

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 planful 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; available at www.pbisapps.org), 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.

¹ (adapted from a tool by Milaney Levenson, Kent Smith, Kent McIntosh, Jennifer Rose, and Sarah Pinkelman, <http://www.pbis.org/school/equity-pbis>)

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
Establish Leadership Team (items 1-7)	<ul style="list-style-type: none"> • The team includes the family voice in a manner that represents the diverse needs of program families and the community (e.g., include family member on team or family subcommittee). • Equity goals and practices are included in the implementation plan and reviewed at regular plan reviews.
Staff Buy-in (items 8-9)	<ul style="list-style-type: none"> • The leadership team obtains feedback on the cultural responsiveness of the program systems.
Family Engagement (items 10-13)	<ul style="list-style-type: none"> • The team encourages each other to identify family strengths and avoid “deficit talk” (i.e., language that could appear to blame particular groups or communities for status or outcomes). • The team, staff and administration recognizes parents as partners. They request the input of parents, recognizing parents as the child’s first and best teacher. • The leadership team installs systems of two-way communication (parents also teach the school, not too directive) to develop home strategies. • Administrators remove barriers (e.g., scheduling) that impede individual family involvement.
PW Expectations (items 14-20)	<ul style="list-style-type: none"> • The team assesses expectations to align them to the family, community, and staff values. • The leadership team provides families at least annual opportunities (e.g., family surveys or focus groups) for input on fit of the expectations with their values. • The leadership team ensures that acknowledgement systems are selected that align with family and community beliefs and values.
PD and Staff Support Plan (items 21-27)	<ul style="list-style-type: none"> • The training plan reflects cultural considerations and the needs of the community. • The administration and leadership team encourage and support staff to reflect on their own underlying emotional needs and cultural norms that influence their perceptions and reactions to children’s behavior.
Procedures for Responding (items 28-34)	<ul style="list-style-type: none"> • Strategies for responding to undesired behaviors include using the child’s home language and ethnic communication styles (e.g., using direct instead of indirect instructions, such as the instructing the child to sit down for circle time instead of asking if they would like to do it). • Staff initiates support and uses a strength-based lens, avoiding deficit thinking and negative discussions about children.
Monitoring (items 35-41)	<ul style="list-style-type: none"> • The leadership team disaggregates and examines data for disproportionality according to Race/Ethnicity, Gender, IEP/IFPS status and DLL status. • The leadership team collects and presents data in formats understandable to a variety of staff and learners (e.g., free of jargon, presented in multiple modes of communication). • Data are not used to punish individual staff or children (e.g., shaming for lack of implementation).

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
<ul style="list-style-type: none"> The team represents the culture and diversity of the program and the larger community. The team includes the family voice in a manner that represents the diverse needs of program families and the community (e.g., include family member on team or family subcommittee).
Resources
<ul style="list-style-type: none"> Culturally Responsive Parent Involvement, Sabrina Hope King (http://www.pacer.org/mpc/pdf/CulturallyResponsivePI.pdf) Benefits of family engagement and shared decision making (https://www.naeyc.org/principles-effective-family-engagement) Description of teaming: NCCREST Collaborative Leadership Teams (http://ea.niusileadscape.org/docs/FINAL_PRODUCTS/LearningCarousel/CollaborativeLeadershipTeams1_FacMan.pdf) Recognizing Bias and Promoting Equity in Early Childhood Settings (SAMHSA Video): https://www.youtube.com/watch?v=PJs1aByD2Ao&list=PLBXgZMI_zqfSphRqkJQKvaNZmKtaB OB25&index=5

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

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
<ul style="list-style-type: none"> The team schedules meetings at times that are convenient for family and community representatives. The team provides access to child care during meeting times. The team ensures interpreters are provided as needed.
Resources

- Early childhood chapter (6) from family engagement e-book on PBIS
<https://www.pbis.org/Common/Cms/files/pbisresources/Family%20Engagement%20in%20PBIS.pdf>

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

- The mission includes a clear commitment to equity.
- The mission is publicly posted in the multiple languages represented in the program and multiple modes of communication.
- The team conducts equity audits (see Appendix C) to confirm that discipline systems and practices are aligned with the mission statement.

