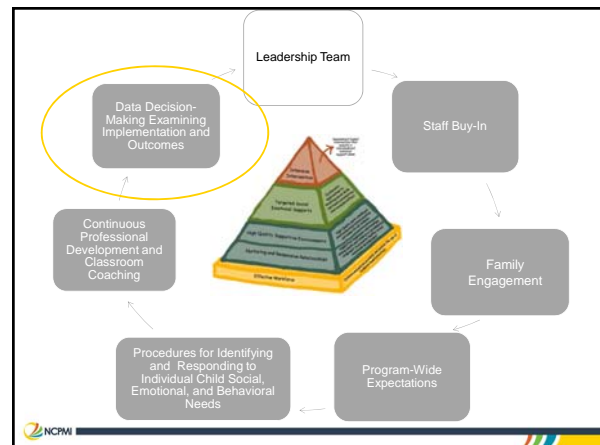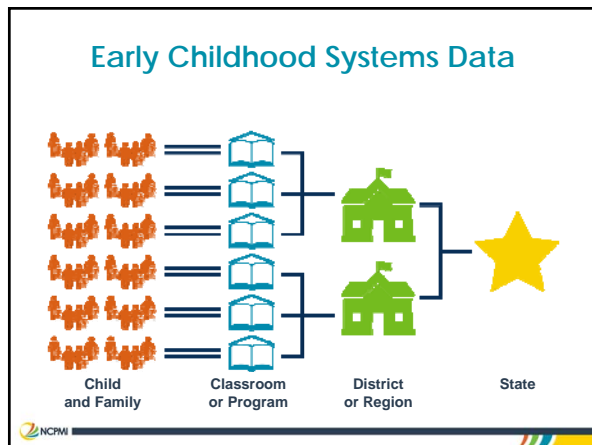## NCPMI

Promoting Social, Emotional, and Behavioral Outcomes: Data Tools and Decision-Making

Lise Fox, PhD
Jolenea Ferro, PhD
University of South Florida

National Center for
Pyramid Model
INNOVATIONS
ChallengingBehavior.org

Agenda

- Data Decision-Making in the Pyramid Model
- Program Tool: Benchmarks of Quality
- Behavior Incident and Inappropriate Discipline Tracking
- Fidelity of Implementation of Pyramid Model practices
- State use of Program Data
- Addressing Equity Issues

Early Childhood Systems Data

Child and Family   Classroom or Program   District or Region   State

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Leadership Team

Data Decision-Making Examining Implementation and Outcomes

Staff Buy-In

Continuous Professional Development and Classroom Coaching

Family Engagement

Procedures for Identifying and Responding to Individual Child Social, Emotional, and Behavioral Needs

Program-Wide Expectations

Data Decision-Making

- A data culture that understands that data may be used in multiple ways
- Having consensus on the purpose for using data,
- A "data system" that includes roles & responsibilities for using data (state/district or program/classroom)
- Multiple sources and types of reliable and valid data
- Data summarized in user-friendly manner
- Data summaries that are matched to guiding questions for problem solving
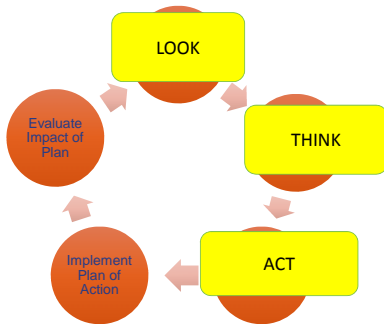

Two Primary Considerations

- Are We Doing What We Should be Doing?
  - Fidelity of implementation
  - Across or within tiers

- Is It Making a Difference?
  - Impact
  - Proximal to distal outcomes

Data-Based Decision Making Cycle

Data Decision Making

- Implementation
  - Benchmarks of Quality
  - Teaching Pyramid Observation Tool
  - Coaching Log
- Program
  - Behavior Incidents
  - Discipline Actions
- Child
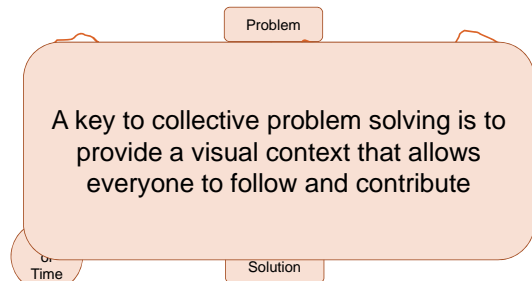 - Behavior Incidents
  - Progress monitoring

A Data-Decision Making Approach: Some Basic Assumptions

- Outcomes are identified
- Fidelity and outcomes are measured
- Data are summarized and used to:
  - Identify training needs
  - Deliver professional development
  - Make other programmatic changes (e.g., playground schedule, program wide expectations)
  - Problem solve around specific children or issues
  - Ensure child learning and success
  - Examine equity
- Data collection AND ANALYSIS is an ongoing process

Organizing for an effective problem solving conversation

A key to collective problem solving is to provide a visual context that allows everyone to follow and contribute

Newton, J. S., Todd, A. W., Algozzine, K., Horner, R. H., & Algozzine, B. (2009). The Team Initiated Problem Solving (TIPS) Training Manual. Educational and Community Supports, University of Oregon, unpublished training manual.

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Early Childhood Program-Wide PBS Benchmarks of Quality

National Center for Pyramid Model INNOVATIONS
ChallengingBehavior.org

What is the PWBOQv2?

