EC PBIS Leadership Team Strategic Planning
Session 1

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Acknowledgments

The content for this training day was developed based on the work of:

- National Center for Pyramid Model Innovations

- Great Lakes Equity Center

Thank you to all of our Michigan preschools who contributed examples to the content!

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Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share "air time"
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training

- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders

- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose

The Early Childhood PBIS Leadership Team Sessions result in a Leadership Team Implementation Plan for the use of Early Childhood PBIS with fidelity, leading to improved outcomes for ALL children, families, providers, and programs

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Intended Outcomes

- Describe what Early Childhood PBIS is and why it is important

- Determine operating procedures for your Leadership Team to maximize efficiency

- Develop action items related to establishing a leadership team

- Develop action items related to staff buy-in

Agenda

1.0 Introduction to Early Childhood PBIS
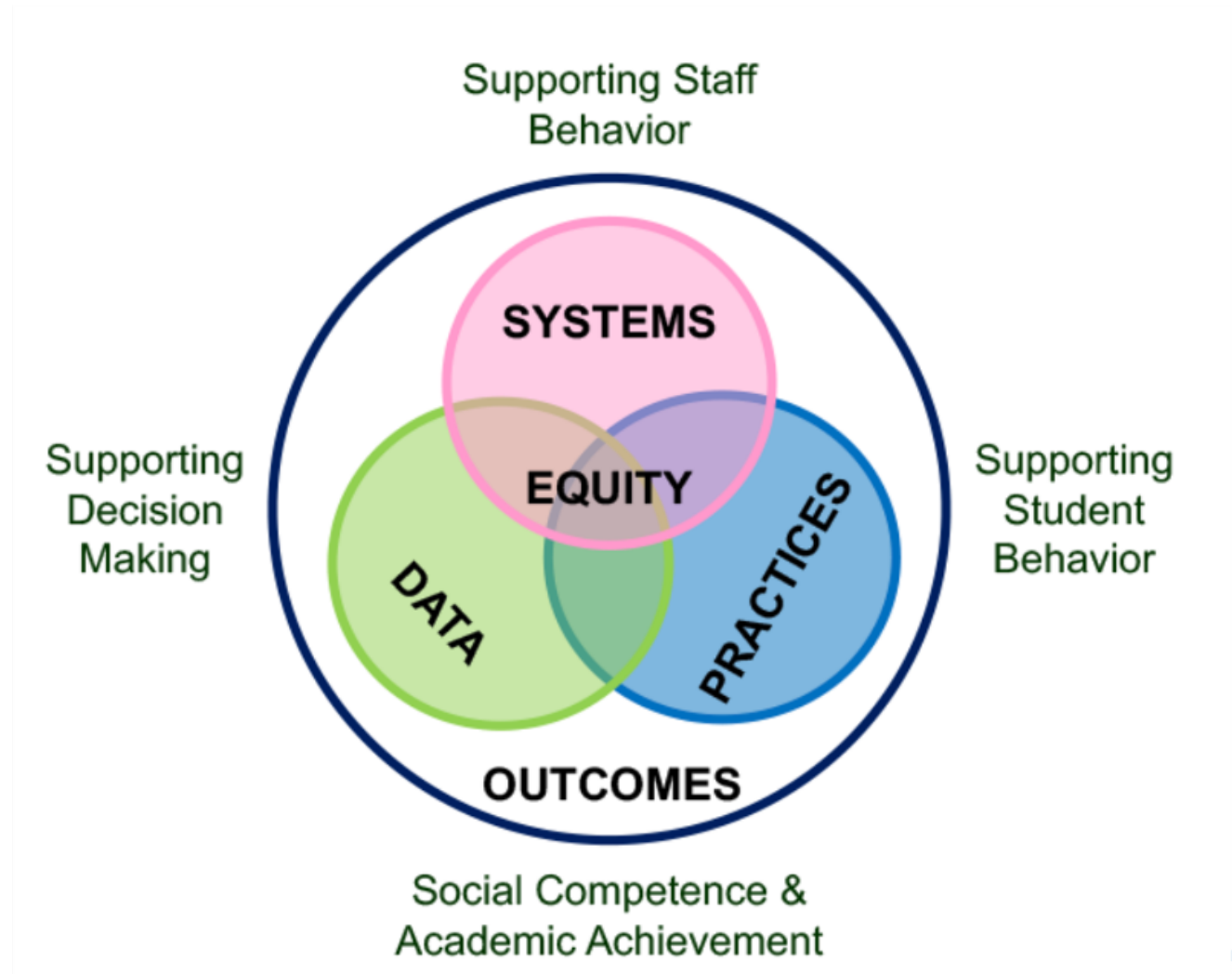
2.0 EC PBIS Leadership Team
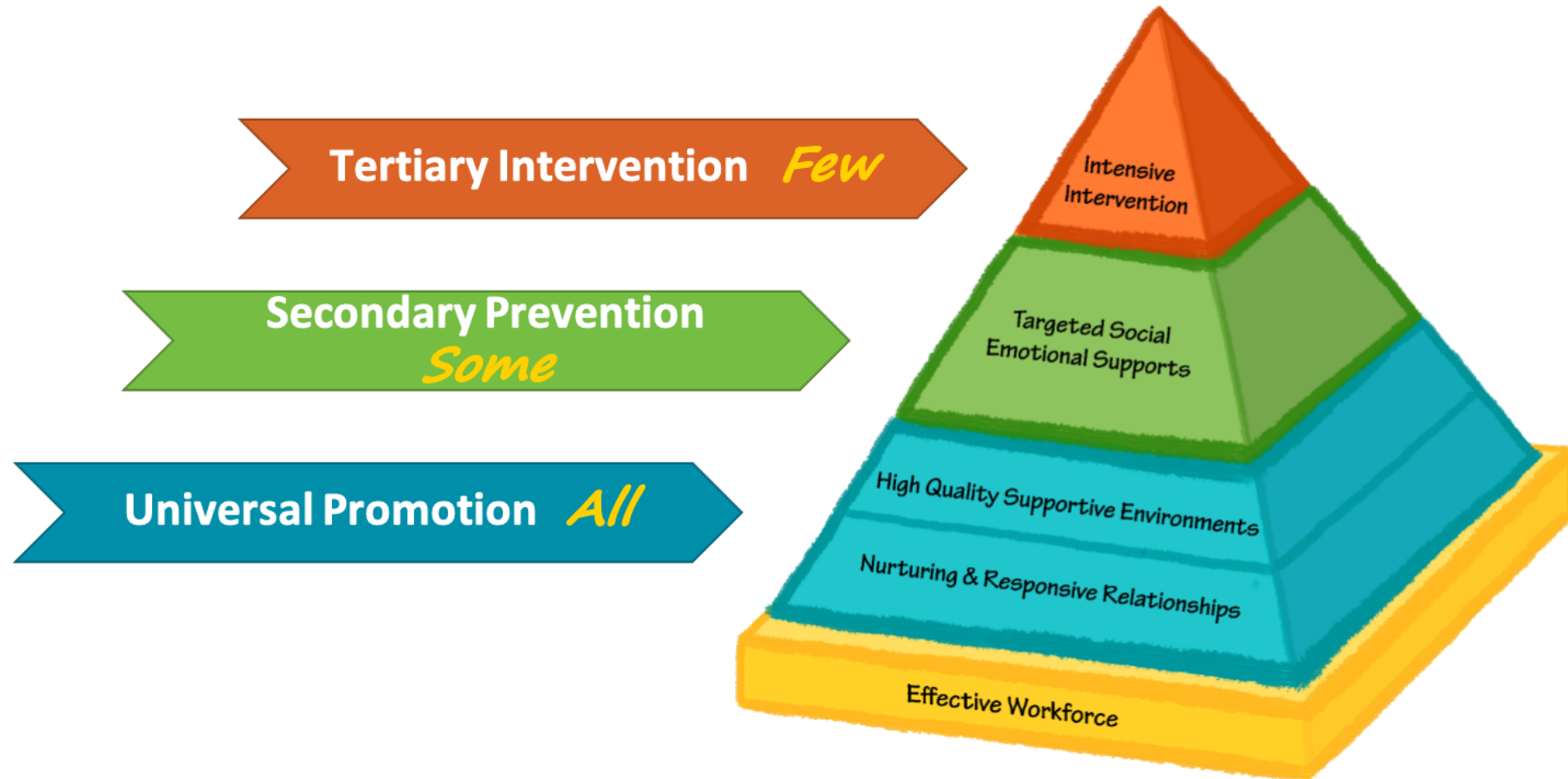
3.0 Staff Buy-in

4.0 Wrap-Up and Next Steps

1.0 Introduction to Early Childhood PBIS

Multi-Tiered System of Support (MTSS)

Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) is a social-emotional-behavioral MTSS framework

The What: Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children

Tertiary Intervention *Few*

Secondary Prevention *Some*

Universal Promotion *All*

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing & Responsive Relationships

Effective Workforce

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Early Childhood PBIS = Program-Wide Pyramid Model

EC PBIS is guided by the Leadership Team and commits to working on 7 critical elements

Goal of the Pyramid Model

Ensure each and every child has the support, experiences, relationships, opportunities, guidance, and instruction to thrive in their social-emotional development and learning