Resources

- Stakeholder Participation (http://dignityinschools.org/wp-content/uploads/2017/10/Model_Code_2013-1.pdf)
- Racial Equity Tools: How Can We Create an Inclusive and Equitable Planning Process? (http://www.racialequitytools.org/resourcefiles/How_Can_We_Create_An_Inclusive_And_Equitab le_Planning_Process.pdf)

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

- The child discipline policy statement includes a clear commitment to equity.
- The child discipline policy statement is made available to families (e.g., online) in multiple languages and modes of communication.
- The child discipline policy explicitly removes corporal punishment as an option.

Resources

- Overview of suspensions and expulsions in early childhood settings:
<http://preventexpulsion.org/overview/>
- Policy statement on expulsion and suspension policies in early childhood settings:
<https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf>
- The Division of Child Care and Early Childhood Education suspension and Expulsion Information:
<http://humanservices.arkansas.gov/about-dhs/dcece/programs-services/child-care-assistance>
- Positive Discipline in the Inclusive Learning-Friendly Classroom
<http://unesco.org.pk/education/icfe/resources/res10.pdf>
- Create formal policies and procedures to reduce discipline disproportionality (Step 3, includes sample policies):
<http://preventexpulsion.org/1g-provide-professional-development-and-ongoing-support-for-all-program-staff-on-culturally-responsive-practices-and-implicit-bias/>

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

- Equity goals and practices are included in the implementation plan and reviewed at regular plan reviews.

Resources

- Community Assessment Process for Equity - for EC programs within school settings (http://www.racialequitytools.org/resourcefiles/How_Can_We_Assess_Our_Community_And_Implement_An_Assessment_Process.pdf)

EC-BOQ Item

7. Team reviews and revises the plan at least annually.

Culturally Responsive Elements/Adaptations

- Family and community input are included in the annual review to guide implementation plan development.

Resources

- Community Assessment Process for Equity - for EC programs within school settings (http://www.racialequitytools.org/resourcefiles/How_Can_We_Assess_Our_Community_And_Implement_An_Assessment_Process.pdf)
- Guidance on evaluation (http://www.racialequitytools.org/resourcefiles/When_Should_We_Evaluate_Our_Work.pdf)

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

- The staff receives information regarding CRP and IB, prior to the poll.
- The leadership team or administration conducts the poll in a manner that is sensitive to varied learner needs and considers culture and context:
 - Paper and electronic options
 - 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)
 - Poll is given by staff in a manner that cannot be linked to staff evaluation

Resources

- Electronic anonymous polling tool (<https://www.polleverywhere.com/>)
- Webinar on understanding implications of bias and expulsion in preschool (http://challengingbehavior.fmhi.usf.edu/explore/webinars/11.19.2015_webinar.htm)
- Pre-school staff buy in- This brief offers tips ensuring that preschool classrooms are part of the implementation of SW-PBIS.

<http://challengingbehavior.fmhi.usf.edu/do/resources/documents/Get%20on%20board-SW-PBIS.pdf>

EC-BOQ Item

9. Staff input and feedback is obtained throughout the process -coffee break with the director, focus group, suggestion box. Leadership team provides update on the 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>)
- Implement processes for developing family-program/school 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 (http://www.racialequitytools.org/resourcefiles/How_Can_We_Avoid_%E2%80%9CBlaming_The_Victim%E2%80%9D_When_We_Present_Information_On_Poor_Outcomes_For_Different_Racial_Ethnic_Language_Or_Immigrant_Groups_In_Our_Community.pdf)
- Research Review: Family Engagement, Diverse Families, and An Integrated Review

<http://www.buildinitiative.org/Portals/0/Uploads/Documents/Family%20Engagement%20Halgunseth.pdf>.

- Developing Family-School Partnerships:
<http://preventexpulsion.org/1b-implement-processes-for-developing-family-programschool-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

- Infographic resources (link)
- 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

- 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 & Sotnik, 2005).
- Administrators remove barriers (e.g., scheduling) that impede individual family involvement.

Resources

- Eight Practical Tips for Parents of Young Children with Challenging Behavior: Positive Solutions for Families
http://challengingbehavior.fmhi.usf.edu/do/resources/documents/positive_solutions_for_families.pdf

EC-BOQ Item

14. 2-5 positively stated program-wide expectations are developed.

