director: Center for Advancing Practice, Education, and Research; University of Colorado Denver.

LADDER OF INFERENCE

Instead of jumping to
“CONCLUSIONS,”
analyze and test
the assumptions,
meanings, selected
data & observations
that created them

Reflexive
loop: our
beliefs tend
to affect what
data we select
next time

Model by
Chris Argyris
(1923–2013)



Appendix C



Appendix C – Sample Attendance Sheet

[illegible]

Appendix D



Sample Equity Audit

An Equity Audit can provide a comprehensive review that will help pinpoint and address specific program trends, climate, policies, and practices that may result in disparities in discipline practices. It includes a comprehensive review of all available data sources, including the Teaching Pyramid Observation Tool (TPOT), Pyramid Model Coaching Equity Guide, EC BOQ Culturally Responsive Companion, Behavior Incident Report (BIR) equity alerts, and other data sources (e.g., staff and parent surveys).

The Sample Equity Audit provides examples of what data could be reviewed to ensure that program culture and practices are inclusive and unbiased. The data sources identified in this sample are specific to the Pyramid Model. However, each program may have additional program data that may be important to include.

Sample Equity Audit

Annual review at the same time as the EC PW-BOQ is completed

Review policies:	Yes	No
▶ The mission and vision include a commitment to equity and diversity.	☐	☐
▶ There is a discipline policy that promotes the use of positive strategies and eliminates suspension and expulsion.	☐	☐
Review family engagement and participation in decision-making.	Yes	No
▶ The program has ensured that family and community members can attend leadership team meetings and other events (i.e., barriers that impede family involvement are removed)	☐	☐
• Meeting times are scheduled so they are convenient for family and community representatives	☐	☐
• An interpreter is provided when needed	☐	☐
• Childcare is provided	☐	☐
• Program events are scheduled at flexible times to be convenient for families	☐	☐
▶ There is a mechanism for obtaining family input in planning and decision-making (e.g., polls, surveys, in-person individual questions; focus groups, family committee, leadership team member).	☐	☐
• Polls and surveys are administered in a manner that is sensitive to varied learner needs and considers culture and context.	☐	☐
• There are paper and electronic options	☐	☐
• A variety of platforms are used (e.g., smartphone, online polling tools)	☐	☐
• Polls are anonymous	☐	☐
▶ Program traditions, events, and celebrations include all cultures represented by the children and families in the program	☐	☐
▶ Program-wide materials (e.g., mission statement, child discipline policy) are:	☐	☐
• Publicly posted	☐	☐
• In multiple languages	☐	☐
• In multiple modes of communication (e.g., newsletters, website, email blast)	☐	☐

Review program-wide expectations	Yes	No
▶ Families and staff are involved in the identification of expectations and rules	☐	☐
▶ Expectations are aligned with family, community, and staff values (based on feedback from families and staff)	☐	☐
▶ Feedback about expectations is solicited at least annually	☐	☐
▶ Visuals linked to expectations are representative of the diversity of the children and families in the program	☐	☐
▶ Expectations are posted in appropriate languages for multilingual children and families	☐	☐
Review methods for acknowledging positive behavior:	Yes	No
▶ The program polls families to identify preferred forms of acknowledging expected behavior	☐	☐
▶ Staff use various forms of acknowledging positive behavior, including body language or facial expressions that align with family and community cultures.	☐	☐
▶ Systems for acknowledging positive behavior are selected to align with family and community belief systems	☐	☐
Review professional development. Both the program-wide professional development plan and individual staff professional development plans:	Yes	No
▶ Include training and coaching on:	☐	☐
• Equity,	☐	☐
• Culturally responsive practices,	☐	☐
• Implicit bias, and	☐	☐
• Second language learners.	☐	☐
▶ Provide time for staff reflection on bias and equity.	☐	☐
▶ Provide time for staff reflection on and support of their own underlying emotional needs and cultural norms.	☐	☐
Review strategies for addressing challenging behavior:	Yes	No
▶ Include using the child's home language and preferred form of communication	☐	☐
▶ Include an assessment of family needs and priorities	☐	☐
▶ Are positive,	☐	☐
▶ Are sensitive to family values, culture, and home language	☐	☐
▶ Use evidence-based approaches	☐	☐
▶ Provide a process for family input into plan development and any policies related to handling crisis situations	☐	☐
Review recruitment and retention of personnel including:	Yes	No
▶ Policies are developed to:	☐	☐
• Ensure hiring teachers from diverse backgrounds is a priority	☐	☐
• Provide for active recruitment of staff that reflect the culture and diversity of families and the community	☐	☐
▶ Annual data review on retention to ensure continued diversity among staff	☐	☐
▶ Annual staff survey about the climate and culture of the school to ensure all feel valued.	☐	☐
▶ Annual survey includes assessment of methods for acknowledging staff to ensure it is culturally normative.	☐	☐

