



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

## CULTURAL RESPONSIVENESS COMPANION

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## Purpose

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

## Background

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

## Orientation to the Tool

Throughout the document indicators are identified to address values related to cultural responsiveness. Culture can be described as shared beliefs and or behaviors which are influenced by a variety factors such as social norms, mores,

and feelings (Edwards, 2003). As De Gioia (2013) noted, cultural differences between families and early childhood educators can lead to a “cycle of misunderstanding” (p. 108). Therefore, being intentional and playful with regard to cultural responsivity is critical to a successful program.

## Directions

To use this resource, we suggest the following steps:

- 1. Complete the EC-BOQ.** Teams can first complete the Early Childhood Benchmarks of Quality (EC-BOQ)<sup>1</sup>, a fidelity of implementation measure for the Pyramid Model. This measure allows teams to rate their implementation of the critical features of the Pyramid Model and identify next steps for implementation.
- 2. Use the EC-BOQ Cultural Responsiveness Companion.** After completing the EC-BOQ, teams can use the companion to assess and improve the cultural responsiveness of their Pyramid Model systems. Teams may choose to (a) review the whole companion, (b) identify items from the EC-BOQ that are in place but which teams feel may need further assessment of cultural responsiveness (to build on strengths), or (c) assess cultural responsiveness of items identified in the EC-BOQ as needing improvement.
- 3. Add to or enhance cultural responsiveness in the implementation plan.** Use the information from the EC-BOQ and this resource to add items to the action plan for implementing core components of cultural responsiveness within the Pyramid Model.

<sup>1</sup> Available at <http://challengingbehavior.cbcs.usf.edu/Implementation/data.html>

# Summary of Key Recommendations

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

EC-BOQ Elements	Key Culturally Responsive Adaptations
<b>Establish Leadership Team</b> (items 1-7)	<ul style="list-style-type: none"> <li>▶ 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).</li> <li>▶ Equity goals and practices are included in the implementation plan and reviewed at regular plan reviews.</li> </ul>
<b>Staff Buy-in</b> (items 8-9)	<ul style="list-style-type: none"> <li>▶ The leadership team obtains feedback on the cultural responsiveness of the program systems.</li> </ul>
<b>Family Engagement</b> (items 10-13)	<ul style="list-style-type: none"> <li>▶ 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).</li> <li>▶ 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.</li> <li>▶ The leadership team installs systems of two-way communication (parents also teach the school, not too directive) to develop home strategies.</li> <li>▶ Administrators remove barriers (e.g., scheduling) that impede individual family involvement.</li> </ul>
<b>PW Expectations</b> (items 14-20)	<ul style="list-style-type: none"> <li>▶ The team assesses expectations to align them to the family, community, and staff values.</li> <li>▶ 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.</li> <li>▶ The leadership team ensures that acknowledgement systems are selected that align with family and community beliefs and values.</li> </ul>
<b>PD and Staff Support Plan</b> (items 21-27)	<ul style="list-style-type: none"> <li>▶ The training plan reflects cultural considerations and the needs of the community.</li> <li>▶ 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.</li> </ul>
<b>Procedures for Responding</b> (items 28-34)	<ul style="list-style-type: none"> <li>▶ 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).</li> <li>▶ Staff initiates support and uses a strength-based lens, avoiding deficit thinking and negative discussions about children.</li> </ul>
<b>Monitoring</b> (items 35-41)	<ul style="list-style-type: none"> <li>▶ The leadership team disaggregates and examines data for disproportionality according to Race/Ethnicity, Gender, IEP/IFPS status and DLL status.</li> <li>▶ 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).</li> <li>▶ Data are not used to punish individual staff or children (e.g., shaming for lack of implementation).</li> </ul>

## 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	Resources
<ul style="list-style-type: none"> <li>▶ The team represents the culture and diversity of the program and the larger community.</li> <li>▶ 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).</li> </ul>	<ul style="list-style-type: none"> <li>▶ Culturally Responsive Parent Involvement, Sabrina Hope King  <a href="http://www.pacer.org/mpc/pdf/CulturallyResponsivePI.pdf">http://www.pacer.org/mpc/pdf/CulturallyResponsivePI.pdf</a></li> <li>▶ Benefits of family engagement and shared decision making  <a href="https://www.naeyc.org/principles-effective-family-engagement">https://www.naeyc.org/principles-effective-family-engagement</a></li> <li>▶ Description of teaming: NCCREST Collaborative Leadership Teams  <a href="http://ea.niusileadscape.org/docs/FINAL_PRODUCTS/LearningCarousel/CollaborativeLeadershipTeams1_FacMan.pdf">http://ea.niusileadscape.org/docs/FINAL_PRODUCTS/LearningCarousel/CollaborativeLeadershipTeams1_FacMan.pdf</a></li> <li>▶ Recognizing Bias and Promoting Equity in Early Childhood Settings (SAMHSA Video)  <a href="https://www.youtube.com/watch?v=PJs1aBy-D2Ao&amp;list=PLBXgZMI_zqfSphRqkJQKvaNZmKta-BOB25&amp;index=5">https://www.youtube.com/watch?v=PJs1aBy-D2Ao&amp;list=PLBXgZMI_zqfSphRqkJQKvaNZmKta-BOB25&amp;index=5</a></li> </ul>

## EC-BOQ Item 2

Team has administrative support. Administrator attends meetings and trainings, is active in problem-solving to ensure the success of the initiative, and is visibly supportive of the adoption of the model.

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ The administrator provides continual, explicit statements of active commitment to a) equity and b) developmentally appropriate practices during meetings and trainings.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Issue Brief: Administrator Strategies that Support High Fidelity Implementation of the Pyramid Model for Promoting Social-Emotional Competence &amp; Addressing Challenging Behavior  <a href="http://challengingbehavior.cbcs.usf.edu/docs/IssueBrief_administrator-strategies.pdf">http://challengingbehavior.cbcs.usf.edu/docs/IssueBrief_administrator-strategies.pdf</a></li> <li>▶ Creating a culture of support and collaboration among staff  <a href="http://preventexpulsion.org/1f-create-a-culture-of-support-and-collaboration-among-staff/">http://preventexpulsion.org/1f-create-a-culture-of-support-and-collaboration-among-staff/</a></li> </ul>

## EC-BOQ Item 3

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

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ The team schedules meetings at times that are convenient for family and community representatives.</li> <li>▶ The team provides access to child care during meeting times.</li> <li>▶ The team ensures interpreters are provided as needed.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Early childhood chapter from family engagement e-book on PBIS (Chapter 6) <a href="https://www.pbis.org/Common/Cms/files/pbis-resources/Family%20Engagement%20in%20PBIS.pdf">https://www.pbis.org/Common/Cms/files/pbis-resources/Family%20Engagement%20in%20PBIS.pdf</a></li> </ul>

## EC-BOQ Item 4

Team has established a clear mission/purpose. The team purpose or mission statement is written. Team members are able to clearly communicate the purpose of the leadership team.