- Measures program implementation of critical Pyramid Model elements
- Leadership Team data source
- Revised during Pyramid Equity Project
- Materials
  - Excel spreadsheet
  - Available on www.challengingbehavior.org

Available from:
www.challengingbehavior.org

Implementation Supports

- Training
- PW Benchmarks of Quality
- Leadership Team Manual

PW BOQ Critical Elements

- Leadership Team
- Staff Buy-In
- Family engagement
- Program-wide expectations
- Professional development
- Procedures for responding to challenging behavior
- Monitoring implementation and outcomes

PW BOQ Critical Elements – Leadership Team

- Responsible for guiding implementation of PM
  - Develop and monitor an action plan
  - Assess ongoing communication with staff and families
  - Review and analyze data
  - Identify professional development needs and plan activities
- Meet regularly
- Broad representation on leadership team

PW BOQ Critical Elements

- Staff Buy-In
  - Initial poll
  - Ongoing communication and input

- Family engagement – Crucial
  - Planning,
  - Decision-making,
  - System for ongoing communication

PW BOQ Critical Elements

- Program-wide expectations –
  - Developed collaboratively with staff and families
  - Posted and taught
  - Procedure for acknowledging children

- Professional development
  - Pyramid Model practices
  - Culturally responsive practices,
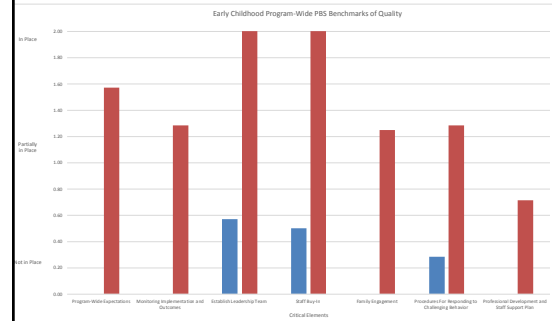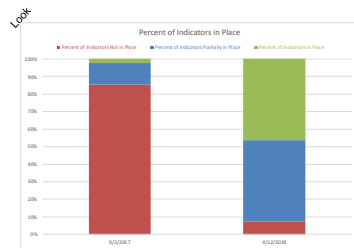 - Behavior support

PW BOQ Critical Elements

- Procedures for responding to challenging behavior
  - Are there procedures and a process?
  - Are there trained staff?
  - What do you need to add?

- Monitoring implementation and outcomes
  - Collect and review data
  - Share data with staff and parents
  - Add data needed for PM implementation

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PW-BOQ Equity Additions

- Family member on the team
- Staff buy-in to culturally responsive practices
- Real opportunities for family input and participation in decisions
- Bi-directional communication
- Sensitivity to family values and culture in implementation
- Professional development includes culturally responsive practices and ways to address implicit bias

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Look

Percent of Indicators in Place

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Early Childhood Program-Wide PBS Benchmarks of Quality

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Think

- What benchmarks are most important to our program, our issues, or current status?
- Are there sufficient resources for implementation (e.g., enough and stable personnel, training, coaching)?
- Is this a training issue? Are there gaps in professional development?
- Are implementation issues due to lack of communication with teachers, other practitioners, support staff, administrators, families?

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Act

- Include an action plan goal and steps for increasing or redistributing resources. Prioritize areas that are most critical for implementation.
- Survey staff and families to assess continued buy-in.
- Identify issues that might affect implementation.
- Review and revise the professional development plan to ensure all staff are being trained in Pyramid Model and culturally responsive practices.
- Add other training as needed.

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Behavior Incident Reporting System (BIRS)

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What is the BIRS 2.0?

- The Behavior Incident Report System (BIRS) collects and analyzes behavior incidents in early childhood settings – similar to tracking of Office Discipline Referrals
- Initially developed in 2010 (TACSEI); revised by the Pyramid Equity Project
- NCPMI BIRS Materials
  - Excel spreadsheet (requires MS Excel 2010 or newer)
  - Data entry guide
  - On-line teacher training
  - Will be available on www.challengingbehavior.org, October 2018

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Behavior Incident Report (BIR)

- Form for recording serious behavior incidents and child demographics

  Goal is to support the child, teacher, and consider actions needed for program improvement

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- Analyze across children, across teachers, individual children, identify potential issues of disproportionality.

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Tracking Behavior Incidents

- Behaviors
  - Physical aggression, Tantrums, Inconsolable crying, non-compliance, etc.

- Activities
  - Centers, circle, diaper, snack, nap, etc.

- Motivations
  - Obtain item, obtain attention, avoid activity, avoid sensory, etc.

- Responses
  - Verbal reminder, move in group, provide comfort, remove from area, physical guidance, etc.

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BIR Analytic Elements

Measure	Analysis	Factors
Behavior incident frequency	• Program • Classroom • Child	• Type of Problem Behavior • Activity • Others involved • Possible motivation • Strategy/Response • Administrative follow-up
Disproportionality	• BIR Composition • BIR Risk • Risk Ratio	• Race/Ethnicity • Gender • IEP status • DLL

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Tracking Administrative Actions

- Expulsion/Dismissal
- In School Suspension
  - Temporary removal from classroom
  - Time in different classroom or adult outside the classroom
- Short Term Suspension
  - Sent home for remainder of day -Child is sent home for some part of the school day.
- Suspension
  - Sent home for one or more days - Child is sent home and not allowed to return to school for one or more days.

