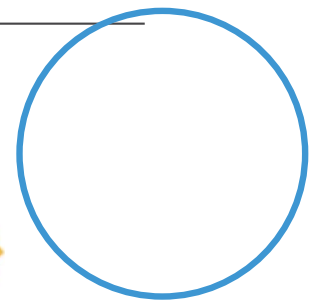




Nevada TACSEI Pyramid Model Partnership*

Early Childhood Advisory Council
October 28, 2020





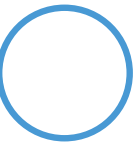
A Brief Overview and History

What is the Pyramid Model

Where We Started - The Pyramid Model in Nevada

Where We Are Now

Where We Are Going



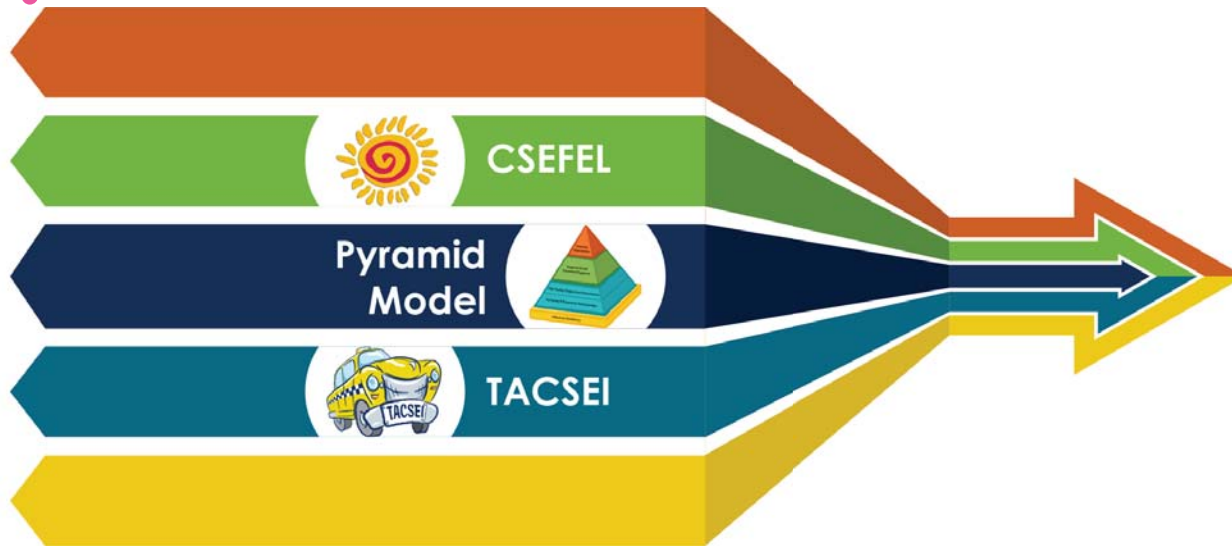
Pyramid Model Goals

- promote positive social, emotional and behavioral outcomes of young children (birth – five)
- reduce use of inappropriate discipline practices
- increase inclusion and ongoing participation of young children with disabilities in early childhood settings (foster inclusion)
- promote family engagement
- use data for decision-making

The Pyramid Model for Promoting Social-Emotional Competence in Infants and Young Children



Using Implementation Science to Implement with Fidelity



National Center for
**Pyramid Model
INNOVATIONS**

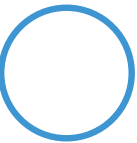
ecta Early Childhood
Technical Assistance Center



Center for
Evidence-Based Practice:
Young Children
with Challenging Behavior



THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS



Where We
Started –
The Pyramid
Model in
Nevada



Nevada – A Brief Timeline ...



2009

- Building Partnerships
- Implementation Academy in Tampa, FL
- Planning for application

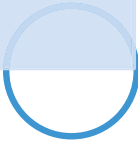
2010

- July - Applied for Training/Technical Assistance grant
- August - Awarded Intensive Technical Assistance Partnership!
- Nov. – First State Leadership Team meeting, Reno

2011

- March - Roll-out Training, Las Vegas
- July - Program-wide Training, Reno
- Coaching Training; Monthly meetings
- State Subcommittees
- Fall – Sites begin implementation

2012

- Behavior Specialist Training
 - First Train-the-Trainer
 - Supporting Implementation Sites
 - Recruiting new Sites
 - Training on Pyramid Model continues
- 



State Leadership Team (SLT)



