5A - Applying an Equity Mindset to the Implementation of PBIS in Preschool: Strategies & Resources

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- Topic: early childhood, equity
- Keywords: implementation, evaluation, systems

Learning Objectives
1. Understand the Pyramid Model framework of practices for the implementation of PBIS in the preschool classroom
2. Identify how the implementation of anti-bias education is used to strengthen universal practices
3. Identify how the Early Childhood School-wide Information System (EC-SWIS) can be used to identify potential equity concerns when examining behavior incident data
4. Learn about resources, materials and strategies that are developmentally appropriate for early childhood environments to support and promote equity in schools

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

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

Addressing Exclusionary Discipline
- In 2017-18, 2,822 preschoolers received one or more out-of-school suspensions
- Black preschool children accounted for 18.2% of total enrollment but 43.3% of one or more out-of-school suspensions
- Expelled at rates twice their share of enrollment (38.2% expelled)
- Preschool boys were suspended and expelled much more often than girls
  - Black preschool boys received both suspensions (34.2%) and expulsions (30.4%) more than 3x their enrollment (9.6%)
- Pre-school students who were served under IDEA accounted for 22.7% of total preschool enrollment but accounted for 56.9% of pre-school students who were expelled.

Dual Language Learners
"More than 11.2 million young children, or 33 percent of all U.S. children under the age of 9, are DLLs. This large and growing population brings valuable linguistic and cultural assets yet is also disproportionately likely to face multiple risk factors that make these children important targets for early learning and other services.”
Children with Disabilities

- All children with disabilities should be taught in a high-quality, inclusive settings.
- Children with disabilities in inclusive settings demonstrate stronger social-emotional skills than children in separate classrooms.
- The inclusion of children with disabilities benefits all children including those without disabilities.

The Difference We Make is Lifelong

Children reported to have better social skills such as sharing, cooperating, and helping other children in K are:
- More likely to graduate from high school on time
- More likely to get a college degree and have a full-time job
- Less likely to be arrested, engage in substance abuse, or be on a waiting list for public housing


Why an “Equity Mindset?”

Adopting an Equity Mindset means paying attention to race and ethnicity (or other identifying characteristics) in analyzing problems, looking for solutions and defining success.

Anti-Biased Practice

- Being proactive about ending all forms of bias and discrimination
- Making a commitment programmatically to advance equity
- Focus on building relationships with children and families to identify how to design our program and best support each and every family.
  - "Everyone is welcome is drastically different from we built this with you in mind " Terrence Lester
- Committing to brave and clarifying conversations

Anti-Bias Education Begins Early

- Children learn from experiences and interactions within their community.
- Starts with relationships and the classroom environment.
- The focus is on creating inclusive, caring classrooms communities that teach children we are all different; we are all the same.

Four Goals of Anti-Bias Education

Goal 1: Identity
Goal 2: Diversity
Goal 3: Justice
Goal 4: Activism
Identity

Child
- Nurtured construction of individual personal & social identities.
- Demonstrates self-awareness, confidence, family pride, & positive social identities
- Has no need to feel superior

Teacher
- Has a deep understanding of who they are and how they came to be that way

Diversity

Child
- Recognizes and celebrates people from diverse backgrounds
- Demonstrates empathy and connection

Teacher
- Examines fears are around diversity
- Examines own implicit bias
- Models empathy and connection.
- Values all cultures

Justice

Child
- Builds empathy and fairness in themselves
- Describes fairness
- Treats others fairly
- Helps solve problems

Teacher
- Recognizes own advantage or disadvantage
- Demonstrates self-reflection and self-awareness

Activism

Child
- Stands up for self
- Speaks up when sees prejudice and discriminatory practices.

Teacher
- Engages in conversations supporting social justice
- Explores feelings and ideas around social justice

Systems: Enhancing the Infrastructure for Addressing Equity

- What program or school level supports are in place to promote the use of culturally and linguistically responsive practices and anti-bias curricula?
- What data are being used to identify issues of equity and the supports needed by students, families, and teachers?

Pair –Share: In Our Program

- Identify someone near you from a different district or program
- Share with them the program or school level equity strategies that you are implementing.
- Think about if you want to share back with the group

5 minutes
Data are Critical

EC-SWIS as the Behavior Incident Report System (BIRS)

- System for tracking and analyzing behavior incidents
- Includes a form for recording behavior incidents that exceed what is developmentally expected
- Includes an Excel spreadsheet that will generate graphs that are reviewed by the leadership team
- Analyze across children, across teachers, individual children, identify potential issues of disproportionality.

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

BIR Form

- The fields for data collection match the behaviors, activities and procedures that occur in ECE

BIR Analytic Elements

<table>
<thead>
<tr>
<th>Measure</th>
<th>Analysis</th>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>Classroom</td>
<td>Child</td>
</tr>
<tr>
<td>Frequency</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Proportionality |
| BIR Composition |
| Risk Ratio |

- 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

Show me the Data!