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ The mission includes a clear commitment to equity.</li> <li>▶ The mission is publicly posted in the multiple languages represented in the program and multiple modes of communication.</li> <li>▶ The team conducts equity audits (see Appendix C) to confirm that discipline systems and practices are aligned with the mission statement.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Stakeholder Participation <a href="http://dignityinschools.org/wp-content/uploads/2017/10/Model_Code_2013-1.pdf">http://dignityinschools.org/wp-content/uploads/2017/10/Model_Code_2013-1.pdf</a></li> <li>▶ Racial Equity Tools: How Can We Create an Inclusive and Equitable Planning Process? <a href="http://www.racialequitytools.org/resourcefiles/How_Can_We_Create_An_Inclusive_And_Equitable_Planning_Process.pdf">http://www.racialequitytools.org/resourcefiles/How_Can_We_Create_An_Inclusive_And_Equitable_Planning_Process.pdf</a></li> </ul>

## EC-BOQ Item 5

Program has a child discipline policy statement that includes the promotion of social and emotional skills, use of positive guidance and prevention approaches and eliminates the use of suspension and expulsion.

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ The child discipline policy statement includes a clear commitment to equity.</li> <li>▶ The child discipline policy statement is made available to families (e.g., online) in multiple languages and modes of communication.</li> <li>▶ The child discipline policy explicitly removes corporal punishment as an option.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Overview of suspensions and expulsions in early childhood settings <a href="http://preventexpulsion.org/overview/">http://preventexpulsion.org/overview/</a></li> <li>▶ Policy statement on expulsion and suspension policies in early childhood settings <a href="https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf">https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf</a></li> <li>▶ The Division of Child Care and Early Childhood Education Suspension and Expulsion Information <a href="http://humanservices.arkansas.gov/about-dhs/dccece/programs-services/child-care-assistance">http://humanservices.arkansas.gov/about-dhs/dccece/programs-services/child-care-assistance</a></li> <li>▶ Positive Discipline in the Inclusive Learning-Friendly Classroom <a href="http://unesco.org.pk/education/icfe/resources/res10.pdf">http://unesco.org.pk/education/icfe/resources/res10.pdf</a></li> <li>▶ Create formal policies and procedures to reduce discipline <a href="http://preventexpulsion.org/1g-provide-professional-development-and-ongoing-support-for-all-program-staff-on-culturally-responsive-practices-and-implicit-bias/">http://preventexpulsion.org/1g-provide-professional-development-and-ongoing-support-for-all-program-staff-on-culturally-responsive-practices-and-implicit-bias/</a></li> </ul>

## EC-BOQ Item 6

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

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ Equity goals and practices are included in the implementation plan and reviewed at regular plan reviews.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Community Assessment Process for Equity <a href="http://www.racialequitytools.org/resourcefiles/How_Can_We_Assess_Our_Community__And_Implement_An_Assessment_Process.pdf">http://www.racialequitytools.org/resourcefiles/How_Can_We_Assess_Our_Community__And_Implement_An_Assessment_Process.pdf</a></li> </ul>

## EC-BOQ Item 7

Team reviews and revises the plan at least annually.

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ Family and community input are included in the annual review to guide implementation plan development.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Community Assessment Process for Equity <a href="http://www.racialequitytools.org/resourcefiles/How_Can_We_Assess_Our_Community__And_Implement_An_Assessment_Process.pdf">http://www.racialequitytools.org/resourcefiles/How_Can_We_Assess_Our_Community__And_Implement_An_Assessment_Process.pdf</a></li> <li>▶ Guidance on evaluation <a href="http://www.racialequitytools.org/resourcefiles/When_Should_We_Evaluate_Our_Work.pdf">http://www.racialequitytools.org/resourcefiles/When_Should_We_Evaluate_Our_Work.pdf</a></li> </ul>

## EC-BOQ Item 8

A staff poll is conducted in which at least 80% of staff indicate they are aware of and supportive of the need for a program wide effort for (a) addressing children’s social emotional competence and challenging behavior, (b) using culturally responsive practices (CRP), and (c) addressing implicit bias (IB).

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ The staff receives information regarding CRP and IB, prior to the poll.</li> <li>▶ The leadership team or administration conducts the poll in a manner that is sensitive to varied learner needs and considers culture and context:               <ul style="list-style-type: none"> <li>• Paper and electronic options</li> <li>• Timeframes for completion are accessible to all staff (e.g. allow enough time so completion can occur over a weekend if necessary due to weekly schedule demands)</li> <li>• Poll is given by staff in a manner that cannot be linked to staff evaluation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ Electronic anonymous polling tool <a href="https://www.polleverywhere.com">https://www.polleverywhere.com</a></li> <li>▶ Webinar on understanding implications of bias and expulsion in preschool <a href="http://challengingbehavior.cbcs.usf.edu/training/webinar/archive/2015/11-01/2015-11-01_The-Pyramid-Model-ECPBIS_Preventing-Bias-Suspensions-and-Expulsions.html">http://challengingbehavior.cbcs.usf.edu/training/webinar/archive/2015/11-01/2015-11-01_The-Pyramid-Model-ECPBIS_Preventing-Bias-Suspensions-and-Expulsions.html</a></li> <li>▶ Tips to ensure preschool classrooms are part of implementation of SW-PBIS <a href="http://challengingbehavior.cbcs.usf.edu/docs/get-on-board-SW-PBIS.pdf">http://challengingbehavior.cbcs.usf.edu/docs/get-on-board-SW-PBIS.pdf</a></li> </ul>

## EC-BOQ Item 9

Staff input and feedback are obtained throughout the process, e.g., coffee break with director, focus groups, suggestion box. Leadership team provides updates on process and data on the outcomes to program staff on a regular basis.

### Culturally Responsive Elements/ Adaptations

- ▶ The leadership team obtains feedback on the cultural responsiveness of the program systems.
- ▶ The administration creates an environment of trust that provides authentic and open opportunities to discuss race, privilege, and power issues.

### Resources

- ▶ Tip sheet: Building organizational trust for leaders  
<https://www.thebalance.com/top-ways-to-build-trust-at-work-1919402>

## EC-BOQ Item 10

Family input is solicited as part of the planning and decision-making process. Families are informed of the initiative and asked to provide feedback on program-wide adoption and mechanisms for promoting family involvement in the initiative (e.g., suggestions box, focus group).

### Culturally Responsive Elements/ Adaptations

- ▶ Family feedback indicates awareness of and support for (a) addressing children's social emotional competence and challenging behavior, (b) using culturally responsive practices, and (c) addressing implicit bias.
- ▶ The team, staff and administration recognizes parents as partners. They request the input of parents, recognizing parents as the child's first and best teacher.

### Resources

- ▶ NAEYC: Engaging Diverse Families  
<http://www.naeyc.org/familyengagement>
- ▶ Developing Family Partnerships  
<http://preventexpulsion.org/1b-implement-processes-for-developing-family-program-school-partnerships/>

## EC-BOQ Item 11

There are multiple mechanisms for sharing the program wide plan with families including narrative documents, conferences, and parent meetings to ensure that all families are informed of the initiative.

### Culturally Responsive Elements/ Adaptations

- ▶ The team ensures that the program wide plan is publicly available in multiple languages and modes of communication.