Culturally Responsive Elements/Adaptations

- The team assesses expectations to align them to the family, community, and staff values.
- The team revises expectations based on results from an equity audit or survey to ensure program-wide expectations are aligned to families' values.

Resources

- Culturally Responsive Strategies to Support Young Children with Challenging Behavior (Section titled Develop and Teach Expectations):
<https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies>
- Resources to assist staff in considering culture and language when developing expectations:
<https://eclkc.ohs.acf.hhs.gov/culture-language/article/teachers-caregivers-family-service-staff>
- Program-wide Expectations and Matrix Examination Activity (Appendix B)
- Sample equity audit (Appendix C)

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

- Staff receives ongoing coaching in following expectations consistently.
- Adults model cooperative group learning, interactions, and coaching that align with cultural values of the community.

Resources

- Culturally Responsive Professional Development for Early Childhood Providers (Appendix D)

EC-BOQ Item

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

Culturally Responsive Elements/Adaptations

- The team examines expectations and rules to ensure that they are necessary for positive social development and not simply to make adult lives easier.

Resources

- Program-wide Expectations and Matrix Examination Activity (Appendix B)
- Sample equity audit (Appendix C)
- Young Children Article: Culturally Responsive Strategies to Support Young Children with Challenging Behavior
<https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies>

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

- The leadership team provides staff at least annual opportunities for input for fit of the expectations with their values.
- 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.
- Program wide expectations Appendix C.
- The equity audit assesses the extent to which stakeholders are involved in expectation identification.

Resources

- Sample equity audit (Appendix C)

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

- The program's family orientation materials include explicit statements on possible differences between school and home.
- The leadership team provides family orientation materials in multiple languages and modes of delivery (e.g., written, audio, visual).

Resources

- Sample family orientation materials (forthcoming)

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

- The staff post expectations in multiple languages.
- Visuals are representative of culture and family backgrounds.

Resources

- Practitioner article: Ideas and inspiration for helping young children thrive in a diverse society (<https://www.scholastic.com/teachers/articles/teaching-content/many-languages-many-cultures/>)
- Presentation: culturally responsive family engagement in early childhood (ireeinc.com/file_download/e6bea64e-3407-4b35-ac52-1902548ebe03)
- Brochure: Culturally responsive parental involvement (<http://www.pacer.org/mpc/pdf/CulturallyResponsivePI.pdf>)

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

- 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).
- The leadership team ensures that acknowledgement systems are selected that align with family and community beliefs and values.
- The staff uses various forms of acknowledgement, including body language or facial expressions, that align with family and community cultures.

Resources

- 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. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/resource-catalogue-cultural-linguistic-responsiveness.pdf>
- Sample staff identity awareness activity: Values Activity (Appendix E)
- Professional development: *Courageous Conversations* (Appendix A; Singleton, 2015)

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

- CRP is explicitly embedded into all elements of support, training, and coaching.

Resources

- Videos: animated video series on the general concept of implicit bias (see Preface to Lesson 4: <https://equity.ucla.edu/programs-resources/faculty-search-process/faculty-search-committee-resources/>)
- Ted Talk: Verna Myers on implicit bias (https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_the_m)
- Coaching resource: Protocol for Checking for Implicit Bias (<http://ready4rigor.com/wp-content/uploads/2015/02/Protocol-for-Checking-Unconscious-Bias.pdf>)
- Online test: Implicit Association Test (<https://implicit.harvard.edu/implicit/takeatest.html>)
- In-depth research resource: Kirwan Institute’s Implicit Bias Review (<http://kirwaninstitute.osu.edu/wp-content/uploads/2016/07/implicit-bias-2016.pdf>)

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

- Coaching is adapted to the culture and skill levels of staff and community.
- Coaching includes ongoing dialogues that address understandings of culture and practices.
- Coaching includes reflective questioning that challenges assumptions, stereotypes, perceptions, and practices.

Resources

- Culturally Responsive Professional Development for Early Childhood Providers (Appendix D)
- Resources for practice based coaching (<https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc>)
- Pyramid Equity Project Coaching Guide (add link)

EC-BOQ Item

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

Culturally Responsive Elements/Adaptations

- To the extent possible, staff should be selected who reflect the culture and diversity of the program and community.

