



EC PBIS Leadership Team Strategic Planning

Session 1

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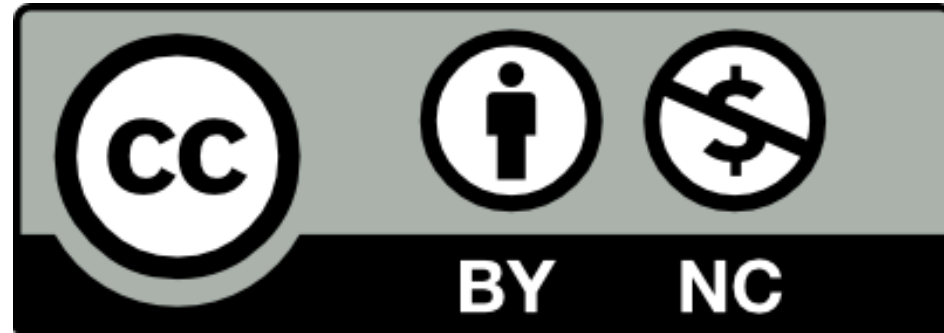
Acknowledgments

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

- National Center for Pyramid Model Innovations (NCPMI)
- Great Lakes Equity Center

Thank you to all 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

Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward
- Recorder: keep written documentation of key discussion points, decisions, and next steps
- Time Keeper: keep track of time and bring the team back together



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

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



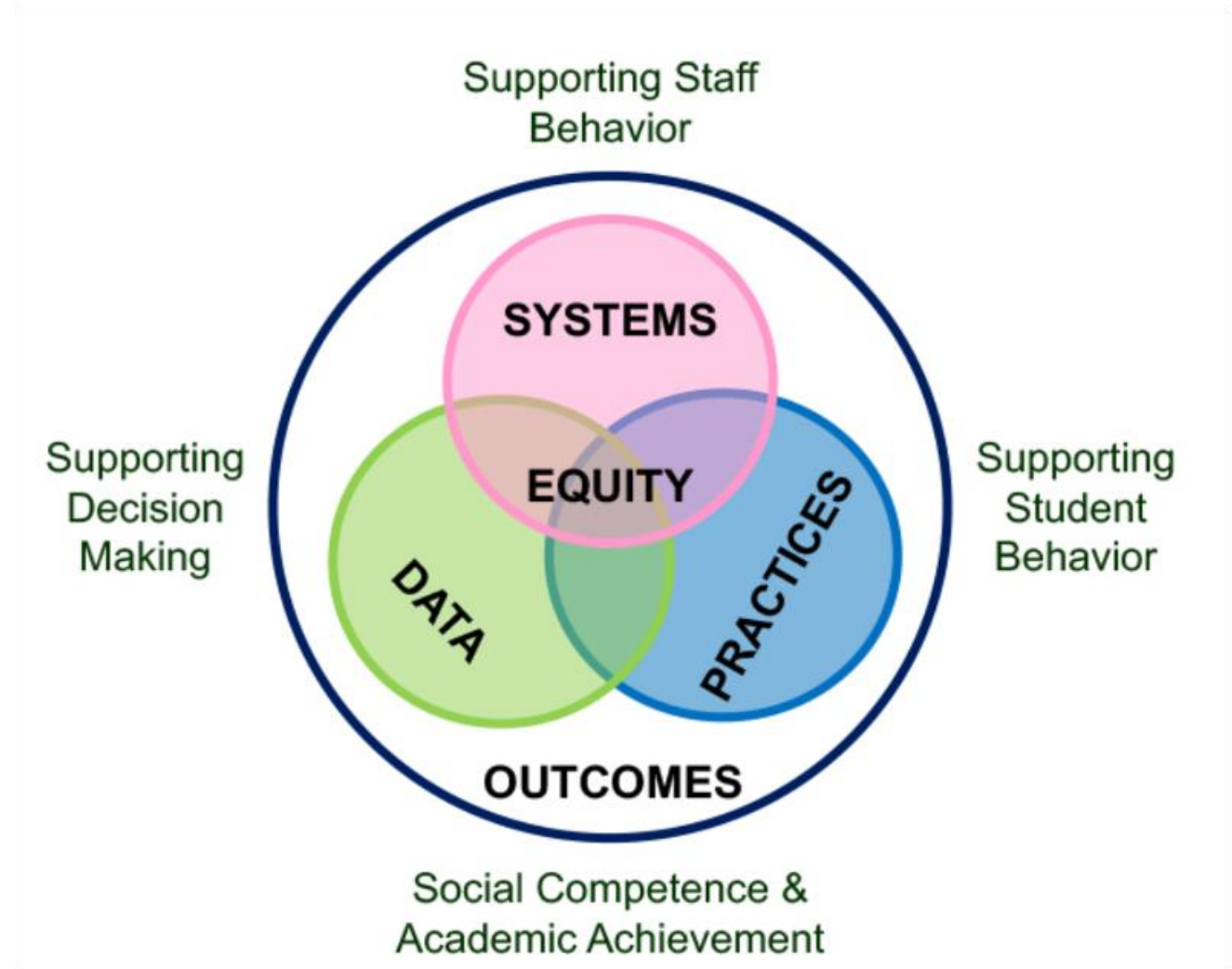
Activity

Welcome!