What We Know About Young Children

- Development is a highly interactive process, and life outcomes are not determined solely by genes

- Researchers estimate that between 49% and 75% of children will experience a potentially traumatic event between birth and age 5 (Briggs-Gowan et al., 2010, Jimenez et al., 2016)

  - Children's mental and physical health can be negatively impacted by racial trauma directly or indirectly

  - Race-based traumatic stress (RBTS), refers to the mental and emotional injury caused by encounters with racial bias and ethnic discrimination, racism, and hate crimes

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More About What We Know

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

  - Children with disabilities and Black preschoolers, especially Black boys, are being disproportionately expelled

- Children who are dual language learners make up 33% of all children under age 9, and are disproportionately likely to face multiple risk factors

- Children with disabilities in inclusive settings demonstrate stronger social-emotional skills than children in separate classrooms

  - The inclusion of children with disabilities benefits all children, including those without disabilities

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We Can Make a Difference

Children reported to have better social skills such as sharing, cooperating, and helping other children in Kindergarten are:

- More likely to graduate from high school on time
- More likely to get a college degree and have a full-time job
- Less likely to be arrested, engage in substance abuse, or be on a waiting list for public housing

Jones, Greenberg, & Crowley, (2015)

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Activity 1.1

- Take 30 seconds to think about why you are here today:

  - What student needs could be better supported in your program?

  - What enhancements are you hoping to see?

  - What is your "why?"

- Be ready to share

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So, How Do We Support ALL Children?

- Prevention Focused
  - Being ready to meet every child where they are and planning to support each child, family, and staff

- A Caring Community
  - Building meaningful relationships; honoring, valuing, and embracing the cultural ways of being

- Commitment to Equity, Inclusion, and Belonging
  - Adopting a program-wide philosophy that all children belong here and can be successful
  - Developing policies that prevent the use of exclusionary discipline practices

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More About How We Support All Children

- ## Trauma-Informed
  - Staff understand how trauma might affect children and families and focus on resilience in interactions with children and families

- ## Anti-Biased Practice
  - Committing to advancing equity, ending all forms of bias and discrimination, and working with children and families to design our program

- ## Data-Informed
  - Use data to make decisions about professional development, intervention planning, and monitoring equity in both implementation and outcomes

- ## Ready for Every Child!

Core Constructs of Educational Equity

Access –
All learners have entrance into, involvement with, and full benefit of quality learning opportunities (Paris, 2012).

Representation –
Having presence in decision making and in content (Mulligan & Kozleski, 2009).

Meaningful participation –All learners have agency and are empowered to contribute in effectual ways (Fraser, 1998).

High Outcomes–
Solutions benefit all learners towards self-determination and the ability to act as contributing citizens in a democratic society & global community (Waitoller & Kozleski,2013).

(Fraser, 2008; Great Lakes Equity Center, 2012)

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Activity 1.2

- With your team, discuss:

  - Which of the following values do you already see as being fully embraced by your preschool programs?

    - Prevention focused; a caring community; commitment to equity, inclusion, and belonging; trauma-informed; anti-biased practice; data-informed

  - What has your school already done to advance some of these values (e.g., professional learning on trauma-informed practice, equity, inclusion, etc.)?

  - What connections are you making to your role as a Leadership Team member?

  - Be ready to share

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High Fidelity Implementation of Pyramid Model Practices

- Fidelity of implementation that leads to positive outcomes for children, families, providers, and programs

  - Fidelity: Are we doing what we said we would do?

  - Measures changes in adult behavior

- Implementing Early Childhood PBIS (i.e., program-wide implementation of the Pyramid Model) helps us get there!

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Remember, it all rests on an effective workforce!

Outcomes for Teachers and Staff

- Shared language for communicating expectations
- Improved capacity to teach social and emotional skills
- Improved capacity to address challenging behavior
- Ability to support families to promote social and emotional skills
- Feeling supported by program in efforts to address challenging behavior
- Positive relationships with families around issues related to challenging behavior
- High fidelity programs report that NO children are asked to leave due to behavior

(Hemmeter, 2016)