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Common Metrics – See Handout

- Risk ("Risk Index")
  - % of children in a racial/ethnic group who have at least one BIR
- Risk Ratio
  - Risk of one group vs. risk of another group
  - Best single measure to summarize a group's risk
- Composition
  - % of children who received BIRs who belong to a specific racial/ethnic group
- BIR Composition
  - % of BIRs generated by a specific racial/ethnic group
  - Impacted by children who receive multiple BIRs

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Process

Teachers Trained

- Teachers receive online training on how and when to use a BIR form for a behavior incident

Complete BIR Form

- Completed by the classroom teacher or staff member following a behavior incident that is not developmentally normative or is a cause for a concern

Forms provided to data entry staff

- BIR Form is provided to a designated person on staff who enters data into the spreadsheet

Data Analysis

- The spreadsheet provides a summary of for examining factors related to behavior incidents

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Let's Take a Look

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Administrative Follow Up

Average Incidents Per Day
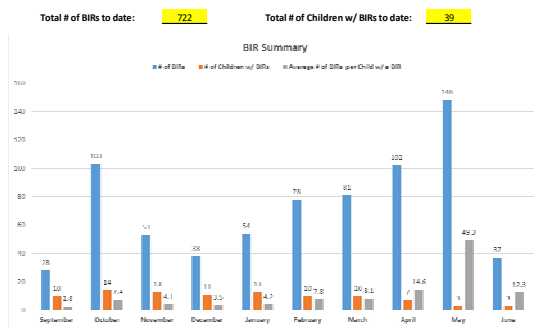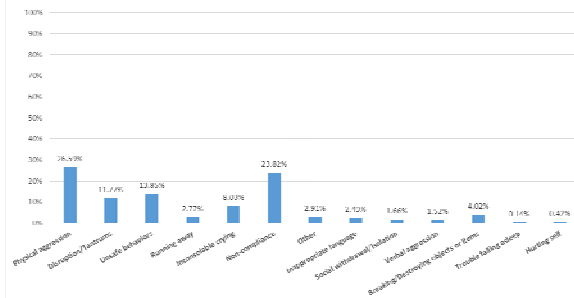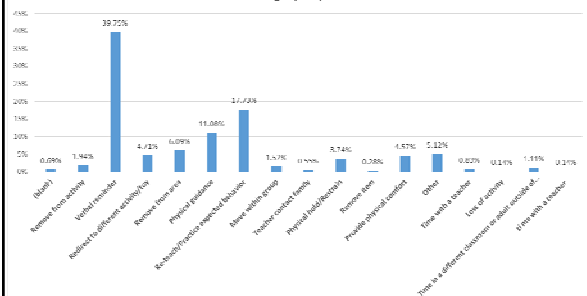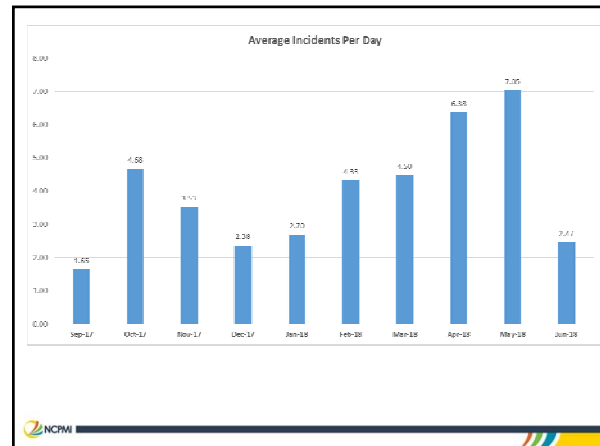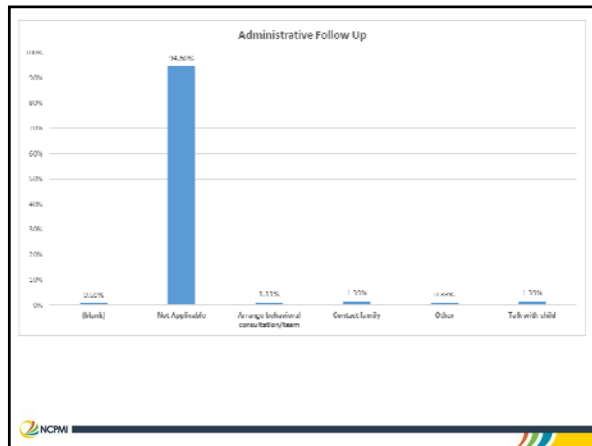
	# of BIRs	% of Total BIRs	# of Children w/ BIRs	Average # of BIRs per Child w/ a BIR	% Enrolled w/ a BIR
August	0		0		
September	28	3.9%	10	2.8	4.37%
October	103	14.3%	14	7.4	5.96%
November	53	7.3%	13	4.1	5.58%
December	38	5.3%	11	3.5	4.72%
January	54	7.5%	13	4.2	5.51%
February	78	10.8%	10	7.8	4.24%
March	81	11.2%	10	8.1	4.24%
April	102	14.1%	7	14.6	2.97%
May	148	20.5%	3	49.3	1.27%
June	37	5.1%	3	12.3	1.30%
July	0		0		
TOTAL	722				

Percent of Children Enrolled with a BIR
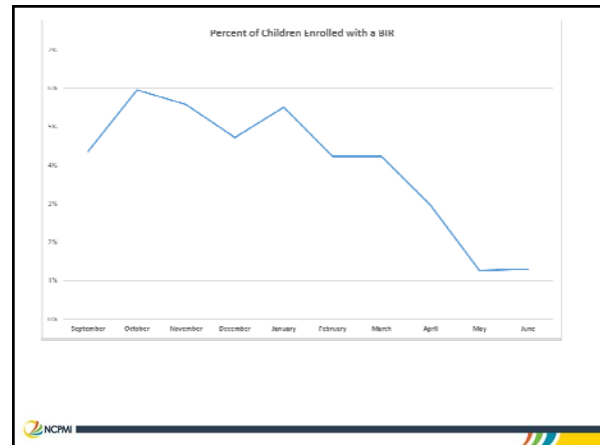
Equity Profile Alerts

INCIDENT ALERTS	
Check Race/Ethnicity Equity Profile!	
Check Gender Equity Profile	
Check DLL Status Profile!	
IN-SCHOOL SUSPENSION ALERTS	OUT-of-SCHOOL SUSPENSION ALERTS
	Check Race/Ethnicity OSS Equity Profile!
Check IEP Status ISS Equity Profile!	
DISMISSAL ALERTS	

Back to Summary

Guiding Question 1: Are outcomes equitable for all groups?