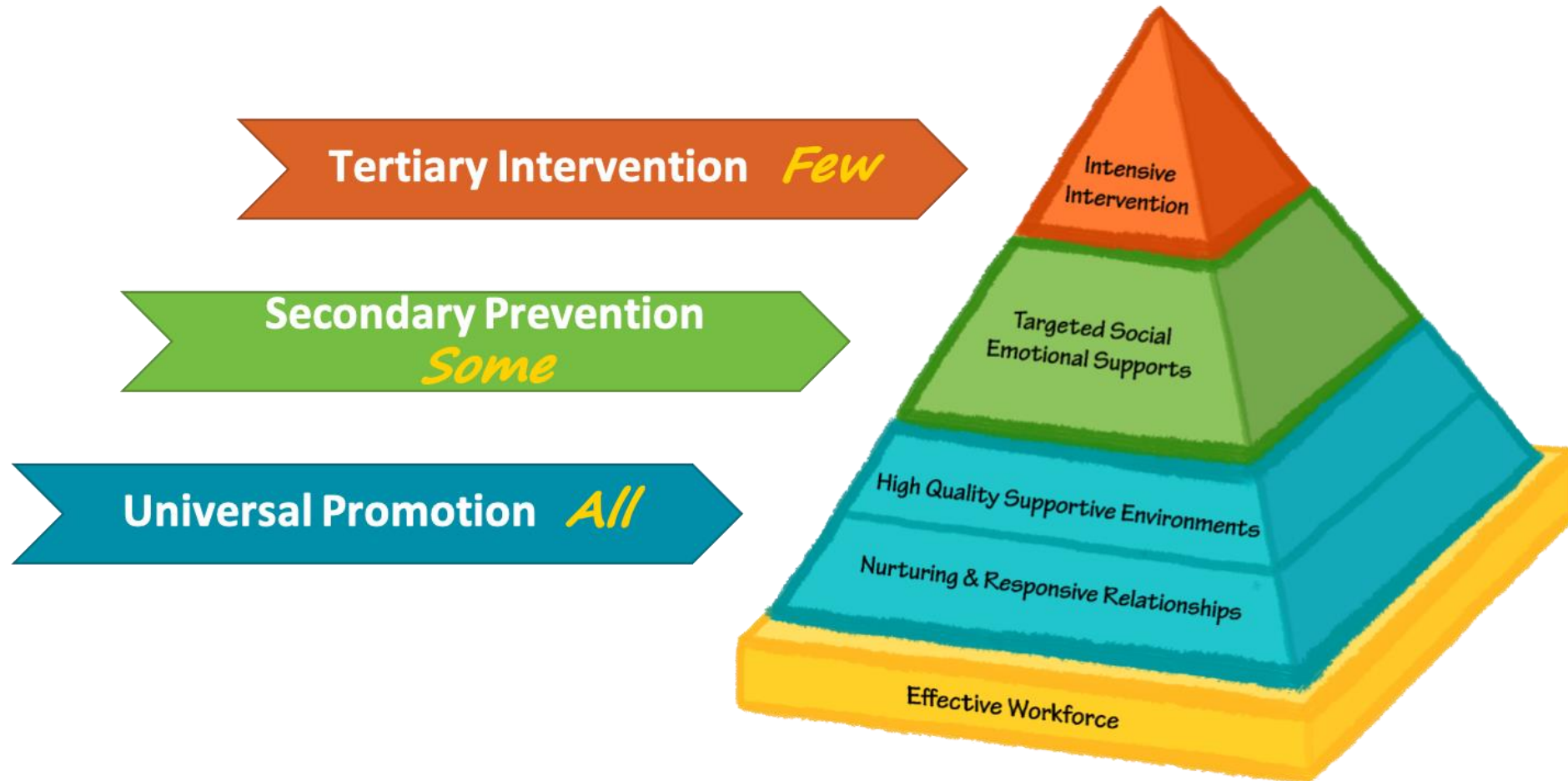
- Who is here today?
- Are you attending with a team? What is the name of your team?
- Is your team brand new to EC PBIS?
- What is one thing you want to take away from this training series?

Multi-Tiered System of Support (MTSS)

