

**Experiencing Inclusion  
Through the Pyramid Model:  
New Resources from NCPMI**

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**Alissa Rausch  
Ben Riepe  
Phil Strain**  
*University of Denver*

National Center for  
**Pyramid Model  
INNOVATIONS**  
*ChallengingBehavior.org*

# How the Pyramid Model and High-Quality Inclusion Complement Each Other

What Does the Science Say?



## #1- Reduction in Challenging Behavior

2:1 or greater ratio of children without disabilities to children with disabilities yields:

- FEWER CHALLENGING BEHAVIORS!

Even with a 2:1 or greater ratio when children with disabilities are only in proximity to each other this yields:

- MORE CHALLENGING BEHAVIORS!



## #2- The Importance of Peer-Mediated Social Skills

Peer mediated social skills can only be accomplished in an inclusive setting

- Peer-mediated interventions have been equal to or superior to adult mediated interventions in the peer social skills domain when the two are directly compared



### #3- High-Quality Inclusion Supports Social-Emotional Skill Development

Coaching using the  
Quality Program  
Indicators (QPI) yields:

- Improved TPOT scores 80% ↑
- Improved social skills on the SSIS



### #4- The Pyramid Model is Supportive of All Children

- Tier 1, 2, and 3 of Pyramid Model practices are effective for young children with and without disabilities including those needing the highest levels of support.
- PM practices are based on research that supports the outcomes of children at different developmental levels with varying instructional needs



## #5- The Pyramid Model is a Multi-Tiered Systems Approach Grounded in Implementation Science

- The goal of the Pyramid Model is to help programs to implement effective practices with fidelity at scale and to sustain using the principles of implementation science.
- The training and coaching that is used in effective Pyramid Model implementation efforts can also be used to build the capacity of systems to implement high-quality inclusion.



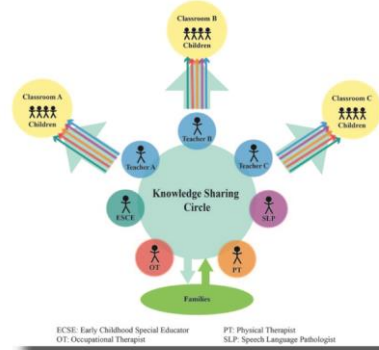
## State Supports for Integration-Iowa

The Quality Rating Improvement System (QRIS) has been used as a tool to encourage (MOUs) between programs such as preschool special education and childcare to provide services and reinforce sharing of resources and supports.



## State Supports for Integration- Pennsylvania

State leaders have developed a set of agreements that focuses on the program-wide implementation of the Pyramid Model and the expansion of a consultative (special educator) role. The overarching outcomes overlap in a team-based approach to promote high-quality inclusive opportunities for all children.



Rausch, Bold, Strain (2020)

## State Supports for Integration- Maryland

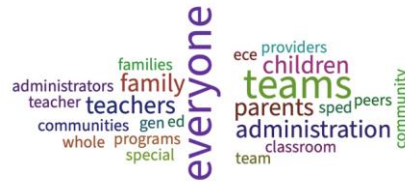
State leaders have set up a request for applications to Pyramid Model programs that are interested in building high-quality inclusion. Programs apply for a grant and receive resources for training, action planning, building administrative buy-in, and sustainability.



## State Supports for Integration- Colorado

State departments have completed research projects including surveys, interviews, and data collection on inclusive practices, policies, and resources about who is receiving services in inclusive settings. This information has been used to provide support to programs in implementing both the Pyramid Model and high-quality inclusion.

### Who Implements Inclusion



## Indicators of High Quality Inclusion

These four sets of indicators were designed by a group of [national partners](#) to support state leaders, local administrators and front-line personnel in the early care and education system providing programs and services to children, ages birth through five and their families.

★ State Indicators

👥 Community Indicators

🏠 Local Program Indicators

👤 Early Care and Education Environment Indicators

📖 Glossary



<https://ectacenter.org/topics/inclusion/indicators.asp>

## Development Process of ECEE Indicators

Review literature on factors identified to increase child outcomes

Draft initial set of indicators by NCPMI team

Review by ECTA

Review by attendees at DEC 2018 session

Second round of indicators drafted by the NCPMI

Second round of indicators reviewed by NCPMI team

Second round of indicators reviewed by ECTA

Workgroup feedback incorporated into round 3 indicators

Measurement parameters for each indicator drafted by NCPMI team



## Basic Assumptions

Assumes limited knowledge of specialized education—ie: general education teachers, family child care providers, etc.

High quality classroom practices (Tier 1/Universal) are in existence

Support provided by coach, implemented by providers

Ratios for peer interaction are in place 2-3:1

Each indicator is tied to the DEC Recommended Practices

Appropriate for children ages 2 to 6



# ECEE Observation Protocol and Assessment

- Protocol review
- Fillable PDF
- Action Planning



Available on NCPMI Website  
<https://challengingbehavior.cbcs.usf.edu/Pyramid/inclusion/indicators.html>

## Observation Protocol

Observation Guidance for the Early Childhood Education Environment (ECEE) Inclusion Indicators Field Test Fillable PDF  
 Date: 4/2/2020

**Purpose:** The Early Childhood Education Environment (ECEE) Inclusion Indicators observation tool is a technical assistance tool designed to help programs use more inclusive practices. The tool supports coaches and providers who are knowledgeable and skilled in high quality inclusive practices to develop coaching plans that build the capacity of providers to implement high quality inclusive practices regardless of their baseline. The tool is used for formative assessment of implementation of high quality inclusive practices. This tool is NOT intended for use for evaluation of staff performance. Furthermore, the tool is not intended to provide a raw score that can be compared to any other measure of inclusive practice. Finally, children with disabilities benefit from opportunities to practice skills for learning. The guidance uses "opportunities" because measuring the intensity and dosage of intervention optimizes learning.