Review child referrals:	Yes	No
▶ Referrals to special education are equitable with no groups of children being over-represented	☐	☐
Review of ongoing data	☐	☐
▶ Monthly review EC BOQ CRC Monitoring elements to ensure data are collected and shared for discipline (BIR) and implementation fidelity of Pyramid Model.	☐	☐
▶ Quarterly review and analyze BIR Equity Alerts using BIR Equity Data Review	☐	☐
▶ At least yearly, review classroom and teacher practices using the TPOT and Pyramid Model Equity Coaching Guide.	☐	☐

Appendix E



Culturally Responsive Professional Development for Early Childhood Providers

Part of the beauty of early childhood systems is the vast range of interdisciplinary supports and services available to meet the unique needs of each child and family. These collaborative interdisciplinary teams are the foundation to successful outcomes for the children and families. However, with these interdisciplinary teams come a breadth of educational levels and needs, differing pre-service education requirements and coursework, a broad array of legal requirements related to licensures, registrations, and scopes of practice, and an overall diversity of interests and knowledge. For example, there is a wide range of pre-service requirements for early childhood educators, with some states only requiring a GED. Also, providers in early childhood range from health professionals (e.g., OT, SLP, PT) to assistants, to teachers. This means there are immense differences in requirements for staffing/caseloads, state licensures, and national registrations. These differences bring specialized knowledge to the team and family plans and must be considered when planning professional development. Overall, despite these complexities and differences, according to the National Association for the Education of Young Children (NAEYC), there is an “obligation to ensure that all who provide care and education for young children are competent” (NAEYC, 2009, p. 1). This requires a thoughtfully planned, inclusive, culturally responsive, and universally designed professional development system.

Key Characteristics and Considerations for Professional Development in Early Childhood

Recent research identifies some key characteristics of high-quality professional development for early childhood providers that lead to increased carryover and outcomes with early childhood providers (e.g., Dunst, 2015). Specifically, according to the model developed by Dunst (2015), the key features of professional development for early childhood providers include 1) Explicit explanation and illustrations of the content, 2) Active and authentic job-embedded opportunities to practice, 3) Reflection, 4) Coaching and performance feedback, 5) Follow-up supports by specialists, coaches, or supervisors, 6) Duration and intensity of professional development that allows for enough practice opportunities to become proficient, and 7) Professional development that includes all or most of these critical features. In addition, while embedding these key features, it is also imperative to consider culturally responsive practices for professional development due to the diversity of needs of early childhood staff.

Equity Matters!

Professional learning for culturally responsive teaching is grounded in research on teacher learning that is mindful of the role culture plays in the knowledge that educators bring to their practice and how educators learn and make sense of their daily practice. It also emphasizes how educators' biographies, professional identities, and awareness of the technical (e.g., how-to), contextual (e.g., how circumstances shape the ways things are), and critical (e.g., the social justice lens) aspects of education impact their professional practice.