- BIRS (free on challengingbehavior.org)
- EC-SWIS (BIRS offered by PBIS Apps in the SWIS tools)
- PIDS (BIR entry into Pyramid Model Implementation Data System)
**Equity Profiles**

- All metrics in one place
- Alerts on the Program
- Summary tab based on e-formula/composition results

**Program-Wide Implementation**

Guided by the Leadership Team

- Leadership Team
- Staff Buy-In
- Family Engagement
- Program-Wide Expectations
- Responding to Challenging Behavior
- Continuous Professional Development & Classroom Coaching
- Data Decision-Making
- Examining Implementation and Outcomes

**Early Childhood Program-Wide PBS Benchmarks of Quality**

- 12 items that specifically reference 'cultural responsiveness' and 'implicit bias'
- Critical Elements
  - Establish Leadership Team
  - Program-Wide Expectations
  - Professional Development and Staff Support Plan
  - Procedures for Responding to Challenging Behavior
  - Monitoring implementation and outcomes

**Program Implementation**

- Action planning resource specifically addressing values related to equity and cultural responsiveness
- Examination of essential elements for program-wide implementation with an equity mindset

**Where to Start**

- Complete the EC-BOQ
- Complete Cultural Responsiveness Companion at same time for all essential elements
- Identify a specific element to address
- Complete after ECBOQ - identifying specific items to enhance.

**Early Childhood Program-Wide PBS Benchmarks of Quality Cultural Responsiveness Companion**

*Appendix B: Program-Wide Expectations and Outcomes*

*Appendix C: Sample Equity Audit*
Sample Equity Audit

Elements of Culture Activity

- Engage staff in a conversation about their values
- Language
- Gender roles
- Role of the family

Supporting Classrooms

Pair – Share: In Our Classrooms

- Identify someone near you from a different district or program
- Share with them the classroom practices you have seen or implemented to meet the needs of children who are from racially, culturally, and linguistically diverse communities.
- Think about if you want to share back with the group

Classroom Coaching

- Assess classroom practices with TPOT
- Establish a strong collaborative coaching partnership
- Other data:
  - BIRS summaries identifying potential disproportionality
  - Classroom products – family contact
  - ECERS or other classroom assessment

Pyramid Model

Equity Coaching Guide
Using the 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

Practice Implementation

Step 1: Coach Reflection Questions

- 22 reflection questions
  - Concern/No concern
  - Can be answered with direct observation or background knowledge
  - Can be answered with the teacher’s input
  - Includes examples for each reflection
  - Not required just examples

Step 2 – Issue Identification (Clarify and Prioritize)

- Identify concern(s)
- Examine additional data sources
- Is it really an issue?
- Supporting information
- Determine where you want to start with action planning together

Sample Item

22. When behavior interventions are developed, are they individualized based on family cultural practices and child interests?

- Concern: teacher has concerns regarding cultural/behavioral practices.
- No concern: teacher is confident in their understanding.

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Step 3: Resources (Addressing Concerns)

- Culturally responsive practices
- Language; Disability; Challenging Behavior;
- Race/ethnicity; Partnerships with families
- Capacity building resources
  - Why important
  - Ideas and strategies
- Implicit Bias resources
- Variety of sources and types

Step 4: Reflection and Feedback

Collaborative process as part of collaborative partnership

Reflection Question Themes

<table>
<thead>
<tr>
<th>Classroom Practices</th>
<th>Family Engagement</th>
<th>Social Skills</th>
<th>Behavioral Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule</td>
<td>Relationships</td>
<td>Emotions</td>
<td>Individualized</td>
</tr>
<tr>
<td>Routines</td>
<td>Bi-directional</td>
<td>Problem solving</td>
<td></td>
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<tr>
<td>Transition</td>
<td>Practical strategies</td>
<td>Engagement</td>
<td></td>
</tr>
<tr>
<td>Guidance</td>
<td>Positive feedback</td>
<td>Teaching social skills</td>
<td></td>
</tr>
<tr>
<td>Transition</td>
<td>Discussion of same and differences</td>
<td></td>
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<tr>
<td>Relationship</td>
<td>Stressors</td>
<td></td>
<td></td>
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<tr>
<td>Positive feedback</td>
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Planning

- Build a foundation
  - Program puts diversity and equity goals at the core
  - Administration conveys message of importance
  - Teachers, staff and families share common goal for equitable programs
- Policies
- Families - Mutually respectful relationship building
- Use information in conjunction with data tools (BIR, TPOT)

Program-Wide Adaptations

- Group of teachers reflect on program practices
- Review of district/program practices with coach
- Discussion at staff meeting

Sample Item - Behavior

22. When behavior interventions are developed, are they individualized based on family cultural practices and child/learner?

Resources:
- Young Children and Culturally Responsive Strategies to Support Young Children with Challenging Behavior.
- Strengthening Early Language Learners with Challenging Behavior.
  - [https://earlychildhoodclearinghouse.org/strengthening-early-language-learners-challenging-behaviors](https://earlychildhoodclearinghouse.org/strengthening-early-language-learners-challenging-behaviors)
- Discussion of how to match interventions to culture, skills, resources, and culture of people implementing include:
Looking for representation is often the first step!

A Culturally Diverse Classroom Library
Think of ways to incorporate ABE in your classroom

Examples Feelings Check-in

Examples Feelings Toys

Cozy Corner

Resources for Equity
Please Complete this Session’s Evaluation

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