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Outcomes for Children

- Growth in social and emotional skills
- Decreases in overall disruptive behavior in the classroom
- Reduction in child challenging behavior
- Increases in social interactions between children
- Increases in child engagement in learning opportunities
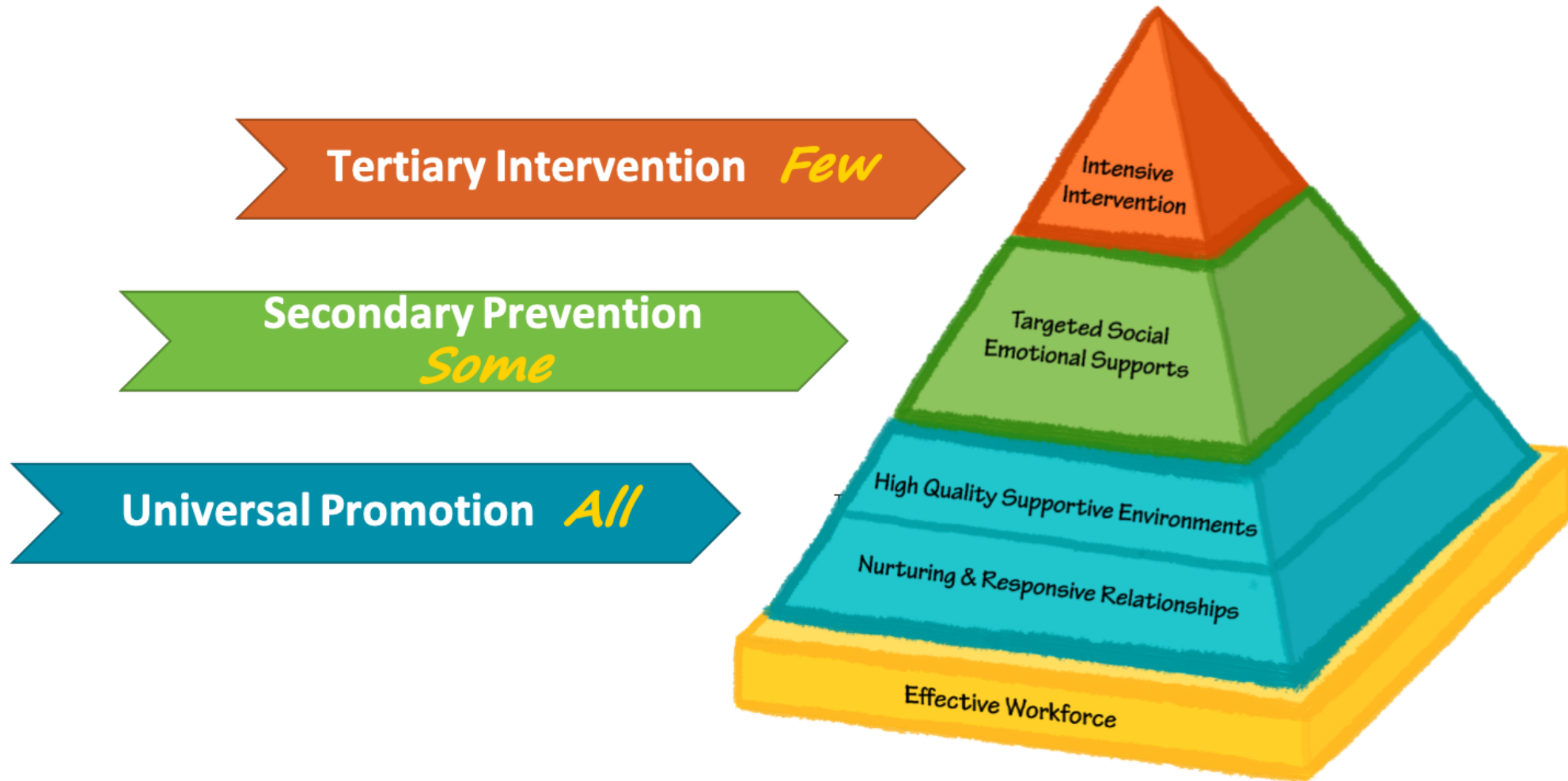
(Hemmeter, 2016)

Outcomes for Families

- Teaming between family and teachers for intervention strategies
- Families report feeling more supported in preventing and addressing challenging behavior
- Decreases in parent concerns about safety and behavior

(Hemmeter, 2016)

Poll 1

- What is your current level of knowledge and understanding of what the Pyramid Model is?

  - I know very little about the Pyramid Model

  - I have heard of the Pyramid Model, but I'm not familiar with all of the critical components

  - I am familiar with the Pyramid Model and have dabbled in some of the components