### Resources

- ▶ Article: Sharing Results and Avoiding Blame <https://bit.ly/2sxspCL>
- ▶ Research Review: Family Engagement, Diverse Families, and An Integrated Review <http://www.buildinitiative.org/Portals/0/Uploads/Documents/Family%20Engagement%20Halgunseth.pdf>
- ▶ Developing Family Partnerships <http://preventexpulsion.org/1b-implement-processes-for-developing-family-program-school-partnerships/>

## EC-BOQ Item 12

Family involvement in the initiative is supported through a variety of mechanisms including home teaching suggestions, information on supporting social development, and the outcomes of the initiative. Information is shared through a variety of formats (e.g., meetings, home visit discussions, newsletters in multiple languages, open house, websites, family friendly handouts, workshops, rollout events, access to staff with bilingual capacity).

### Culturally Responsive Elements/ Adaptations

- ▶ The strategies and/or materials are culturally responsive (e.g., the diversity of the children is represented across the program, in books, pictures, and materials; diversity of the children is represented in pictures, materials and items sent home and in common areas; children's cultures are affirmed and promoted).
- ▶ The leadership team installs systems of two-way communication (parents also teach the school, not too directive) to develop home strategies.
- ▶ The leadership team creates regular options for parents to share their own approaches to discipline.

### Resources

- ▶ Sharing Pyramid Model data using infographics <http://challengingbehavior.cbcs.usf.edu/docs/NCPMI-Sharing-data-with-families-Infographics.xlsx>
- ▶ Family Engagement Principles <https://www.naeyc.org/resources/topics/family-engagement/principles>
- ▶ Using technology to engage families <https://www.naeyc.org/resources/pubs/tyc/aug2016/10x-using-technology-engage-families>
- ▶ Extreme Diversity in Cities: Challenges and Solutions for Programs Serving Young Children and Their Families <https://www.naeyc.org/resources/pubs/yc/nov2016/extreme-diversity-cities>

## EC-BOQ Item 13

Families are involved in planning for individual children in a meaningful and proactive way. Families are encouraged to team with program staff in the development of individualized plans of support for children including the development of strategies that may be used in the home and community.

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ As needed, the staff and administration use cultural brokers (i.e., individuals who act as mediators or “go betweens” between program staff and family members to improve relationships; Jezewski &amp; Sotnik, 2005).</li> <li>▶ Administrators remove barriers (e.g., scheduling) that impede individual family involvement.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Eight Practical Tips for Parents of Young Children with Challenging Behavior: Positive Solutions for Families  <a href="http://challengingbehavior.cbcs.usf.edu/docs/positive_solutions_for_families.pdf">http://challengingbehavior.cbcs.usf.edu/docs/positive_solutions_for_families.pdf</a></li> </ul>

## EC-BOQ Item 14

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

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ The team assesses expectations to align them to the family, community, and staff values.</li> <li>▶ The team revises expectations based on results from an equity audit or survey to ensure program-wide expectations are aligned to families' values.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Culturally Responsive Strategies to Support Young Children with Challenging Behavior (Section titled Develop and Teach Expectations)  <a href="https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies">https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies</a></li> <li>▶ Resources for parents on developing and using expectations  <a href="http://challengingbehavior.cbcs.usf.edu/docs/positive_solutions_for_families.pdf">http://challengingbehavior.cbcs.usf.edu/docs/positive_solutions_for_families.pdf</a></li> <li>▶ Program-wide Expectations and Matrix Examination Activity (Appendix B)</li> <li>▶ Sample equity audit (Appendix C)</li> </ul>

## EC-BOQ Item 15

Expectations are written in a way that applies to both children and staff. When expectations are discussed, the application of expectations to program staff and children is acknowledged.

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ Staff receives ongoing coaching in following expectations consistently.</li> <li>▶ Adults model cooperative group learning, interactions, and coaching that align with cultural values of the community.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Culturally Responsive Professional Development for Early Childhood Providers (Appendix D)</li> </ul>

## EC-BOQ Item 16

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

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ The team examines expectations and rules to ensure that they are necessary for positive social development and not simply to make adult lives easier.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Program-wide Expectations and Matrix Examination Activity (Appendix B)</li> <li>▶ Sample equity audit (Appendix C)</li> <li>▶ Culturally Responsive Strategies to Support Young Children with Challenging Behavior <a href="https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies">https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies</a></li> </ul>

## EC-BOQ Item 17

Program staff and families are involved in the identification of the program-wide expectations that address needs, cultural norms and values of the program and community.

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ The leadership team provides staff at least annual opportunities for input for fit of the expectations with their values.</li> <li>▶ The leadership team provides families at least annual opportunities (e.g., family surveys or focus groups) for input for fit of the expectations with their values.</li> <li>▶ Program wide expectations Appendix B.</li> <li>▶ The equity audit assesses the extent to which stakeholders are involved in expectation identification.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Sample equity audit (Appendix C)</li> </ul>

## EC-BOQ Item 18

Expectations are shared with families and staff assist families in the translation of the expectations to rules in the home.

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ The program's family orientation materials include explicit statements on possible differences between school and home.</li> <li>▶ The leadership team provides family orientation materials in multiple languages and modes of delivery (e.g., written, audio, visual).</li> </ul>	<ul style="list-style-type: none"> <li>▶ Sample family orientation materials (forthcoming)</li> </ul>

## EC-BOQ Item 19

Expectations are posted in classrooms and in common areas in ways that are meaningful to children, staff and families.

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ The staff post expectations in multiple languages.</li> <li>▶ Visuals are representative of culture and family backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Practitioner article: Ideas and inspiration for helping young children thrive in a diverse society  <a href="https://www.scholastic.com/teachers/articles/teaching-content/many-languages-many-cultures/">https://www.scholastic.com/teachers/articles/teaching-content/many-languages-many-cultures/</a></li> <li>▶ Presentation: culturally responsive family engagement in early childhood  <a href="http://ireeinc.com/file_download/e6bea64e-3407-4b35-ac52-1902548ebe03">http://ireeinc.com/file_download/e6bea64e-3407-4b35-ac52-1902548ebe03</a></li> <li>▶ Brochure: Culturally responsive parental involvement  <a href="http://www.pacer.org/mpc/pdf/CulturallyResponsivePI.pdf">http://www.pacer.org/mpc/pdf/CulturallyResponsivePI.pdf</a></li> </ul>

## EC-BOQ Item 20

Strategies for acknowledging children’s use of the expectations are developmentally appropriate and used by all program staff including administrative and support staff (e.g., clerical, bus drivers, kitchen staff).

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ The leadership team ensures that use of specific praise is culturally aligned and recognizes various forms of acknowledgement, such as through body language or facial expressions (e.g., individuals from some cultures prefer quiet, individual praise like a smile and a nod, whereas others like more public praise, like high fives and celebrations).</li> <li>▶ The leadership team ensures that acknowledgement systems are selected that align with family and community beliefs and values.</li> <li>▶ The staff uses various forms of acknowledgement, including body language or facial expressions, that align with family and community cultures.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Resources and practices on topics such as culturally responsive teaching strategies, working with culturally diverse families and communities, and infusing family cultures across the curriculum:  <a href="https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/resource-catalogue-cultural-linguistic-responsiveness.pdf">https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/resource-catalogue-cultural-linguistic-responsiveness.pdf</a></li> <li>▶ Sample staff identity awareness activity: Values Activity (Appendix E)</li> <li>▶ Professional development: <i>Courageous Conversations</i> (Appendix A; Singleton, 2015)</li> </ul>

## EC-BOQ Item 21

A plan for providing ongoing support, training, and coaching in each classroom on the Pyramid Model including culturally responsive practices and implicit bias is developed and implemented.

