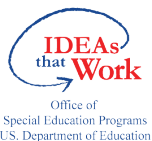# Early Childhood Program-Wide PBS Benchmarks of Quality (EC-BOQ)

CULTURAL RESPONSIVENESS COMPANION 2021

Erin Kinavey Wennerstrom, Sondra Stegenga, Rosemarie Allen, Kent McIntosh, Jean Louise Smith, Jolenea Ferro, Anna Winneker, and Kelsey Clayback

See also the *PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches* for K-12 equity tools. https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches

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Purpose

The EC BOQ Cultural Responsiveness Companion is a resource for coaches and teams implementing the Pyramid Model to improve the fit of their Pyramid system with the needs of **each and every** child and family. It is not an additional fidelity of implementation measure but rather an action planning resource that teams can use to improve their implementation. Teams may use this tool either **during the initial Pyramid Model implementation** to build cultural responsiveness into systems from the beginning or **after initial implementation** to enhance equity within existing systems. The tool is aligned with the Early Childhood Program-wide Benchmarks of Quality (EC-BOQ) so teams can adapt the core Pyramid elements to make them more culturally responsive.

Background

In its essence, the Pyramid Model is a framework for implementing practices that fit the values, needs, and cultures of young children, families, and staff (Hemmeter, Fox, Jack, Broyles, & Coubet, 2007; Sugai, O'Keeffee, & Fallon, 2012). This framework, with its focus on building the program-wide system, teaming, and data-based decision making, is ideal for defining existing components and providing additional core components leading to cultural responsiveness. In fact, because contextual fit is a core principle of the Pyramid Model, the Pyramid Model cannot be considered fully implemented unless the implementation is culturally responsive.

Orientation to the Tool

Throughout the document, indicators are identified to address values related to cultural responsiveness. Culture can be described as shared beliefs and or behaviors that are influenced by a variety of factors such as social norms, mores, and feelings (Edwards, 2003). As DeGioia (2013) noted, cultural differences between families and early childhood educators can lead to a "cycle of misunderstanding" (p.108). Therefore, being intentional and planful with regard to cultural responsivity is critical to a successful program.

Directions

To use this resource, we suggest the following steps:

1. **Complete the EC-BOQ.** Teams can first complete the Early Childhood Benchmarks of Quality (EC-BOQ)[1], a fidelity of implementation measure for the Pyramid Model. This measure allows teams to rate their implementation of the critical features of the Pyramid Model and identify the next steps for implementation.

2. **Use the EC-BOQ Cultural Responsiveness Companion.** After completing the EC-BOQ, teams can use the companion to assess and improve the cultural responsiveness of their Pyramid Model systems. Teams may choose to (a) review the whole companion, (b) identify items from the EC-BOQ that are in place, but which teams feel may need further assessment of cultural responsiveness (to build on strengths), or (c) assess the cultural responsiveness of items identified in the EC-BOQ as needing improvement.

3. **Use the resources listed for each adaptation.** These will provide a deeper understanding or identify a tool that will assist teams in addressing the EC BOQ element. Also review Appendix A for additional learning tools (e.g., articles, guides, webinars).

4. **Add to or enhance cultural responsiveness in the implementation plan.** Use the information from the EC-BOQ and this resource to add items to the action plan for implementing core components of cultural responsiveness within the Pyramid Model.

1 Available at https://challengingbehavior.cbcs.usf.edu/docs/BoQ_EarlyChildhood_Program-Wide.pdf

Summary of Key Recommendations

This table includes a short list of recommended critical features from the companion. However, readers are encouraged to review all of the items in the entire companion and select the adaptations that are most relevant to their contexts.

EC-BOQ Elements	Key Culturally Responsive Adaptations
Establish Leadership Team (items 1-7)	▶ The team includes the family voice in a manner that represents the diverse needs of program families and the community (e.g., include family members on the team or family subcommittee). ▶ Equity goals and practices are included in the implementation plan and reviewed at regular plan reviews.
Staff Buy-in (items 8-9)	▶ The leadership teams obtains feedback on the cultural responsiveness of the program systems. ▶ The administration creates an environment of trust that provides authentic and open opportunities to discuss race, privilege, and power issues.
Family Engagement (items 10-13)	▶ The team encourages each other to identify family strengths and avoid "deficit talk" (i.e., language that could appear to blame particular groups or communities for status or outcomes). ▶ The team, staff, and administration recognize families as partners. They request the input of all families, recognizing families as the child's first and best teacher. ▶ The leadership team installs systems of two-way communication (families also teach the school, not too directive) to develop home strategies. ▶ Administrators identify and remove barriers (e.g., scheduling) that impede individual family involvement.
PW Expectations (items 14-20)	▶ The team assesses expectations to align them to family, community, and staff values. ▶ The leadership team provides staff and families annual opportunities, using multiple mechanisms, for input ▶ The leadership team ensures that acknowledgment systems align with family and community beliefs and values.
PD and Staff Support Plan (items 21-27)	▶ The training plan reflects cultural considerations and the needs of the community. ▶ The administration and leadership team encourage and support staff to reflect on their own underlying personal bias and cultural norms that influence their perceptions and reactions to children's behavior.
Procedures for Responding to Behavior (items 28-34)	▶ Strategies for responding to undesired behaviors include using the child's home language and communication styles (e.g., using direct instead of indirect instructions such as instructing the child to sit down for circle time instead of asking if they would like to do it). ▶ Staff address challenging behavior using a strength-based perspective, avoiding deficit thinking and negative discussions about children. ▶ Individualized intensive interventions include family culture, needs, and priorities as part of the behavior support plan.
Monitoring (items 35-41)	▶ The leadership team disaggregates and examines data for disproportionality according to Race/Ethnicity, Gender, IEP/IFPS, and DLL status. ▶ The leadership team collects and presents data in formats understandable to a variety of staff and learners (e.g., free of jargon, presented in multiple modes of communication). ▶ Data are used to support implementation instead of punishing staff or children (e.g., shaming staff for lack of implementation).