Alberto Quintero – Nevada
Department of Education, Office of
Family Engagement

*** Ann Polakowski** – Division of Child
and Family Services, Early Childhood
Mental Health

*** + Anna Severens** – Nevada
Department of Education, Office of
Early Learning and Development

+ Brianna Cambra – The Children's
Cabinet



+ Daina Loeffler – Nevada
Department of Education, 619
Coordinator

*** Original SLT team; + Attends regularly**

Delilah Krasch – Clark County School
District

Edie King - Part C Office

Jenna Weglarz-Ward – University of
Nevada, Las Vegas

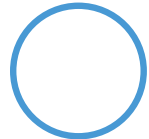
*** Karen Taycher** – Nevada PEP

*** + Patti Oya** – Nevada Department of
Education, Office of Early Learning and
Development

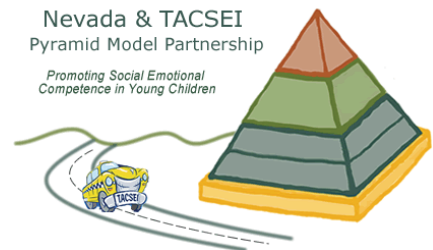
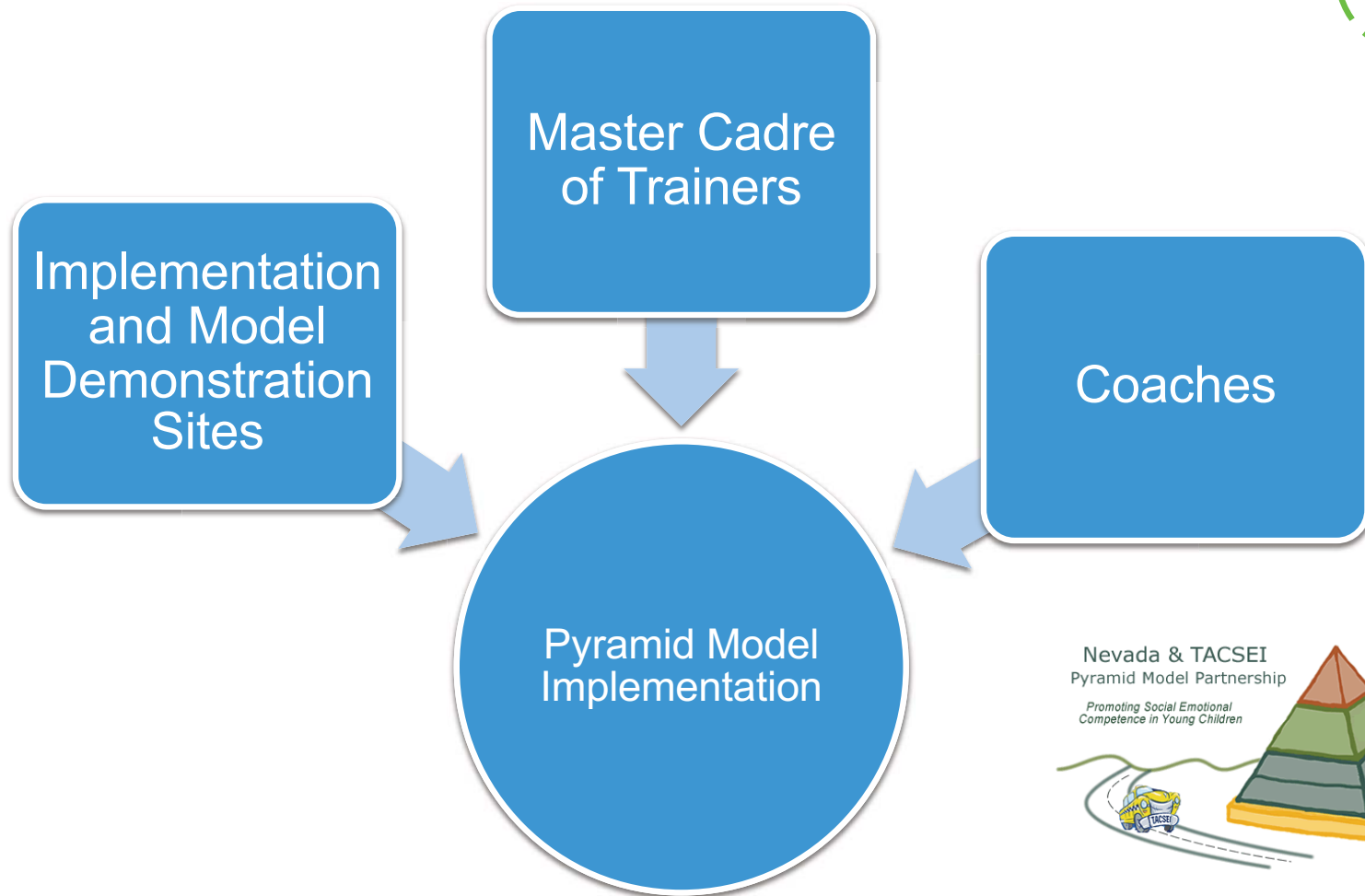
*** + Theresa Rowe** – Washoe Tribe Head
Start of NV & CA

