Experiencing Inclusion Through the Pyramid Model: New Resources from NCPMI

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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.

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—i.e. 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.cbcsc.usf.edu/Pyramid/inclusion/indicators.html
Available on NCPMI Website

Starting somewhere…

Action Planning is KEY!

How does it work?

• Snack Captain Video
Questions?

Use the Q&A panel to submit your questions.

Contact Us

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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

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