	Number of Children Enrolled at the School	Number of Children in Group Who Received a BIR	Total Number of BIRs from Group	Group's Percent of Enrollment	Child Composition — The % of Children with BIRs who belong to a target group; RED cells suggest disproportionality	BIR Ratio — BIR Rate for group divided by the BIR Rate for all other Children; 1.0 is equal
American Indian or Alaskan Native	2	0	0	0.8%	0.0%	0.00
Asian	19	0	0	8.0%	0.0%	0.00
Black or African American	5	1	30	2.1%	2.6%	2.02
Hispanic/Latino	135	30	393	56.7%	76.9%	0.91
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0.0%	N/A
Two or more races	16	1	23	6.7%	2.6%	0.46
White	61	7	276	25.6%	17.9%	1.80
Totals	238	39	722	100.0%		

Equity Alert BIR

- Of the 39 children who received at least one BIR, 76.9% are Hispanic/Latino; this group comprises 56.7% of the total child enrollment.
- Children identified as Hispanic/Latino receive an average of 2.91 BIRs per child.
- Hispanic/Latino children are 2.54 times more likely to have at least one BIR than all other children.
- Of the 722 BIRs generated, 54.4% were attributed to Hispanic/Latino children.
- Of the 135 Hispanic/Latino children, 22.2% have at least one BIR.

% of Total Incidents by Problem Behavior

% of Total Incidents by Activity

% of Total Incidents by Strategy/Response

Total # of Incidents	Month											
Classroom ID	(blank)	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Grand Total
(blank)												
8X9		3										3
8X7		6	3	1	1		4		1	40	13	69
8X4		1	3		2	3						9
8X6			5		2	1		5				13
8X5			3	10	5	9	2	2				31
8X8			1									1
HG02-17		11		1								12
HG01-17		5	1									6
HG01-12		1	35	6		8	63	27	12			152
HG02-12		1	51	33	21	23	3	10				142
8X2			1	1		2		2				6
HG01-FMJ					1							1
HGX3-12X				1		4	4	2				11
8X10					4							4
8X1					2	4		30	87	108	24	255
8X3							2	3	2			7
Grand Total		28	103	53	38	54	78	81	102	148	37	722

Total # of Incidents	Month										
Child ID	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Grand Total
120930	3					2	3	2			10
123144	6	3	1		4		1	5	3		23
123086		2				5					7
123726		1									1
123028	9										9
123455	4	1	1								6
122671	1										1
120751	1		1								2
124201		32									32
123842	1	35	22	9	20	14	11	4			116
123673	1	6	1								8
123672		7	11	9	3						30
123935		5		3							8
122656		1	1								2
123315		3		2	1						6
122640			3	4	3	2	1				13
122908				1							1
123878			1								1
124276				4	5	39	26	4			78
119523			2	4		30	83	108	24		251
122815					4	1					5
124083					2	2					4
123284					2		1				3
123165							1				1
123480						3	2				5
123759						1		4			5
Grand Total	26	96	42	34	44	68	80	98	113	27	628

Slide 1:

Month		Child ID		Race	
Apr-18		119523		Black or African Americ...	
Dec-17		120751		Hispanic/Latino	
Feb-18		120930		Two or more races	
Jan-18		122640		White	
Jun-18		122656			
Mar-18		122671			
May-18		122815			
Nov-17		122908			

Gender		IEP		DLL		Problem Behavior	
Female		No		DLL		Breaking/Destroyin...	
Male		Yes		Non-DLL		Disruption/Tantrums	
						Hurting self	
						Inappropriate lang...	
						Inconsolable crying	
						Non-compliance	
						Other	
						Physical aggression	

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Slide 2:

Individual Child/Individual Classroom

Total # of Incidents

Slide 3:

Individual Child/Individual Classroom

Total # of Incidents by Problem Behavior

Slide 4:

Individual Child/Individual Classroom

Total # of Incidents by Activity

Slide 5:

Individual Child/Individual Classroom

Total # of Incidents by Strategy/Response

Slide 6:
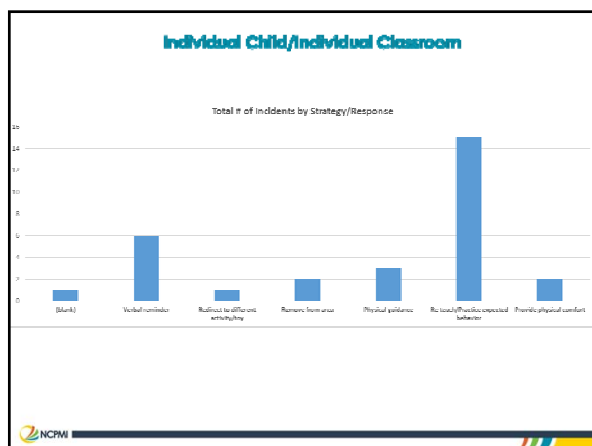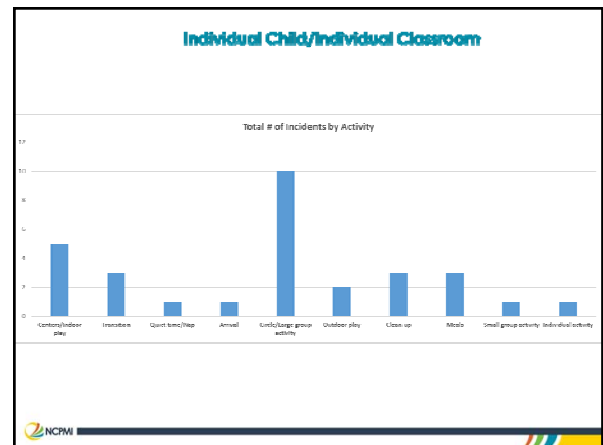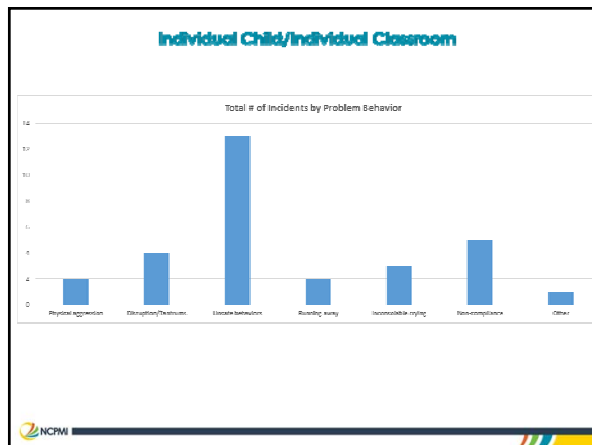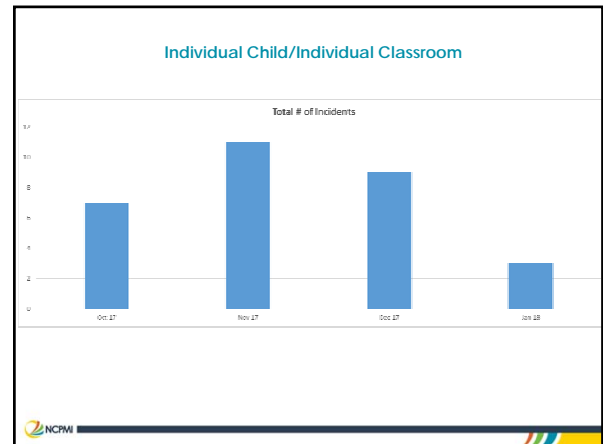
Let's Look at Some Data

- Your table is going to complete this activity as if you are a program leadership team:
  - Assign a facilitator
  - Assign a reporter
- At your table, review the scenario and data
- Discuss the data and respond to the questions

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Slide 1

Teaching Pyramid Observation Tool (TPOT)

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Slide 2

Teaching Pyramid Observation Tool

- Observation- and interview-informed, judgment-based rating scale
- Developed to assess teachers' implementation of universal and targeted Pyramid Model practices and teachers' capacity to implement tertiary practices

Slide 3
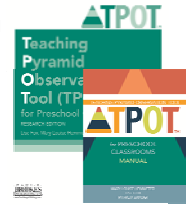
Pyramid Model Practices
TPOT Designed to Measure

Observation items
1. Schedules, routines, and activities
2. Transitions between activities
3. Supportive conversations
4. Promoting engagement
5. Providing directions
6. Collaborative teaming
7. Teaching behavior expectations
8. Teaching social skills and emotional competencies

Observation and interview items
9. Teaching friendship skills
10. Teaching children to express emotions
11. Teaching problem-solving

Interview items
12. Interventions for children with persistent challenging behavior
13. Connecting with families
14. Supporting families in using Pyramid Model practices

Observation of Challenging Behavior
32. Strategies for responding to challenging behavior

Slide 4

Red Flags

#	Practices	Yes	No
15	The majority of the day is spent in teacher-directed activities		
16	Transitions are more often chaotic than not		
17	Teacher talk to children is primarily giving directions, telling children what to do, reprimanding children		
18	During group activities, many children are NOT engaged		
19	Teachers are not prepared for activities before the children arrive at the activity		
20	Children are reprimanded for engaging in disruptive or problem behavior (frequent use of "no," "stop," "don't")		
21	Children are threatened with an impending negative consequence that will occur if disruptive or problem behavior persists		
22	Teacher reprimands or admonishes children for expressing their emotions		
23	Emotions are never discussed in the classroom		
24	Teacher rarely encourages interactions between children during play or activities		
25	Teacher gives directions to all children in the same way without giving additional help to children who need more support		
26	Teacher tells children mostly what not to do rather than what to do		
27	Learning centers do not have clear boundaries		
28	There are large, wide open spaces in the classroom where children can run		
29	Teacher reports asking for the removal of children with persistent challenging behavior from the classroom or program		
30	Teacher makes comments about families that are focused on the challenges presented by families and their lack of interest in being involved		
31	Teacher restrains a child when engaging in challenging behavior or secludes the child in an area separate from the classroom where the child cannot see		

Slide 5

Look

Slide 6
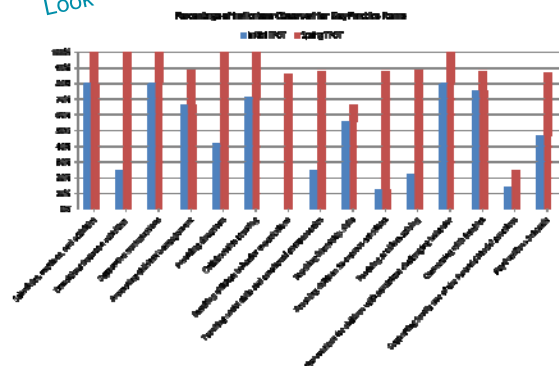
Think

- What are teacher strengths?
- What are areas that are lower
- Are there red flags?
- What other data might inform a decision?