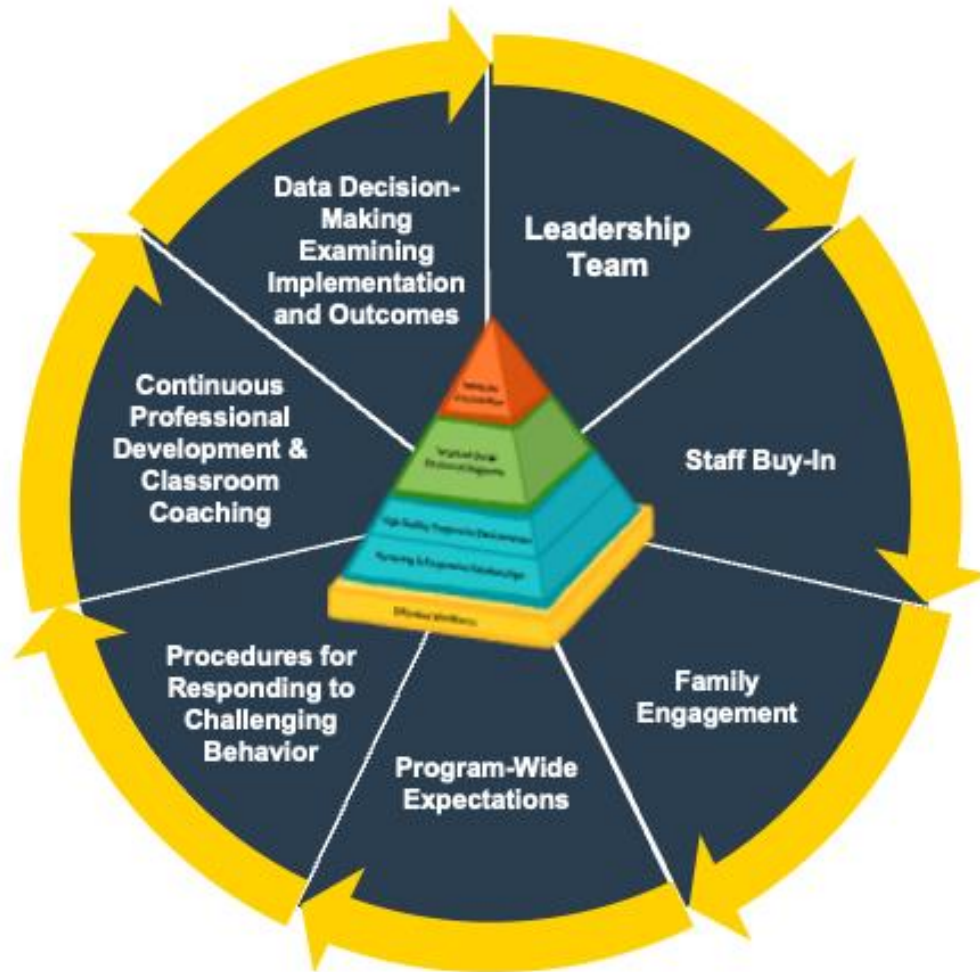
Early Childhood
Positive Behavioral
Interventions and
Supports (EC PBIS) is
an **MTSS framework**
for social, emotional,
behavioral health



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



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 EC PBIS

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



This training series will result in a Leadership Team Implementation Plan to begin the process

What We Know About Young Children

- Development is a highly interactive process, and life outcomes are not determined solely by genes
- Between 49% and 75% of children will experience a potentially traumatic event between birth and age 5
- Young children are being suspended and expelled from preschool at alarming rates, especially children with disabilities and Black preschoolers



More About What We Know

- 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



We Can Make a Difference

“...there is increasing evidence that strong social-emotional supports, such as high family resilience and connection and the provision of positive childhood relational experiences, are associated with children who are resilient and flourish despite their level of adversity”



American Academy of Pediatrics, 2021

Activity 1.1

- Take a moment to think about why you are here today:
 - What child needs could be better supported in your program?
 - How can this work support the staff to support the children in your program?
 - What program enhancements are you hoping to see?
 - What is your “why?”
- Be ready to share



Supporting ALL Children: EC PBIS “Must Haves”

- Prevention Focused
- A Caring Community
- Commitment to Equity, Inclusion, and Belonging
- Trauma-Informed
- Anti-Biased Practice
- Data-Informed

Ready for Every Child

When we adhere to these values, it means we are ready for each and every child, including children who have experienced trauma, children with disabilities, and children with persistent challenging behavior.



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).



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

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!



It all rests on an effective workforce!

Outcomes for Teachers and Staff

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

Outcomes for Children

- A. Growth in social and emotional skills
- B. Decreases in overall disruptive behavior in the classroom
- C. Reduction in child challenging behavior
- D. Increases in social interactions between children
- E. Increases in child engagement in learning opportunities

(Hemmeter, 2016)

Outcomes for Families

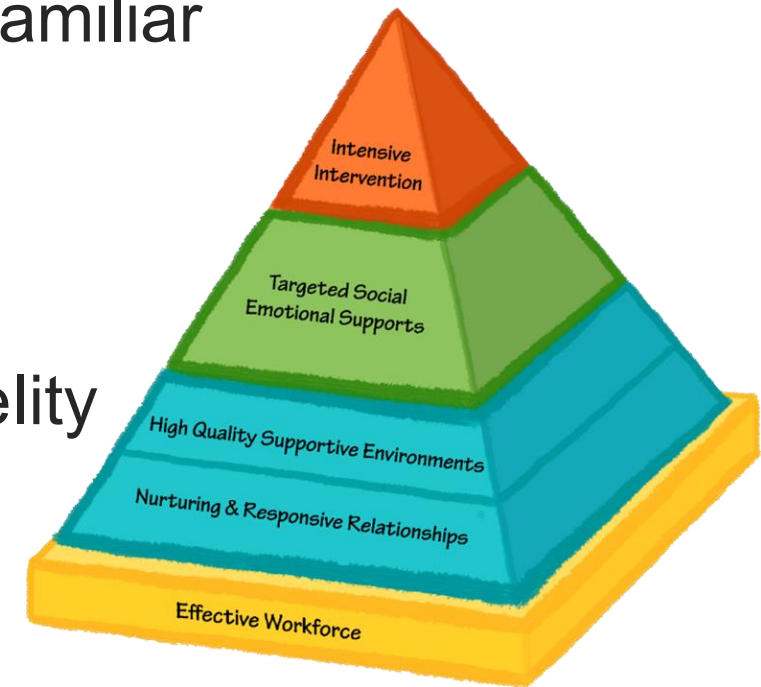
- A. Teaming between family and teachers for intervention strategies
- B. Families report feeling more supported in preventing and addressing challenging behavior
- C. Decreases in parent concerns about safety and behavior