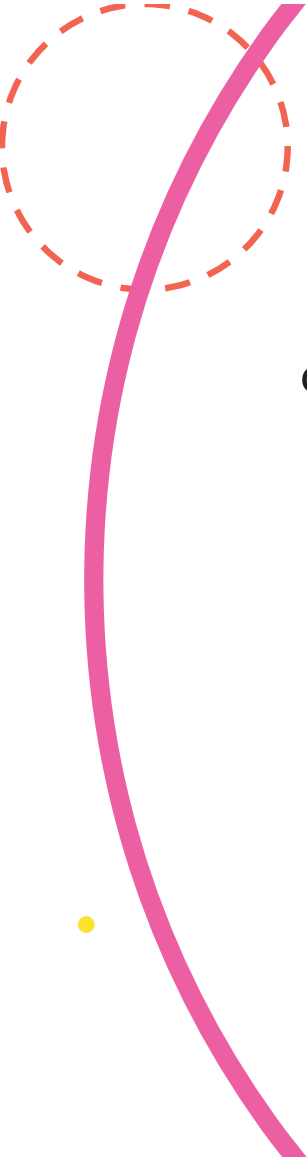
+ Tina Springmeyer – Washoe County
School District

Vacant – Nevada State Health Division



Nevada State Leadership Team



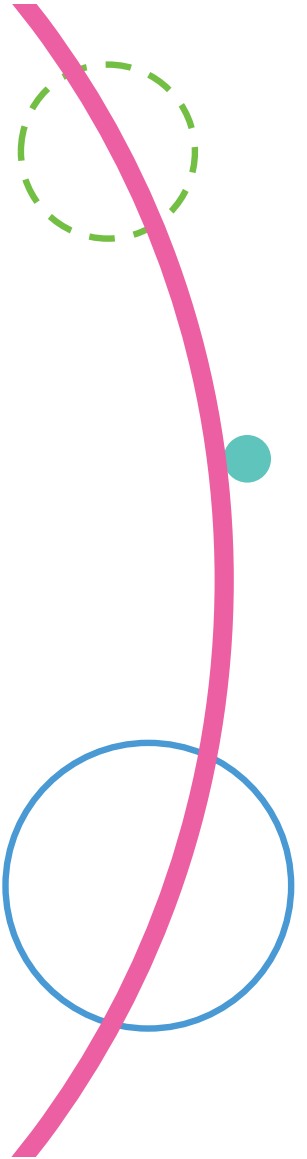


Mission Statement

Our mission is to collaborate with families, community partners, and policy makers to create a sustainable, statewide system that promotes social emotional development in young children, using the Pyramid Model

