



Using the Pyramid Model to Advance Equitable Outcomes

Meredith Villines

Presenter Introduction



Early Childhood Coherent Strategies Specialist, coordinating and overseeing implementation of practices that improve outcomes for young children experiencing disability.

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Welcome & Time For Connection



INTRODUCE YOURSELF

- WHO ARE YOU?
- WHAT IS YOUR ROLE IN IMPLEMENTING THE PYRAMID MODEL (COACH, TEACHER, LEADERSHIP TEAM, ADMINISTRATOR, ETC.)?



SHARE ONE THING YOU'RE GRATEFUL FOR TODAY



SHARE ONE THING THAT IS WEIGHING ON YOUR MIND

Much Appreciation

We realize the last few years have been very stressful. ODE shares deep appreciation for the educators all across Oregon and their dedicated work with and commitment to the students in our state. Thank you.



Oregon's Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes.

This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.



Who We Serve

570,000 PK-12 Students

More than 200 languages spoken

75,807 Educators
Staff of Color

- 11.4% of Teachers
- 12.3% of Administrators
- 16.4% of Counselors
- 21.1% of Educational Assistants

197 Districts

1,257 Schools

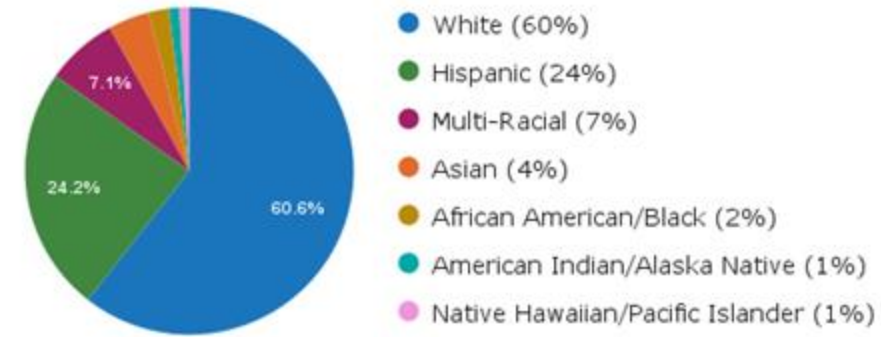
133 Charter Schools

19 Education Service Districts

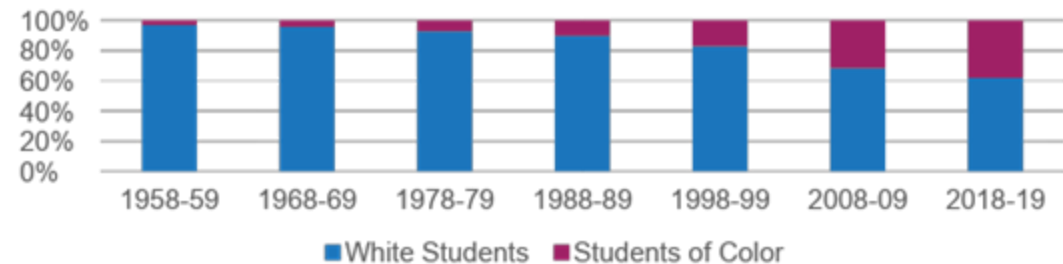
Oregon Department of Education, 2020-21
School Year

Student Diversity

- Economically Disadvantaged: 53%
- Ever English Learners: 18%
- Homeless: 3%
- Lesbian/Gay/Bisexual: 12.6%
- Mobile Students: 11%
- Students with Disabilities: 15%