**Who uses the ECEE?**  
 This ECEE observation tool is used by coaches with prior experience working in inclusive settings or by an individual in a similar instructional role. Coaches who have been trained in practices such as practice based coaching, Pyramid Model, DEC Recommended Practices, L&AP Instructional Practices, embedded instruction and similar evidence based practices are ideal users. Coaches should have at least 2 months in the environment building relationships and working with children and personnel and have a contextually strong understanding of the environment before filling out the guidance.

**Where should the ECEE be used?**  
 This observation tool is designed to be used in programs that assume high quality early childhood education practices as measured by appropriate state comparisons, state scales, NAEYC program standards, etc. In addition to this, the observation should occur in programs where there is a 50:50 minimum ratio of children without disabilities to children with disabilities.

**When should the ECEE be used?**  
 Observers should have working knowledge of the environment and familiarity with the children with disabilities and personnel who work with them. Because there is a limited time to observe, the observer should have a clear understanding of the typical routines and activities in the setting. Additionally, the regular teaching staff should be present on the day of the observation. For example, there should not be substitute teachers present or key service personnel missing. Children with disabilities should be present on the day of the observation.

**How should the ECEE be used?**  
 Observers should spend a full session (2 hours to full day) in the designated environment. The form is used during the day to make notations and record observations, evidence and interview information. However, the final "score" should be made at the end of the observation session.

## Fillable PDF

[RESET FORM](#)

**EARLY CARE AND EDUCATION ENVIRONMENT INDICATORS OF HIGH-QUALITY INCLUSION AND OBSERVATION**

**Indicators:**

1. Inclusion practices
2. Assessment practices
3. Individualized instruction (adapted instruction, modifications, accommodations)
4. Individualized instruction (adapted instruction, modifications, accommodations)
5. Individualized instruction (adapted instruction, modifications, accommodations)
6. Individualized instruction (adapted instruction, modifications, accommodations)

Indicator	Assessment Items	Rating	Evidence	Action Item/Priority
1. Promotion and Affirmation of Individual Differences	Personal presence, awareness and representation of children's individual differences and working activities with a focus on children's strengths and contributions to an enjoyable, engaging and positive learning environment.			
	Personal activity/commitment on the accomplishments of all children.			
	Personal display of children's work.			
	Personal call attention to all children's contributions.			
	Personal identify all children's preferences and use them consistently during instruction.			
	Personal activity to facilitate helping of all children in the learning community regardless of ability or type of disability and/or presence of challenging behavior.			
<b>INDICATOR 1 TOTAL RATING:</b>		0 / 20		

Early Care and Education Environment Indicators of High-Quality Inclusion





## Available on NCPMI Website

Starting somewhere...

Action Planning is  
KEY!

[RESET](#)



**EARLY CARE AND EDUCATION ENVIRONMENT INDICATORS OF HIGH-QUALITY INCLUSION AND OBSERVATION**

**Rating Scale:**

- Not observed
- Observed 50% of the time (Observed 50% of the time)
- Observed 75% of the time (Observed 75% of the time)
- Observed 100% of the time (Observed 100% of the time)

**Indicator**    **Assessment Items**    **Rating**    **Evidence**    **Action Item/Priority**

Indicator	Assessment Items	Rating	Evidence	Action Item/Priority
1. Provision and Affirmation of Individual Differences	Personnel promote acceptance and appreciation of children's individual differences and varying abilities with a focus on children's strengths and capabilities in an enjoyable, engaging and positive learning environment.			
	Personnel identify and respond to the accomplishments of all children.			
	Personnel identify all children's work.			
	Personnel call attention to all children's contributions.			
	Personnel identify all children's preferences and use them continually during instruction.			
	Personnel actively facilitate learning consistently regardless of amount or type of knowledge and/or process of thinking or behavior.			
<b>INDICATOR 1 TOTAL RATING:</b>				

Early Care and Education Environment Indicators of High-Quality Inclusion  

## How does it work?

- Snack Captain Video

## Questions?

Use the  
Q&A panel  
to submit your  
questions.



## Contact Us



**Phil Strain**

Phillip.Strain@du.edu



**Alissa Rausch**

Alissa.Rausch@du.edu



**Ben Riepe**

benjamin.riepe@du.edu



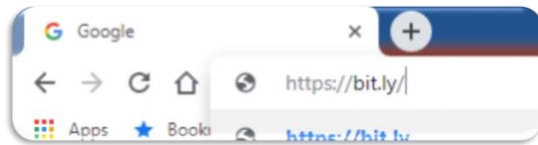
## Survey and Certificate

### Live Viewers

- Email with survey link (in 1 hour)

### Recording Viewers

- Type URL below into a web browser window
- *URL is case sensitive*



## Visit us online at ChallengingBehavior.org



## 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, Sunyoung Ahn.