  - I have implemented the Pyramid Model with fidelity (as intended) in a program or with a specific classroom
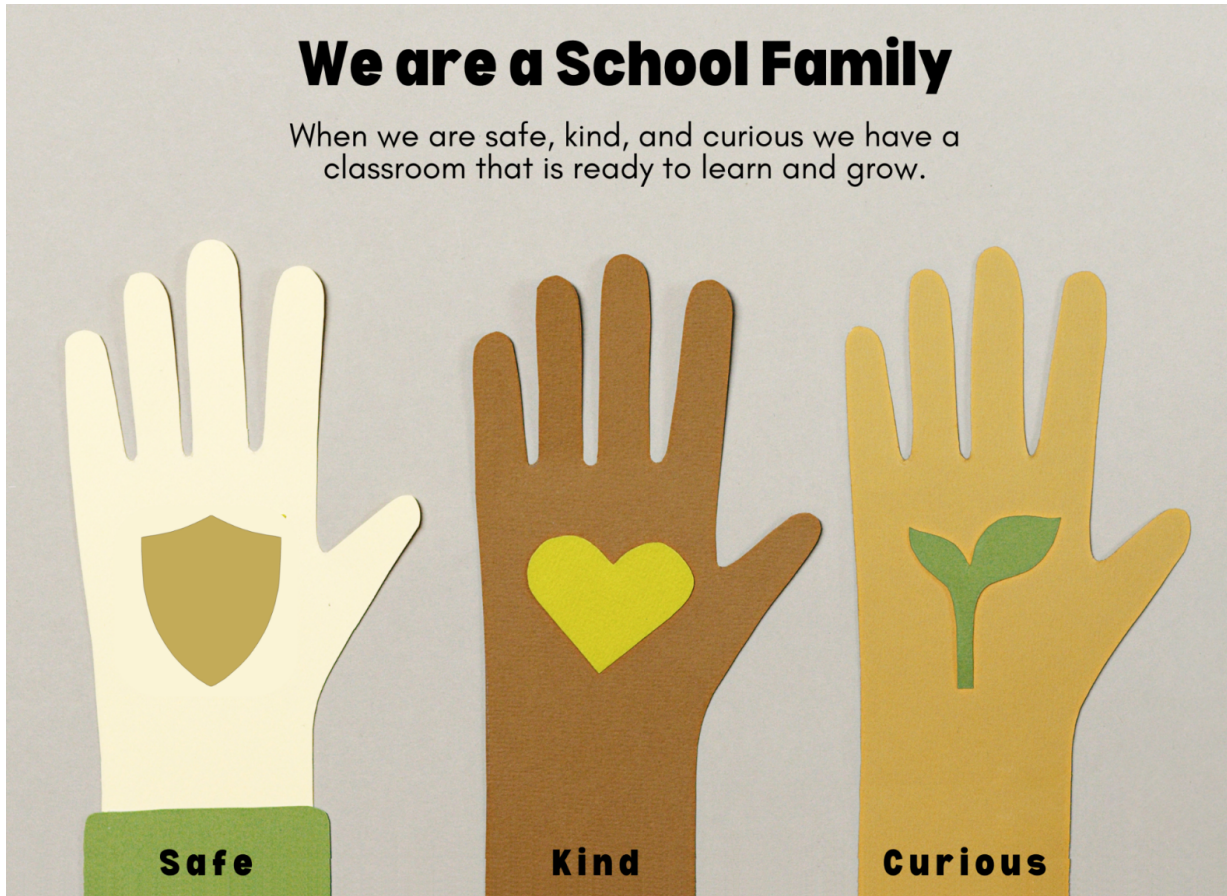
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Let's Take a Closer Look!

Tertiary Intervention *Few*

Secondary Prevention *Some*

Universal Promotion *All*

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing & Responsive Relationships

Effective Workforce

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Universal Promotion

- Nurturing and Responsive Relationships
  - **It's all about relationships!**
  - Between children, between staff & families, and between staff & children
- High Quality Supportive Environments
  - **The power of prevention!**
  - Children are engaged
  - Children know the routines and expectations
  - Adults have time to have meaningful conversations with children
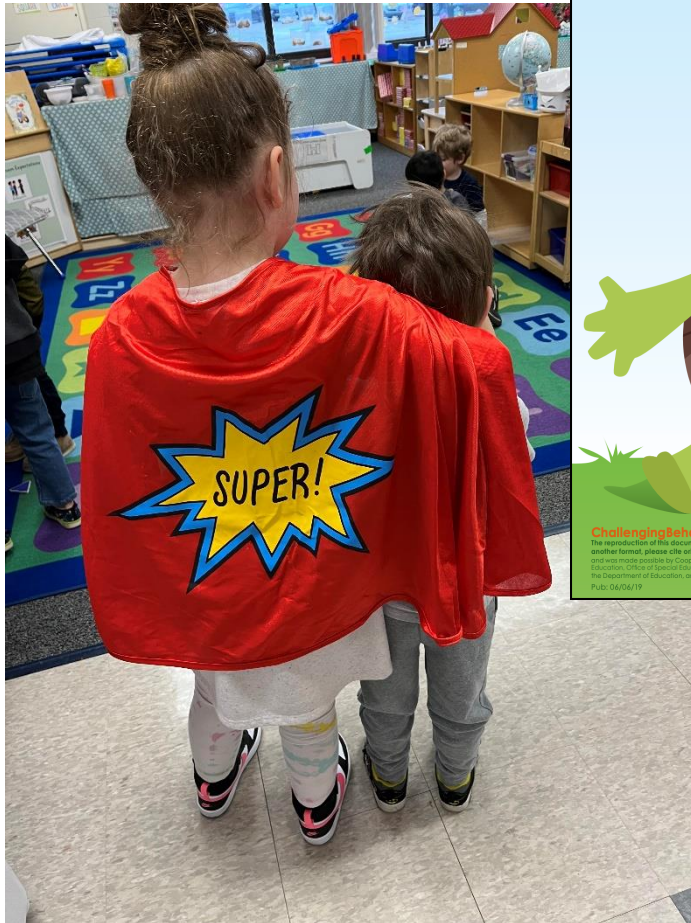 - Children are less likely to have challenging behavior