Our Vision

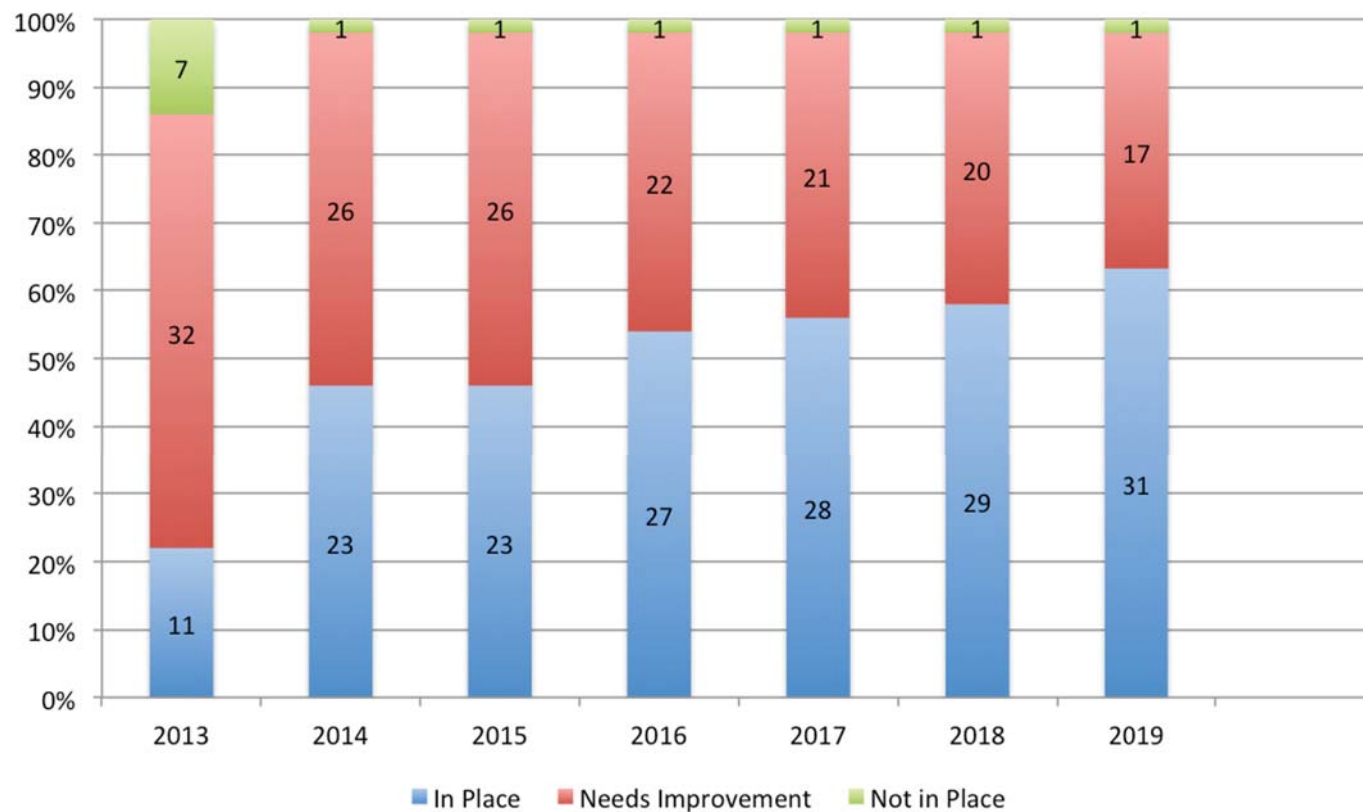
Young children in Nevada will have stable and healthy relationships, be ready to learn, and successfully navigate their social environment. Families will be supported in nurturing their child's social and emotional growth.

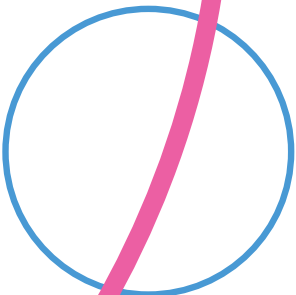
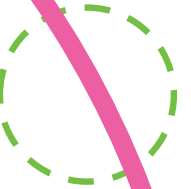
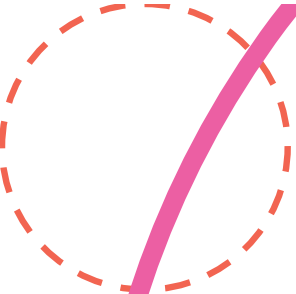
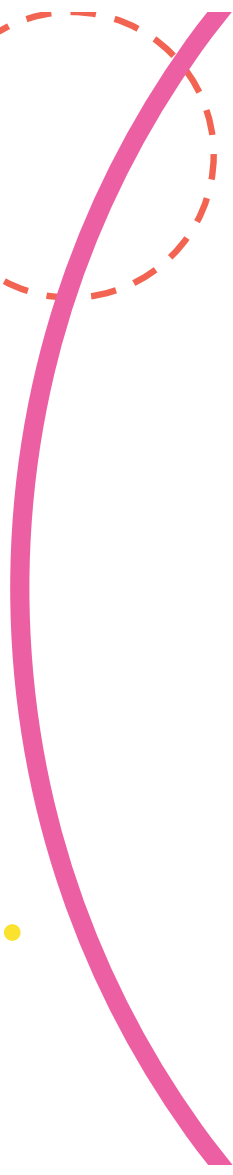


BENCHMARKS OF QUALITY

Measure of Pyramid Model Implementation at the state level
November 2019

Nevada TACSEI State Team Benchmarks



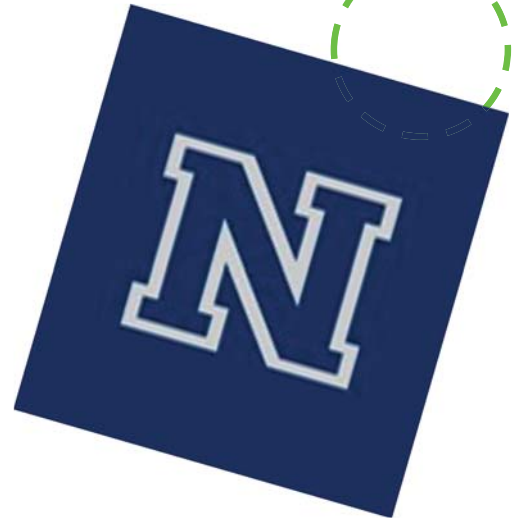


Where Are We
Now?

