



From Being Present to Having a Presence: Family Belonging in the Pyramid Model

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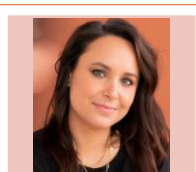
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National Center for
**Pyramid Model
INNOVATIONS**
ChallengingBehavior.org

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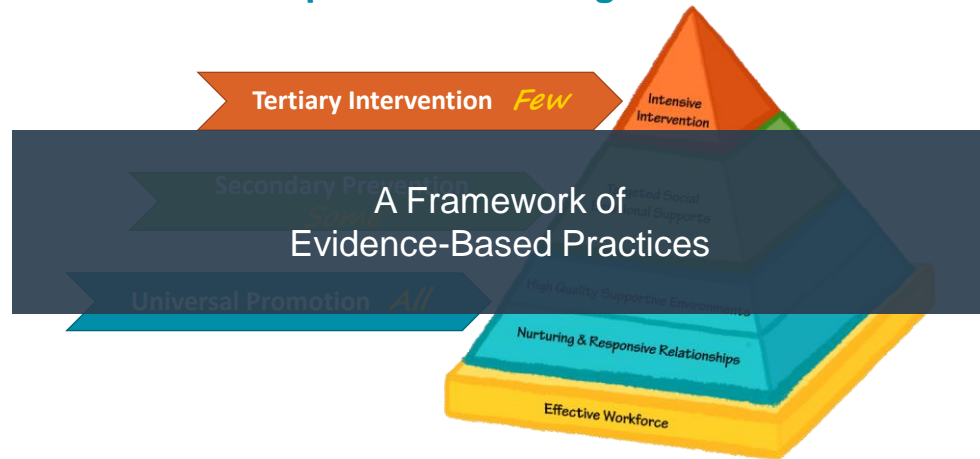
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Pyramid Model for Promoting the Social and Emotional Competence of Young Children



Our Plan for Today

- Family Belonging:
 - What is it?
 - How does it connect to Family Engagement?
 - Why is it important?
- Opportunities to promote Family Belonging with three new Pyramid Model resources






Think About Your Family Now or During Your Childhood

- Can you recall a specific moment when your family felt a sense of belonging?
- What community or group was involved?
- What activities, events, or interactions made you feel that sense of belonging?

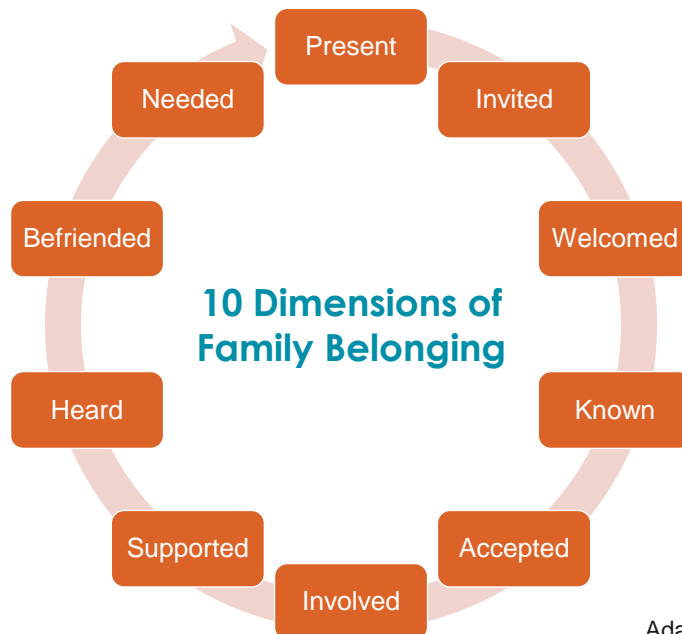


Family Belonging

Type of Power	Family-Professional Partnership Model	Type of Decision Making	Participants	Communication	Resources
Power Over 	Parenting counseling/psychotherapy; parent training involvement	Exerting control	Professionals, with parents (usually mothers)	Full of clinical jargon, maintenance of professional distance, and directive	Often limited to existing service-system resources within professionals' control
Power With 	Family-centered services	Collaborating	Parents (usually mothers) and professionals	Courteous and candid	Existing service-system resources, plus family resources
Power Through 	Collective empowerment	Synergizing	Parents, family members, friends, community citizens and professionals	Insightful ("head"), caring ("heart"), and dynamic	Creation of new and preferred resources