Act

- Provide feedback to teacher on red flags, and identify professional development opportunities
- Develop action plan and provide coaching
- Training on teaching social and emotional skills
- Provide materials for implementation
- Align curriculum with Pyramid Model implementation
- Behavior support for target children
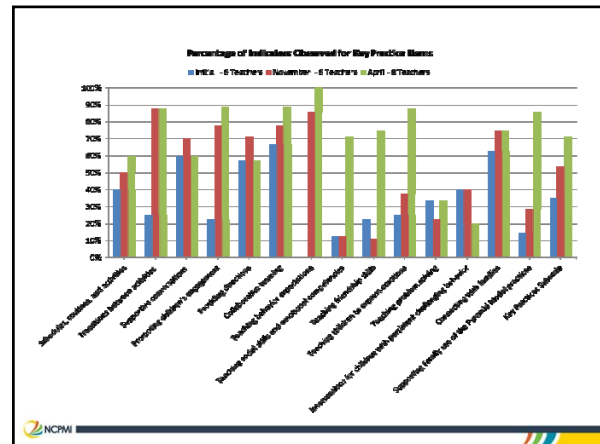
Additional Analyses

- Teachers below/at/above fidelity
- Common red flags
- Item and indicator analysis
  - Individual teacher
  - Across teachers

Think

- What might contribute to common low scores?
  - Has the program established the expectation that practices should be implemented?
  - Do teachers lack materials for implementation?
  - Do teachers lack training in the practice?
  - Does the curriculum being used support the practice?
  - Is the culture of the program to not implement the practice?

Act

- Programmatic efforts to communicate importance and expectations that teachers will implement Pyramid practices
- Provision of materials for implementation
- Targeted professional development activities to strengthen common areas of need
- Curricular changes to align curriculum with Pyramid Model implementation
- Provide teachers with a process for requesting and receiving classroom implementation ideas

Coaching Log

Practice-Based Coaching* FRAMEWORK

*Adapted from the National Center for Quality Teaching and Learning, 2012
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/development/coaching.html

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Coach Log Analytic Elements

Teacher	Coaches	Program
• Number of Coaching Cycles • Number of Complete Coaching Cycles • Number of Action Plan Goals Attempted • Number of Action Plan Goals Completed • % of Action Plan Goals Completed • Observation strategies • Debriefing strategies • Duration of observation sessions • Duration of debriefing sessions	• Total Cycles • % of Completed Cycles • Total Action Plan Goals • % of Completed Action Plan Goals • Observation strategies across teachers • Debriefing strategies across teachers • Average duration of observation sessions • Average duration of debriefing sessions	• Average number of completed cycles across teachers • Average number of action plan goals across teachers • Average % completed action plan goals • Total time for observation sessions • Total time for debriefing sessions • Average duration of observation sessions • Average duration of debriefing sessions

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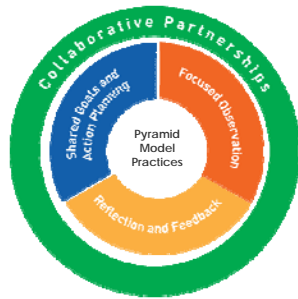| Teacher ID	# of Attempted Cycles	# of Completed Cycles	% Cycles Completed	Total Duration Across Focused Observations	Average Duration Across Focused Observations	Total Debriefing Duration	Average Debriefing Duration
T1	2	1	50%	85	42.5	22	22.0
T10	2	2	100%	85	42.5	47	23.5
T11	2	2	100%	85	42.5	47	23.5
T12	2	2	100%	85	42.5	25	23.5
T13	2	2	100%	85	42.5	47	23.5
T14	2	2	100%	85	42.5	47	23.5
T15	2	2	100%	85	42.5	47	23.5
T16	2	2	100%	85	42.5	47	23.5
T17	2	2	100%	85	42.5	47	23.5
T18	2	2	100%	85	42.5	47	23.5
T19	2	1	50%	45	45.0	47	23.5
T2	2	1	50%	85	42.5	25	25.0
T20	1	1	100%	45	45.0	25	25.0
T3	3	2	67%	105	35.0	47	23.5
T4	1	1	100%	45	45.0	25	25.0
T5	3	2	67%	65	32.5	52	17.3
T6	3	3	100%	125	41.7	62	20.7
T7	2	1	50%	105	52.5	25	25.0
T8	2	2	100%	85	42.5	47	23.5
T9	2	2	100%	85	42.5	47	23.5

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Percent of Action Plan Goals Completed

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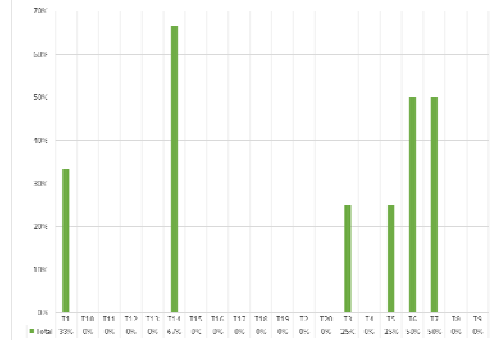
Program Summary

Coaching Delivery

# Coach cycles completed/ attempted	% Cycles completed	Average Observation time	Average Debriefing duration	Total # Goals	Total # Goals Completed	% Goals Completed
65/73	89%	39.1	26.9	79	30	25%

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Observation Strategies Used Across All Coaching Cycles for All Coaches