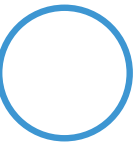
Washoe Tribe Head Start of Northern NV and CA



**Head
Start**



*Head Start Of
Northeastern Nevada*

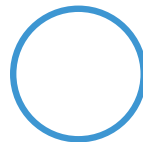


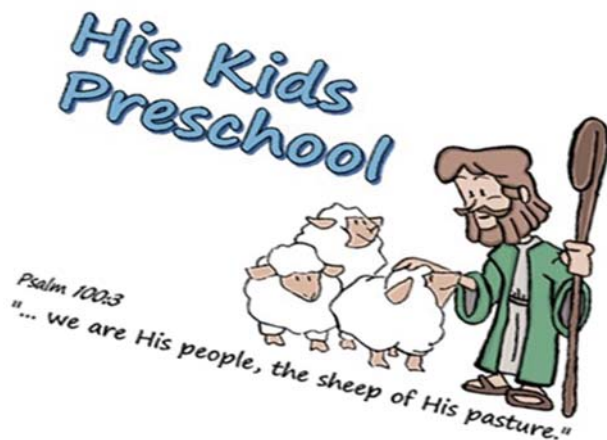
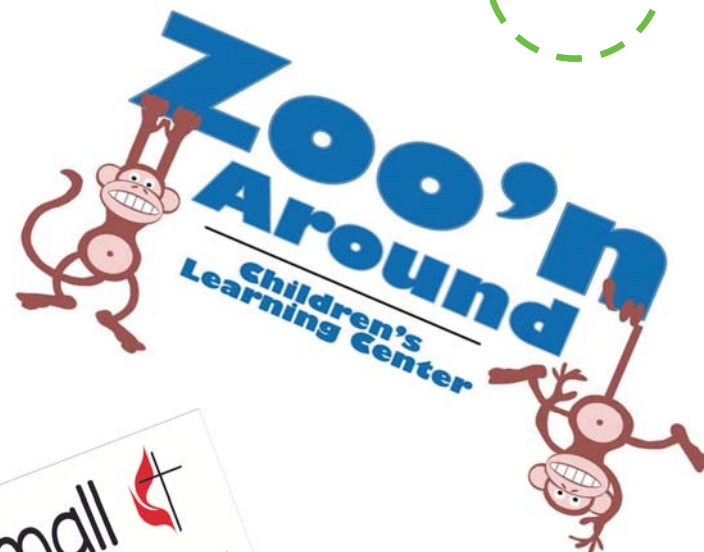