(Hemmeter, 2016)

Activity 1.3

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

1. I know very little about the Pyramid Model
2. I have heard of the Pyramid Model, but I'm not familiar with all of the critical components
3. I am familiar with the Pyramid Model and have dabbled in some of the components
4. I have implemented the Pyramid Model with fidelity (as intended) in a program or with a specific classroom



Universal Promotion Practices



Universal Promotion

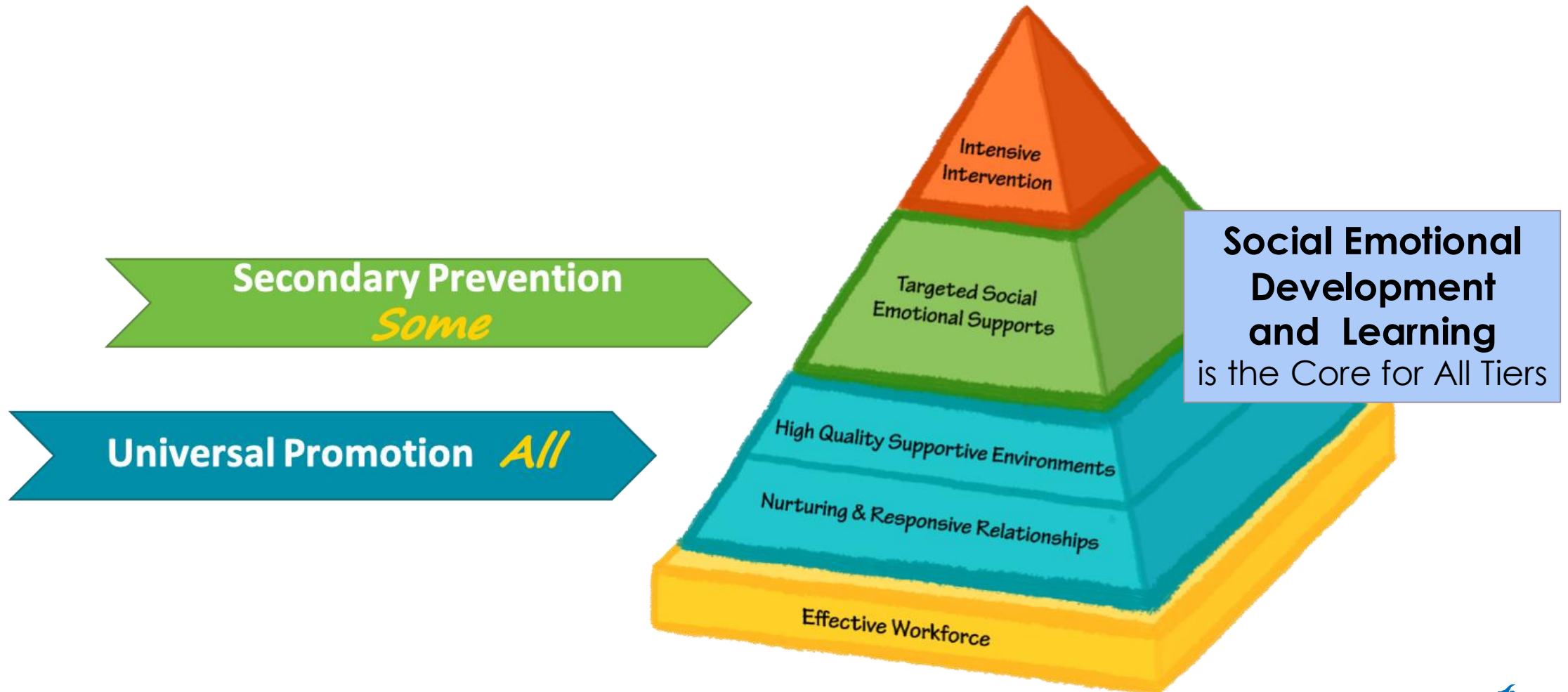
- Nurturing and Responsive Relationships
 - **It's all about relationships!**
 - Between children, between staff & families, and between staff & children
- High Quality Supportive Environments
 - **The power of prevention!**
 - Children are engaged
 - Children know the routines and expectations
 - Adults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

Program-Wide Expectations



- Developed in partnership with the Leadership Team, staff, and families
- Stated positively
- Posted
- Example:
 - We are Safe
 - We are Kind
 - We are Ready