– King, Artiles, & Kozleski (2009)

Considerations for culturally responsive and universally designed professional development must promote equity and consider the wide range of needs and roles of early childhood providers. Although there are many considerations, there are a few key pieces to include when planning. First, it is important to gather input on professional development needs from the full range of providers to ensure the voices of all are included and to promote a sense of equity in the staff. Specifically, it is important to gather input related to specialized learning needs (e.g., varying pre-service educational levels and scopes of practice, varying licensure requirements, disparate use of jargon/terminology) to ensure requirements are met. Next, it is important to provide resources and professional development in a manner that is responsive to local languages, cultural history, and local needs and traditions. This is imperative to participation, integration of strategies, and long-term sustainability. For example, consider local traditions and avoid planning required professional development during times of special events or consider different times and days for the professional development that may be more accessible to all providers (e.g., evenings or weekends). Last, it is crucial to include activities in the professional development that promote equity and empowerment of all team members (e.g., working to eliminate staffing hierarchies and emphasize the importance of the input of all staff members). This not only increases engagement but has been shown to improve teaming practices and outcomes in early childhood settings (King et al., 2009). For example, consider the structure of group activities so that all team members are empowered to participate, and information is gathered from all team members, regardless of designated staff roles. Set the stage for an environment of collaboration and respect between staff members by decreasing language in documents and procedures that promote hierarchies and promote positive talk and inclusive language between staff. Empower leaders that promote teaming and inclusion and set up processes that develop teaming skills, establish roles for all team members to contribute to the team, and allow time for the voices of all to be heard (e.g., Team Initiated Problem Solving – TIPS).

Overall, bridging the research to practice gap in early childhood starts with high-quality professional development that embeds evidence-based teaching and adult learning strategies and culturally responsive practices. The unique diversity of the early childhood field brings much promise and support to the outcomes for children and families. Through empowering teams and promoting equity, we can build on these strengths for a truly inclusive and collaborative field.

References (additional resources can be found in Appendix A)

- Dunst, C. J. (2015). Improving the design and implementation of in-service professional development in early childhood intervention. *Infants & Young Children, 28*, 210 -219.
- King, K.A., Artiles, A.J., & Kozleski, E.B. (2009). Professional learning for culturally responsive teaching. Equity in action. Retrieved from: http://guide.swiftschools.org/sites/default/files/documents/Professional_Learning_for_Culturally_Responsive_Teaching%20%281%29.pdf
- King, G., Strachan, D., Tucker, M., Duwyn, B., Desserud, S., & Shillington, M. (2009). The application of a trans-disciplinary model for early intervention services. *Infants & Young Children, 22*, 211-223.
- Positive Behavioral Interventions and Supports. Team Initiative Problem Solving – TIPS. <https://www.pbis.org/resource/pbis-forum-in-brief-tips>

Benchmarks of Quality





Early Childhood Program-Wide PBS Benchmarks of Quality

Lise Fox, Mary Louise Hemmeter, Susan Jack, and Denise Perez-Binder

Program Name: _____
 Location: _____ Date: _____
 Team Members: _____

Critical Elements	Benchmarks of Quality	Check One		
		Not in Place (0)	Partially in Place (1)	In Place (2)
Establish Leadership Team	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.			
	2. Team has administrative support. Administrator attends meetings and trainings, is active in problem solving to ensure the success of the initiative, and is visibly supportive of the adoption of the model.			
	3. Team has regular meetings. Team meetings are scheduled at least 1x per month for a minimum of 1 hour. Team member attendance is consistent.			
	4. Team has established a clear mission/purpose. The team purpose or mission statement is written. Team members are able to clearly communicate the purpose of the leadership team.			
	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.			
	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 and updates their progress at each meeting. Action steps are identified to ensure achievement of the goals.			
	7. Team reviews and revises the plan at least annually.			
Staff Buy-In	8. A staff poll is conducted in which at least 80% of staff indicate they are aware of and supportive of the need for 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.			
	9. Staff input and feedback is obtained throughout the process – coffee break with the director, focus group, suggestion box. Leadership team provides update on the process and data on the outcomes to program staff on a regular basis.			
Family Engagement	10. Family input is solicited as part of the planning and decision-making process. Families are informed of the initiative and			

Early Childhood Program-Wide PBS Benchmarks of Quality (continued)