Aleph Academy 
where arts and academics meet



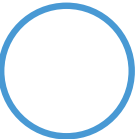
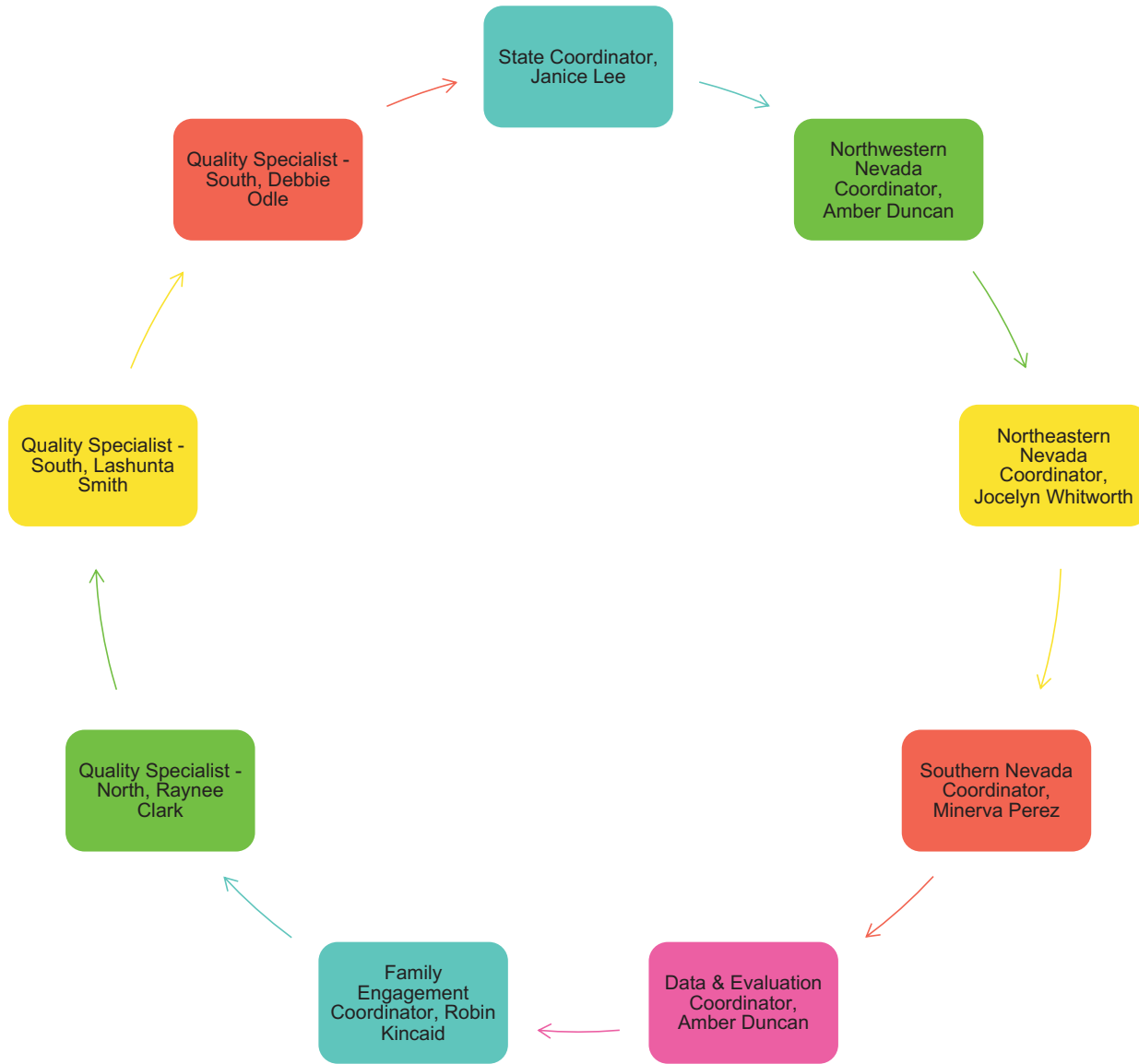
Wells Family Resource Center

