Early Childhood MTSS

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Acknowledgements

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- MiMTSS TA Center
- National Center for Pyramid Model Innovations (NCPMI)

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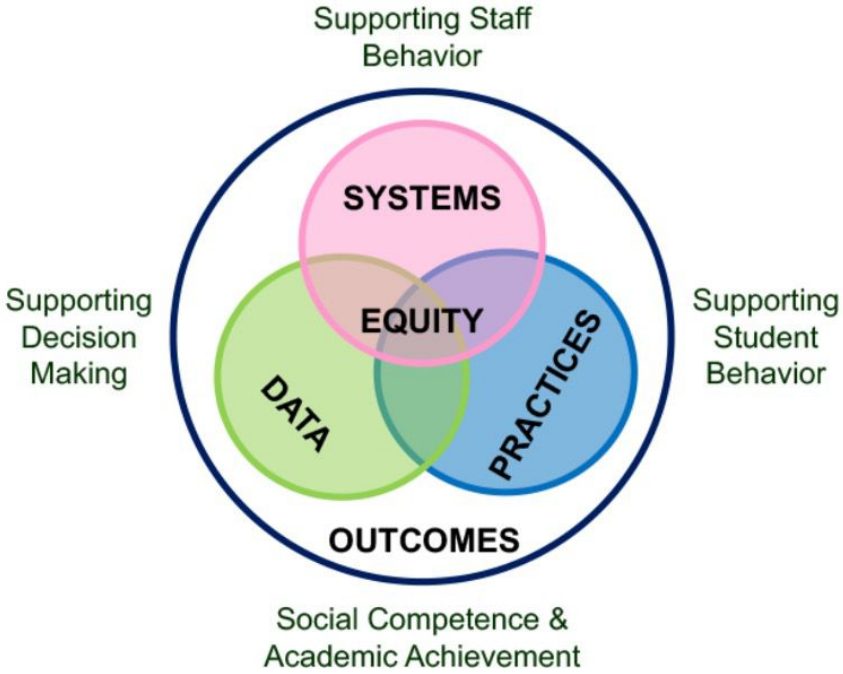
Multi-Tiered System of Support (MTSS)

Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) is a social-emotional-behavioral MTSS framework



Why EC-MTSS?

U.S. Department of Education Office of Civil Rights data show that expulsion and suspension are widely used in early childhood programs and that there are gender and racial disparities (United States Department of Education, 2016). These data include:

▲ 6,700 children attending public preschool were suspended at least once in 2013-2014.

▲ Black preschool children are 3.6 times more likely to receive one or more out-of-school suspensions as white preschool children.

▲ While boys represent 54% of preschool enrollment, they represent 78% of preschool children receiving one or more out-of-school suspensions.

▲ Black boys represent 19% of the male preschool enrollment, but represent 45% of male preschool children receiving one or more out-of-school suspensions.

▲ Black girls represent 20% of female preschool enrollment, but 54% of female preschool children receiving one or more out-of-school suspensions.

- Kent ISD is striving to provide high-quality, inclusive Early Childhood programs and services where every student has access to a wide-range of learning opportunities, can participate fully with their peers, and is granted full membership in their communities.

- We understand the need and importance of building a strong foundation with EC-MTSS implementation and how it directly connects to dismantling inequities that have been established in education. We have an urgent need in Kent County to do this work.

- ➔ Research consistently shows the long-term benefits of quality early childhood programs on the lives of children who have been historically marginalized, disadvantaged, and maligned in our society (Bustamante et al., 2022).

- ➔ Suspending young children is detrimental to their well-being and leads to negative outcomes (Meek & Gilliam, 2016)

It is critical that the **early childhood system** prevent, reduce and ultimately eliminate these harmful practices by establishing developmentally appropriate and fair policies *and* enhancing supports to early childhood teachers and staff (U.S. Department of Health and Human Services, 2016).

Implementation of EC-MTSS will rebuild this system by:

- ➔ Promoting the social, emotional, and behavioral outcomes of all young children
- ➔ Eliminating the use of biased and inappropriate discipline practices including suspension and expulsion
- ➔ Promoting family engagement
- ➔ Using data for decision-making
- ➔ Fostering full inclusion, access, and participation of all children

Goal of the Pyramid Model (EC MTSS)

Ensure each and every child has the support, experiences, relationships, opportunities, guidance, and instruction to thrive in their social-emotional development and learning

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Importance of Teaching Social-Emotional Skills

The use of “response strategies is intended to reduce the likelihood of challenging behavior but will not be effective without careful and intentional attention to teaching social skills and emotional competencies."