Program-Wide Expectations

We are a School Family

When we are safe, kind, and curious we have a classroom that is ready to learn and grow.

Safe Kind Curious

- Developed in partnership with the Leadership Team, staff, and families

- Stated positively

- Posted

- Example:
  - We are Safe
  - We are Kind
  - We are Ready

Secondary Prevention: Social Emotional Learning

- **All** young children require adult guidance and instruction with:
  - Self-regulation
  - Expressing and understanding emotions
  - Problem solving
  - Developing social relationships
- **Some** will need additional intentional teaching
  - Increased opportunities for instruction, practice, and feedback
  - Family partnerships
  - Progress monitoring and data decision-making

Teaching Social-Emotional Skills

Embed Instruction All Day, Every Day!

- Within all activities
  - To ensure multiple opportunities for meaningful instruction
- Over time
  - To meet the instructional needs at each learning stage (acquisition, fluency, generalization)
- With precision
  - To meet the individualized instruction needs of children who need more

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Tertiary Intervention:
Individualized Positive Behavior Support

- Convene a team

- Conduct functional assessment

- Identify hypotheses

- Develop a behavior support plan for all relevant environments

2.0 EC PBIS Leadership Team

Components of EC PBIS

1. **Establish a leadership team**

2. Ensure staff buy-in

3. Promote family engagement

4. Establish program-wide expectations

5. Develop and implement a plan for professional development and staff support

6. Develop procedures to identify and respond to individual children's social, emotional, and behavioral support needs

7. Monitor implementation and outcomes

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What is the Early Childhood Benchmarks of Quality?

- Team self-assessment that provides the critical features associated with the implementation of EC PBIS with fidelity

- Includes items on all components of EC PBIS

- Used to determine current status in order to develop an Implementation Plan with action items

- It's our "road map" for implementation!

- We won't be taking it during these sessions, but we will be using the items to guide discussion and action planning

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Activity 2.1

- Locate the **Early Childhood Benchmarks of Quality (BOQ)** in the materials provided

- Independently, review the items under the heading Establish Leadership Team (Items 1-7)

- We'll be discussing them in more detail as we go through this section

Role of the Leadership Team

Leadership Team meets monthly to focus on the following:

- Build and maintain an implementation infrastructure to support staff in the use of EC PBIS (i.e., program-wide Pyramid Model)

- Engage in data analysis and problem solving

- Create an implementation plan based on data and needs

- Ensure communication among different groups/teams within your school and across the district/ISD

- Ensure implementation occurs through an equity lens and we are working to eliminate bias

- Create a system for supporting staff and children when challenging behavior occurs

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Leadership Team

- Should be diverse across professional roles and identity markers
- Have ongoing conversations to ensure that the Leadership Team is reflective of the identities in the program and evolve as needed
- Center the voices and experiences of the children and families not represented on the team
- Work to create systems that work well for staff, families and children of all backgrounds, especially those that have been historically marginalized

Family Involvement

- While a family member on the Leadership Team is important, family involvement also needs to extend beyond one parent member

- Your team needs to consider how to best involve family voice and representation in the development of your EC PBIS components

  - Family participation and role is clearly defined and understood by the family representatives and the team

  - Leadership Team includes family subcommittees

  - Ensure that the EC PBIS system works for everyone and not just those on the Leadership Team

Team Composition:
Representation and Meaningful Participation

Non-examples:

- A family member is not a member or role is unclear

- One family member is asked to represent all parents without a mechanism for obtaining input

- Family members are not asked to provide perspective

Examples:

- Team includes family subcommittees representative of the student population

- Family participation is clear, defined, and understood

- Family members assist in reporting meeting discussions and/or data

Culturally Responsive Field Guide, National Center on PBIS (2019)

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Resources: Family Engagement

[Family Engagement and the Leadership Team](https://challengingbehavior.cbcs.usf.edu/docs/LeadeshipTeam_FamilyEngagement.pdf)