EC-BOQ Item 1

The team has broad representation that includes 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.

Culturally Responsive Elements/ Adaptations	Resources
▶ 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 members on team or family subcommittee).	▶ Principles of effective engagement. NAEYC's Engaging Diverse Families Project https://www.naeyc.org/ principles-effective-family-engagement ▶ Checklist: Families are full team members https://ectacenter.org/~pdfs/decrp/TC-1_ Families_Are_Full_Team_Members_2018.pdf ▶ Welcome letter for the family member on the leadership team http://challengingbehavior.cbcs.usf.edu/docs/ LeadershipTeam_WelcomeLetter.pdf

EC-BOQ Item 2

The team has administrative support. The 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.

Culturally Responsive Elements/ Adaptations	Resources
▶ The administration provides continual, explicit written or verbal statements of active commitment to a) equity and b) culturally responsive practices during meetings and trainings.	▶ Issue Brief: Administrator Strategies that Support High Fidelity Implementation of the Pyramid Model https://challengingbehavior.cbcs.usf.edu/docs/ IssueBrief_administrator-strategies.pdf

EC-BOQ Item 3

The team has regular meetings. Team meetings are scheduled at least 1x per month for a minimum of 1 hour. Team member attendance is consistent.

Culturally Responsive Elements/ Adaptations	Resources
▶ The team schedules meetings at times that are convenient for family and community representatives. ▶ The team provides access to child care during meeting times. ▶ The team ensures interpreters are provided as needed.	▶ Early childhood chapter from family engagement e-book on PBIS (Chapter 6 is specific to this adaptation) http://www.pbis.org/resource/aligning-and-integrating-family-engagement-in-pbis ▶ Tip Sheet: Family engagement and the leadership team https://challengingbehavior.cbcs.usf.edu/docs/LeadeshipTeam_FamilyEngagement.pdf ▶ Use Appendix B: Sample Equity Audit

EC-BOQ Item 4

The 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.

Culturally Responsive Elements/ Adaptations	Resources
▶ The mission includes a clear commitment to equity. ▶ The mission is publicly posted in the multiple languages represented in the program and multiple modes of communication. ▶ The team conducts equity audits to confirm that discipline systems and practices are aligned with the mission statement.	▶ Ideas for developing a mission statement from Better Kid Care http://extension.psu.edu/programs/betterkidcare/early-care/tip-pages/all/developing-a-mission-statement ▶ How to write a diversity mission statement. (Not specific to early childhood but includes some good ideas) https://blog.ongig.com/diversity-and-inclusion/diversity-mission-statement/ ▶ Use Appendix B: Sample Equity Audit

EC-BOQ Item 5

The 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.

Culturally Responsive Elements/ Adaptations	Resources
▶ The child discipline policy statement includes a clear commitment to equity. ▶ The child discipline policy statement is made available to families (e.g., online) in multiple languages and modes of communication. ▶ The child discipline policy explicitly removes corporal punishment as an option.	▶ NAEYC Position Statement on Advancing Equity provides a clear commitment to equity http://naeyc.org/resources/position-statements/equity-position ▶ US Dept of HHS and US Dept of Educ: Joint Policy statement on expulsion and suspension policies in early childhood settings https://challengingbehavior.cbcs.usf.edu/docs/policy-statement-ece-expulsions-suspensions.pdf ▶ Pyramid Model Program Leadership Team Guidance for Preventing the Use of Suspension and Expulsion and Promoting Equitable, Inclusive and Culturally Responsive Practice https://challengingbehavior.cbcs.usf.edu/docs/LeadershipTeam_Guidance_Programs.pdf

EC-BOQ Item 6

The team develops an implementation plan that includes all critical elements. A written implementation plan guides the work of the team. The team reviews the plan and updates their progress at each meeting. Action steps are identified to ensure the achievement of the goals.

Culturally Responsive Elements/ Adaptations	Resources
▶ Equity goals and practices are included in the implementation plan and reviewed at regular plan reviews.	▶ Equity, full inclusion, and family input guides Pyramid Model and, therefore, the BOQ items. Specific ideas related to equity or reduction of suspension and expulsion are included in BOQ items: 1, 5, 8, 10, 17, 21, 25, 26, 28, 29, 34, and 39. Ensure your action plan addresses goals for these items. Each of the culturally responsive adaptations also provides a source for goals. ▶ Children's Equity Project & Bipartisan Policy Center (2020) Start with Equity: From the early years to the early grades https://childandfamilysuccess.asu.edu/sites/default/files/2020-10/CEP-report-101320-FINAL_0.pdf

EC-BOQ Item 7

Team reviews and revises the plan at least annually.

