



What it takes: Building a statewide infrastructure to address the use of exclusionary discipline in early childhood programs

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Our Panelists



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Questions?

Use the
Q&A panel
to submit your
questions.



Suspension/Expulsion In Public Preschool



- During the 2021-22 school year, there were 1.4 million children enrolled in preschools. Nearly 2,700 public preschool children received one or more out-of-school suspensions, and approximately 370 preschool children were expelled
- Black preschoolers accounted for 18% of total enrollment but 38% of one or more out-of-school suspensions and 33% of expulsions
- Preschool children with disabilities served under IDEA represented 23% of preschool enrollment, but 41% of preschool children who received one or more out-of-school suspensions and 74% of preschool children who were expelled.

* United States Department of Education, Office of Civil Rights, <https://www.ed.gov/media/document/2021-22-crdc-first-look-report-109194.pdf>,



Impact of Exclusion

- Child with challenging behavior
 - Loss of instructional time
 - Loss of peer access to learn and practice social-emotional skills
 - Loss of relationships
- Peers
 - Some children are valued, others are rejected when different
 - Children who are different don't belong
 - If I am in distress, I might be pushed away
- Families
 - Negative feelings about program, lack of support
 - Loss of child care
 - Loss of work time, employment, income
 - Family stress
 - Relational stress



Longitudinal Impacts

- Academic Failure
- Predictive of continued suspensions
- Failure to graduate from high school
- Grade retention
- Substance abuse
- Increased incarcerations



Statewide Effort

The Illinois Story

Public Act 100-0105

- Prohibits early childhood professionals from expelling young children (ages 0-5) from their program in response to a child's behavior.
- Early childhood professionals must take documented steps to address the child's behavioral and/or other needs in order to keep the child in care
- Programs shall utilize a range of community resources, including, but not limited to: developmental screenings, referrals to Parts B and C of the federal Individual with Disabilities Education Act, consultation with infant and early childhood mental health consultants (I/ECMHCs), and/or consultation with the child's health care provider
- If ultimately necessary, early childhood professionals can work with the family on a 'planned transition' to a more appropriate setting that can address the child's documented needs.
- State agencies must make training available and also collect data related to interventions, documentation, and transitions.

The Illinois Story

Public Act 101-0654

- Increased funding to promote and provide training and implementation support for systems of tiered support, such as the Pyramid Model
- Increased the availability of I/ECMHC through increased funding and sustainable funding for coordination of social and emotional support at the State level;
- Developed and promoted provider-accessible and parent-accessible materials.



The Illinois Story

Where are we now?

- Expulsions are still happening at disproportionate rates:
 - [Evaluating the implementation of the Illinois expulsion law 2017-2020: Findings & recommendations 3 years later.](#)
- Providers are still struggling with challenging behaviors and lack of programmatic supports
- Still little to no data collection at the state level
- The legislation was the first step of much broader, longer-term efforts to address expulsion and a range of related issues



2021 Legislative Session HB 2166

- HB 2166 established the Early Childhood Suspension and Expulsion Prevention Program (ECSEPP) to provide technical assistance to reduce expulsion or suspension in programs serving children from birth through age five and address disparities in the rates of suspension and expulsion.



2021 Legislative Session SB 236

- SB236 prohibits any early care and education program that is either licensed or receiving public funds from the Early Learning Division, (DELCD) from suspending or expelling any child as of July 1, 2026.
- SB 236 directed the agency to submit a report on the steps needed to implement this prohibition. Because successful implementation depends on support and technical assistance to early care and education providers that are part of the ECSEPP, this report also covers progress towards implementing this program, and recommended steps to support its successful rollout.



Members of The Oregon Early Childhood Inclusion Initiative

The Oregon Early Childhood Inclusion Initiative (OEI) is dedicated to ensuring that all children, including those with disabilities, have access to inclusive, high-quality early learning environments.



State Interagency Coordinating Council



State Advisory Council for Special Education



Elements in Place

The Illinois Story

What does the Early Childhood System need to address the issue?