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ CRP is explicitly embedded into all elements of support, training, and coaching.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Videos: animated video series on the general concept of implicit bias (see Preface to Lesson 4)  <a href="https://equity.ucla.edu/programs-resources/faculty-search-process/faculty-search-committee-resources/">https://equity.ucla.edu/programs-resources/faculty-search-process/faculty-search-committee-resources/</a></li> <li>▶ Ted Talk: Verna Myers on implicit bias  <a href="https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them">https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them</a></li> <li>▶ Coaching resource: Protocol for Checking for Implicit Bias  <a href="http://crtandthebrain.com/protocol-unconscious-bias">http://crtandthebrain.com/protocol-unconscious-bias</a></li> <li>▶ Online test: Implicit Association Test  <a href="https://implicit.harvard.edu/implicit/takeatest.html">https://implicit.harvard.edu/implicit/takeatest.html</a></li> <li>▶ In-depth research resource: Kirwin Institute's Implicit Bias Review  <a href="http://kirwaninstitute.osu.edu/wp-content/uploads/2016/07/implicit-bias-2016.pdf">http://kirwaninstitute.osu.edu/wp-content/uploads/2016/07/implicit-bias-2016.pdf</a></li> </ul>

## EC-BOQ Item 22

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

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ Coaching is adapted to the culture and skill levels of staff and community.</li> <li>▶ Coaching includes ongoing dialogues that address understandings of culture and practices.</li> <li>▶ Coaching includes reflective questioning that challenges assumptions, stereotypes, perceptions, and practices.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Culturally Responsive Professional Development for Early Childhood Providers (Appendix D)</li> <li>▶ Resources for practice based coaching  <a href="https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc">https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc</a></li> <li>▶ Pyramid Model Equity Coaching Guide  <a href="http://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model-Equity-Coaching-Guide.pdf">http://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model-Equity-Coaching-Guide.pdf</a></li> </ul>

## EC-BOQ Item 23

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

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ To the extent possible, staff should be selected who reflect the culture and diversity of the program and community.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Recruiting high quality diverse staff <a href="http://www.nea.org/tools/17018.htm">http://www.nea.org/tools/17018.htm</a></li> </ul>

## EC-BOQ Item 24

A needs assessment and/or observation tool is used to determine training needs on Pyramid Model practices.

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ Assessments also identify cultural considerations of staff, including learning and communication styles, problem-solving preferences, and cooperative vs. competitive interactions.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Culturally Responsive Professional Development for Early Childhood Providers: (Appendix D)</li> <li>▶ Pyramid Model Equity Coaching Guide <a href="http://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model-Equity-Coaching-Guide.pdf">http://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model-Equity-Coaching-Guide.pdf</a></li> <li>▶ Self-assessment tool: Community Practices Equity Audit <a href="http://ireeinc.com/file_download/f9e45cdd-8b0e-414b-bae0-8b1f85b54161">http://ireeinc.com/file_download/f9e45cdd-8b0e-414b-bae0-8b1f85b54161</a></li> </ul>

## EC-BOQ Item 25

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

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ The training plan reflects cultural considerations and the needs of the community.</li> <li>▶ Individual plans include topics related to implicit bias and culturally responsive classroom strategies.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Culturally Responsive Professional Development for Early Childhood Providers (Appendix D)</li> <li>▶ Pyramid Model Equity Coaching Guide <a href="http://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model-Equity-Coaching-Guide.pdf">http://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model-Equity-Coaching-Guide.pdf</a></li> <li>▶ Professional development: Wisconsin RTI Center's 7 Experiences (Davis, 2014) <a href="http://www.wisconsinrticenter.org/administrators/understanding-rti/culturally-responsive-practices.html">http://www.wisconsinrticenter.org/administrators/understanding-rti/culturally-responsive-practices.html</a></li> </ul>

## EC-BOQ Item 26

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

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ 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.</li> <li>▶ The leadership team provides emotional support to staff as needed (e.g., regular supervision, consultation, building supportive relationships).</li> </ul>	<ul style="list-style-type: none"> <li>▶ Resources and practices on topics such as culturally responsive teaching strategies, working with culturally diverse families and communities, and infusing family cultures across the curriculum <a href="https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/resource-catalogue-cultural-linguistic-responsiveness.pdf">https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/resource-catalogue-cultural-linguistic-responsiveness.pdf</a></li> <li>▶ Staff identity awareness activity: Values Activity (Appendix E)</li> <li>▶ Professional development: Wisconsin RTI Center's 7 Experiences (Davis, 2014) <a href="http://www.wisconsinrticenter.org/administrators/understanding-rti/culturally-responsive-practices.html">http://www.wisconsinrticenter.org/administrators/understanding-rti/culturally-responsive-practices.html</a></li> <li>▶ Professional development: <i>Courageous Conversations about Race</i> (Appendix A; Singleton, 2015)</li> </ul>

## EC-BOQ Item 27

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

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ The administration acknowledges staff in ways that are aligned with cultural norms and practices.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Staff Values Activity (Appendix E)</li> </ul>

## EC-BOQ Item 28

Teachers have received training related to potential bias when responding to behavior challenges and have strategies to reflect on their responses to individual children.

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ Training includes identifying and addressing vulnerable decision points.</li> <li>▶ Training topics include culture, trauma, and mental health.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Video: Implicit bias and vulnerable decision points – 5 min  <a href="https://pbisapps.wistia.com/medias/rnkz23b2x3">https://pbisapps.wistia.com/medias/rnkz23b2x3</a></li> <li>▶ Video: Implicit bias and vulnerable decision points – 45 min  <a href="https://bupmediasite.pashe.edu/Mediasite/Play/ddb0d12f1cba4ba5bd3af702afe97ef21d">https://bupmediasite.pashe.edu/Mediasite/Play/ddb0d12f1cba4ba5bd3af702afe97ef21d</a></li> <li>▶ Content for training on cultural awareness and implicit bias  <a href="http://preventexpulsion.org/1g-provide-professional-development-and-ongoing-support-for-all-program-staff-on-culturally-responsive-practices-and-implicit-bias/">http://preventexpulsion.org/1g-provide-professional-development-and-ongoing-support-for-all-program-staff-on-culturally-responsive-practices-and-implicit-bias/</a></li> <li>▶ Content for training on creating a culturally-inclusive and positive climate  <a href="http://preventexpulsion.org/2d-work-with-teachersproviders-to-implement-a-positive-culturally-inclusive-classroom-climate/">http://preventexpulsion.org/2d-work-with-teachersproviders-to-implement-a-positive-culturally-inclusive-classroom-climate/</a></li> </ul>

## EC-BOQ Item 29

Program staff respond to children’s problem behavior appropriately using evidence-based approaches that are positive, sensitive to family values, culture and home language, and provide the child with guidance about the desired appropriate behavior and program-wide expectations.