Culturally Responsive Elements/ Adaptations	Resources
▶ Family and community input are included in the annual review to guide implementation plan development.	▶ Tip Sheet: Racial Equity Tools: Guidance on Evaluation https://drive.google.com/file/d/1VDx-6lq89qE_G2EGsjC_0MrcN4MkjYBY7/view ▶ Early childhood chapter from family engagement e-book on PBIS (Chapter 6 is specific to this adaptation) http://www.pbis.org/resource/aligning-and-integrating-family-engagement-in-pbis

EC-BOQ Item 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.

Culturally Responsive Elements/ Adaptations	Resources

▶ The staff receives information regarding Culturally Responsive Practices and Implicit Bias prior to the poll.
▶ The leadership team or administration conducts the poll in a manner that is sensitive to varied learner needs and considers culture and context:
  • Paper and electronic options
  • Timeframes for completion are accessible to all staff (e.g., allow enough time so completion can occur over a weekend if necessary due to weekly schedule demands)
  • The poll is conducted in a manner that cannot be linked to staff evaluation.
	▶ Appendix A: Resources for Professional Development
	▶ Electronic anonymous polling tool https://www.polleverywhere.com/

EC-BOQ Item 9

Staff input and feedback are obtained throughout the process – coffee break with the director, focus group, suggestion box. The leadership team provides updates on the process and data on the outcomes to program staff on a regular basis.

Culturally Responsive Elements/ Adaptations	Resources
▶ The leadership team obtains feedback on the cultural responsiveness of the program systems. ▶ The administration creates an environment of trust that provides authentic and open opportunities to discuss race, privilege, and power issues.	▶ Tip sheet: Building organizational trust for leaders https://www.thebalance.com/top-ways-to-build-trust-at-work-1919402 ▶ Leadership Team Implementation Manual. Chapter 3 for feedback ideas https://challengingbehavior.cbcs.usf.edu/docs/LeadershipTeam_ImplementationGuide.pdf

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., suggestions box, focus group).

Culturally Responsive Elements/ Adaptations	Resources
▶ 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.	▶ Developing Family Partnerships https://preventexpulsion.org/1b-implement-processes-for-developing-family-program-school-partnerships/ ▶ 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

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	Resources
▶ The team ensures that the program-wide plan is publicly available in multiple languages and modes of communication.	▶ Introducing the Pyramid Model to families (Spanish) https://challengingbehavior.cbcs.usf.edu/docs/NCPMI_family_factsheet_web_SP.pdf ▶ Family Engagement Toolkit https://www.buildinitiative.org/FamilyEngagementToolkit

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	Resources
▶ 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; in pictures, materials, and items sent home and in common areas; and children's cultures are affirmed and promoted). ▶ The leadership team installs systems of two-way communication (families also teach the school, not too directive) to develop home strategies. ▶ The leadership team creates regular options for families to share their own approaches to discipline.	▶ Family Engagement Principles https://www.naeyc.org/resources/topics/family-engagement/principles ▶ Family Engagement Toolkit: Equity Access Self-Assessment for District Leaders https://www.buildinitiative.org/Portals/0/Uploads/Documents/Resources/FamilyEngagement/EquityAssets-DL-Two-Way-Final.pdf ▶ Brochure: Culturally responsive parent involvement https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/1325/CulturallyResponsive_Parent_Involvement.pdf

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	Resources
▶ As needed, the staff and administration use cultural brokers, individuals who act as mediators or "go-betweens" between program staff and family members, to improve relationships (Jezewski & Satnik, 2005).	▶ 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 Office of Head Start https://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learners-challenging-behaviors ▶ Educational Cultural Brokers – article explaining cultural brokers in education https://link.springer.com/article/10.1007/s12134-011-0229-x#:~:text=Cultural%20brokers%20are%20individuals%20who,communication%2C%20practice%2C%20or%20relationships

EC-BOQ Item 14

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

Culturally Responsive Elements/ Adaptations	Resources
▶ The team assesses expectations to align them to the family, community, and staff values. ▶ The team revises expectations based on results from an equity audit or survey to ensure program-wide expectations are aligned to families' values.	▶ Family-Centered Practices Checklist (ECTA) https://ectacenter.org/~pdfs/decrp/FAM-1_Fam-Ctrd_Practices_2018.pdf ▶ 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 ▶ 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 B: Sample Equity Audit

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	Resources
► Staff members have the opportunity for input to include their values and cultural perspective.	► 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

EC-BOQ Item 16

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

Culturally Responsive Elements/ Adaptations	Resources
► The team examines expectations and rules to ensure that they are important for positive social-emotional development.	► NAEYC article emphasizing a strength-based approach https://www.naeyc.org/resources/pubs/tyc/apr2019/strategies-culturally-responsive-classroom ► Cultural Considerations and Behavior https://iris.peabody.vanderbilt.edu/module/beh2/cresource/q1/p02/

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 Elements/ Adaptations	Resources
▶ The leadership team provides staff and families annual opportunities, using multiple mechanisms, for input. ▶ The equity audit assesses the extent to which stakeholders are involved in expectation identification.	▶ Leadership teams can use these tools to get staff and family input on the program expectations: Staff: https://challengingbehavior.cbcs.usf.edu/docs/Developing-Expectations_program.pdf 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 B: Sample Equity Audit

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	Resources
▶ 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 (e.g., written, audio, visual).	▶ 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

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	Resources
▶ The staff post the expectations in multiple languages. ▶ Visuals are representative of culture and family backgrounds.	▶ 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-im-plement-a-positive-culturally-inclusive-class-room-climate/

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	Resources
▶ The leadership team ensures that the use of specific praise is culturally aligned and recognizes various forms of acknowledgment, such as through body language or facial expressions (e.g., individuals from some cultures prefer quiet, individual praise like a smile and a nod, whereas others like more pubic praise, like high fives and celebrations).	▶ Handout including recommendations and considerations for positive descriptive feedback https://challengingbehavior.cbcs.usf.edu/docs/positive-feedback.pdf ▶ NAYEC 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 B: Sample Equity Audit

EC-BOQ Item 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.