- Improve overall quality of programs
- Implement tiered systems of support
- Training, professional development, & support of staff
- Infant/Early Childhood Mental Health Consultation
- Family engagement
- Developmental screenings
- Community resources/referrals
- Documentation and forms
- Data collection
- Public awareness

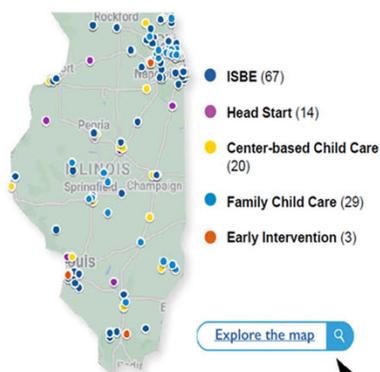


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The Illinois Story

2023 HIGHLIGHTS

128 Implementation Sites



Cross-Sector Collaboration Across Illinois



Professional Development



Pyramid Model Implementation in Illinois:2023 SUMMARY. Governor's Office of Early Childhood Development, Illinois State Board of Education, Pyramid Model Consortium.



The Illinois Story

Infant and Early Childhood Mental Health Consultants

Consultants on Database

191

% Female Consultants

92%

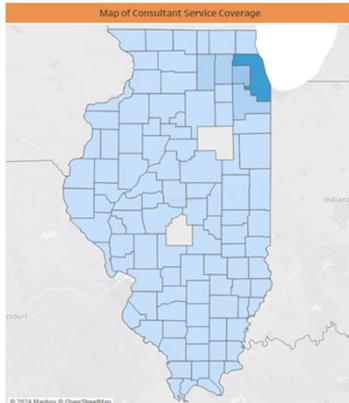
Counties Covered

102

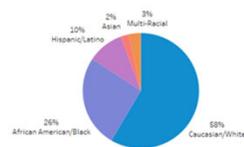
% Affiliated w/ Service

24%

Mental Health Consultation in Illinois



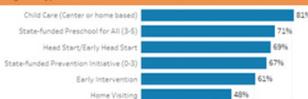
Consultants by Race/Ethnicity



Service Offered in Languages



Program Types Served



17



State Leadership Team

Professional Development Network

Implementation Communities and Programs

Data

Smith, B. J., Fox, L., Strain, P., Binder, D.P., Bovey, T., Jones, A., McCullough, K., Veguilla, M., Dunlap, G., Blase, K., Trivette, C.M., Shapland, D., and Danaher, J. (2018). *Statewide Implementation Guide*. Retrieved from <https://ectacenter.org/sig>



The Oregon Early Childhood Inclusion State Leadership Team has made steady progress on the State Indicators of High-Quality Inclusion. Key achievements include:

- Developing and expanding a cross-sector team to implement the ECTA Indicators of High Quality Inclusion and Pyramid Model Framework.
- Increasing understanding and shared distribution of key state and federal early learning policies and guidance for educating children with disabilities.
- Aligning allocation to support early care and education professionals through Oregon Inclusion Initiative.
- Creating mechanisms for aligned on the job professional learning resources for those serving young children with disabilities in public and privately funded early care and learning environments.
- Development of capacity-building supports and resources for community and program-wide implementation



Early Learning System Initiative - ELSI

Key Activities and Professional Development from Oregon State University, Oregon Inclusion Initiative (with ELSI)



Pyramid Model Training: Offered over 20 trainings on the Pyramid Model, addressing challenging behaviors in children. Monthly webinars and support from Training Outreach Coordinators were part of this effort.

High-Quality Inclusion: Provided training on the National Indicators of High-Quality Inclusion for communities, programs and classroom teams, helping educators include children with disabilities and those from marginalized groups. Monthly webinars and support from Training Outreach Coordinators were part of this effort.

Anti-Bias Learning: Expanded professional development in anti-bias learning and translated materials to increase access for early childhood professionals.