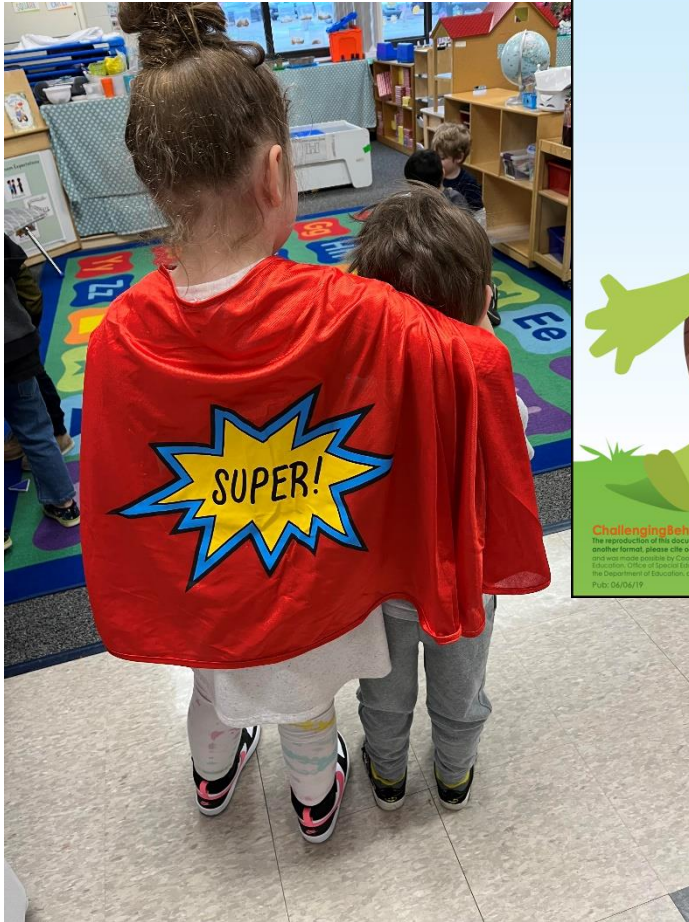
Secondary Prevention Practices



Social Emotional Learning

- Social emotional learning for **ALL** children
 - Self-regulation
 - Expressing and understanding emotions
 - Problem solving
 - Developing social relationships
- Explicit instruction for **SOME** children
 - Increased opportunities for instruction, practice, and feedback
- Family partnerships
- Progress monitoring and data decision-making

Teaching Social-Emotional Skills

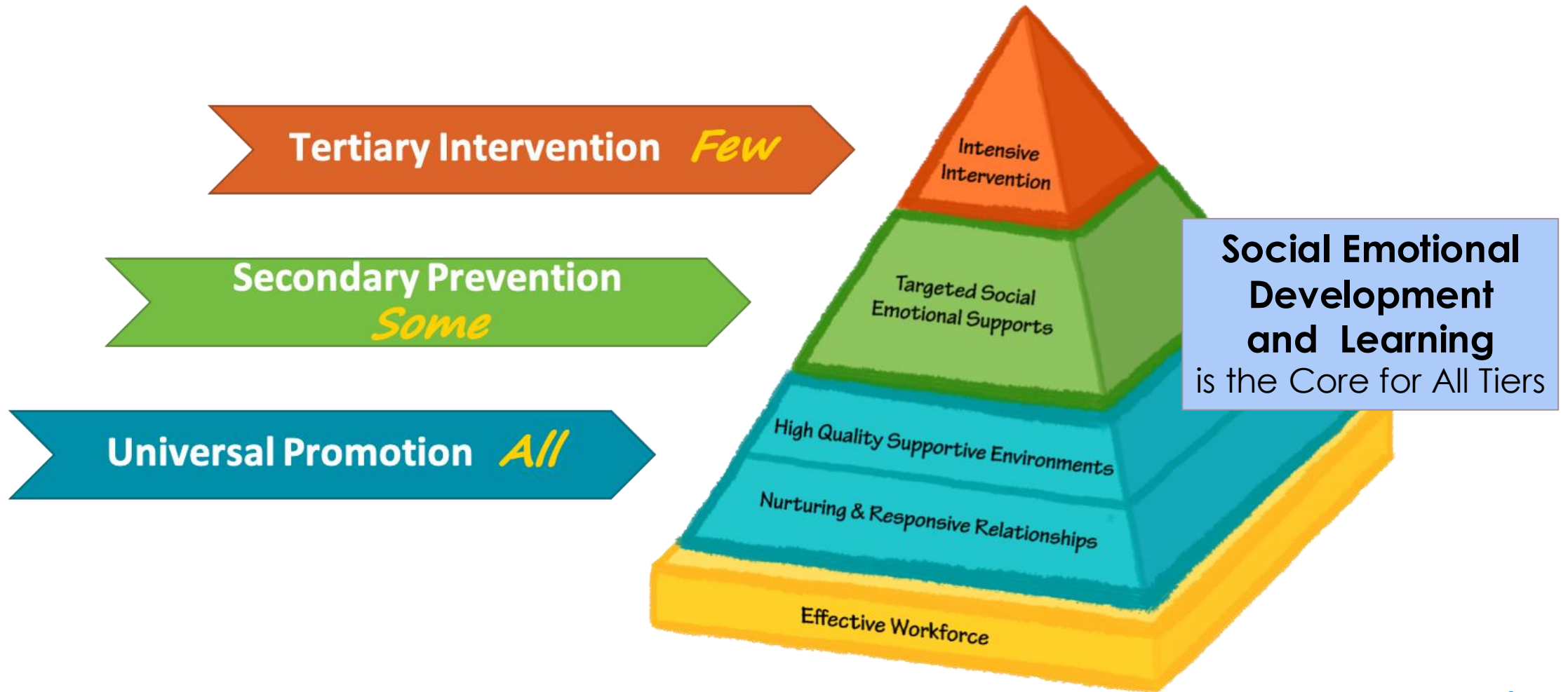


Embed Instruction All Day, Every Day!