Culturally Responsive Elements/ Adaptations	Resources
▶ CRP is explicitly embedded into all elements of support, training, and coaching.	▶ Self-assessment tool: Community Practices Equity Audit http://ireeinc.com/file_download/ f9e45cdd-8b0e-414b-bae0-8b1f85b54161 ▶ Coaching resource: Protocol for Checking for Implicit Bias https://crtandthebrain.com/wp-content/ uploads/Protocol-for-Checking-Unconscious-Bias.pdf ▶ Appendix C: Culturally Responsive Professional Development for Early Childhood Providers ▶ Appendix D: Elements of Culture Activity

EC-BOQ Item 22

Practice-based coaching is used to assist classroom staff with implementing the Pyramid Model practices to fidelity.

Culturally Responsive Elements/ Adaptations	Resources
▶ Coaching is adapted to the culture and skill levels of staff and community. ▶ Coaching includes ongoing dialogues that address understandings of culture and practices. ▶ Coaching includes reflective questioning that challenges assumptions, stereotypes, perceptions, and practices.	▶ Appendix C: Culturally Responsive Professional Development for Early Childhood Providers ▶ Culturally responsive practices in coaching https://eclkc.ohs.acf.hhs.gov/video/ culturally-responsive-practices-coaching ▶ Pyramid Model Equity Coaching Guide https://challengingbehavior.cbcs.usf.edu/ Implementation/Equity/Guide/index.html

EC-BOQ Item 23

Staff responsible for facilitating behavior support processes are identified and trained.

Culturally Responsive Elements/ Adaptations	Resources
▶ To the extent possible, staff should be selected who reflect the culture and diversity of the program and community.	▶ Recruiting high-quality diverse staff https://www.nea.org/your-rights-workplace/inclusive-workplaces/diversity ▶ How to recruit and retain teachers of color https://learningpolicyinstitute.org/product/diversifying-teaching-profession-report

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	Resources
▶ Assessments also identify cultural considerations of staff, including learning and communication styles, problem-solving preferences, and cooperative vs. competitive interactions.	▶ Collaborative Team Workstyle Discussion Guide https://challengingbehavior.cbcs.usf.edu/docs/Classroom-Collaboration-Workstyle-Disc-Guide.pdf ▶ Appendix C: Culturally Responsive Professional Development for Early Childhood Providers

EC-BOQ Item 25

All teachers have an individualized professional development or action plan related to implementing Pyramid Model and culturally responsive practices with fidelity.

Culturally Responsive Elements/ Adaptations	Resources
▶ The training plan reflects cultural considerations and the needs of the community. ▶ Individual plans include topics related to implicit bias and culturally responsive classroom strategies.	▶ Appendix C: Culturally Responsive Professional Development for Early Childhood Providers ▶ Pyramid Model Equity Coaching Guide https://challengingbehavior.cbcs.usf.edu/Implementation/Equity/Guide/index.html ▶ Equity: Wisconsin's Model to Inform Culturally Responsive Practices https://dpi.wi.gov/sites/default/files/imce/state-supt/pdf/WI_Model_Inform_CRPs_2019.pdf

EC-BOQ Item 26

A process for training new staff in Pyramid Model and culturally responsive practices is developed.

Culturally Responsive Elements/ Adaptations	Resources
▶ The administration and leadership team encourage and support staff to reflect on their own underlying emotional needs and cultural norms that influence their perceptions and reactions to children's behavior. ▶ The leadership team provides emotional support to staff as needed (e.g., regular supervision, consultation, building supportive relationships).	▶ Resources and practices on culturally responsive teaching strategies, working with culturally diverse families and communities, and infusing family cultures across the curriculum https://eclkc.ohs.acf.hhs.gov/culture-language ▶ Equity: Wisconsin's Model to Inform Culturally Responsive Practices https://dpi.wi.gov/sites/default/files/imce/state-supt/pdf/WI_Model_Inform_CRPs_2019.pdf ▶ Use as a training tool: Courageous Conversations about Race (Singleton, 2015). Full reference in Appendix A ▶ Use as a training tool: Anti-bias Education for Young Children & Ourselves (Derman-Sparks, L. & Edwards, J. O., with Goins, C. M., 2020). Full reference in Appendix A ▶ Appendix D: Elements of Culture Activity

EC-BOQ Item 27

Incentives and strategies for acknowledging staff effort in the implementation of Pyramid Model practices are implemented.

Culturally Responsive Elements/ Adaptations	Resources
▶ The administration acknowledges staff in ways that are aligned with cultural norms and practices.	▶ Appendix B: Sample Equity Audit

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	Resources
▶ Training includes identifying and addressing vulnerable decision points. ▶ Training includes culture, trauma, and mental health. ▶ Training includes strategies to address implicit bias.	▶ Video: Implicit bias and vulnerable decision points – 5 min 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

EC-BOQ Item 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 guidance about the desired appropriate behavior and program-wide expectations.