(https://challengingbehavior.cbcs.usf.edu/docs/LeadeshipTeam_FamilyEngagement.pdf)

[Welcome Letter for Parent Member of the Leadership Team](https://challengingbehavior.cbcs.usf.edu/docs/LeadershipTeam_WelcomeLetter.pdf)

(https://challengingbehavior.cbcs.usf.edu/docs/LeadershipTeam_WelcomeLetter.pdf)

NCPMI

Family Engagement and the Leadership Team

Meghan von der Embse and Lise Fox

*In program-wide implementation of the **Pyramid Model**, programs are guided to include a family member as a full participant on the leadership team.*

Welcome to the Leadership Team!

We are excited that you have agreed to become a member of our Pyramid Model Leadership Team. The Pyramid Model is an approach for supporting the social, emotional, and behavioral development of young children. The goal of the Pyramid Model is to create a preschool environment where every child feels good about coming to school. This is accomplished by guiding classrooms to use practices that promote children's engagement in learning and by building positive relationships with children, families, and staff. In our use of the Pyramid Model, classroom staff will work together to ensure that all children understand behavior expectations and receive instruction in critical social skills, such as understanding and recognizing emotions, friendship skills, and social problem solving. Classroom staff will also provide individual support to children who have social, emotional, or behavioral concerns.

The program leadership team is responsible for guiding and monitoring the implementation of the Pyramid Model throughout our program. Our team is comprised of a program administrator, teachers, an individual who can provide coaching and support to teachers, an individual who serves as a behavior specialist, and family members who can bring perspectives of families in the program.

Our team has committed to monthly meetings for planning implementation activities and reviewing outcomes. The program leadership team provides ongoing implementation support by addressing staff buy-in, program-wide expectations, family engagement, classroom practice implementation, the identification and appropriate response to individual children's social and emotional support needs, professional development and staff support, and the use of data for decision-making.

We strongly believe that a family perspective will be important to our work and that including family members like you will strengthen the buy-in and support of all families for the implementation of the Pyramid Model. Your voice can assist program personnel in understanding how to reach all families and strengthen family engagement in our program.

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Activity 2.2

- Individually, take 30 seconds to think about the following questions:

  - What do you already do as a program to center family voice?

  - What preliminary ideas do you have for centering family voice that you'd like to integrate into your EC PBIS system?

- Be ready to share

Leadership Team Operating Procedures Document

- Team Membership

- Monthly Meeting Dates

- Team Roles

- Meeting Norms

- Mission Statement

- Communication Protocol

- Document Storage

Roles Needed During a Team Meeting

- **Team Facilitator:** Prepares the agenda (with the support of the Program Coach), gets meetings started, keeps the team focused

- **Recorder:** Takes meeting minutes, adds action items to the Implementation Plan, maintains team records

- **Time Keeper:** Helps keep the team focused and on-topic, provides prompts to ensure all agenda topics get covered

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Meeting Norms

- The team should agree on meeting norms to ensure effective meetings. These should address:
  - Sharing responsibilities
  - Problem solving
  - Interactions or communication
  - Membership (core vs. peripheral, attendance)
  - Reporting or sharing information
  - Team decision-making process
  - Confidentiality

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Meeting Norms Example

1. We will come to consensus

2. Meeting minutes will be circulated within 3 days of the meeting

3. We will start and end on time

4. We will review data at every meeting

5. We will make sure that everyone has an opportunity to share

Team Mission Statement

- Have a clear vision and mission for your team

- Short, easy to remember

- Clearly addresses what you are planning on accomplishing as a Leadership Team regarding EC PBIS

*This will not replace the mission statement for your organization

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Example Mission Statement

Ready to Learn, Play, Grow! We work together to promote **each and every** child's social emotional skills.

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Implementation Plan

- An Implementation Plan guides the work of the Leadership Team throughout the school year

- Includes all the action items coming out of each team meeting and professional learning session

- Should be updated monthly before or during monthly meetings (e.g., each action item listed as not started, in progress, complete)

- The leadership Team Coach will prompt and support the use of the Implementation Plan

- Links to the plan should be included at the top of each agenda and within the Team Operating Procedures document

Activity 2.3

- Begin to make decisions and collectively agree upon team operating procedures and record them on the **Leadership Team Operating Procedures** document

- If there is time, determine what additional action planning is needed based on the Leadership Team section of the BOQ (Items 1-7)
  - What next steps do you want to make as a team?
  - What do you want to take on first?
  - Who can do what?

- **Recorders:** Make sure these action items go into the Implementation Plan under the heading Leadership Team

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3.0 Staff Buy-In

Components of EC PBIS.