Critical Elements	Benchmarks of Quality	Check One		
		Not in Place (0)	Partially in Place (1)	In Place (2)
<i>Family Engagement -continued-</i>	asked to provide feedback on program-wide adoption and mechanisms for promoting family involvement in the initiative (e.g., suggestions 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.			
	12. Family involvement in the initiative is supported through a variety of mechanisms including home teaching suggestions, information on supporting social development, and the outcomes of the initiative. Information is shared through a variety of formats (e.g., meetings, home visit discussions, newsletters in multiple languages, open house, websites, family friendly handouts, workshops, rollout events, access to staff with bilingual capacity).			
	13. Families are involved in planning for individual children in a meaningful and proactive way. Families are encouraged to team with program staff in the development of individualized plans of support for children including the development of strategies that may be used in the home and community.			
Program-Wide Expectations	14. 2-5 positively stated program-wide expectations are developed.			
	15. Expectations are written in a way that applies to both children and staff. When expectations are discussed, the application of expectations to program staff and children is acknowledged.			
	16. Expectations are developmentally appropriate and linked to concrete rules for behavior within activities or settings.			
	17. Program staff and families are involved in the identification of the program-wide expectations that address needs, cultural norms and values of the program and community.			
	18. Expectations are shared with families and staff assist families in the translation of the expectations to rules in the home.			
	19. Expectations are posted in classrooms and in common areas in ways that are meaningful to children, staff and families.			
	20. Strategies for acknowledging children's use of the expectations are developmentally appropriate and used by all program staff including administrative and support staff (e.g., clerical, bus drivers, kitchen staff).			
Professional Development and Staff Support Plan	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 and implemented.			
	22. Practice-based coaching is used to assist classroom staff with implementing the Pyramid Model practices to fidelity.			
	23. Staff responsible for facilitating behavior support processes are identified and trained.			

Early Childhood Program-Wide PBS Benchmarks of Quality (continued)

Critical Elements	Benchmarks of Quality	Check One		
		Not in Place (0)	Partially in Place (1)	In Place (2)
<i>Professional Development and Staff Support Plan -continued-</i>	24. A needs assessment and/or observation tool is used to determine training needs on Pyramid Model practices.			
	25. All teachers have an individualized professional development or action plan related to implementing Pyramid Model and culturally responsive practices with fidelity.			
	26. A process for training new staff in Pyramid Model and culturally responsive practices is developed.			
	27. Incentives and strategies for acknowledging staff effort in the implementation of Pyramid Model practices are implemented.			
Procedures for Responding to Challenging Behavior	28. Teachers have received training related to potential bias when responding to behavior challenges and have strategies to reflect on their responses to individual children.			
	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 crises 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.			
	31. Teachers have opportunities to problem solve with colleagues and family members around problem behavior. Teachers are encouraged to gain support in developing ideas for addressing problem behavior within the classroom (e.g., peer-support, classroom mentor meeting, brainstorming session).			
	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.			
	33. An individual or individuals with behavioral expertise are identified for coaching staff and families throughout the process of developing and implementing individualized intensive interventions for children in need of behavior support plans.			
	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.			

Early Childhood Program-Wide PBS Benchmarks of Quality *(continued)*

Critical Elements	Benchmarks of Quality	Check One		
		Not in Place (0)	Partially in Place (1)	In Place (2)
Monitoring Implementation and Outcomes	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 program-wide implementation and uses data for decision making about their implementation goals.			
	37. The program measures implementation fidelity of the use of 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 incidents and program actions in response to behavior and uses those data to address child and teacher support needs.			
	39. Behavior incident and monthly program action data are analyzed on a regular basis to identify potential issues related to disciplinary action bias.			
	40. Program-level 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.			

National Center for Pyramid Model Innovations
ChallengingBehavior.org



The reproduction of this document is encouraged. Permission to copy is not required. If modified or used in another format, please cite original source.
 This is a product of the National Center for Pyramid Model Innovations and was made possible by Cooperative Agreement #H326B170003 which is funded by the U.S. Department of Education, Office of Special Education Programs. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.