Culturally Responsive Elements/ Adaptations	Resources
▶ Approaches include considerations of trauma and social and emotional development (e.g., early childhood mental health). ▶ Strategies incorporate home language and culturally appropriate communication styles.	▶ School suspensions are adult behaviors (Rosemarie Allen TED talk) https://www.youtube.com/watch?v=f8nkcRMZ-KV4&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

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	Resources
▶ Families provide input into the development of the process and any related policies regarding crisis situations.	▶ Appendix B: Sample Equity Audit ▶ Toolkit: Facilitating Individualized Interventions https://www.ecmhc.org/documents/CECMHC_FacilitatingToolkit.pdf

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	Resources
► 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.	► 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.ncte.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

EC-BOQ Item 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.

Culturally Responsive Elements/ Adaptations	Resources
► Staff encourages family involvement from the beginning and provides supports to optimize opportunities for family involvement (e.g., child care, interpreters, meetings at times and locations that work for families such as evenings or mornings, before or after work as needed). ► Teams use family-friendly language (i.e., eliminate jargon).	► Resource for talking with families about challenging behavior https://challengingbehavior.cbcs.usf.edu/docs/Talking-families-about-problem-behavior-dos-donts.pdf ► Strategies for Teaming with Families https://challengingbehavior.cbcs.usf.edu/docs/Strategies-for-Teaming-with-Families.pdf ► Collaborating with Families on challenging behavior https://challengingbehavior.cbcs.usf.edu/docs/Collaborating_families_building_capacity.pdf ► Jargon-Busting Activity https://www.virtuallabschool.org/preschool/family-engagement/lesson-3/act/18431 ► Edutopia – Tips for communicating clearly and engaging with families https://www.edutopia.org/article/less-jargon-more-grace-using-language-parents-understand

EC-BOQ Item 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 behavioral support plans.

Culturally Responsive Elements/ Adaptations	Resources
▶ Those guiding behavior support (e.g., mental health consultant, behavior specialist, school psychologist) are trained and knowledgeable in developmentally, culturally, and linguistically appropriate practices, trauma-informed practices, and infant and early childhood mental health. ▶ Individualized intensive interventions include family culture, needs, and priorities as part of the behavior support plan.	▶ Module: Child and family-focused consultation https://www.iecmhc.org/resources/foundational-modules/ ▶ Tutorial: Mental health perspective to understanding cultural and linguistic diversity and how it affects practices (Module 2) https://www.ecmhc.org/tutorials/competence/index.html ▶ Report: Knowledge of developmentally, culturally, and linguistically appropriate practices in Applied Behavior Analysis/BCBA https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6834807/ ▶ How to include families in the PTR-YC/FBA process https://challengingbehavior.cbcs.usf.edu/docs/PTRYC_process-families.pdf

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	Resources
▶ 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.	▶ Culturally Responsive Family Engagement Strategies https://iel.org/sites/default/files/IEL_H9_Lavorgna_HandOut.pdf ▶ Shared decision making with families https://www.buildinitiative.org/Portals/0/Uploads/Documents/Resources/FamilyEngagement/SharedDecision%20Conversations%20-%20Families-Final.pdf ▶ Two-Way communication with families https://www.buildinitiative.org/Portals/0/Uploads/Documents/Resources/FamilyEngagement/2-Way-Culture-Principals-Final.pdf

EC-BOQ Item 35

Data are collected, summarized with visual displays, and reviewed by the leadership team on a regular basis.

Culturally Responsive Elements/ Adaptations	Resources
▶ The team is aware of concepts of implicit bias and reviews data to look at any disparities in discipline or behavior incident reports. ▶ Incident data include child demographics and reports can display disaggregated data.	▶ Understanding Common Measures of Disproportionality https://challengingbehavior.cbcs.usf.edu/docs/ Understanding-Measures-of-Disproportion.pdf ▶ Databases for P-12 disproportionality data http://ocrdata.ed.gov ▶ Behavior Incident Report System: Data decision-making guide https://challengingbehavior.cbcs.usf.edu/ Implementation/Data/BIRS.html ▶ Using data to identify disparities and make discipline fairer https://preventexpulsion.org/1a-develop-process-es-for-data-based-decision-making/

EC-BOQ Item 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.

Culturally Responsive Elements/ Adaptations	Resources
▶ Fidelity measures include considerations for the culture and learning needs of staff. ▶ The leadership team collects and presents data in formats understandable to a variety of staff and learners (e.g., free of jargon, presented in multiple modes of communication). ▶ The leadership team solicits feedback from staff and families on the data collection and decision-making process (e.g., Do families feel they are represented in the data? Do families think the data collected and the decision-making process are responsive to the culture and needs of the community?).	▶ Issue Brief: Administrator strategies that Support High Fidelity Implementation of the Pyramid Model for Promoting Social-Emotional Competence & Addressing Challenging Behavior http://challengingbehavior.cbcs.usf.edu/docs/ IssueBrief_administrator-strategies.pdf ▶ Pyramid Model Equity Coaching Guide https://challengingbehavior.cbcs.usf.edu/ Implementation/Equity/Guide/index.html ▶ Data equity walk toolkit https://west.edtrust.org/ data-equity-walk-toolkit/

EC-BOQ Item 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.