Rapidly Diversifying Population



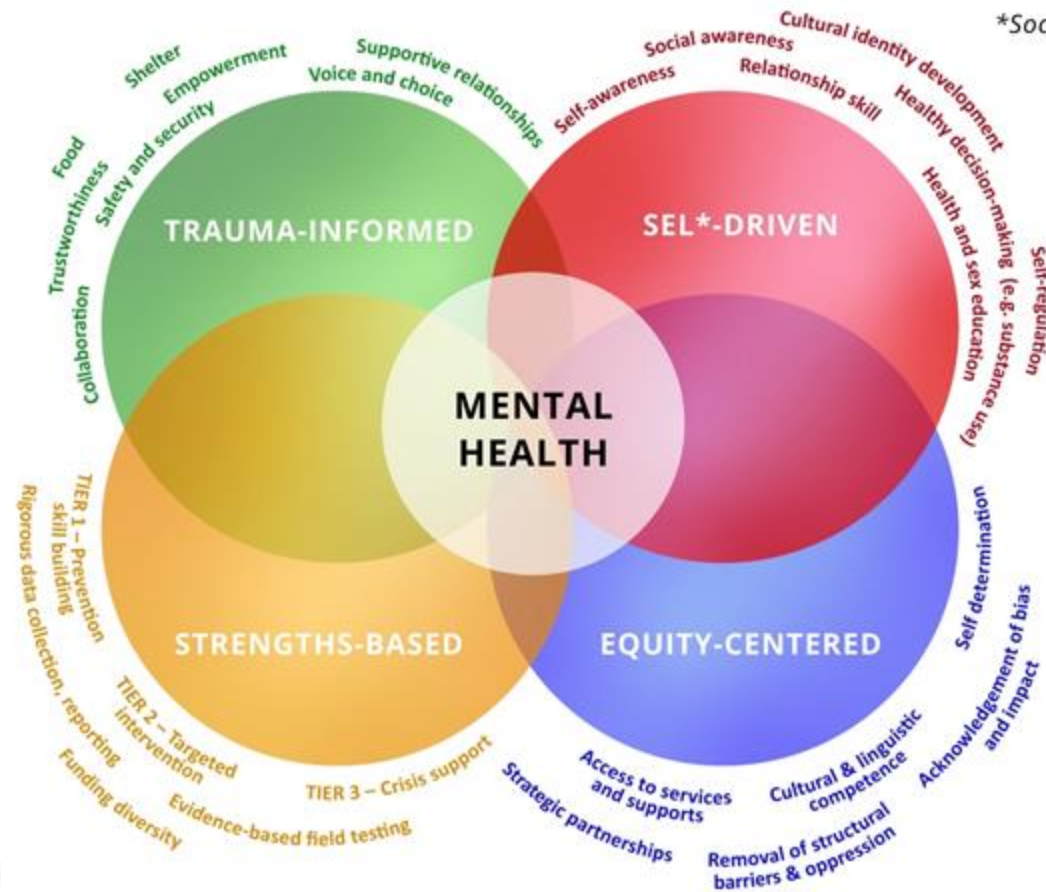
Topics of Discussion

- Review of Federal and State Context
- Overview of the Pyramid Model Framework
- Equity Considerations for Implementation
- Resources and Supports

Integrated Model of Mental Health

Mental health emphasizes strengths, resilience, and enhancing social-emotional abilities

*Social-emotional learning



CONTINUUM OF CARE



Oregon Department of Education, Safe and Inclusive Schools, 2020

[Link to ODE's Mental Health Toolkit and ODE's Care and Connection Campaign](#)

[The US Surgeon General's Advisory on Protecting Youth Mental Health](#)

New Federal Guidance - July 2022

U.S. Department of Education Office for Civil Rights states “many students with disabilities face discipline because they are not receiving the support, services, interventions, strategies, and modifications to school or district policies that they need to manage their disability-based behavior.”

The guidance adds that students with disabilities are “unnecessarily disciplined more severely than students without disabilities for the same or similar behavior.”



Equity in School Discipline: Intersectionality

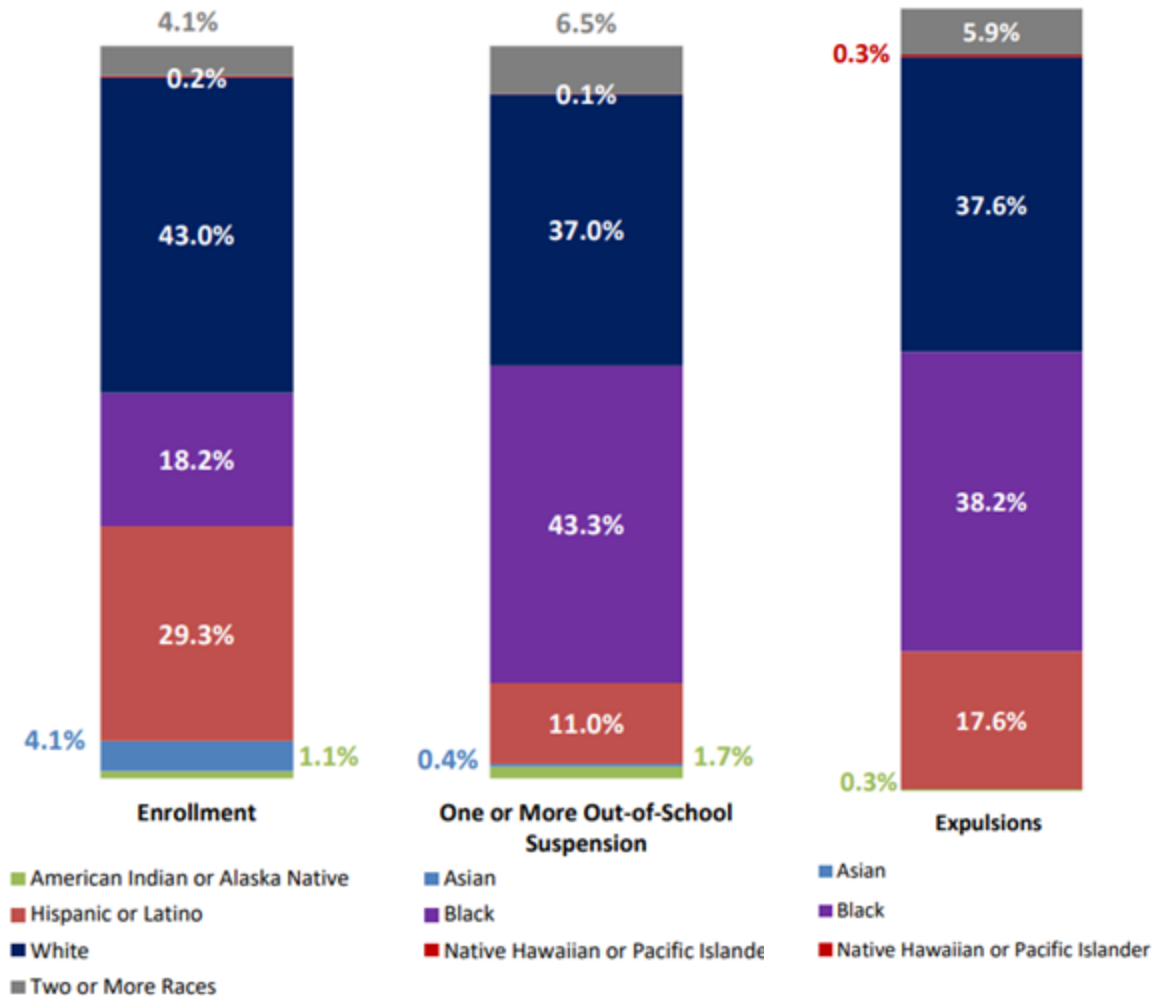
Students with disabilities served under IDEA represented 13.2% of total student enrollment but received 20.5% of one or more in-school suspensions and 24.5% of one or more out-of-school suspensions.