- 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



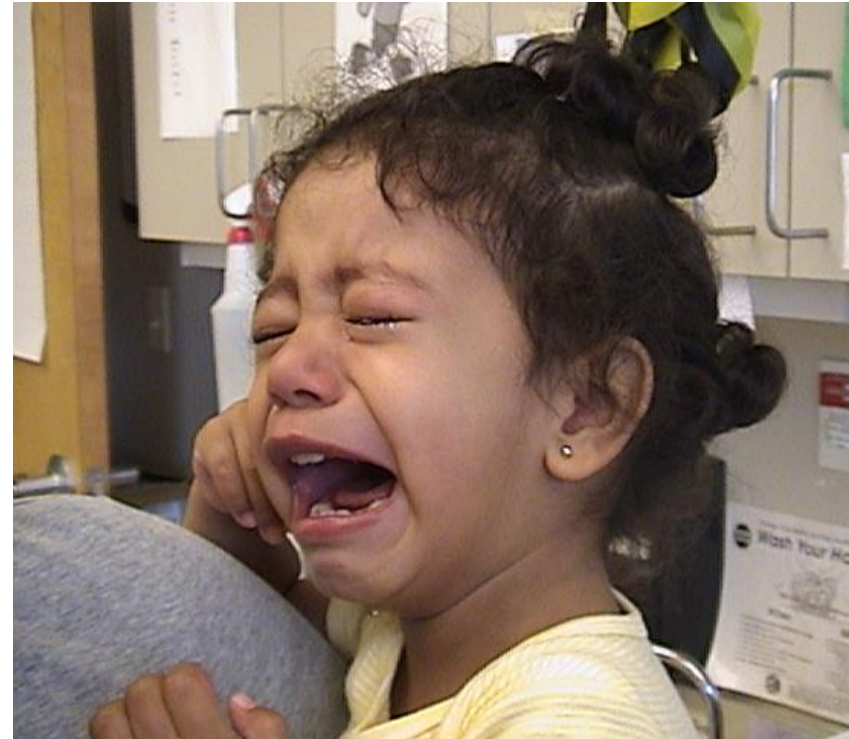
Tertiary Intervention Practices



Tertiary Intervention: Individualized Positive Behavior Support

Prevent, Teach, Reinforce for Young Children (PTR-YC)

- Convene a team
- Conduct functional assessment
- Identify hypotheses
- Develop a behavior support plan for all relevant environments



Implementation Science

- Effective implementation requires effective practices, effective methods, and an enabling context working together
- Three implementation drivers move the work forward
 - **Organizational Drivers:** data systems, administrative support, systems intervention
 - **Competency Drivers:** coaching, training, fidelity
 - **Leadership Drivers:** technical and adaptive responding
- Full implementation takes two to four years and moves through stages

2.0 EC PBIS Leadership Team

Early Childhood Benchmarks of Quality

- Team self-assessment of the quality indicators of each of the critical elements associated with the implementation of EC PBIS with fidelity
- Each indicator (benchmark) builds on the previous ones
- The goal is to determine where you are to make a 'to-do' list (your Implementation Plan)
- We won't be taking it during these sessions, but we will be using the items to guide discussion and action planning

Critical Element 1: Leadership Team

- Broad representation - see list in EC-BoQ
- Administrative support
- Regular meetings
- Clear mission
- Child guidance policy supportive of the Pyramid Model
- Implementation Plan
- Review and revise plan at-least annually





Activity 2.1

- Locate the **Early Childhood Benchmarks of Quality (EC-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
- Once you have completed reviewing the items, place a thumbs up in the chat

EC PBIS Leadership Team & Family Engagement

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:

- Family participation is clear, defined, and understood
- Team includes family subcommittees representative of the student population
- Family members assist in reporting meeting discussions and/or data

Resources: Family Member on the Team

Family Engagement and the Leadership Team

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

Welcome Letter for Parent Member of the Leadership Team

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



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.



Activity 2.2

Individually, take a moment to think about the following questions and jot down your responses:

- What do you already do as a program to center family voice?
- How do you get input from families when decisions are made?
- 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

Responsibilities of the Leadership Team

Meet monthly to focus on:

- Implementation of infrastructure to support staff in using Pyramid Model Practices
 - Develop and maintain an Implementation Plan
 - Implement through an equity lens and work to eliminate bias
 - Create a system for supporting staff and children when challenging behavior occurs
- Continuous data analysis and action planning
- Communication with staff, families, and the community

Who Helps?