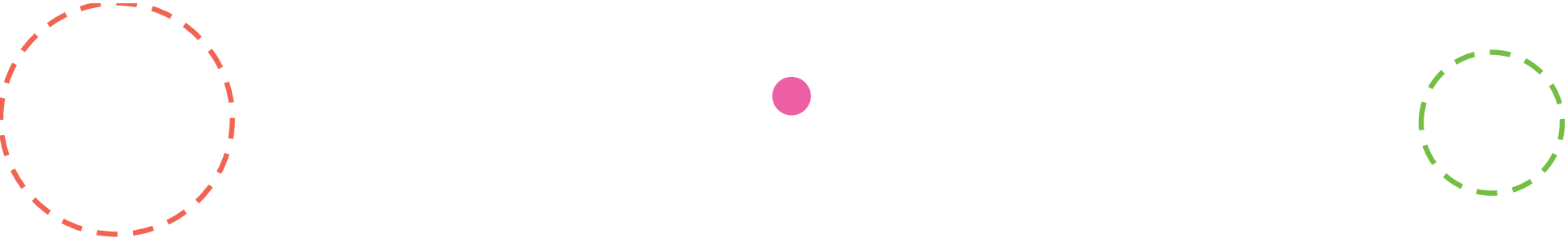




Training trends to date

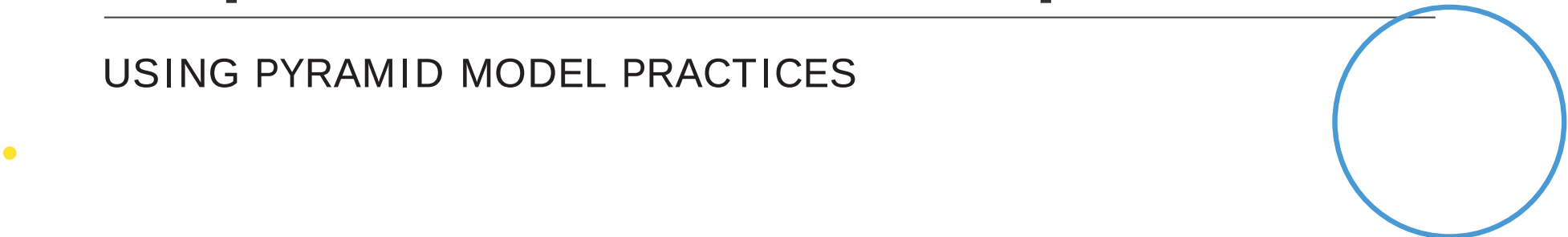


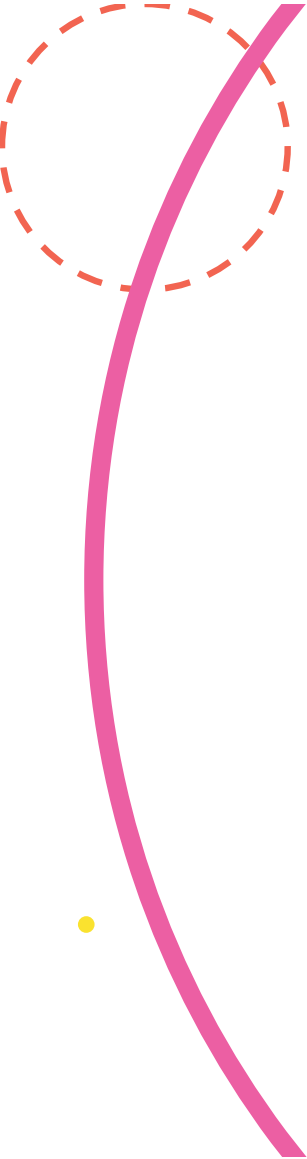




Preventing Suspension & Expulsion

USING PYRAMID MODEL PRACTICES





State of Nevada Policy Statement on Expulsion and Suspension in Early Childhood Settings

Purpose

Nevada aims to prevent children from being expelled, suspended or excluded in all early childhood settings. The goal of this policy statement is to provide guidance to early childhood programs and families. This document is Nevada's stance on supporting children's social and emotional development and behavioral health.

The purpose of this policy statement is to:

- Provide guidelines for programs to create policies that prevent suspension and expulsion,
- Set the expectation that policies are carried out free of bias, and
- Raise awareness of the importance of social-emotional learning and behavioral health for all children regardless of ability or disability.

This statement follows recommendations from the U.S. Department of Education (ED) and U.S. Department of Health and Human Services (DHHS). Programs receiving Federal financial assistance must practice equitable student discipline and support healthy social-emotional and behavioral outcomes for young children of all backgrounds¹. Public and charter programs are also required by the Individuals with Disabilities Education Act (IDEA) to follow regulations governing child discipline when child misconduct is related to a disability². Nevada policy echoes IDEA's emphasis on preschool inclusion and equitable access education and services.

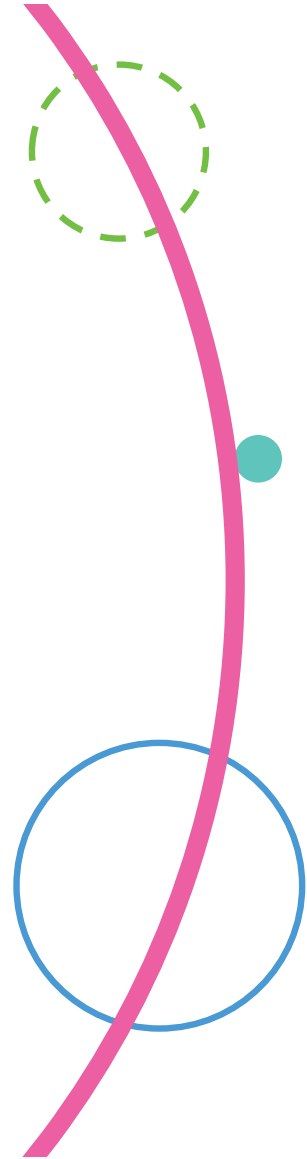
Key terms that are used throughout this policy statement:

- **Social-emotional skills:** set of skills underlying the ability to understand emotions in self and others, express emotions in culturally appropriate ways, form and sustain healthy relationships, and successfully engage in social environments.
- **Behavioral health:** emotional and mental well-being that involves how we cope with short and long-term stress. This term also refers to mental illnesses such as depression, personality disorders, and addictive patterns³.
- **Early childhood program:** any educational or group setting where care is provided before kindergarten entry.
- **Exclusionary discipline:** involves any removal of a child from social interaction or classroom activities for a mandated amount of time in response to challenging behavior. For example, time-out, reduction of program hours without the family understanding why and agreeing that a reduction is in the best interest of the child, or general removal from the classroom.
- **Suspension** includes any disciplinary action that results in the temporary removal of a child from a program.
- **Expulsion** is the permanent removal of a child from a program without the benefit of alternate services⁴.
- **Inclusive programs** are those that include children with special needs into the regular education classroom setting.