Disparities worsen when the data are disaggregated by race. Black students served under IDEA accounted for 2.3% of total student enrollment but received 6.2% of one or more in school suspensions and 8.8% of one or more out-of-school suspensions.

Exclusionary Discipline Begins in Preschool

Black pre-school students were expelled at rates that were more than twice their share (38.2%) of total preschool enrollment (18.2%).

Pre-school students who were served under IDEA accounted for 22.7% of total pre-school enrollment but accounted for 56.9% of pre-school students who were expelled.





Source: U.S. Education Department, Office for Civil Rights, Civil Rights Data Collection, 2017-18 State and National Estimations, released June 2021, available at <https://ocrdata.ed.gov/estimations/2017-2018>.


Implicit Bias


"Implicit Bias is unconscious to the offender but is obvious to the victim and may have deep lasting effects" (Iruku, et al. (2019) Don't Look Away)


Implicit Bias is...
Attitudes, Stereotypes, & Beliefs
that can affect how we treat others
based on categorizations such as...

Race



Ability


Gender


Culture


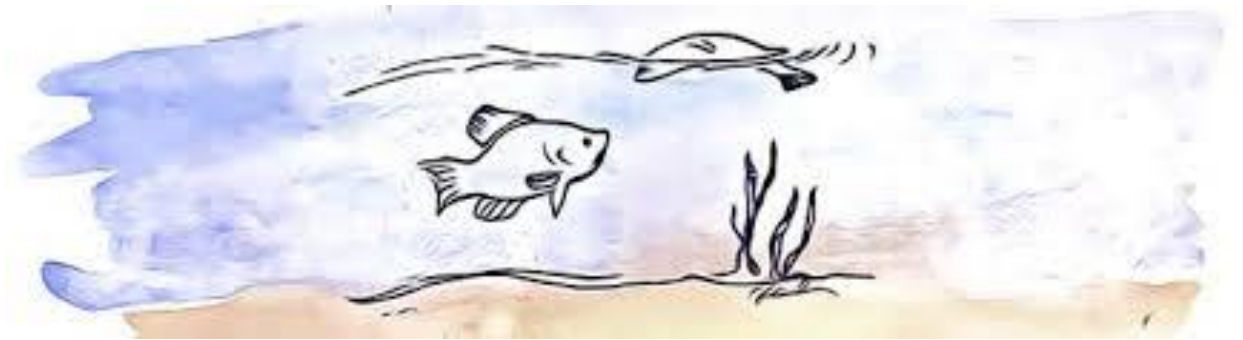
Language


Implicit bias runs contrary to our stated beliefs. We can say that we believe in equity (and truly believe it). But then unintentionally behave in ways that are biased and discriminatory.