Culturally Responsive Elements/Adaptations	Resources
▶ As needed or at least yearly, the coach and leadership team will discuss equity concerns that occur across classrooms as identified through the Pyramid Model Equity Coaching Guide to identify system solutions that will be added to the implementation plan.	▶ Pyramid Model Equity Coaching Guide https://challengingbehavior.cbcs.usf.edu/Implementation/Equity/Guide/index.html

EC-BOQ Item 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.

Culturally Responsive Elements/Adaptations	Resources
▶ The data include information on Race/Ethnicity, Gender, IEP/IFSP, and DLL status.	▶ 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 ▶ Data Decision-Making and Program-Wide Implementation of the Pyramid Model https://challengingbehavior.cbcs.usf.edu/docs/roadmap/Roadmap_7_Data.pdf

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

EC-BOQ Item 40

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

Culturally Responsive Elements/ Adaptations	Resources
▶ 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 social, emotional, and behavioral skills of children.	▶ 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 challengingbehavior.cbcs.usf.edu/docs/NCPMI-Sharing-data-with-families-Infographics.xlsx ▶ Data visualization toolkit https://dasycenter.org/data-visualization-toolkit-2/ ▶ Classroom Practitioner Coaching Guide https://challengingbehavior.cbcs.usf.edu/docs/Class-Practitioner-Coach-Guide.pdf

EC-BOQ Item 41

Data are used for ongoing monitoring, problem-solving, ensuring child response to intervention, and program improvement.

Culturally Responsive Elements/ Adaptations	Resources
▶ Data are used to monitor the impact of program-wide implementation and the use of Pyramid Model practices on equity in responses to child behavior incidents. ▶ The leadership team gathers data from stakeholders in multiple modes (e.g., interviews, focus groups) to inform decision-making).	▶ Behavior Incident Report System: Data decision-making guide https://challengingbehavior.cbcs.usf.edu/ Implementation/Data/BIRS.html ▶ Appendix B: Sample Equity Audit ▶ Resources for collecting and examining data on behavior incidents http://preventexpulsion.org/1a-develop-process-es-for-data-based-decision-making/

Appendix A: Annotated Resource Guide[1]

ANTI-BIAS CURRICULUM CONCEPTUALIZATIONS

Derman-Sparks, L & Edwards, J. O. with Goins, C.M. (2020). *Anti-bias education for young children and ourselves.* 2nd Edition. NAEYC.
Book: Provides "information and strategies needed to integrate ABE into your work." (pp 1)

Edwards, S. (2003). New directions: Charting the paths for the role of sociocultural theory in early childhood education and curriculum. *Contemporary Issues in Early Childhood, 4,* 251-266. https://doi.org/10.2304/ciec.2003.4.3.3
Article available online: Theoretical article examining literature suggesting curriculum approaches based on sociocultural theory.

Iruka, Iheoma, U., Curenton, S.M., Durden, T. R., & Escayg, K. (2020). *Don't look away. Embracing anti-bias classrooms.* Gryphon House.
Book: Explores implicit bias, equity, low expectations, and family engagement; offers strategies and tools to create an equitable learning environment.

DUAL LANGUAGE LEARNERS: RESOURCES AND SYSTEM ASSESSMENT

Office of Head Start, Early Childhood Learning & Knowledge Center (n.d.). : Dual Language Learners Program Assessment Users' Guide. https://eclkc.ohs.acf.hhs.gov/culture-language/dual-language-learners-program-assessment-dllpa-users-guide/dual-language-learners-program-assessment-dllpa-users-guide
Used to assess management systems and services to ensure they support children who are dual language learners and their families.

Office of Head Start, Early Childhood Learning & Knowledge Center (n.d.). Ready DLL mobile app. https://eclkc.ohs.acf.hhs.gov/culture-language/article/ready-dll-mobile-app
A mobile application to access resources and strategies for those supporting dual language learners

IMPLICIT BIAS: DISCUSSING ITS MEANING AND ACTIVITIES TO EXPLORE AN INDIVIDUAL'S IMPLICIT BIAS

Great Lakes Equity Center (n.d.). Learning experiences https://greatlakesequity.org/events
Compendium of activities, webinars, and events for exploring staff identity awareness.

Project Implicit (n.d.). Implicit Association Test https://implicit.harvard.edu/implicit/takeatest.html
Online implicit bias survey for individuals. Useful to begin a discussion on bias or identity awareness.

Recognizing Bias and Promoting Equity in Early Childhood Settings (n.d.). SAMHSA https://www.youtube.com/watch?v=PJs1aByD2Ao
Video (6 min): Short introduction and overview.

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1 Note: These resources are current and active at the time of this publication but cannot be guaranteed to remain active.

Staats, C., Capatosto, R., Wright, R., & Jackson, V. (2016) State of the science: Implicit bias review, Kirwin Institute
http://kirwaninstitute.osu.edu/wp-content/ uploads/2016/07/implicit-bias-2016.pdf
Article available online: Reviews what is known about implicit bias.

TED. (2014, November). Verna Myers: How to overcome our biases? Walk boldly toward them.
https://www.ted.com/talks/verna_myers_ how_to_overcome_our_biases_walk_boldly_ toward_them
Diversity advocate Verna Myers talks about implicit bias

UCLA (n.d.) Equity, diversity, and inclusion: Implicit bias video series: Lesson 4
https://equity.ucla.edu/programs-resources/faculty-search-process/faculty-search-committee-resources/
3 min Animated video series on the general concept of implicit bias.