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ Approaches include considerations for trauma and social and emotional development (e.g., early childhood mental health).</li> <li>▶ Responses are relationship-based and emphasize natural consequences.</li> <li>▶ 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).</li> </ul>	<ul style="list-style-type: none"> <li>▶ Resources and practices on topics such as culturally responsive teaching strategies, working with culturally diverse families and communities, and infusing family cultures across the curriculum  <a href="https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/resource-catalogue-cultural-linguistic-responsiveness.pdf">https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/resource-catalogue-cultural-linguistic-responsiveness.pdf</a></li> <li>▶ Tips for Responding to Challenging Behavior in Young Children  <a href="http://challengingbehavior.cbcs.usf.edu/docs/PEP_Tips-responding-challenging-behavior.pdf">http://challengingbehavior.cbcs.usf.edu/docs/PEP_Tips-responding-challenging-behavior.pdf</a></li> <li>▶ Integrating Early Childhood Mental Health Consultation with the Pyramid Model  <a href="http://challengingbehavior.cbcs.usf.edu/docs/IssueBrief_integrating-ECMHC.pdf">http://challengingbehavior.cbcs.usf.edu/docs/IssueBrief_integrating-ECMHC.pdf</a></li> </ul>

## EC-BOQ Item 30

A process for responding to crisis situations related to problem behavior is developed. Teachers can identify how to request assistance when needed. A plan for addressing the child’s individual behavior support needs is initiated following requests for crisis assistance.

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ Families provide input into the development of the process and any related policies regarding crisis situations.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Early childhood chapter from family engagement e-book on PBIS (Chapter 6)  <a href="https://www.pbis.org/Common/Cms/files/pbis-resources/Family%20Engagement%20in%20PBIS.pdf">https://www.pbis.org/Common/Cms/files/pbis-resources/Family%20Engagement%20in%20PBIS.pdf</a></li> </ul>

## EC-BOQ Item 31

Teachers have opportunities to problem solve with colleagues and family members around problem behavior. Teachers are encouraged to gain support in developing ideas for addressing problem behavior within the classroom (e.g., peer-support, classroom mentor meeting, brainstorming session).

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ The administration and staff consider culture, trauma, and mental health as part of problem solving behavior.</li> <li>▶ Staff initiates support and uses a strength-based lens, avoiding deficit thinking and negative discussions about children.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Integrating Early Childhood Mental Health Consultation with the Pyramid Model  <a href="http://challengingbehavior.cbcs.usf.edu/docs/IssueBrief_integrating-ECMHC.pdf">http://challengingbehavior.cbcs.usf.edu/docs/IssueBrief_integrating-ECMHC.pdf</a></li> <li>▶ Substance Abuse and Mental Health Services Administration: National Child Traumatic Stress Initiative  <a href="http://www.nctsn.org">http://www.nctsn.org</a></li> <li>▶ The National Child Traumatic Stress Network's trauma types  <a href="http://www.nctsn.org/trauma-types">http://www.nctsn.org/trauma-types</a></li> <li>▶ Assessment-based behavior support planning content  <a href="http://preventexpulsion.org/3-1-establish-and-implement-a-process-for-providing-children-with-persistent-challenging-behavior-with-an-assessment-based-behavior-support-plan/">http://preventexpulsion.org/3-1-establish-and-implement-a-process-for-providing-children-with-persistent-challenging-behavior-with-an-assessment-based-behavior-support-plan/</a></li> </ul>

## EC-BOQ Item 32

A team-based process for addressing individual children with persistent challenging behavior is developed. Teachers can identify the steps for initiating the team-based process including fostering the participation of the family in the process.

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ Staff encourages family involvement from the beginning and supports are provided to optimize opportunities for family involvement (e.g., child care, interpreters, meetings at times and locations that work for families such as evenings or mornings, before or after work as needed).</li> <li>▶ Teams use family-friendly language (i.e., eliminate jargon).</li> </ul>	<ul style="list-style-type: none"> <li>▶ Article: Collaborating with parents to address challenging behavior  <a href="https://www.hindawi.com/journals/cdr/2011/835941/">https://www.hindawi.com/journals/cdr/2011/835941/</a></li> <li>▶ Assessment-based behavior support planning content  <a href="http://preventexpulsion.org/3-1-establish-and-implement-a-process-for-providing-children-with-persistent-challenging-behavior-with-an-assessment-based-behavior-support-plan/">http://preventexpulsion.org/3-1-establish-and-implement-a-process-for-providing-children-with-persistent-challenging-behavior-with-an-assessment-based-behavior-support-plan/</a></li> </ul>

## EC-BOQ Item 33

An individual or individuals with behavioral expertise are identified for coaching staff and families throughout the process of developing and implementing individualized intensive interventions for children in need of behavior support plans.

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ Consultants (e.g., behavior support specialists, mental health consultants) are trained and knowledgeable in developmentally, culturally, and linguistically-appropriate practices.</li> <li>▶ Coaching staff is knowledgeable in trauma-informed practices and infant and early childhood mental health.</li> <li>▶ Staff includes family culture, needs, and priorities as part of the behavior support plan.</li> <li>▶ To the extent possible, coaching staff reflects the culture and diversity of program staff, families, and the community.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Integrating Early Childhood Mental Health Consultation with the Pyramid Model  <a href="http://challengingbehavior.cbcs.usf.edu/docs/IssueBrief_integrating-ECMHC.pdf">http://challengingbehavior.cbcs.usf.edu/docs/IssueBrief_integrating-ECMHC.pdf</a></li> <li>▶ SAMHSA: Center of Excellence for Infant and Early Childhood Mental Health Consultation  <a href="https://www.samhsa.gov/iecmhc">https://www.samhsa.gov/iecmhc</a></li> <li>▶ The National Child Traumatic Stress Network's trauma types  <a href="http://www.nctsn.org/trauma-types">http://www.nctsn.org/trauma-types</a></li> </ul>

## EC-BOQ Item 34

Strategies for partnering with families when there are problem behavior concerns are identified. Teachers have strategies for initiating parent contact and partnering with the family to develop strategies to promote appropriate behavior.

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ Culture and learning needs are part of the parent contact plan (e.g., alternate modes of communication if a cell phone is unavailable, accommodations to ensure comprehension)</li> <li>▶ The timing of communications is considered (e.g., accounting for family work schedules), and a plan for alternative contacts/caregivers is discussed and agreed upon.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Early childhood chapter from family engagement e-book on PBIS (Chapter 6)  <a href="https://www.pbis.org/Common/Cms/files/pbisresources/Family%20Engagement%20in%20PBIS.pdf">https://www.pbis.org/Common/Cms/files/pbisresources/Family%20Engagement%20in%20PBIS.pdf</a></li> </ul>

## EC-BOQ Item 35

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

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ Team is aware of concepts of implicit bias and review data to look at any disparities in discipline or behavior incident reports.</li> <li>▶ Incident data include child demographics, and reports can display disaggregated data.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Tool for understanding preschool equity data <a href="https://www.pbis.org/Common/Cms/files/pbis-resources/Defining%20Disproportionate%20Discipline_PEP_3.16.17.pdf">https://www.pbis.org/Common/Cms/files/pbis-resources/Defining%20Disproportionate%20Discipline_PEP_3.16.17.pdf</a></li> <li>▶ BIR Equity guide (Available in October 2018)</li> <li>▶ Databases for P-12 disproportionality data <a href="http://ocrdata.ed.gov">http://ocrdata.ed.gov</a></li> </ul>

## EC-BOQ Item 36

The program leadership team monitors implementation fidelity of the components of program-wide implementation and uses data for decision making about their implementation goals.