Positionality in Family Belonging

- Program and provider positionality:
 - Recognize and address the inherent power imbalance between professionals/programs and families
- Culturally responsive and sustaining practices:
 - Cultivate cultural humility by actively learning from families and valuing them
- Use a trauma-informed approach:
 - Create a safe and supportive environment where every family and child has the opportunity to share as much or as little as they trust you to know
- Equity:
 - Every child and family should have equitable access, experiences, and outcomes. This means acknowledging and actively working to dismantle historical and ongoing marginalization within our systems
- Inclusion:
 - Every young child has the right to be cared for and educated in the same settings they would be in if they did not have a disability



Adapted from Carter, 2021

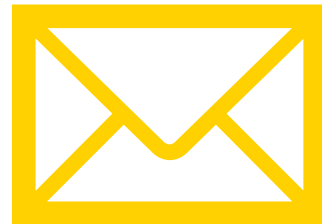
1. Present

- **Are all families here and showing up?**
- To promote a family's presence:
 - Partner with them to ensure they can join
 - Involve families to the extent that they are able and in ways that are meaningful for them



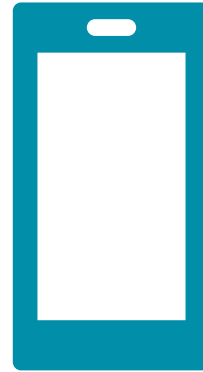
2. Invited

- **Are we actively seeking out family presence and is everyone encouraging it?**
- Our communities should have an explicitly expressed value and desire to partner with families
- Inviting requires effort



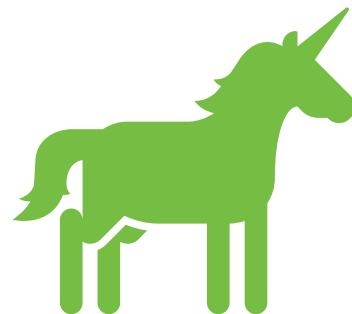
3. Welcomed

- **Are families received by us and by one another with warmth, friendliness, and authentic delight?**
- Every family should experience the same friendliness
 - Know their names, include in conversations, express authentic interest
- Notice when they are not there by reaching out to find out why



4. Known

- **Are families seen as unique systems, recognized by their strengths and appreciated for who they are?**
- Knowing families requires developing trusting relationships over time through many authentic, positive interactions



5. Accepted

- **Are families embraced without condition and viewed as equal partners?**
- Families do not have to do or be X, Y, or Z to belong in our community
- Meet families where they are, in ways that work for them, to partner
- Our communities are better because of every family



6. Involved

- **Are families actively involved in their children's development and in the program community?**
- Involve families in considering how they can be involved
- Include families in decisions (both big and small) that impact their children



7. Supported

- **Are we supporting families in ways that promote our collective empowerment?**
- Everyone needs support to thrive—providers can support families and families can support providers and programs
- What providers, families, and programs can accomplish together is more than what they could do individually



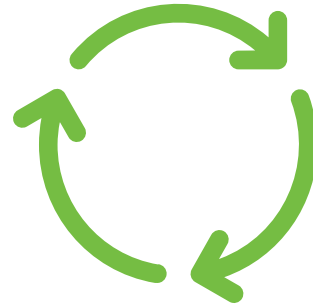
8. Heard

- **Are the perspectives of families sought out, listened to, and respected by everyone?**
- Families have choice, control, and input over their life and their child's life
- Families can influence the environment, program, and community
- We must remember to ask in ways that work for families



9. Befriended

- **Has the family formed relationships with other families in our community?**
- Create opportunities, with and by families, that promote their ability to form friendships with one another
- Consider partnering with families to find ways in which they can be systems of support for one another