EC PBIS Leadership Team Coach

- Your **“Guide on the Side”**
- Additional training and support is provided for these individuals



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

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

Key Elements in a Child Guidance Policy

- Includes an intentional focus on teaching social-emotional skills
- Describes the importance of a developmentally appropriate learning environment that fosters relationships, is predictable, and engaging
- Describes the use of program expectations and rules, and identifies responses to behavior that will never be used
- Uses positive guidance and prevention approaches
- Includes partnerships with families
- Eliminates the use of suspension and expulsion

Reflections and Support

- As you begin your implementation, your Leadership Team Coach will assist the leadership team in reflecting on their policy and making revisions that align with the EC PBIS
- This document might be helpful as you review your policy and make revisions



Developing a Child Guidance Policy

This guidance will help Pyramid Model (PM) leadership teams assess and improve their existing child guidance policies to effectively support each child in their program and reduce or eliminate the use of exclusionary discipline practices. Using a program policy to help prevent suspension and expulsion is a key recommendation of the U.S. Department of Health and Human Services' joint [policy statement](#). The U.S. Department of Education Office for Civil Rights (2014) recommends "early childhood programs develop and clearly communicate preventive guidance and discipline practices" (p. 5) that are developmentally appropriate and promote social-emotional and behavioral health. Discipline policies should reflect an instructional, rather than punitive, approach and emphasize proactive,

future academic failure and grade retention, have negative feelings about the program, and have higher dropout rates and increased incarcerations (Children's Equity Project, [2020, 2022](#); Zeng et al., 2021).

Early education programs should not expel or suspend children with challenging behaviors. Instead, programs should assess the child's needs and determine the behavioral support necessary to succeed in their current educational program (Gilliam, 2008; Zinsler et al., 2022). An effective policy describing the guiding principles used in the program helps ensure staff consistently implement evidence-based, developmentally appropriate, and culturally relevant strategies to support each child in the program effectively (Garrity et al., 2017). A policy also



Activity 2.3

Take a moment to reflect on the following questions. Jot down some notes to share with your team during your planning time

- What is your current child discipline policy?
- What does it communicate to your teachers?
- What does it communicate to families?
- Is your child discipline policy aligned with the promotion of social and emotional skills and a commitment to the support of each and every child, including children with challenging behavior?

Leadership Team Operating Procedures Document

- Team Membership
- Monthly Meeting Dates
- Team Roles
- Meeting Norms
- Mission Statement
- Communication Protocol
- Document Storage



Michigan's Multi-Tiered System of Supports Technical Assistance Center
August 2023 – Version 1.2

EC PBIS Leadership Team Operating Procedures

This document will assist EC PBIS Leadership Teams in establishing effective team structures and can be leveraged for orienting new members to the team.

Team Roster

Insert information about team members below. Add additional rows as needed.

Name	Team Role	Email
	Administrator	
	Teacher	
	Preschool Classroom Coach	
	Behavior Support Person	
	Data Coordinator	
	Family Member	
	Leadership Team Coach	
	Other	

Team Roles for Meetings

- **Team Facilitator (Team Lead):** Prepares the agenda (with the support of the Leadership Team Coach), gets meetings started, keeps the team focused
- **Recorder:** Takes meeting minutes, adds action items to the Implementation Plan, and maintains team records
- **Time Keeper:** Helps keep the team focused and on-topic, provides prompts to ensure all agenda topics get covered
- **Data Coordinator:** Prepares data for the team in advance, helps prioritize data collection and analysis

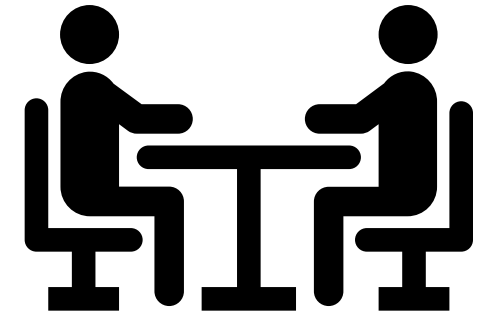
Meeting Norms

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

Example: Meeting Norms

1. We will come to consensus
2. Meeting minutes will be available 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



Implementation Plan

- An **Implementation Plan** guides the work of the Leadership Team throughout the school year
 - Includes all action items from team meetings
 - 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

Leadership Team Meeting Structure

- Meetings follow a **structured agenda** that helps teams:
 - Review and monitor progress on the Implementation Plan and action steps
 - Review EC PBIS data
 - Discuss family engagement
 - Receive coaching updates
 - Communicate decisions to staff and families
- Leadership Team coaches will receive more information in their session