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ Fidelity measures include considerations for culture and learning needs of staff.</li> <li>▶ 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).</li> <li>▶ The leadership team solicits feedback from staff and families on the data collection and decision-making process (e.g., Do families feel they are represented in the data? Do families feel the data that are collected and decision-making process are responsive to culture and needs of the community?)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Issue Brief: Administrator Strategies that Support High Fidelity Implementation of the Pyramid Model for Promoting Social-Emotional Competence &amp; Addressing Challenging Behavior <a href="http://challengingbehavior.cbcs.usf.edu/docs/IssueBrief_administrator-strategies.pdf">http://challengingbehavior.cbcs.usf.edu/docs/IssueBrief_administrator-strategies.pdf</a></li> <li>▶ Pyramid Model Equity Coaching Guide <a href="http://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model-Equity-Coaching-Guide.pdf">http://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model-Equity-Coaching-Guide.pdf</a></li> </ul>

## EC-BOQ Item 37

The program measures implementation fidelity of the use of Pyramid Model practices by classroom teachers and uses data on implementation fidelity to make decisions about professional development and coaching support.

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ As needed or at least annually, the coach and leadership team will discuss equity concerns that occur across classrooms as identified through the Pyramid Model Equity Coaching Guide (<a href="http://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model-Equity-Coaching-Guide.pdf">http://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model-Equity-Coaching-Guide.pdf</a>) to identify system solutions that will be added to the implementation plan.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Pyramid Model Equity Coaching Guide <a href="http://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model-Equity-Coaching-Guide.pdf">http://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model-Equity-Coaching-Guide.pdf</a></li> <li>▶ Culturally Responsive Strategies to Support Young Children with Challenging Behavior <a href="https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies">https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies</a></li> <li>▶ Multicultural Principles for Early Childhood Leaders <a href="https://eclkc.ohs.acf.hhs.gov/culture-language/article/multicultural-principles-early-childhood-leaders">https://eclkc.ohs.acf.hhs.gov/culture-language/article/multicultural-principles-early-childhood-leaders</a></li> <li>▶ Content for providing training on creating a culturally-inclusive and positive climate <a href="http://preventexpulsion.org/2d-work-with-teachersproviders-to-implement-a-positive-culturally-inclusive-classroom-climate/">http://preventexpulsion.org/2d-work-with-teachersproviders-to-implement-a-positive-culturally-inclusive-classroom-climate/</a></li> </ul>

## EC-BOQ Item 38

The program collects data on behavior incidents and program actions in response to behavior and uses those data to address child and teacher support needs.

Culturally Responsive Elements/ Adaptations	Resources
<ul style="list-style-type: none"> <li>▶ The data include information on Race/ Ethnicity, Gender, IEP/ IFSP Status, DLL Status.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Tool for understanding preschool equity data <a href="https://www.pbis.org/Common/Cms/files/pbis-resources/Defining%20Disproportionate%20Discipline_PEP_3.16.17.pdf">https://www.pbis.org/Common/Cms/files/pbis-resources/Defining%20Disproportionate%20Discipline_PEP_3.16.17.pdf</a></li> <li>▶ Data Decision-Making and Program-Wide Implementation of the Pyramid Model <a href="http://challengingbehavior.cbcs.usf.edu/docs/roadmap/roadmap_7_data-decision-making-and-program-wide-implementation.pdf">http://challengingbehavior.cbcs.usf.edu/docs/roadmap/roadmap_7_data-decision-making-and-program-wide-implementation.pdf</a></li> </ul>

## EC-BOQ Item 39

Behavior incident and monthly program action data are analyzed on a regular basis to identify potential issues related to disciplinary action bias.

### Culturally Responsive Elements/ Adaptations

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

### Resources

- ▶ BIR Equity guide (Available in October 2018)
- ▶ K-12 resource materials for improving meetings: TIPS  
<https://www.pbis.org/training/tips/tips-materials>

## EC-BOQ Item 40

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

### Culturally Responsive Elements/ Adaptations

- ▶ The administration and leadership team present data in formats that are understandable to a variety of staff, families, and learners (e.g., free of jargon, presented in multiple modes of communication, differing languages).
- ▶ Data and summaries are used to encourage and support practices of individual staff and positive behaviors of children (e.g., praising for implementation or cooperation).

### Resources

- ▶ Tool for understanding preschool equity data  
[https://www.pbis.org/Common/Cms/files/pbis-resources/Defining%20Disproportionate%20Discipline\\_PEP\\_3.16.17.pdf](https://www.pbis.org/Common/Cms/files/pbis-resources/Defining%20Disproportionate%20Discipline_PEP_3.16.17.pdf)
- ▶ BIR Equity guide (Available in October 2018)
- ▶ Data Decision-Making and Program-Wide Implementation of the Pyramid Model  
[http://challengingbehavior.cbcs.usf.edu/docs/roadmap/roadmap\\_7\\_data-decision-making-and-program-wide-implementation.pdf](http://challengingbehavior.cbcs.usf.edu/docs/roadmap/roadmap_7_data-decision-making-and-program-wide-implementation.pdf)
- ▶ Sharing Pyramid Model data using infographics  
<http://challengingbehavior.cbcs.usf.edu/docs/NCPMI-Sharing-data-with-families-Infographics.xlsx>

## EC-BOQ Item 41

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

### Culturally Responsive Elements/ Adaptations

- ▶ Data are used to monitor impact of program systems and practices on equity in discipline.
- ▶ The leadership team gathers data from stakeholders in multiple modes (e.g., interviews, focus groups) to inform decision making.

### Resources

- ▶ BIR Equity guide (Available in October 2018)
- ▶ K-12 resource materials for improving meetings: TIPS  
<https://www.pbis.org/training/tips/tips-materials>
- ▶ Sample equity audit (Appendix C)
- ▶ Resources for collecting and examining data on behavior incidents  
<http://preventexpulsion.org/1a-develop-processes-for-data-based-decision-making/>

# APPENDIX A: Annotated Resource Guide<sup>1</sup>

## ARTICLES

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## ASSESSMENT TOOLS

### Early Childhood Benchmarks of Quality (EC BOQ)

[http://challengingbehavior.cbcs.usf.edu/docs/BoQ\\_EarlyChildhood\\_Program-Wide.pdf](http://challengingbehavior.cbcs.usf.edu/docs/BoQ_EarlyChildhood_Program-Wide.pdf) (Also available for online entry and analysis at [www.pbisapps.org](http://www.pbisapps.org))

Pyramid Model fidelity of implementation measure.