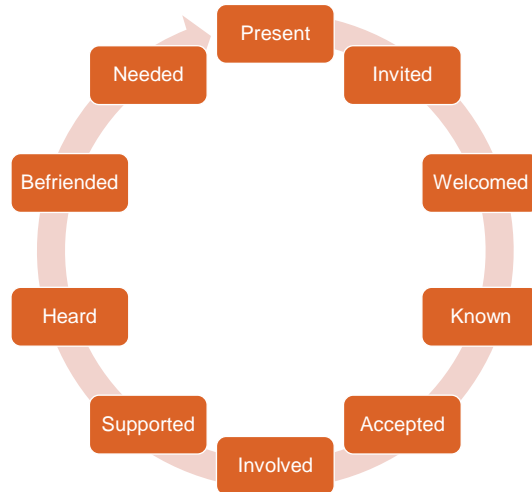


10. Needed

- **Are families valued as indispensable members of our community?**
- **Are families engaged and helping lead our efforts in the environment and program?**
- Ensure families understand how valued they are by communicating this to them and by engaging in ways that show it (e.g., asking, listening, responding, incorporating input, partnering)



Which dimension of Family Belonging resonates most with you?



Opportunities to Promote Family Belonging with Three New Pyramid Model Resources

Ben Riepe
Julia Sayles
Meghan von der Embse

Let's Reflect



- Reflect on a time when you established a positive, lasting relationship with a family as a result of your efforts in supporting their child with challenging behavior. Looking back, what actions do you attribute to your success in establishing a sense of belonging and positive family engagement?

Family Voice and Choice in the Individualized Behavior Support Process

Ben Riepe

Family Voice and Choice in the Individualized Behavior Support Process

When you are asked to collaborate with your child's teacher or program staff about your child's behavior, you might feel apprehensive or have questions. You are the expert on your child, and it is important that you feel included and involved in the process to support your child. When often, teachers and program staff follow a process called Individualized Positive Behavior Support (IPBS) to help children learn to use more appropriate behavior instead of behaviors that are challenging.

You might be wondering where your role in the IPBS planning process and how your voice and choice will be a part of it. Family voice and choice means that you are a valued member of the team whose perspective is critical and will lead to better outcomes for your child. Teachers and program staff should partner with you to help understand how to support your child. Your participation in the Behavior Support Plan process is critical and will lead to better outcomes for your child.

Below are tips to ensure your family's values, needs, perspectives, and preferences are included in the IPBS process to help your child. The tips include strategies to get information on the process, prepare for meetings, gather ideas to share, and engage in follow-up collaboration.

Individualized Positive Behavior Support (IPBS) is a process for developing a behavior support plan for children with behavior that challenges adults and makes things like classroom transitions, communication, and making friends in the classroom difficult. The goal of the process is to provide support for the child so they can successfully in their own and others' social and learning environments. It is a collaborative team process made up of you, teachers, and support staff who is currently supporting the child. The team will go through a set of steps to determine a plan to prevent challenging behavior from occurring and promote the child's use of social, emotional, and behavioral skills.

Seek Information

If you want to know more about the IPBS process, you might consider gathering information from your child's program. Talking with someone knowledgeable about the program's IPBS process can provide valuable information about what you can expect and how you can prepare. Ask someone you trust, such as your child's teacher, family advocate, front office staff, or other trusted family members. If you are unsure of who to contact with, you can ask your program the following questions:

- Before the meeting, can you ensure we will receive family that has been through the behavior support process? I want to know what will come out from the perspective of a family like mine.

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Strategies for families to elevate their voices as the experts of their children before, during, and after an individualized behavior support plan meeting.

Let's Reflect



- Recall a time when a conversation with a family did not go as planned. How did you approach repairing any unintentional misunderstanding, feelings of being unheard, or harm that might have been caused by something you did or said?

Strengthening Practitioner and Family Relationships through Repair

Julia Sayles

Recognize

Regulate

Reflect

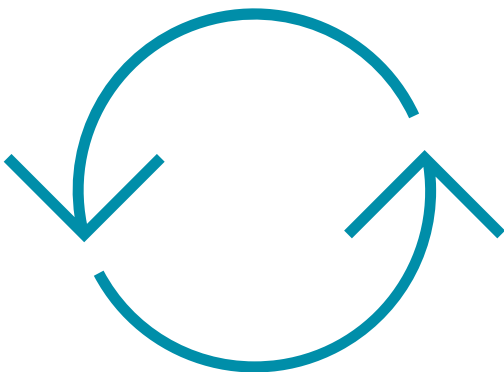
Repair

Let's Reflect



- Surveys are just one part of continuous improvement. How can we establish feedback loops where families can see their input reflected in the program, promoting a sense of belonging and partnership?