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Debriefing Strategies Used Across All Coaching Cycles for All Coaches
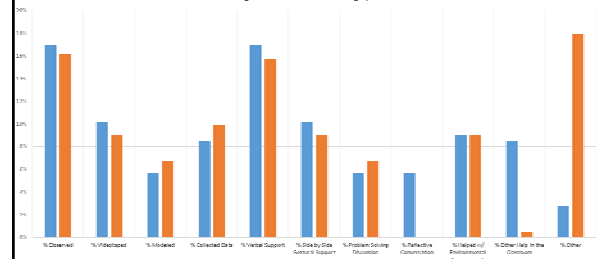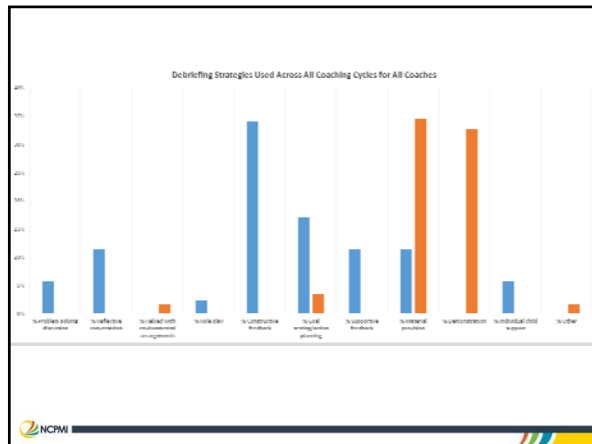
Think

- Is the delivery of coaching cycles by coaches meeting the expected target?
- Are all teachers receiving the targeted number of coaching cycles?
- Are the average durations of coaching observation and debriefing meetings appropriate?
- Are their difference between teachers in duration of coaching observation and debriefing that are a concern?

Think

- What strategies are being used during observations/debriefing?
- What strategies are not being used?

Act

- Address concerns about coaches not meeting expected coaching cycle delivery targets.
- Address concerns about teachers not receiving the targeted number of cycles or difference between teachers in how many cycles were delivered.
- Address concerns about duration or frequency of coaching.
- Develop plan for expanding coaching reach

Act

- Address issues of differences between coaches.
- Address issues related to time not meeting expected durations.
- Address issues related to individual teachers and time in observation or debriefing sessions.
- Do coaches need additional support, tools, training for using other strategies?

State Data Use: Table Discussion

In your table group, select a facilitator and recorder/reporter (to write down questions and report out)

1. Identify the evaluation questions related to Pyramid implementation for social emotional outcomes and reducing inappropriate discipline practices that are relevant for the state.
2. Identify the program level data (from BIRS TPO, Coach Log, BoQ) that might be used to address those questions
3. Be prepared to share back

Addressing Equity Issues

National Center for Pyramid Model INNOVATIONS
ChallengingBehavior.org

Potential Equity Issue

- What is the issue?
- Do your data indicate a potential issue across the program, in a small number of classrooms, or is this an individual issue?

Identify the Issue – Data Sources

- System:
  - Program-wide Benchmarks of Quality
- Classroom
  - TPOT
  - PM Equity Coaching Guide
- Child
  - Behavior Incident Report (BIR)

System Issue

PW-BOQ · Coach Equity Guide · CRP-BOQ · BIR · TPOT

Classroom Issue

Coach Equity Guide · TPOT · BIR
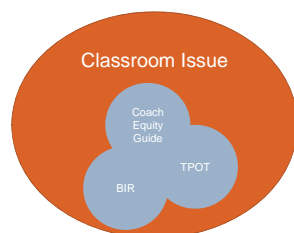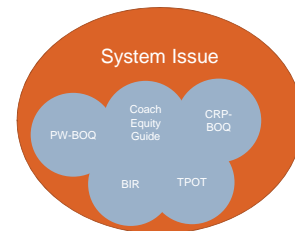
Data Decision Guides

- BIR Equity Data Review
- PW-BOQ L-T-A (Look-Think-Act)
- EC-BOQ Cultural Responsiveness Companion
- Pyramid Model Equity Coaching Guide

PW-BOQ Equity Additions

- Family member on the team
- Real opportunities for family input and participation in decisions
- Bi-directional communication
- Sensitivity to family values and culture in implementation
- Professional development includes culturally responsive practices and ways to address implicit bias

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PW-BOQ Data

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PW-BOQ LTA

- Look at benchmarks related to culturally responsive practices (11 benchmarks).

- Look at family engagement benchmarks

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Think

- Are culturally responsive benchmarks in place?

- Are culturally responsive benchmarks in place in all classrooms and admin areas?

- Are there other data (e.g., BIR, TPOT, family or staff survey) that indicate systemic equity issues?

- Is there a plan to address issues that are not systemic?

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Act

- Prioritize culturally responsive benchmarks for action.

- Review data from other sources to identify whether the issue is systemic.

- Use the EC-BOQ Cultural Responsiveness Companion to identify resources addressing systems issues.

- Gather classroom data from TPOT and PM Equity Coaching Guide

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- The PM Equity Coaching Guide is a resource for classroom coaches.
- Not an additional fidelity of implementation measure
- Is part of collaborative practice-based coaching process

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Slide 1
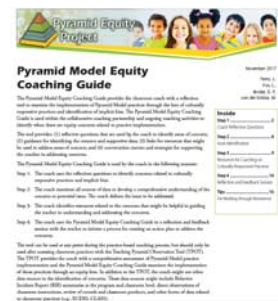
- Used by the classroom coach:
  - After assessing classroom practices with TPOT
  - After establishing a strong collaborative coaching partnership
  - After coach has conducted several observations
  - As part of data related to classroom practices
    - BIR summaries
    - Direct observations
    - Classroom products and records
    - Other data related to classroom practices (e.g., ECERS, CLASS)

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When to use the Guide

- BIR Equity Alert
- TPOT indicates few family connections
- Classroom observations
- Other classroom assessments (e.g., ECERS, CLASS)

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PM Equity Coaching Guide

- Step 1: Reflection questions to identify concerns related to culturally responsive practices and implicit bias.
- Step 2: Review all sources of data and define a problem statement.
- Step 3: Resources
- Step 4: Question starters and helpful hints for a reflection and feedback session (www.challengingbehavior.org)