MENTAL HEALTH AND TRAUMA INFORMED CARE IN EARLY CHILDHOOD

Center of Excellence for Infant & Early Childhood Mental Health Consultation (2020). Equity in infant and early childhood mental health consultation webinar series. https://www.iecmhc.org/resources/equity/equity-webinars/
A series of webinars addressing equity in early childhood mental health consultation

Erdman, S., Colker, L., & Winter, E. (2020). Trauma and Young Children: Teaching Strategies to Support and Empower, NAEYC. https://www.naeyc.org/resources/pubs/books/trauma-and-young-children
Book

Iruka, I. (July 2020). Becoming an anti-racist, anti-biased, trauma-informed educator [Webinar]. Teachstone.
https://info.teachstone.com/webinar-know-then-grow-becoming-and-anti-racist-anti-biased-trauma-informed-educator
Webinar: Discusses racism, white privilege, and implicit bias and their links to trauma

National Child Trauma Stress Network. (n.d.). About child trauma
https://www.nctsn.org/what-is-child-trauma/about-child-trauma
Website: Introduction to Trauma

MULTI-CULTURAL PRINCIPLES AND DIVERSITY GUIDES

The National Center for Cultural Competence (2007). A guide for advancing family-centered and culturally and linguistically competent care. Georgetown University Center for Child and Human Development
https://nccc.georgetown.edu/documents/fcclcguide.pdf

Office of Head Start, Early Childhood Learning & Knowledge Center (n.d.). Multicultural Principles for Early Childhood Leaders
https://eclkc.ohs.acf.hhs.gov/culture-language/article/multicultural-principles-early-childhood-leaders
Provides research and ideas on key multi-cultural principles.

PARTNERING WITH FAMILIES

De Gioia, K. (2003). Cultural negotiation: Moving beyond a cycle of misunderstanding in early childhood settings. *Journal of Early Childhood Research, 11,* 108-122. http://journals.sagepub.com/doi/10.1177/1476718X12466202
Article available online: Examines issues that can arise from a disparity in understanding of expectations and identifies some methods of communication.

Hanover Research (2016). Best Practices in Engaging Diverse Families
http://kirwaninstitute.osu.edu/wp-content/uploads/2016/07/implicit-bias-2016.pdf
Provides literature and case studies for learning how to engage diverse families.

Isik-Ercan, Z. (2017). Culturally Appropriate Positive Guidance with Young Children, *Young Children, 72*(1), 15-22.
https://www.naeyc.org/resources/pubs/yc/mar2017/culturally-appropriate-positive-guidance
Article available online: Describes methods for addressing differences between home and school practices.

Yull, D., Blitz, L. V., Thompson, T., & Murray, C. (2014). Can we talk? Using community-based participatory action research to build family and school partnerships with families of color. *School Community Journal, 24*, 9-31.
https://files.eric.ed.gov/fulltext/EJ1048538.pdf
Article available online: Findings from focus groups with families of color detailing challenges in educational settings and outlining a possible solution.

OPPORTUNITY GAP *(See also Payno-Simmons, R. & Hill, B. below for webinar in which these were cited).*

Ladson-Billings, G. (2018). From the Achievement Gap to the Education Debt: Understand achievement in U.S. schools, *Education Researcher, 35*(7).
https://thrive.arizona.edu/sites/default/files/From%20the%20Achievement%20Gap%20to%20the%20Education%20Debt_Understanding%20Achievement%20in%20US%20Schools.pdf
Article discussing rethinking the achievement gap.

Coomer, M.N., Jackson, R., Kyser, T., Skelton, S., Thorius, K. (2020). Reframing the achievement gap: Ensuring all students benefit from equitable access to learning. Equity Dispatch, 1(2)
https://greatlakesequity.org/resource/reframing-achievement-gap-ensuring-all-students-benefit-equitable-access-learning
Article discussing rethinking the achievement gap.

POSITION STATEMENT ON EQUITY IN EARLY CHILDHOOD EDUCATION

NAEYC Position Statement (2019). Advancing Equity in Early Childhood Education.
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/naeycadvancingequitypositionstatement.pdf

POSITIVE BEHAVIOR SUPPORT AND CULTURALLY RESPONSIVE PRACTICES

Allen, R., & Steed, E. A. (2016). Culturally Responsive Pyramid Model Practices: Program-Wide Positive Behavior Support for Young Children. *Topics in Early Childhood Special Education, 36*(3), 165–175.
https://doi.org/10.1177/0271121416651164
Article suggesting culturally responsive practices within Pyramid Model framework

Banks, T., & Obiakor, F. (2015), Culturally responsive positive behavior supports: Considerations for Practice, *Journal of Education and Training Studies 3*(2), 83-90. https://www.researchgate.net/publication/272479171_Culturally_Responsive_Positive_Behavior_Supports_Considerations_for_Practice
Article: Considerations of culturally responsive practices within a PBS framework.

Center on PBIS Equity topic page (n.d.). https://www.pbis.org/topics/equity
Website: Link leads to a topic page about equity (with definitions) in PBIS website. Links from there to research.

