

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


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**Pyramid Model
INNOVATIONS**
ChallengingBehavior.org

1

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



2

Pyramid Model Tools Addressing Equity in Classroom

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



3

Factors Related to Disproportionate Discipline

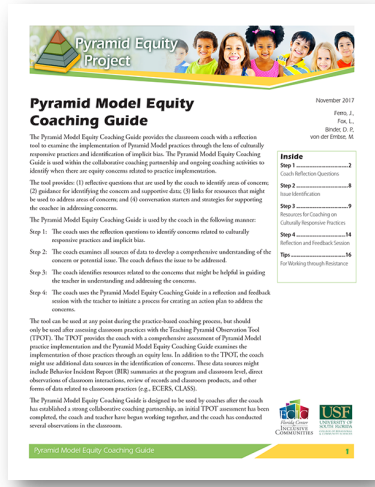
- Implicit bias – Unconscious and promotes stereotypes
- Culturally responsive practices
 - Strength-based perspective
 - Inclusive of multiple cultural norms
 - Engage in strong reciprocal relationships with families
 - Integrate the cultural context of children's homes in the preschool program
 - Include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



4

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



5

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



6

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



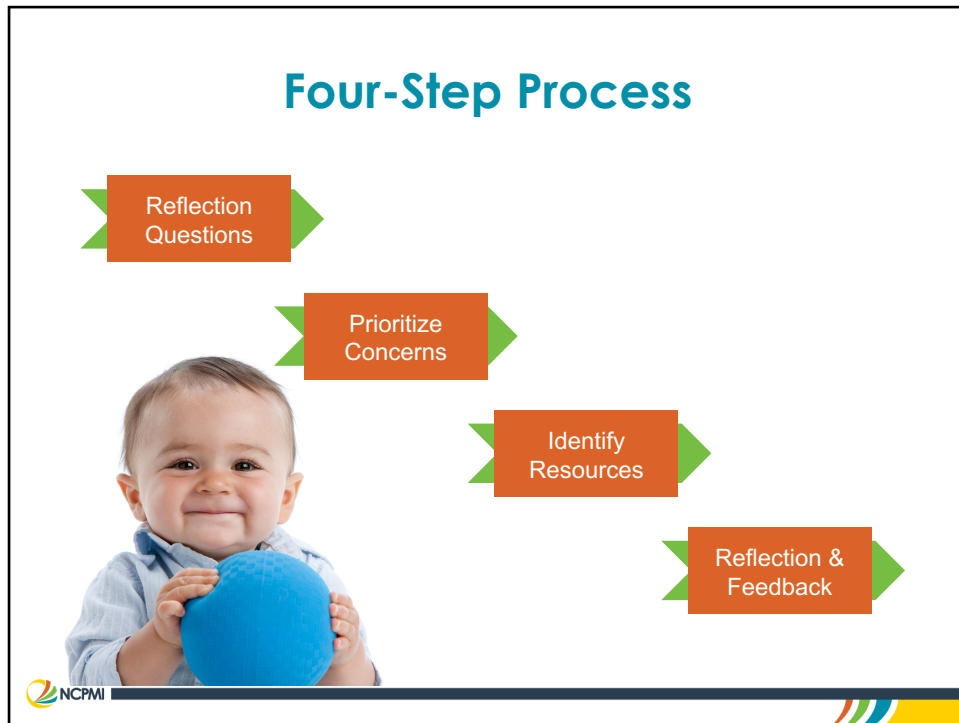
7

How to Use the Guide

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



8



9

Reflection Questions

Question	Reflections
<p>1. Do learning centers and activities include materials, songs, visuals that are aligned with the cultures and interests of children in the classroom?</p> <p>▲ <i>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.</i></p> <p>▲ <i>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).</i></p>	<p><input type="checkbox"/> Yes; no concerns.</p> <p><input type="checkbox"/> No; my concerns:</p>
<p>2. Does the schedule include activities where children work collectively or cooperatively?</p> <p>▲ <i>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 collectively to build a block castle or working in pairs to create partner portraits.</i></p> <p>▲ <i>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.</i></p>	<p><input type="checkbox"/> Yes; no concerns.</p> <p><input type="checkbox"/> No; my concerns:</p>

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10

Question Themes

Classroom Practices	Family Engagement	Behavioral Interventions
<ul style="list-style-type: none"> • Schedule • Routines • Transition • Positive relationships 	<ul style="list-style-type: none"> • Bi-directional • Practical strategies • Discussion of differences 	<ul style="list-style-type: none"> • Individualized • Cultural fit • Standard process



11

Prioritize

- Examine additional sources of data that might help understand concern
- Engage in reflection about whether this is an equity or implicit bias concern



12

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/ta-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>



13

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>



14



15

Behavior Intervention

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

A young boy with dark hair is lying on his stomach on a play mat. He is wearing a yellow long-sleeved shirt and blue overalls. The play mat is light-colored with large, colorful circles in shades of red, orange, and green. There are several colorful balls (red, green, blue, yellow) scattered around him. In the bottom left corner of the image, there is a small logo for NCPMI.

16

- 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.



17

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

18

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



19

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



20

Equity Coaching Guide

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



21

Q&A



22



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email survey.

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23

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24

Thank You

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