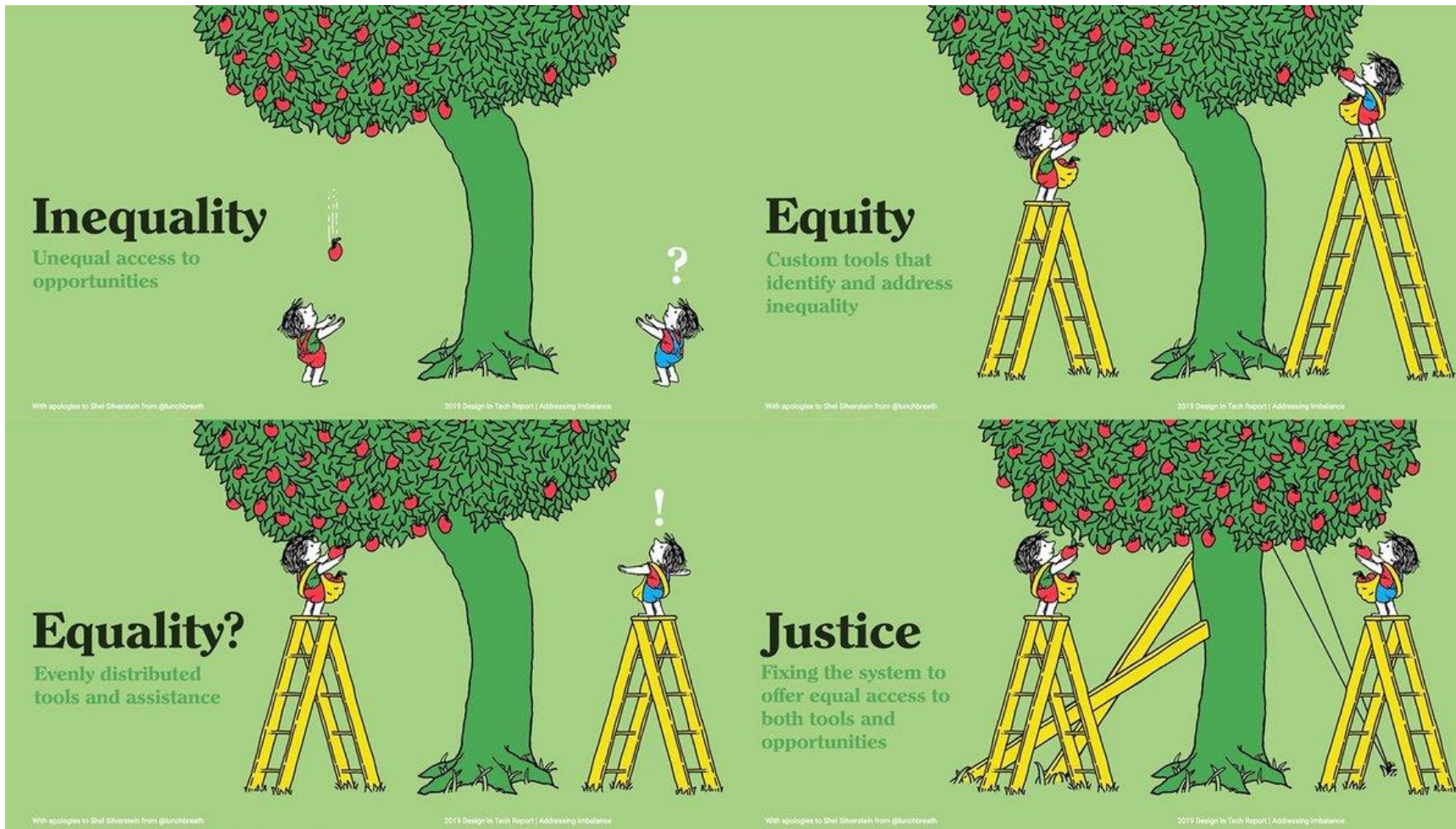
Adapted from  @DrJRMarcelin

Groundwater Theory: Exclusionary Discipline is A System-Wide Problem

- This is a system-wide problem.
- The roots of the problem often can be difficult to acknowledge and discuss.
- Data is often difficult to collect but is needed for a system of support for children, families, teachers, and administrators.



Equity, Equality, Justice



Suspension and Expulsion Are An Adult Behavior



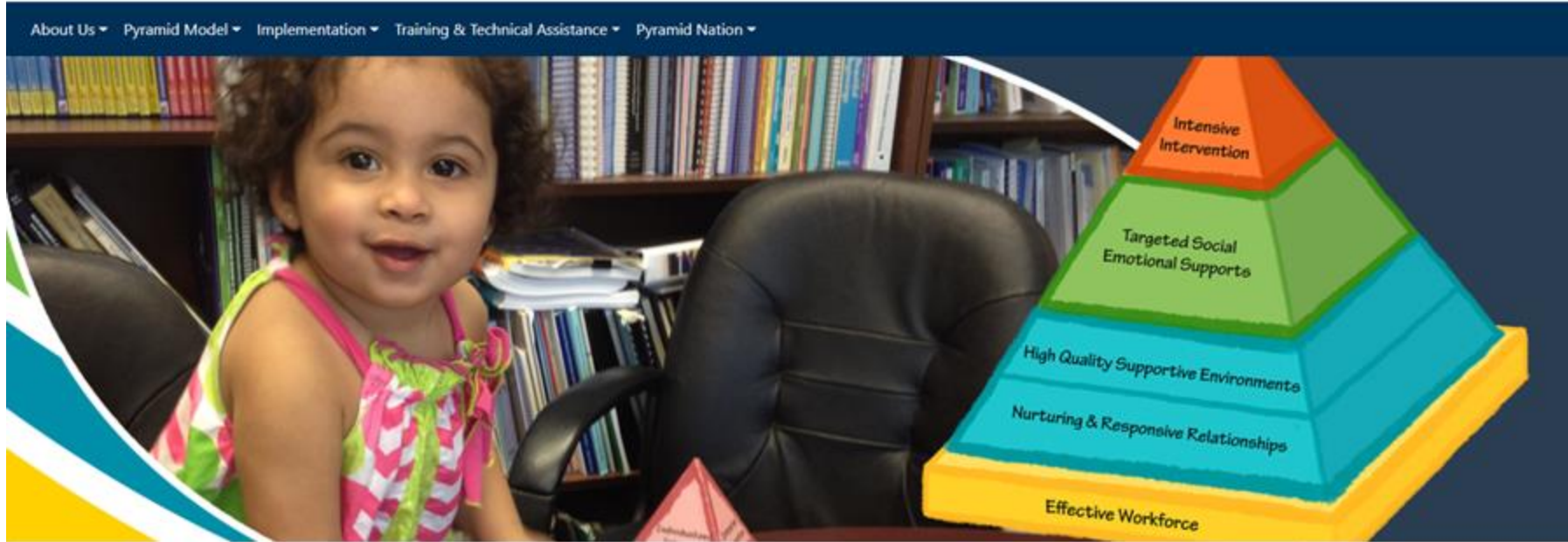
Pair and Share

- Reflecting on "School Suspensions are an Adult Behavior"
 - What are your first impressions?
 - What are your takeaways from the video?