2024-2025 Professional Development

- Introduction to OEI
- Building Anti-Racist Learning Spaces (BARLS)
- Oregon Early Childhood Inclusion Webinars
- Practice-Based Coaching (partnership with ELSI Coaching Core)
- Prevent-Teach-Reinforce for Young Children (PTR-YC)
- Program Coach Training
- Teaching Pyramid Infant-Toddler Observation Scale (TPITOS) Reliability
- Teaching Pyramid Observation Tool (TPOT) Reliability
- Train the Trainer: Exploring the Pyramid Model Preschool Modules
- Training of Trainers: Pivotal Practices
- Using the Behavior Incident Report System (BIRS)
- Using the Behavior Incident Report System (BIRS) in Spanish
- Using the Early Care and Education Environment (ECEE) Indicators of High-Quality Inclusion
- Pyramid Model E-modules: **free for 5 years** to all Oregon professionals
- NW Early Learning & Pyramid Summit



Community Teams Implementation

- Monthly coach and program support meetings
- Implementation Guide (co-created with implementation communities)
- Funding allocated for in-state travel to implementation communities
- End of Year Celebration event
- Oregon Early Childhood Inclusion Webinars

Implementing
Pyramid Model and Inclusion
Indicator Frameworks: A
Guide for Oregon

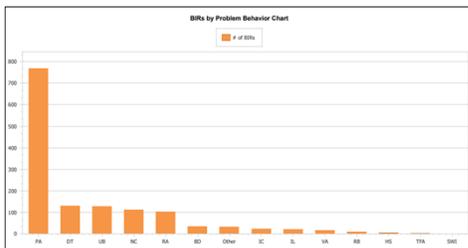


Available in English
and Spanish

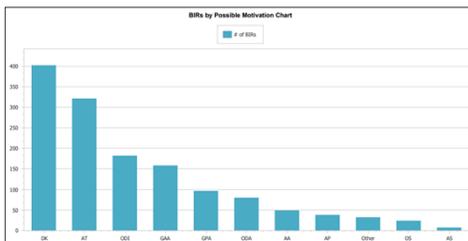
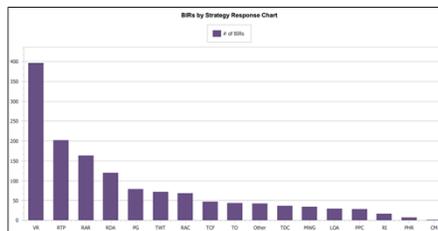


Role of the Pyramid Model

The Illinois Story



Problem Behavior	Abbreviation
Physical aggression	PA
Disruption/Tantrums	DT
Unsafe behaviors	UB
Non-Compliance	NC
Running away	RA
Breaking/Destroying objects or items	BD
Other	Other
Inconsolable crying	IC
Inappropriate language	IL
Verbal aggression	VA
Repetitive behaviors	RB
Hurling self	HS
Trouble falling asleep	TFA
Social withdrawal/isolation	SWI



Possible Motivation	Abbreviation
Don't know	DK
Avoid task	AT
Obtain desired item	ODI
Gain adult attention/comfort	GAA
Gain peer attention	GPA
Obtain desired activity	ODA
Avoid adults	AA
Avoid peers	AP
Other	Other
Obtain sensory	OS
Avoid sensory	AS

Strategy Response	Abbreviation
Verbal reminder	VR
Re-teach/practice expected behavior	RTIP
Remove from area	RAR
Redirect to different activity/toy	RDA
Physical guidance	PG
Time with a teacher	TWT
Remove from activity	RAC
Teacher contact family	TCF
Time out	TO
Other	Other
Time in a different classroom or adult outside of classroom	TDC
Move within group	MWG
Loss of activity	LOA
Provide physical comfort	PPC
Remove item	RI
Physical hold/restrain	PHR
Curriculum modification	CM



The Illinois Story

Opportunities

- Governor’s investments in early childhood:
 - [Smart Start Illinois Plan](#)
- Creation of new, unified Early Childhood Agency:
 - [Public Act 103-0594](#)
- Recommendations to establish a *“behavior support line”*