1. Establish a leadership team
2. **Ensure staff buy-in**
3. Promote family engagement
4. Establish program-wide expectations
5. Develop and implement a plan for professional development and staff support
6. Develop procedures to identify and respond to individual children's social, emotional, and behavioral support needs
7. Monitor implementation and outcomes

Activity 3.1

- Locate the **Early Childhood Benchmarks of Quality (BOQ)** in the materials provided

- Independently, review the items under the heading Staff Buy-In (Items 8 & 9)

- We'll be discussing them in more detail as we go through this section

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Establishing Staff Buy-In

- Presentation to staff about the Pyramid Model and practices
    - Provide compelling reasons for change, such as sharing program data
    - Provide a clear vision of how changes will impact staff personally, emphasizing the benefits
    - Ensure staff ownership, soliciting input and collaboration
- Conduct a staff poll to see if 80% are in agreement
- Plan to teach and acknowledge what adult behavior you want to see
- Communicate with families about the initiative

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Sample Staff Buy-In Poll

1. I feel confident about adopting the Pyramid Model. I support the need for a program-wide effort for:
   - Addressing children's social competence and challenging behavior
   - Using culturally responsive practices
   - Addressing implicit bias
2. I like the idea of program-wide adoption, but I need more information about this topic
3. I like the idea of program-wide adoption, but I do not feel I can make a commitment at this time
4. I don't feel like this will be beneficial and would rather not participate

Definitions

- **Culturally Responsive Practices:** A set of things teachers can do "that empowers [children] intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes" (Ladson-Billings, 1994)

- **Implicit Bias:** An unconscious bias that does not always align with our known beliefs and values. Even when we intentionally seek to treat children fairly, implicit bias can unknowingly impact decisions that can lead to inequitable disciplinary practices (Staats, 2016)

Staff Buy-In Considerations

- Do program staff have concerns about implementing EC PBIS or Pyramid Model Practices?

  - If so, how will you address them?

- How will you establish buy-in?

  - How will you share information with staff?

  - How will you conduct a poll?

- How will you ensure staff voice is a part of the process in an ongoing way?

- How will you get staff feedback related to whether implementation is occurring in a culturally responsive manner?

Activity 2.1

- Begin action planning based on the BOQ items 8-9
    - What next steps will you make as a team?
    - What do you want to take on first?
    - Who can do what?

- **Recorders:** Make sure these action items go into the Implementation Plan under the heading Staff Buy-In

- Remember, your Implementation Manual provides additional information and examples

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4.0 Wrap Up and Next Steps

Training Scope and Sequence

1. Preschool Pyramid Model Practices for all preschool staff

2. Practice-Based Coaching and Teaching Pyramid Observation Tool (TPOT) for Classroom Coaches

3. Early Childhood Behavior Incident Reports (BIR) for data coordinators and leadership teams

4. Prevent, Teach, Reinforce for Young Children (PTR-YC) for Classroom Coaches and behavior support staff

5. Ongoing support for coaching:

   - Classroom Coach Community of Practice

   - Leadership Team Coach Community of Practice

Activity 4.1

- How would you explain Early Childhood PBIS to other staff back in your building?
    - What key words or phrases would you include?
   - Be ready to share your responses

Next Steps

- Complete your **Leadership Team Operating Procedures** and continue putting any action items on your Implementation Plan
- Determine when your Leadership Team and preschool staff will attend Preschool Pyramid Model Practices
- Session 2:
  - Program-wide Expectations
  - Family Engagement
  - Behavior Support Process
- Please bring your materials from today's session

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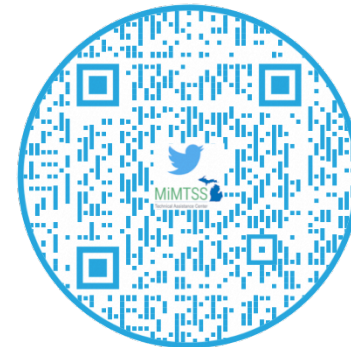- facebook.com/MiMTSSTACenter
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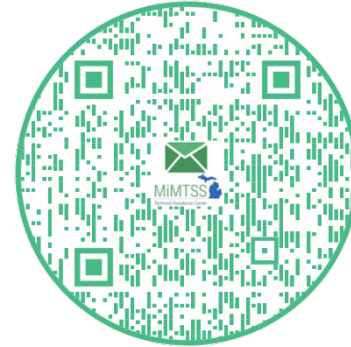
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References

Hemmeter, M. L., Snyder, P. A., Fox, L., & Algina, J. (2016). Evaluating the implementation of the Pyramid Model for promoting social emotional competence in early childhood classrooms. *Topics in Early Childhood Special Education, 36*, 133-146.