### Implicit Association Test

<http://implicit.harvard.edu/implicit/takeatest.html>

Online implicit bias survey for individuals. Useful for starting to discuss bias or identity awareness.

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

## DATA RESOURCES

### Florida's PBIS Project Risk Ratio Calculator

<http://www.livebinders.com/play/play?id=2289056#anchor>

Tool for automatic calculation of equity data for any outcome. Any group can be used as the comparison group.

### Defining Disproportionate Discipline Understanding Common Measures

[https://www.pbis.org/Common/Cms/files/pbisresources/Defining%20Disproportionate%20Discipline\\_PEP\\_3.16.17.pdf](https://www.pbis.org/Common/Cms/files/pbisresources/Defining%20Disproportionate%20Discipline_PEP_3.16.17.pdf)

Information on how measures of disproportionate discipline are calculated for behavior incident data from early childhood programs.

## PROFESSIONAL DEVELOPMENT

### Pyramid Model Coach Equity Guide

<http://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model-Equity-Coaching-Guide.pdf>

Resource for coaches in supporting leadership teams and program teachers in increasing equity in classroom discipline.

### The 7 Experiences

<http://www.wisconsinrticenter.org/administrators/understanding-rti/culturally-responsive-practices.html>

Information on creating a professional development program to understand the cultures, experiences, and backgrounds of children and families served.

### Beyond Diversity

<https://courageousconversation.com/product/courageous-conversations-about-race-by-glenn-singleton/>

Singleton, G. E. (2015). *Courageous conversations about race: A field guide for achieving equity in schools*. Thousand Oaks, CA: Corwin Press.

Professional development on identity and educational equity.

### Great Lakes Equity Center's Learning Experiences

<https://greatlakesequity.org/events>

Compendium of activities and webinars for exploring staff identity awareness.

### Implicit Bias in School Discipline

<https://bupmediasite.passhe.edu/Mediasite/Play/ddb0d12f1cba4ba5bd3af702afe97ef21d>

Talk at Bloomsburg University on implicit bias and strategies for making discipline decisions more equitable, February 2016.

### Suspension and Expulsion in Early Childhood

<http://www.pyramidmodel.org/resource/suspension-and-expulsion/>

Resources and webinar discussion on suspension and expulsion in preschool.

# Appendix B: Program-wide Expectations and Matrix Examination Activity

This activity is intended for program teams to examine their existing program-wide expectations and matrix for their alignment with critical features and fit with children, families, the community, and staff (Note: if programs have no existing expectations or matrices, they can skip to Step 3).

## Step 1: Assess existing expectations based on fit with values and needs of children, families, and the community (and revise as needed).

Get input from children, families and community members on what they think of the existing expectations and matrix or what they think they should be. It is important not to get input only from easily-reached groups (e.g., parent-teacher organization). Children and families from marginalized groups, community agency leaders and Elders are important groups to seek out. Examples of activities include focus groups, or surveys, such as:

- ▶ **Specific survey for families/community.** To maximize responses from busy families, it may be useful to consider a survey (via multiple media: text, mobile-optimized email, and/or hard copy) that only addresses this topic, such as:

We would like your help in picking the values and rules for our program. We use a small number of positively stated expectations and desired behaviors across the whole program to make it more safe, positive, and predictable. At [program name], our current expectations are [list expectations here].

**Please answer the following questions to help improve our expectations:**

Are our program's expectations for child behavior meaningful or important to you? YES / NO

Why or why not? \_\_\_\_\_

What do you think they should be? \_\_\_\_\_

What are the values or desired behaviors that you teach your children to follow at home?

\_\_\_\_\_

Are there any expectations that go against your values at home? YES / NO

If yes, what are they? \_\_\_\_\_

What other ideas do you have for us to teach children the expectations?

\_\_\_\_\_

**Thank you for your time and thoughts!**

## Step 2: Revise expectations and matrix based on feedback.

Summarize the information from Step 2 to revise the expectations and desired behaviors. Assess whether the existing expectations are valued by stakeholders. If not, generate options for new expectations or desired behaviors.

### Step 3: Assess new options for expectations and desired behaviors based on critical features of effective practices (and revise as needed).

It is important that expectations and desired behaviors have the following critical features. Without them they are less likely to be effective.

#### **For expectations, ask staff whether they have the following critical features:**

- Positively stated (describe what TO DO, not what not to do)
- Broad (covers all desired behaviors)
- Small in number (2-5 expectations)
- Apply to both children and staff
- And include a visual representation

#### **For posted expectations, ask staff whether they have the following critical features:**

- Displays expectations in individual settings in the program
- Listed behaviors are positively stated (describe what TO DO, not what not to do)
- Listed behaviors are written in child-friendly language with a visual representation
- Listed behaviors are best actions for how to show the expectation in that setting
- Listed behaviors include the positive alternative to the most common unwanted behavior in that setting
- Examples are small in number (between 2 and 5 examples per expectation)

### Step 4: Agree on new expectations and matrix.

Seek to make decisions based on consensus. If it is difficult to find consensus, consider using input from more marginalized groups. Consider having children vote among a few possible options.

### Step 5: (Re)introduce, teach, practice, and reinforce the new expectations and matrix with children and share with families and community members.

Use active lessons and practice, as opposed to simply sharing the expectations with children and families.

# Appendix C: Sample Equity Audit

An Equity Audit can provide a comprehensive review that will help pinpoint and address specific program trends, climate, policies, and practices that may result in disparities in discipline practices. It includes a comprehensive review of all available data sources including the TPOT, Pyramid Model Coaching Equity Guide, EC BOQ Culturally Responsive Companion, BIR equity alerts, and other available data sources such as staff and parent surveys.

The Sample Equity Audit provides examples for when and what data should be reviewed to ensure that program culture and practices are inclusive and unbiased. The data sources identified in this sample are specific to the Pyramid Model. However, each program may have additional program data that may be important to include.

## Sample Equity Audit

### Annual review for Program-Wide Policy and Practices

- ▶ Review EC-BOQ CRC:
  - Review Leadership elements to assess mission and vision commitment to equity and diversity (Item 4) and child discipline policies to ensure they promote the use of positive strategies and eliminate suspension and expulsion (Item 5).
  - Review Leadership elements to ensure family and staff input into the implementation plan (Items 1, 6, and 7).
  - Review Staff elements (Item 8) to ensure staff continue to provide input and feedback about implementation.
  - Review Family Engagement elements to ensure bidirectional communication with families (Items 9 – 11) and family involvement (Item 12 and 13).
  - Review Program-wide Expectation elements to ensure they are aligned with family, community, and staff values, include staff and family input, are posted in families' languages, and are shared for home use (Item 14 – 19)
  - Review Professional Development elements (Items 21 - 28) to ensure they address the inclusion of race, culture, and language in the professional development and mentoring of new and current teachers and provide time for staff reflection on bias and equity.
  - Review Procedures for Responding to Challenging Behavior elements (Items 29 – 34) to ensure that strategies for addressing challenging behavior are positive, sensitive to family values, culture and home language, and use evidence-based approaches.
- ▶ Review recruitment policies to ensure that teachers from diverse backgrounds are actively recruited.
- ▶ Review program traditions, events, and celebrations to ensure they include all cultures represented by the children and families in the program.
- ▶ Examine referrals to special education to ensure they are balanced.
- ▶ Examine the need for a plan to address intercultural conflict.
- ▶ Review family and staff surveys for feedback on program practices.