New Federal Guidance - Resources for Implementation



Resource Library



The National Center for Pyramid Model Innovations

[Link to Suite of Resources for Early Learning](#)

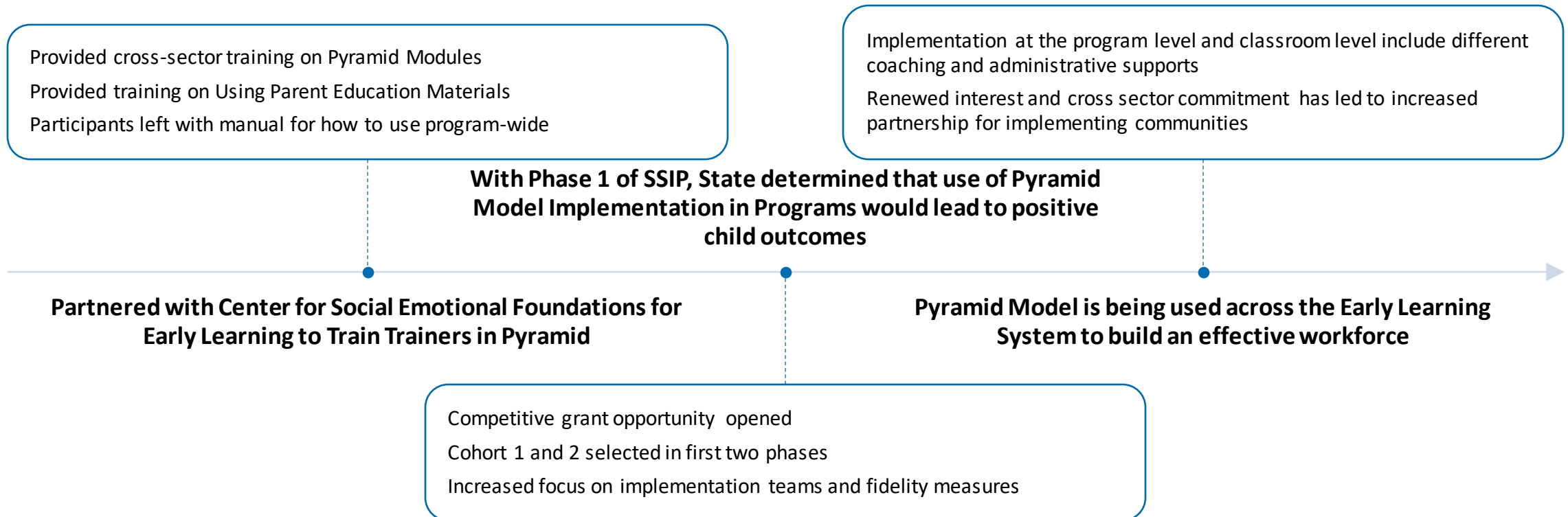
Overview of Pyramid Model



Pair and Share

- Did you hear anything that surprised you?
- What did you want to hear more about?

History of Pyramid Model in Oregon



Resources for Implementation of Pyramid Model

Staffing

- Dedicated ODE staff,
- State and Regional Coaches
- Trainers

Investment in PD

- Regional Pyramid Modules Training (live or online modules)
- Teaching Pyramid Infant Toddler Observation Scale (TPITOS)
- Teaching Practices Observation Tools (TPOT)
- Practice Based Coaching 2x
- Cultural Responsiveness Companion to the Benchmarks of Quality