Resources

- Recruiting high quality diverse staff (<http://www.nea.org/tools/17018.htm>)

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

- Assessments also identify cultural considerations of staff, including learning and communication styles, problem-solving preferences, and cooperative vs. competitive interactions.

Resources

- Culturally Responsive Professional Development for Early Childhood Providers (Appendix D)
- Pyramid Equity Project Coaching Guide (add link)
- Self-assessment tool: Community Practices Equity Audit (ireeinc.com/file_download/f9e45cdd-8b0e-414b-bae0-8b1f85b54161)

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

- The training plan reflects cultural considerations and the needs of the community.
- Individual plans include topics related to implicit bias and culturally responsive classroom strategies.

Resources

- Culturally Responsive Professional Development for Early Childhood Providers (Appendix D)
- Pyramid Equity Project Coaching Guide (add link)
- Professional development: Wisconsin RTI Center's 7 Experiences (Davis, 2014; <http://www.wisconsinrticenter.org/administrators/understanding-rti/culturally-responsive-practices.html>)

EC-BOQ Item

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

Culturally Responsive Elements/Adaptations

- 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.
- The leadership team provides emotional support to staff as needed (e.g., regular supervision, consultation, building supportive relationships).

Resources

- 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 (<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/resource-catalogue-cultural-linguistic-responsiveness.pdf>)
- Staff identity awareness activity: Values Activity (Appendix E)
- Professional development: Wisconsin RTI Center's 7 Experiences (Davis, 2014; <http://www.wisconsinrticenter.org/administrators/understanding-rti/culturally-responsive-practices.html>)
- Professional development: *Courageous Conversations about Race* (Appendix A; Singleton, 2015)

EC-BOQ Item

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

Culturally Responsive Elements/Adaptations

- The administration acknowledges staff in ways that are aligned with cultural norms and practices.

Resources

- Staff Values Activity (Appendix E)

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

- Training includes identifying and addressing vulnerable decision points.
- Training topics include culture, trauma, and mental health.

Resources

- Video: Implicit bias and vulnerable decision points – 5 min (<https://pbisapps.wistia.com/medias/rnkz23b2x3>)

- Video: Implicit bias and vulnerable decision points – 45 min (<https://bupmediasite.passhe.edu/Mediasite/Play/ddb0d12f1cba4ba5bd3af702afe97ef21d>)
- Content for training on cultural awareness and implicit bias (<http://preventexpulsion.org/1g-provide-professional-development-and-ongoing-support-for-all-program-staff-on-culturally-responsive-practices-and-implicit-bias/>)
- Content for training on creating a culturally-inclusive and positive climate (<http://preventexpulsion.org/2d-work-with-teachersproviders-to-implement-a-positive-culturally-inclusive-classroom-climate/>)

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

- Approaches include considerations for trauma and social and emotional development (e.g., early childhood mental health).
- Responses are relationship-based and emphasize natural consequences.
- 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).

Resources

- 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 (<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/resource-catalogue-cultural-linguistic-responsiveness.pdf>)
- Tips for Responding to Challenging Behavior in Young Children. http://challengingbehavior.fmhi.usf.edu/documents/4_2017-01%20PEP%20Tips.pdf
- Integrating Early Childhood Mental Health Consultation with the Pyramid model (http://challengingbehavior.fmhi.usf.edu/do/resources/documents/brief_integrating.pdf)

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

- Families provide input into the development of the process and any related policies regarding crisis situations.

Resources

- Early childhood chapter from family engagement e-book on PBIS <https://www.pbis.org/Common/Cms/files/pbisresources/Family%20Engagement%20in%20PBIS.pdf>

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

- The administration and staff consider culture, trauma, and mental health as part of problem solving behavior.
- Staff initiates support and uses a strength-based lens, avoiding deficit thinking and negative discussions about children.

Resources

- Integrating Early Childhood Mental Health Consultation with the Pyramid model (http://challengingbehavior.fmhi.usf.edu/do/resources/documents/brief_integrating.pdf)
- Substance Abuse and Mental Health Services Administration: National Child Traumatic Stress Initiative (<http://www.nctsn.org>)
- The National Child Traumatic Stress Network's trauma types (<http://www.nctsn.org/trauma-types>)
- Assessment-based behavior support planning content (<http://preventexpulsion.org/3-1-establish-and-implement-a-process-for-providing-children-with-persistent-challenging-behavior-with-an-assessment-based-behavior-support-plan/>)

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

- 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).
- Teams use family-friendly language (i.e., eliminate jargon).