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4-Step Process

- Step 1
  - Use reflection questions to identify concerns related to culturally responsive practices and implicit bias (18 questions)

Schedules, routines, and activities	Individualized Social skills instruction
Transition	Adult Interactions
Positive Feedback	Family Engagement
Teachers engagement with children	Practical strategies compatible with home and classroom
Positive directions	Strategies for challenging behavior

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Slide 5

Question	Reflections
1. Do learning centers and activities include materials, songs, visuals that are aligned with the cultures and interests of children in the classroom?	☐ Yes; no concerns. ☐ No; my concerns:
▲ The teacher collaborates with families to locate culturally relevant musical instruments for children to use during weekly music lessons. Teacher asks families to share songs that reflect family cultural backgrounds and or family history. Songs learned in the weekly music lessons are added to the song bank as part of the daily circle routine.	
▲ On a monthly basis the teacher inventories the classroom to ensure materials available align with the cultures represented by all children in the classroom. If needed, the teacher might add materials (e.g., relevant children's literature to the book area, new cultural toy food items to the kitchen area, or new dress up clothes to the imaginative play area).	
2. Does the schedule include activities where children work collectively or cooperatively?	☐ Yes; no concerns. ☐ No; my concerns:
▲ Teacher intentionally plans ongoing collaborative play activities as part of small group rotations. Children are given specific group tasks in the activity, such as working collectivly to build a block castle or working in pairs to create partner portraits.	
▲ Daily schedule may include gross motor activities that focus on team building and cooperative play, including games such as relay races, parachute, and bean bag toss.	

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Slide 6

- Step 2
  - Prioritize concerns to address
  - Examine additional sources of data that might help understand concern
  - Engage in reflection about whether this is an equity or implicit bias concern
  - Identify culturally responsive practices that might address the concern

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Step 3

- Identify resources
- May deepen coach's understanding of the practice
- Share with classroom teacher as part of action planning

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1. Do learning centers and activities include materials, songs, visuals that are aligned with the cultures and interests of children in the classroom?

2. Does the schedule include activities where children work collectively or cooperatively?

3. Does the posted schedule, expectations, and rules use the children's home language?

4. Do teachers use multiple examples, visuals, and cultural experiences to teach behavior expectations in a manner that relates to all children?

Resources for coaching:
- This in-service shows how schedules and routines help to promote children's learning. https://eclkc.ohs.acf.hhs.gov/video/schedules-routines
- Managing The Classroom: Design Environments and Use Materials to Support Learning. https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/managing-the-classroom/managing-classroom-teacher-tips-dll.pdf
- Strategies For Supporting All Dual Language Learners. https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/dll-strategies.pdf
- Supporting Dual Language Learners and Their Families. http://www.naeyc.org/yc/files/yc/file/201303/Many_Languages_Margruder_0313_0.pdf
- Reading your way to a culturally responsive classroom. Includes ideas for parents. http://www.naeyc.org/yc/culturally-responsive-classroom

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Step 4

- Reflection and Feedback Session
- General classroom conversation starters (e.g., describe what happened when you)
- Specific questions and statements related to the issue
  - Show me practices in your classroom that are culturally responsive. I'd like to hear more about what you do.
  - What have you heard today that has made you think?
- Tips for working through resistance

- (www.challengingbehavior.org)

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EC-BOQ Cultural Responsiveness Companion

- Resource for teams
- Action planning resource specifically addressing values related to equity and cultural responsiveness

- (E. Kinavey Wennerstrom, S. Stegenga, R. Allen, K. McIntosh, J. L. Smith, 2017)

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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 member on 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 team obtains feedback on the cultural responsiveness of the program systems.
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 recognizes parents as partners. They request the input of parents, recognizing parents as the child's first and best teacher. • The leadership team installs systems of two-way communication (parents also teach the school, not too directive) to develop home strategies. • Administrators remove barriers (e.g., scheduling) that impede individual family involvement.
PW Expectations (items 14-20)	• The team assesses expectations to align them to the family, community, and staff values. • The leadership team provides families at least annual opportunities (e.g., family surveys or focus groups) for input on fit of the expectations with their values. • The leadership team ensures that acknowledgement systems are selected that 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 emotional needs and cultural norms that influence their perceptions and reactions to children's behavior.
Procedures for Responding (items 28-34)	• Strategies for responding to undesired behaviors include using the child's home language and ethnic communication styles (e.g., using direct instead of indirect instructions, such as the instructing the child to sit down for circle time instead of asking if they would like to do it). • Staff initiates support and uses a strength-based lens, avoiding deficit thinking and negative discussions about children.
Monitoring (items 35-41)	• The leadership team disaggregates and examines data for disproportionality according to Race/Ethnicity, Gender, IEP/IFPS status 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 not used to punish individual staff or children (e.g., shaming for lack of implementation).

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EC-BOQ Item

1. Team has broad representation that includes at a minimum a teacher, administrator, a member who will provide coaching to teachers, a member with expertise in behavior support and a family member. Other team members might include a teaching assistant, related service specialists, a community member, and other program personnel.

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

Resources
- Culturally Responsive Parent Involvement, Sabrina Hope King (http://www.pacer.org/mpc/pdf/CulturallyResponsivePI.pdf)
- Benefits of family engagement and shared decision making (https://www.naeyc.org/principles-effective-family-engagement)
- Description of teaming: NCCREST Collaborative Leadership Teams (http://ea.niusileadscape.org/docs/FINAL_PRODUCTS/LearningCarousel/CollaborativeLeadershipTeams1_FacMan.pdf)
- Recognizing Bias and Promoting Equity in Early Childhood Settings (SAMHSA Video): https://www.youtube.com/watch?v=PJs1aByD2Ao&list=PLBXgZMI_zqfSphRqkJQKvaNZmKtaBOB25&index=5

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