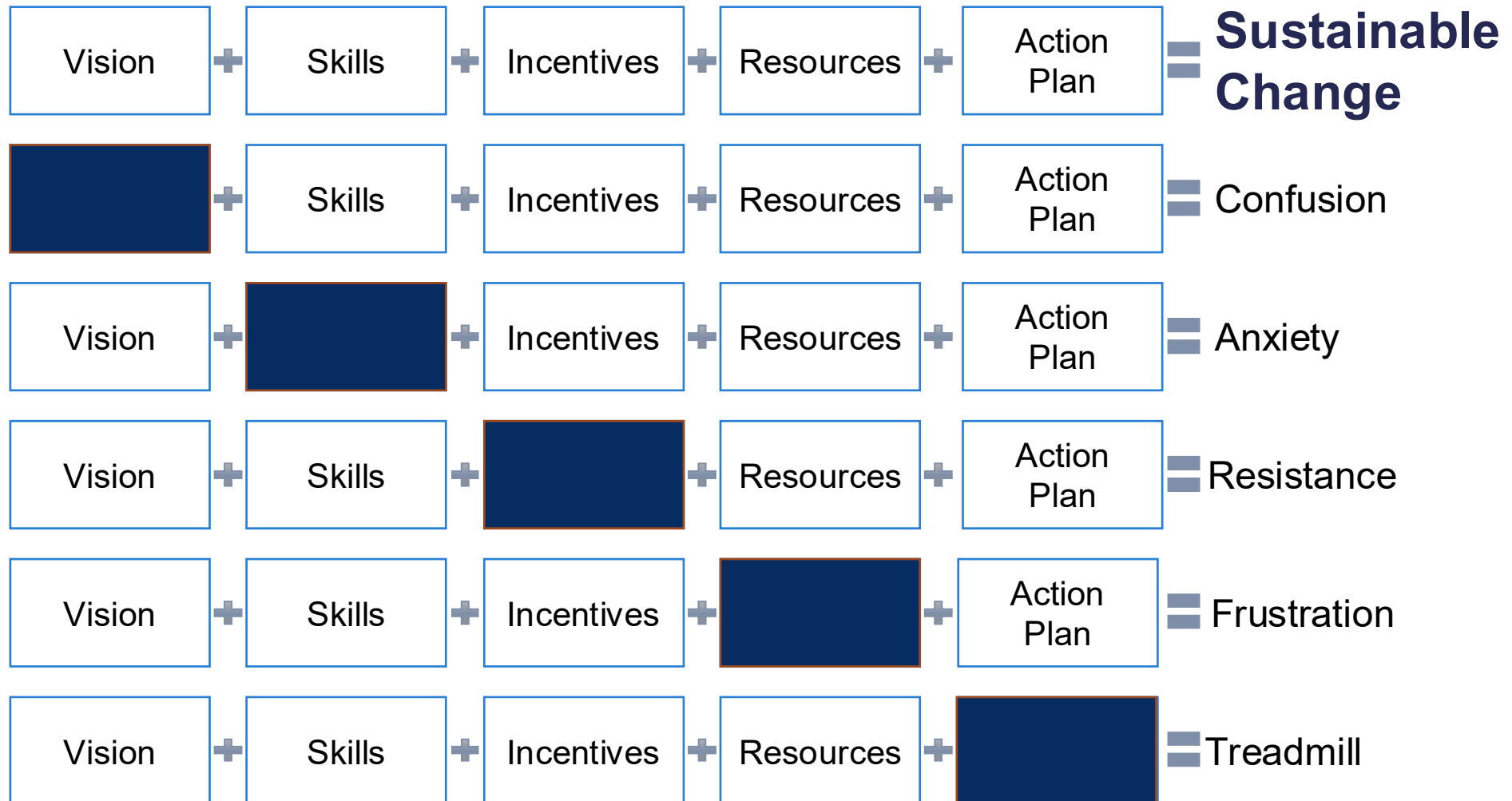


Activity 2.4

- As a team, establish team operating procedures and document them in the **Leadership Team Operating Procedures**
- Brainstorm around your Mission Statement based on who you serve, what you do, and the impact you are working toward
- Fill in Operating Procedures: meeting dates, roles, norms, communication protocol, and document storage
- Determine what additional action planning is needed based on the Leadership Team section of the EC-BoQ (Items 1-7)
- **Recorders:** Log all action items in the Implementation Plan under the heading **Leadership Team**

3.0 Staff Buy-In

Managing Complex Change



EC-BoQ Critical Element: Staff Buy-In

- Staff poll establishes buy-in
- The leadership team maintains buy-in by inviting input and feedback





Activity 3.1

- Locate the **Early Childhood Benchmarks of Quality (EC-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
- Once you have completed reviewing the items, place a thumbs up in the chat

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 the adult behavior you want to see
- Communicate with families about the initiative

Example: Staff Buy-In Poll

1. I feel confident about adopting the Pyramid Model. I support the need for a program-wide effort!
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

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



Activity 3.2

- Begin action planning based on the EC-BoQ items 8-9
 - What next steps will you take as a team?
 - What do you want to take on first?
 - Who can do what?
 - How will we use data to support staff understanding of the need for change?
- **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

4.0 Wrap Up and Next Steps

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

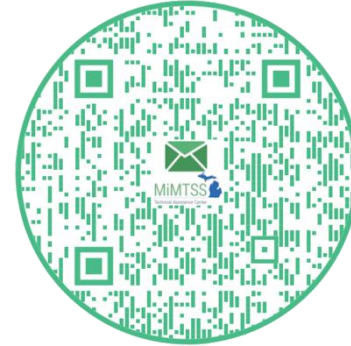
- Complete your **Leadership Team Operating Procedures** and continue putting any action items on your Implementation Plan
- Determine how you will address staff buy-in
- Determine when your Leadership Team and preschool staff will attend Preschool Pyramid Model Practices
- Session 2:
 - Program-wide Expectations
 - Family Engagement
 - Behavior Support Process

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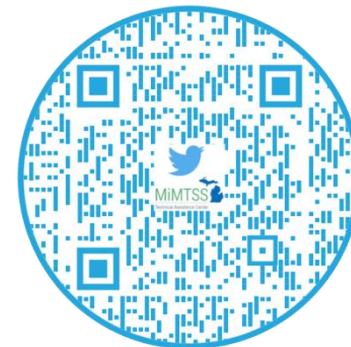
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References

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.