Resources

- Article: Collaborating with parents to address challenging behavior (<https://www.hindawi.com/journals/cdr/2011/835941/>)
- Assessment-based behavior support planning content (<http://preventexpulsion.org/3-1-establish-and-implement-a-process-for-providing-children-with-persistent-challenging-behavior-with-an-assessment-based-behavior-support-plan/>)

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

- Consultants (e.g., behavior support specialists, mental health consultants) are trained and knowledgeable in developmentally, culturally, and linguistically-appropriate practices.
- Coaching staff is knowledgeable in trauma-informed practices and infant and early childhood mental health.
- Staff includes family culture, needs, and priorities as part of the behavior support plan.
- To the extent possible, coaching staff reflects the culture and diversity of program staff, families, and the community.

Resources

- Integrating Early Childhood Mental Health Consultation with the Pyramid model (http://challengingbehavior.fmhi.usf.edu/do/resources/documents/brief_integrating.pdf)
- Substance Abuse and Mental Health Services Administration: Center of Excellence for Infant and Early Childhood Mental Health Consultation (<https://www.samhsa.gov/iecmhc>)
- The National Child Traumatic Stress Network's trauma types (<http://www.nctsn.org/trauma-types>)

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

- 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)
- 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.

Resources

- Early childhood chapter from family engagement e-book on PBIS (<https://www.pbis.org/Common/Cms/files/pbisresources/Family%20Engagement%20in%20PBIS.pdf>)

EC-BOQ Item 35

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

Culturally Responsive Elements/Adaptations

- Team is aware of concepts of implicit bias and review data to look at any disparities in discipline or behavior incident reports.
- Incident data include child demographics, and reports can display disaggregated data.

Resources

- Tool for understanding preschool equity data (https://www.pbis.org/Common/Cms/files/pbisresources/Defining%20Disproportionate%20Discipline_PEP_3.16.17.pdf)
- BIR Equity guide (link)
- Databases for P-12 disproportionality data (<http://ocrdata.ed.gov>)

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

- Fidelity measures include considerations for culture and learning needs of staff.
- 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).
- 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?)

Resources

- Issue Brief: Administrator Strategies that Support High Fidelity Implementation of the Pyramid Model for Promoting Social-Emotional Competence & Addressing Challenging Behavior http://challengingbehavior.fmhi.usf.edu/do/resources/documents/brief_administrator.pdf
- Pyramid Equity Project Coaching Guide (add link)

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

- Leadership team uses the PEP Equity Coaching Guide at least annually to enhance the implementation plan.

Resources

- Pyramid Equity Project Coaching Guide (add link)
- Article: Culturally Responsive Strategies to Support Young Children with Challenging Behavior <https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies>)

- Multicultural Principles for Early Childhood Leaders: <https://eclkc.ohs.acf.hhs.gov/culture-language/article/multicultural-principles-early-childhood-leaders>
- Content for training on creating a culturally-inclusive and positive climate (<http://preventexpulsion.org/2d-work-with-teachersproviders-to-implement-a-positive-culturally-inclusive-classroom-climate/>)

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

- The data include information on Race/Ethnicity, Gender, IEP/ IFSP Status, DLL Status.

Resources

- Tool for understanding preschool equity data (https://www.pbis.org/Common/Cms/files/pbisresources/Defining%20Disproportionate%20Discipline_PEP_3.16.17.pdf)
- Data Decision-Making and Program-Wide Implementation of the Pyramid Model: http://challengingbehavior.fmhi.usf.edu/do/resources/documents/roadmap_7.pdf

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 (link)
- 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/pbisresources/Defining%20Disproportionate%20Discipline_PEP_3.16.17.pdf)
- BIR Equity guide (link)
- Data Decision-Making and Program-Wide Implementation of the Pyramid Model: http://challengingbehavior.fmhi.usf.edu/do/resources/documents/roadmap_7.pdf
- Infographic resources (link)

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 (link)
- 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/>)