Coaching Community of Practice and Monthly Coaching Support

- Shared learning
- Support from State Coach and ODE Staff

Coaching Newsletters

- Shared resources
- Updates
- Data timelines

Regional Pyramid Model Leadership Team Meetings

- Regional Action Planning
- Cross-Sector Collaboration

Cross-Sector Training and Coaching



Ongoing coaching to support implementation within communities and programs



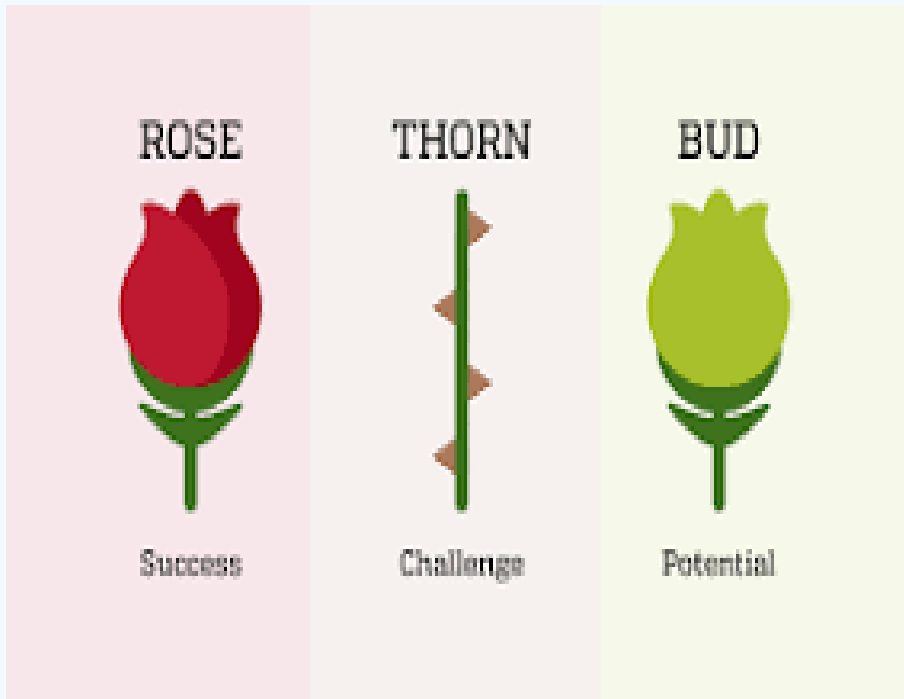
Training to build capacity and reliability using fidelity measures

- TPOT
- TPITOS
- BOQ
- PBC
- BIRS



Focus on Equity and Cultural Responsivity with Coaching and Implementation

Rose, Thorn, Bud Reflection



- Identify some successes you have observed using the Pyramid Model.
- What are some of the challenges?
- Where is there potential or opportunity?

Break

7 minute break



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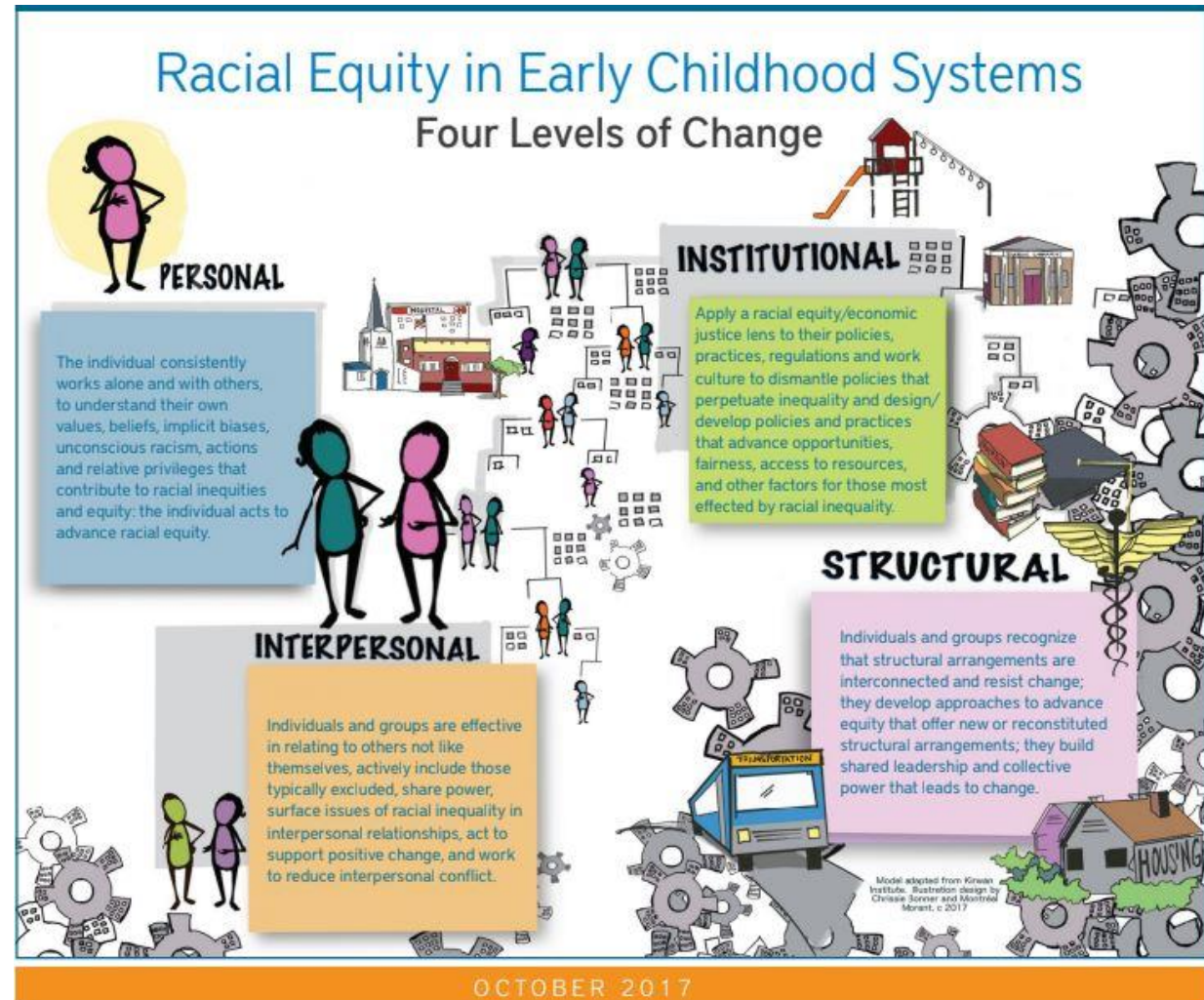