Hemmeter, M. L., Fox, L., Jack, S., Broyles, L., & Doubet, S. (2007). A program-wide model of positive behavior support in early childhood settings. Journal of Early Intervention, 29, 337-355. https://doi.org/10.1007%2F978-0-387-09632-2_8 Article describing Pyramid Model

McIntosh, K. (2016). How can we reduce racial disparity in school discipline https://bupmediasite.passhe.edu/Mediasite/Play/ddb0d12f1cba4ba5bd3af702afe97ef21d
Video: PBIS talk at Bloomsburg University on implicit bias and strategies for making discipline decisions more equitable. (includes information on vulnerable decision points)

McIntosh, K., Moniz, C., Craft, C. B., Golby, R., & Steinwand-Deschambeault, T. (2014). Implementing school-wide positive behavioural interventions and supports to better meet the needs of indigenous students. Canadian Journal of School Psychology, 29, 236-257. https://doi.org/10.1177/0829573514542217
Article: Brief overview of PBIS and adaptations to meet needs of indigenous students.

Price, C. & Steed, E. (2016) Culturally responsive strategies to support children with challenging behavior. Young Children, 71(5). https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies
Pyramid Model practices supporting children with challenging behavior

SUSPENSION AND EXPULSION

National Center for Pyramid Model Innovations: Suspension and expulsion impact on families
https://challengingbehavior.cbcs.usf.edu/Training/Webinar/archive/2019/03-27/2019-03-27_Early-Childhood-Suspensions-The-Impact-on-Families.html
Webinar: Families share the impact of their child's suspension on the family.

National Center for Pyramid Model Innovations: Suspension and Expulsion in Early Childhood
http://www.pyramidmodel.org/resource/suspension-and-expulsion/
Resources and webinar discussion on suspension and expulsion in preschool settings.

SYSTEMIC RACISM IN EARLY CHILDHOOD

Allen, R., Shapland, D., Iruka, I., & Neitzel, J. (2020). Creating Anti-Racist Early Childhood Spaces. National Center for Pyramid Model Innovations. https://challengingbehavior.cbcs.usf.edu/Training/Webinar/archive/2020/06-12/2020-06-12_creating-anti-racist-ec-spaces.html
Webinar discussion and resources.

Children's Equity Project (2020) Start with Equity: 14 priorities to dismantle systemic racism in early care and education. https://childandfamilysuccess.asu.edu/sites/default/files/2020-12/14-priorities-equity-121420.pdf
Description of systemic racism and proposed priorities to address it in early care and education.

Nelson, S. W., & Guerra, P. L. (2014). Educator beliefs and cultural knowledge: Implications for school improvement efforts. Educational Administration Quarterly, 50, 67-95. https://doi.org/10.1177/0013161X13488595
Research study detailing beliefs held by educators and how this impacts efforts to address inequitable educational outcomes.

Urban Institute (2019) Segregated from the start: Comparing segregation in Early Childhood and K-12 Education. https://www.urban.org/features/segregated-start
Article showing disparities related to racial and ethnic composition of early childhood programs.

TRAINING RESOURCES FOR EQUITY *(Articles, books, guides, videos, and webinars)*

Derman-Sarks, L., LeeKeenan, D. & Nimmo, J. (2015). *Leading anti-bias early childhood programs: A guide for change.* NAEYC.

Ferro, J., Fox, L., Binder, D., & von der Embse, M. (2020). Pyramid Model Coach Equity Guide.
https://challengingbehavior.cbcs.usf.edu/Implementation/Equity/Guide/index.html
Coaching reflections and resources for supporting early childhood teachers in increasing equity in the classroom.

Kyser, T. & Skelton, S. (2019). The fundamentals of educational equity. *Equity Digest, 2*(3).
https://greatlakesequity.org/resource/fundamentals-educational-equity
Article discussing fundamentals of educational equity and why it's important to ensuring the success of all students.

National Center for Pyramid Model Innovations: Pyramid Model Equity-Related Resources
https://challengingbehavior.cbcs.usf.edu/Implementation/Equity/index.html
Resources and webinar discussions on equity and inclusion related to the Pyramid Model.

Nemeth, N. (2016) Extreme Diversity in Cities: Challenges and Solutions for Programs Serving Young Children and Their Families (Go to naeyc.org and search for extreme diversity in cities to access)
https://www.naeyc.org/resources/pubs/yc/nov2016/extreme-diversity-cities

Office of Head Start, Early Childhood Learning & Knowledge Center (n.d.) Advancing racial and ethnic equity in Head Start. https://eclkc.ohs.acf.hhs.gov/culture-language/article/advancing-racial-ethnic-equity-head-start
Webinar series with guide.

Payno-Simmons, R. & Hill, B. (2020) Centering Equity to reduce the impact of implicit bias in school discipline. PBIS Leadership Forum Presentation. https://www.pbis.org/video/session-d2-pbis-forum-2020-centering-equity-to-reduce-the-impact-of-implicit-bias-in-school-discipline
Conference Presentation: Michigan's MTSS equity pilot to prevent and reduce school disproportionality. See also Opportunity Gap for articles cited in this webinar.

Prevent Expulsion (n.d.) Preventing suspensions and expulsions in early childhood settings: A program leaders guide to supporting all children's success. https://preventexpulsion.org/2d-work-with-teachersproviders-to-implement-a-positive-culturally-inclusive-classroom-climate/
Online guide: Section 2.4, Culturally Inclusive Climate. Content for providing training on creating a culturally-inclusive and positive climate

Singleton, G. E. (2015). Courageous conversations about race: A field guide for achieving equity in schools. Thousand Oaks, CA: Corwin Press.
https://us.corwin.com/en-us/nam/courageous-conversations-about-race/book242855
Book: Professional development on identity and educational equity.

Appendix B: 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.	☐	☐

	Yes	No
Review child referrals:		
▶ 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 C: 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

Appendix D: 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.