Using the Equity Coaching Guide to Address Culturally Responsive Pyramid Model Practices

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INNOVATIONS
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Background

- Disproportionate Disciplinary Practices in EC
  - In-school Suspension (ISS) (time in another classroom, temporary removal from a classroom)
  - Out-of-school Suspension (OSS) (sent home for remainder of day, sent home for one or more days)
  - Dismissal
- More frequent behavior incidents by race, IEP status, gender, and/or DLL compared to other children

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Pyramid Model Tools
Addressing Equity in Classroom

- Behavior Incident Reporting System
- Teaching Pyramid Observation Tool
- Pyramid Model Equity Coaching Guide

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Factors Related to
# Disproportionate Discipline

- Implicit bias – Unconscious and promotes stereotypes
- Culturally responsive practices
  - Strength-based perspective
  - Inclusive of multiple cultural norms
  - Engage in strong reciprocal relationships with families
  - Integrate the cultural context of children's homes in the preschool program
  - Include language used in the home
  - Develop a conversation to address conflicts

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Pyramid Model Equity Coaching Guide

- The PM Equity Coaching Guide considers PM practices through an equity lens.

- Not an additional fidelity of implementation measure

- Is part of collaborative practice-based coaching process

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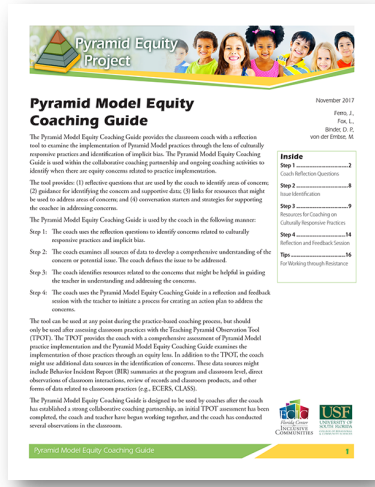
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When to Use the Guide

- Use the guide if you have noted a possible equity issue from:

  - Behavior Incident Report Equity Alert

  - Child with a behavior concern

  - TPOT indicates few family connections

  - Observations indicate family engagement could be improved

  - Program makes equity a priority

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How to Use the Guide

- Use the Guide After:
  - Assessing classroom practices with TPOT
  - Establishing a strong collaborative coaching partnership
  - Conducting observations
- Use the Guide With Other Data:
  - BIR summaries
  - Classroom products and records
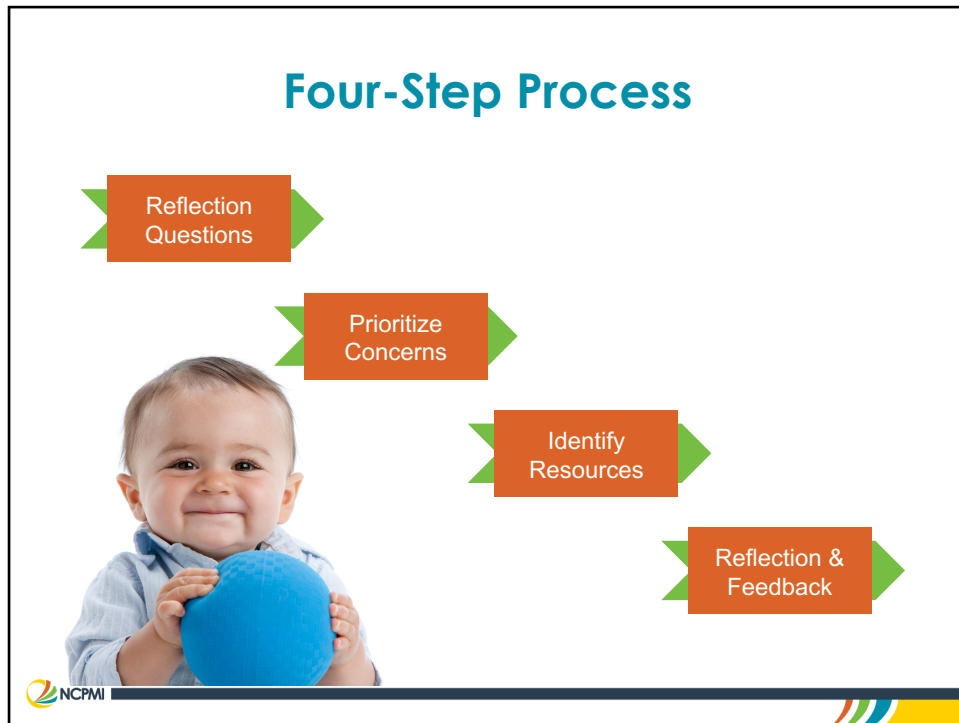 - Classroom assessments

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How to Use the Guide

- Identify purpose
- Complete all reflective questions (18)
- Partial completion in an area of concern
- One or all classrooms

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Question Themes

Classroom Practices	Family Engagement	Behavioral Interventions
• Schedule • Routines • Transition • Positive relationships	• Bi-directional • Practical strategies • Discussion of differences	• Individualized • Cultural fit • Standard process

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Prioritize

• Examine additional sources of data that might help understand concern

• Engage in reflection about whether this is an equity or implicit bias concern

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Resources

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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Reflection and Feedback

- Conversation starters (e.g., describe what happened when you)
- Specific questions and statements
  - 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

http://ChallengingBehavior.org/Implementation/Equity

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Examples

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Behavior Intervention

- Child – boy
- Behavior – aggression (hitting and pushing other children)
- Behavioral intervention plan written and revised
- Some improvement

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

- Yes, except for the child with the behavior problem.

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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 Gender OSS Equity Profile
Check IEP Status ISS Equity Profile	
Check DLL Status ISS Equity Profile	
DISMISSAL ALERTS	
Check IEP Status Dismissal Equity Profile	

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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.
- Hispanic/Latino children with a BIR are clustered in three classrooms

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Equity Coaching Guide

- Complete reflective questions in all three classrooms
- Begin reflection with classroom practices
- Prioritize concerns
- Identify common elements across classrooms
- Teaching behavioral expectations

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Equity Coaching Guide

- Photos of children engaging in expectations
- Examples include different cultural experiences
- Rules accommodate differences such as eye contact

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Q&A

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Thank You

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H326B170003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project officer, Jennifer Tschantz.

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