Family Surveys Meghan von der Embse



- Collect information that you hope represents the views of families
- Guide efforts to better understand the experience and perspective of families
- Provide families the opportunity to influence the environment, program, and community

Sample Family Survey Items


NCPMI

Sample Family Survey for Pyramid Model Early Care and Education Programs

Engaging with families is an essential component of implementing the Pyramid Model. One way programs can engage with families is to ask for their opinions and ideas through a survey. This resource provides sample survey items for programs to understand the experiences and perceptions of families. The survey items consider both classroom and program-wide Pyramid Model practices, surveying families in early childhood education and care programs on Pyramid Model implementation provides a wide range of benefits:

- **Improving family partnerships:** Surveys can facilitate two-way communication and foster trust and collaboration between families, early childhood programs, and providers.
- **Understanding family needs and preferences:** Programs can learn more about family perceptions, beliefs, and children's social, emotional support and well-being.
- **Building inclusive practices:** The commitment to belonging and inclusion is foundational in implementing the Pyramid Model. Family surveys can provide knowledge and information enabling educators to use inclusive practices that value diverse family experiences and better support all children's learning and development.
- **Program improvement:** Feedback from families can help improve the implementation of social-emotional practices and assist the program in better meeting the needs of the community.

Programs are encouraged to customize the survey to fit their program and evaluation needs. One way to achieve this is for the program leadership team to dedicate time to identifying the purpose of using the survey in other words, what does the program want to know more about? For example, one program might consider the purpose of their family survey to learn more about family perceptions of classroom social-emotional practices. Another program's purpose for the survey might be to examine how confident families are in using Pyramid Model strategies at home and in the community and identify additional needs of families. Once the purpose of the survey is clearly defined, programs can review the following sample survey items, making careful adjustments and customizations to develop a set of items that align with the information they hope to gather from the survey. For example, programs might use different terminology (e.g., providers or teachers), add questions about additional services or activities (e.g., Positive Solutions for Families), or shorten the survey.



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Sample Family Survey for Pyramid Model Early Care and Education Programs

Sample Family Survey Items for Pyramid Model Early Care and Education Programs

1. My child is learning how to identify emotions.
☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know
2. My child is learning how to express emotions.
☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know
3. My child is learning how to calm down when they have strong emotions.
☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know
4. My child has formed positive and meaningful friendships with other children (e.g., names friends, is greeted by other children when arriving, plays with other children outside).
☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know
5. My child is learning how to cooperate with other children by using skills like taking turns and resolving conflicts when they happen.
☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know
6. I am comfortable with how staff in the program respond to children's challenging behaviors.
☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know
7. The program prioritizes keeping my child at school and does not ask us to pick them up or keep them home due to their use of challenging behaviors.
☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know
8. My child's teacher offers opportunities to participate in the classroom (e.g., volunteering, special event planning, observing).
☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know
9. When I visit the classroom, it feels safe, secure, calm, and predictable.
☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know
10. The classroom, materials, and activities represent our family's culture (e.g., ethnicity, language, composition).
☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know
11. The classroom has activities that my child enjoys and looks forward to.
☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know
12. My child's teacher says nice and kind things about my child often.
☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know

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There is more than
one way

Community Tool Box, Center for Community Health and
Development at the University of Kansas

Your Invitation



- We invite you to identify one idea that emerged for you today that you would like to incorporate into your own work
- Write it down, type it out, take a picture of this slide, make a mental note—whatever is best for you
- If you feel up to it, consider sharing it in the chat!

More to Think About?

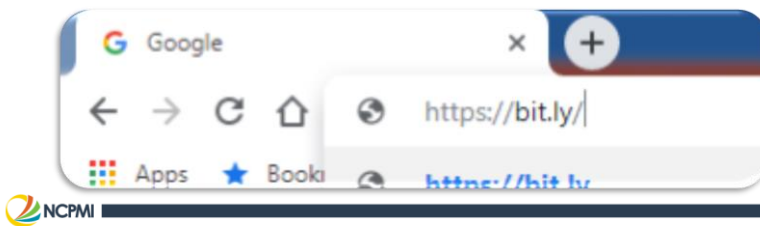
Please share your ideas and questions in the chat.



Survey and Certificate

Recording Viewers

- Type URL in recording into a web browser window or scan QR Code
- *URL is case sensitive*



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Thank You



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