Overview

Expelling a child is the most severe punishment a school can enforce. Pre-kindergarteners are three times more likely to be expelled from school than children in K-12 schools⁵. There are large gender and racial

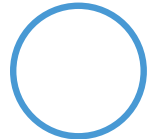
Adopted by the Nevada Early Childhood Advisory Council on October 13, 2016





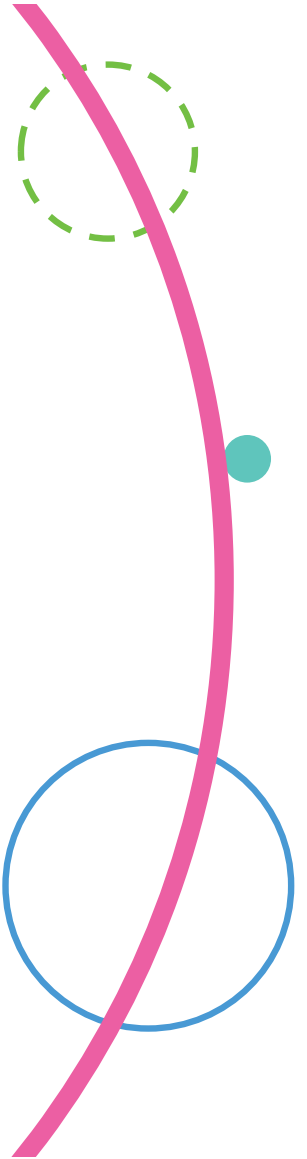
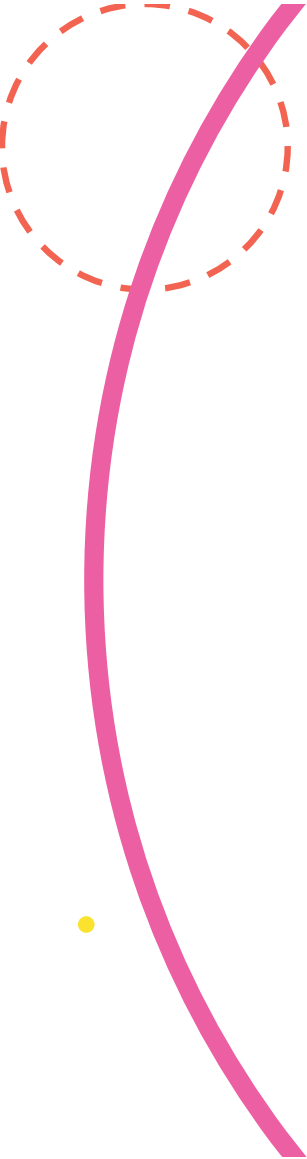
Quality Specialists' Roles



- ❑ Collecting data on suspensions and expulsions
 - ❑ Educating EC community about definitions of suspension and expulsion, form & function of challenging behavior, perspectives about challenging behavior, including trauma-informed practices and equitable practices
 - ❑ Providing access to Pyramid Model content via self-paced modules (ePyramid)
 - ❑ Providing technical assistance to EC programs to implement social and emotional teaching strategies to reduce and prevent challenging behavior
 - ❑ Social Emotional Kits and training on how to use resources
 - ❑ CHIRP
- 



CHILDCARE INFORMATION AND
RESOURCE PHONE SUPPORT



Where Are We
Heading?

Where Are We Heading?



Scaling up
Program-wide
Implementation

Continuing training
for EC community

Integrate/Collaborate with EI
Pyramid Implementation

Educate EC community about suspension
& expulsion – definitions, information

Provide support to EC programs to prevent
challenging behavior – resources, strategies

Recommend updates to ECAC policy statement for preventing
suspension and expulsion in EC

Name change to align with national trends





THANK YOU

- ❖ Janice K. Lee, M.Ed, BCBA
- ❖ State Coordinator, Nevada TACSEI Pyramid Model Partnership
- ❖ janicelee@unr.edu