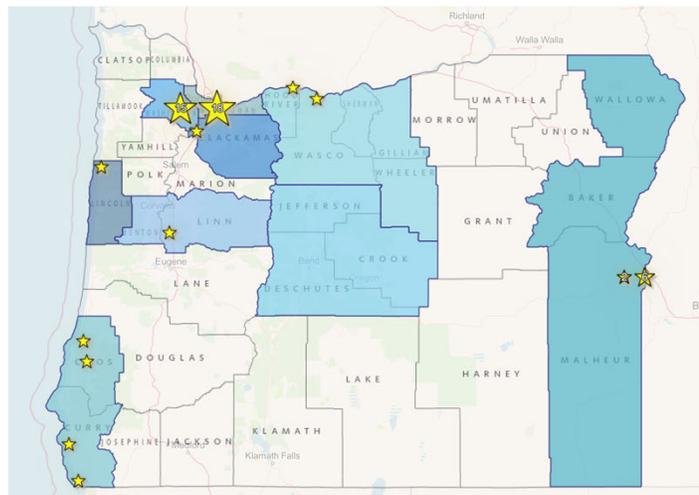


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Oregon Pyramid Model and Inclusion Indicator Frameworks Implementation Map

Map of communities and programs implementing the Pyramid Model and inclusion practices.



Data: PIDS & Translation



Oregon Pyramid Model and Inclusion Resources and Translations Document

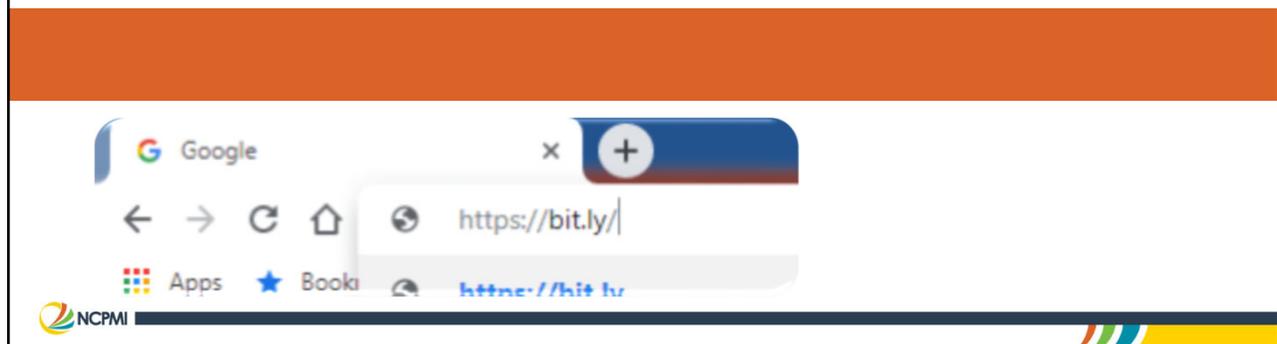
- PIDS
 - Building out a data point for the Inclusive Indicators
 - Building out a dashboard for Infant and Early Childhood Mental Health Consultation
 - Back data entry
- Translated 83 Pyramid Model resources
- Translated into 8 languages
- Partnered with Idaho to translate the entire Behavior Incident Report System (BIRS) into Spanish
- ECTA Indicators of High Quality Inclusion (8 languages)
- Early Care and Education Environment Indicators
- Program Indicators
- Community Indicators
- State Indicators



Survey and Certificate

Recording Viewers

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- *URL is case sensitive*



Visit us online at ChallengingBehavior.org

When great efforts come together, amazing things happen.

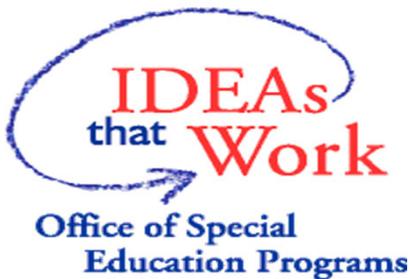
The National Center for Pyramid Model Innovations

The goals of the National Center for Pyramid Model Innovations (NCPMI) are to assist states and programs in their implementation of sustainable systems for the implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (Pyramid Model) within early intervention and early education programs with a focus on promoting the social, emotional, and behavioral outcomes of young children birth to five, reducing the use of inappropriate discipline practices, promoting family engagement, using data for decision-making, integrating early childhood and infant mental health consultation and fostering inclusion.

New to the Pyramid Model?
Get the basics on the Pyramid Model.



Thank You



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