### Monthly Review of Ongoing Data

- ▶ Review EC BOQ CRC Monitoring elements to ensure data are collected and shared for discipline (BIR) and implementation fidelity of Pyramid Model (Items 35 – 40)
- ▶ Review and analyze BIR Equity Alerts using BIR Equity Data Review
- ▶ Review classroom and teacher practices using the TPOT and Pyramid Model Equity Coaching Guide.

## Appendix D: Culturally Responsive Professional Development for Early Childhood Providers

Part of the beauty of early childhood systems is the vast range of interdisciplinary supports and services available to meet the unique needs of each child and family. These collaborative interdisciplinary teams are the foundation to successful outcomes for the children and families. However, with these interdisciplinary teams come a breadth of educational levels and needs, differing pre-service education requirements and coursework, a broad array of legal requirements related to licensures, registrations, and scopes of practice, and an overall diversity of interests and knowledge. For example, state pre-service requirements for early childhood educators ranges from a GED to doctoral degrees. Also, providers in early childhood range from health professionals (e.g. OT, SLP, PT) to assistants, to teachers. This means there are immense differences in requirements for staffing/caseloads, state licensures, and national registrations. All of these differences bring specialized knowledge to the team and family plans but also must be considered when planning professional development. Overall, in spite of these complexities and differences, according to the National Association for the Education of Young Children (NAEYC), there is an “obligation to ensure that all who provide care and education for young children are competent” (NAEYC, 2009, p. 1). This requires a thoughtfully planned, inclusive, culturally responsive, and universally-designed professional development system.

### Key Characteristics and Considerations for Professional Development in Early Childhood

Recent research identifies some key characteristics of high quality professional development for early childhood providers that lead to increased carryover and outcomes with early childhood providers (e.g., Dunst, 2015). Specifically, according to the model developed by Dunst (2015), the key features of professional development for early childhood providers include: 1) Explicit explanation and illustrations of the content, 2) Active and authentic job-embedded opportunities to practice, 3) Reflection, 4) Coaching/performance feedback, 5) Follow-up supports by specialists, coaches, or supervisors, 6) Duration and intensity of professional development that allows for enough practice opportunities to become proficient, and 7) Professional development that includes all or most of these key features. In addition, while embedding these key features, it is also imperative to consider culturally responsive practices for professional development due to the diversity of needs of early childhood staff.

### Equity Matters!

*Professional learning for culturally responsive teaching is grounded in research on teacher learning that is mindful of the role culture plays in the knowledge that educators bring to their practice, as well as how educators learn and make sense of their daily practice. It also emphasizes how educators' biographies, professional identities, and awareness of the technical (e.g., how-to), contextual (e.g., how circumstances shape the ways things are), and critical (e.g., the social justice lens) aspects of education impact their professional practice.*

– King, Artiles, & Kozleski (2009)

Considerations for culturally responsive and universally designed professional development must promote equity and consider the wide range of needs and roles of the early childhood providers. Although there are many considerations, there are a few key pieces to include when planning.

First, it is important to gather input on professional development needs from the full range of providers to ensure the voices of all are included and to promote a sense of equity in the staff. Specifically, it is important to gather input related to specialized learning needs (e.g., varying pre-service educational levels and scopes of practice, varying licensure requirements, disparate use of jargon/terminology) to ensure requirements are met. Next, it is important to provide resources and professional development in a manner that is responsive to local languages, cultural history, and local needs and traditions. This is imperative to participation, integration of strategies, and long term sustainability. For example, consider local traditions and avoid planning required professional development during times of special events or consider different times and days for the professional development that may be more accessible to all providers (e.g., evenings or weekends). Last, it is crucial to include activities in the professional development that promote equity and empowerment of all team members (e.g., working to eliminate staffing hierarchies and emphasize the importance of input of all staff members). This not only increases engagement but has been shown to improve teaming practices and outcomes in early childhood settings (King et al., 2009). For example, consider the structure of group activities so that all team members are empowered to participate and information is gathered from all team members, regardless of designated staff roles. Set the stage for an environment of collaboration and respect between staff members by decreasing language in documents and procedures that promotes hierarchies and promote positive talk and inclusive language between staff. Empower leaders that promote teaming and inclusion and set up processes that develop teaming skills, establish roles for all team members to contribute to teaming, and allow time for the voices of all to be heard (e.g., Team Initiated Problem Solving - TIPS).

Overall, bridging the research to practice gap in early childhood starts with high quality professional development that embeds evidence based teaching and adult learning strategies as well as culturally responsive practices. The unique diversity of the early childhood field brings much promise and support to the outcomes for children and families. Through empowering teams and promoting equity we can build on these strengths for a truly inclusive and collaborative field.

## References & Resources

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- Positive Behavioral Interventions and Supports. Team Initiative Problem Solving – TIPS.  
<https://www.pbis.org/training/tips>

# Appendix E: Staff Elements of Culture Activity

**Participants:** Staff

**Purpose:** To engage staff in reflecting on their own values and culture, how they change over time, and how the program culture may engage or disengage children and families.

**Time:** 30-60 minutes

**Materials needed:** For each staff member, an Elements of Culture Table with various elements (see example on next page). The specific elements can be adjusted based on the needs of your program. For example, it may be useful to include a row for a common behavior issue in the program (e.g., volume, responding to insults).

## Steps:

1. Provide each staff member with a table.
2. Alone or in groups, have staff complete each row. Ask them to think about the values they grew up with for each element, how those values might have changed as they have grown, what values the program models, what other values that children and families might hold, and how those differences might create conflict.
3. Allow time for discussion in small groups and sharing with the whole group. Some guiding questions include:
  - What differences are there among staff in values growing up (or now)?
  - How universal are these values? What dangers are there in assuming they are?
  - How have your values changed over time? Are changes in values good, bad, or neutral?
  - How is our “program culture” created, even if we don’t explicitly try to make a program culture?
  - What happens when we assume program values are the “right values?”
  - How would children experience a program culture that is vastly different from culture at home?
  - To what extent can we prevent values conflicts from occurring?
4. Develop strategies to change the program culture to support child development and prevent conflict.

Element of Culture	My values growing up	My values now	What my program values	How children/families may differ	How this difference can create conflict
Language (Example)	<i>Formal and “respectful,” especially from child to adult</i>	<i>Respect for all, but no need for formal language with adults</i>	<i>Formal and respectful from children to staff and between children</i>	<i>Less formal language and use of profanity to convey extreme emotion</i>	<i>Children/parents may be seen as aggressive and disrespectful when they have strong feelings</i>
Space/ Proximity					
Attitude toward time					
Gender roles					
Family roles					
Voice volume and tone					
Grooming					
Autonomy					
Recognition for good jobs					
Eye contact					

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