Using the Pyramid Model to Advance Structural Change

An overview of relevant tools and resources

Equity Action Framework

- Personal
- Interpersonal
- Institutional
- Structural



Equity Inventory



State Leadership Team to plan and implement a sustainable, cross-agency, state infrastructure; develops sustainability and scale-up plans (Benchmarks of Quality)

A Professional Development Network of Program Coaches that support high fidelity use of effective practices in programs

Implementation and Demonstration Sites with Leadership Teams and practitioner coaches; demo sites to demonstrate effectiveness and to model for others

Data/Evaluation and data feed-back systems for: data-based decision making at all levels for PD, ensuring fidelity, demonstrating effectiveness, planning, implementing and tracking systems change and making system recommendations

Equity Coaching Guide



Pyramid Model

Equity Coaching Guide

By Jolene Ferro, Lise Fox,
Denise Perez Binder, and Meghan von der Embse

March 2022



- Provides coaches with reflection questions regarding practices
- Ensures opportunities to have conversations about implicit bias
- Supports coach and teacher to set priorities rooted in reflection and centered in equity.
- Provides resources for further discussion

ECBoQ Cultural Responsiveness Companion

- Culturally responsive elements and adaptations *for each EC-BoQ Item!*
- Resources and links!

Early Childhood Program-Wide PBS Benchmarks of Quality (EC-BOQ)

CULTURAL RESPONSIVENESS COMPANION

(Erin Kinavey Wennerstrom, Sondra Stegenga, Rosemarie Allen,
Kent McIntosh, Jean Louise Smith)



ECBoQ Cultural Responsiveness Companion Available Here:
https://www.pbis.org/Common/Cms/files/pbisresources/ECBoQ_Cultural-Responsiveness-Companion.pdf

Brief Overview: Early Childhood Benchmarks of Quality (EC-BoQ)

Annual assessment Measures fidelity of implementation of PBIS

- Leadership
- Staff buy-in
- Family involvement
- Program-wide expectations
- Strategies for teachers and acknowledging exp
- The teaching pyramid
- Responding to challenging behaviors
- Staff support
- Monitoring implementation

Early Childhood Program-Wide PBS Benchmarks of Quality — 1

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			

EC-BoQ 2.0 Available and Enterable for Free Here:

[https://www.pbisapps.org/About-Us/Pages/New-Version-of-the-Early-Childhood-Benchmarks-of-Quality-\(ECBoQ\).aspx](https://www.pbisapps.org/About-Us/Pages/New-Version-of-the-Early-Childhood-Benchmarks-of-Quality-(ECBoQ).aspx)

Early Childhood Benchmarks of Quality Cultural Responsiveness Companion (EC-BoQ CRC)

Purpose

- **Resource** for coaches and teams implementing the Pyramid Model
- Aims to **improve the fit of the Pyramid systems** with the needs of the children and families serviced.
- It is **not** an additional fidelity of implementation measure.
- Can be used during initial implementation **to build in responsiveness**
- Can be used after initial implementation **to enhance quality**

Why is the Cultural Responsiveness Companion and Surrounding Work Needed?

- ❖ Cultural differences between families and early childhood educators can lead to a “cycle of misunderstanding” (DeGioia, 2013, p. 108).
- ❖ We all have implicit biases that impact our interactions with families and children
- ❖ There are high suspension and expulsion rates in early childhood settings which often can be linked back to lack of understanding of cultural differences
- ❖ Being intentional and planful with regard to cultural responsivity is critical to a successful program (Kinavey-Wennerstrom, Stegenga, Allen, McIntosh, Smith, 2018)
- ❖ Overall, how do we promote more equity and improved outcomes in our programs!? Culture must be acknowledged and considered within all our practices, systems, data, and interactions.



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How to Use It/Where to Start?

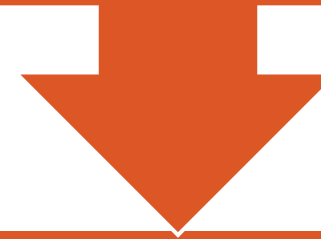
Early Childhood Program-Wide PBS Benchmarks of Quality (EC-BOQ)

CULTURAL RESPONSIVENESS COMPANION

(Erin Kinavey Wennerstrom, Sondra Stegenga, Rosemarie Allen, Kent McIntosh, Jean Louise Smith)



Complete the EC-BoQ



Use the CRC by:

Reviewing the full CRC with your Pyramid Team

Identify items on the EC-BoQ that are in place but might need further assessment related to cultural responsiveness (can build on strengths)

Assess items needing improvement on the EC-BoQ

EC-BoQ Cultural Responsiveness Companion Examples

- **Item 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.

Elements

- The team represents the culture and diversity of the program and the larger community.
- The team includes the family voice in a manner that represents the diverse needs of program families and the community (e.g., include family member on team or family subcommittee)

EC-BoQ Cultural Responsiveness Companion Examples

Item 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.

Resources

- Recognizing Bias and Promoting Equity in Early Childhood Settings:
https://www.youtube.com/watch?v=PJs1aByD2Ao&list=PLBXgZMI_zqfSphRqkJQkvaNZmKtaBOB25&index=5
- Description of teaming: NCCREST Collaborative Leadership Teams
http://ea.niusileadscape.org/docs/FINAL_PRODUCTS/LearningCarousel/CollaborativeLeadershipTeams1_FacMan.pdf
- Culturally Responsive Parental Involvement: Concrete Understandings and Basic Strategies by Goodwin & King (2002) <https://files.eric.ed.gov/fulltext/ED472940.pdf>

Classroom Practices:

It's all about
relationships



Goals of the Pyramid Model

Promoting Children's Success By:

- Creating a classroom community where EVERY child feels good about coming to school.
- Designing an environment that promotes child engagement.
- Focusing on teaching children what TO DO!
 - Teach expectations and routines.
 - Teach skills that children can use in place of challenging behaviors.
 - Teach kids how to get along with others.

Tier 1: The Foundation

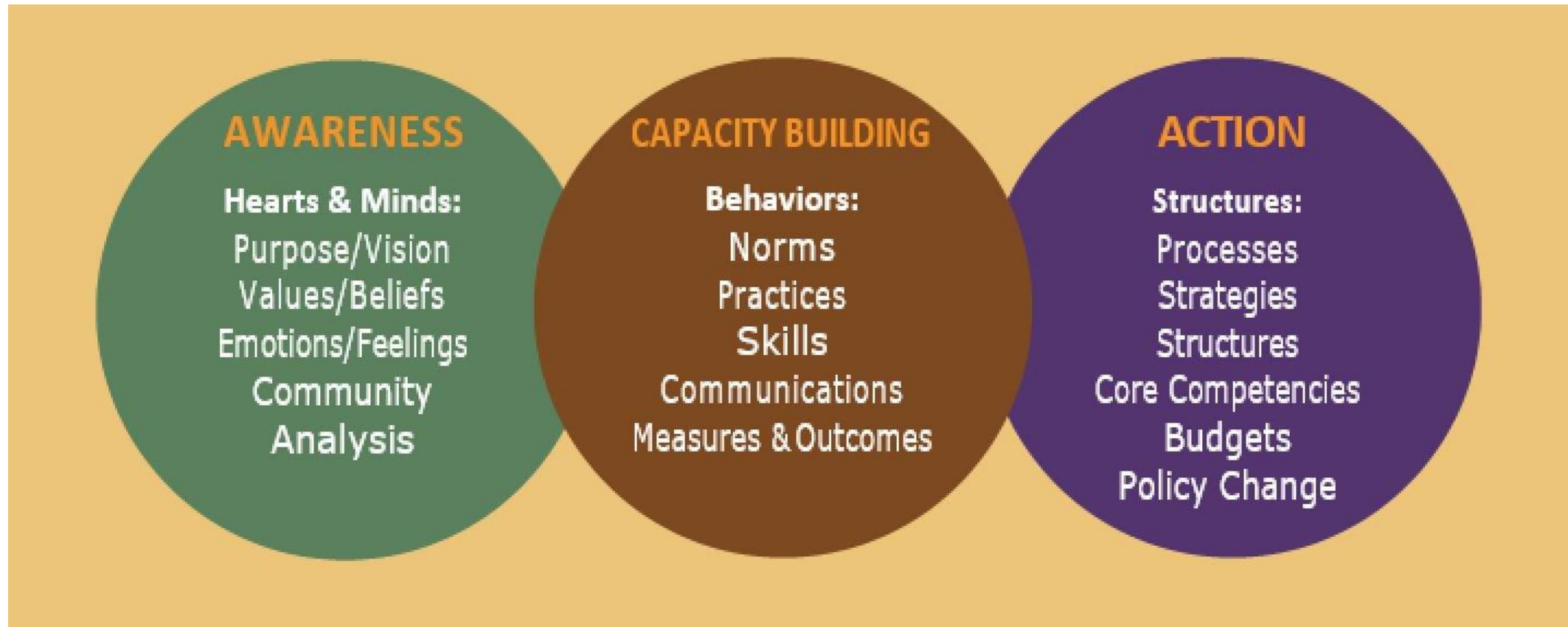
- Universal promotion of social emotional development and competence
- Includes practices that support Nurturing and Responsive Relationships and Supportive Environments
- Provides a strong foundation to support social emotional learning
- Prevents persistent challenging behavior

Core Teaching Practices

What are they?

- Positive Attention at a 5:1 ratio
- Use Predictable Schedules
- Use Predictable Routines...within routines
- Teach Behavioral Expectations for *each* routine.
- Teach Positive Peer Related Social Skills

How does this connect to equity in the classroom?



▶ Equality depends on equity. ◀



Every person is different and enters situations with varying life circumstances, strengths, and needs.

Equity requires providing a path to success for all individuals with their differences in mind to achieve equality in society.

Key Takeaways:

What is your
next first step?

- Write your next steps to exploring Pyramid Model Framework to advance equitable outcomes for young children.

Keep walking
forward together in
this work



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“Injustice anywhere is a threat to justice everywhere.”

— Martin Luther King Jr.



Thank You

Visit Us at <https://www.oregon.gov/ode/students-and-family/SpecialEducation/earlyintervention/Pages/oregonpyramidmodel.aspx>

Here to Help



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