“Strain, Joseph, Hemmeter, Barton, & Fox (2017)”

We Can Make a Difference

Children reported to have better social skills such as sharing, cooperating, and helping other children in Kindergarten are:

- More likely to graduate from high school on time
- More likely to get a college degree and have a full-time job
- Less likely to be arrested, engage in substance abuse, or be on a waiting list for public housing

Jones, Greenberg, & Crowley, (2015)

Supporting ALL Children with EC-MTSS

- Prevention Focused
  - Being ready to meet every child where they are and planning to support each child, family, and staff
- A Caring Community
  - Building meaningful relationships; honoring, valuing, and embracing the cultural ways of being
- Commitment to Equity, Inclusion, and Belonging
  - Adopting a program-wide philosophy that all children belong here and can be successful
  - Developing policies that prevent the use of exclusionary discipline practices

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More About How We Support All Children

- Trauma-Informed
  - Staff understand how trauma might affect children and families and focus on resilience in interactions with children and families
- Anti-Biased Practice
  - Committing to advancing equity, ending all forms of bias and discrimination, and working with children and families to design our program
- Data-Informed
  - Use data to make decisions about professional development, intervention planning, and monitoring equity in both implementation and outcomes
- Ready for Every Child!

MiMTSS Scale-Up Plan

- ➔ Using implementation science and system capacity building
  - ◆ Stages (2-4 years)
  - ◆ Implementation teams
  - ◆ Buy-in/Readiness
  - ◆ Drivers (e.g., leadership & competence)
- ➔ Goal is **high fidelity** implementation of Pyramid Model program-wide
- ➔ 2022-23 received state support through MiMTSS for implementation at model-demo site (Godwin Heights Early Childhood Center)

MiMTSS Model-Demonstration Site: GHECC

GHECC timeline: 2022-2024

Expansion

Numbers

Impact: 4 programs: GSRP, HS, Kent ISD ECSE, Godwin ECSE

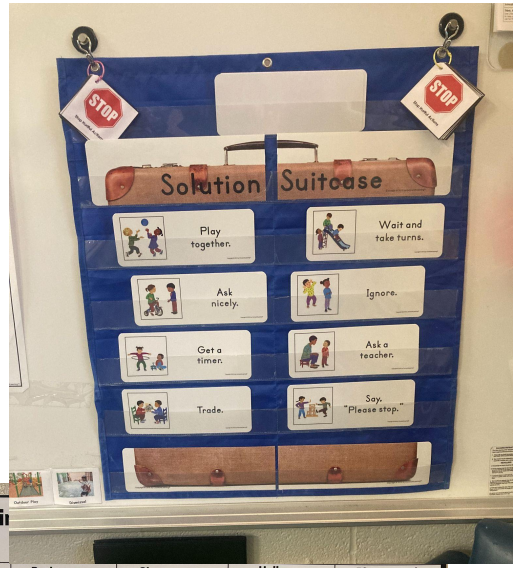
Total numbers:

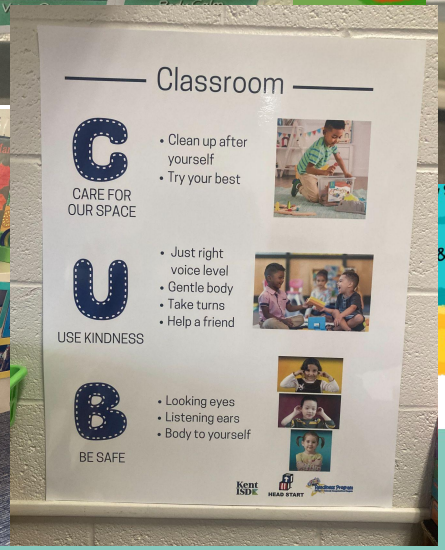
Staff trained in Pyramid Model through MiMTSS from 2022-2024: 60

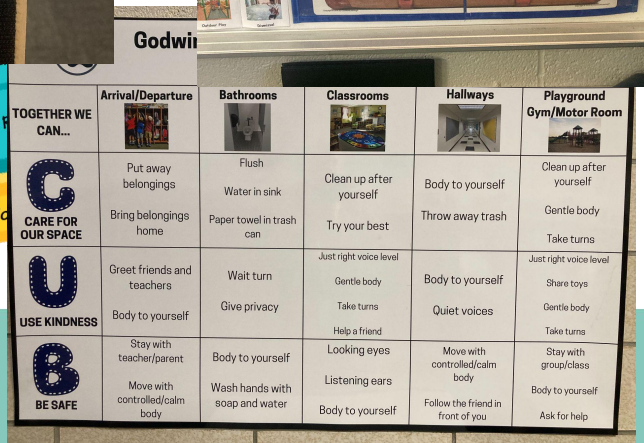
Classrooms: 16

Total students impacted 2022-23:122 ;2023-24: 202

Pyramid Practices in Action







TOGETHER WE CAN...	Arrival/Departure	Bathrooms	Classrooms	Hallways	Playground Gym/Motor Room
C CARE FOR OUR SPACE	Put away belongings Bring belongings home	Flush Water in sink Paper towel in trash can	Clean up after yourself Try your best	Body to yourself Throw away trash	Clean up after yourself Gentle body Take turns
U USE KINDNESS	Greet friends and teachers Body to yourself	Wait turn Give privacy	Just right voice level Gentle body Take turns Help a friend	Body to yourself Quiet voices	Just right voice level Share toys Gentle body Take turns
B BE SAFE	Stay with teacher/parent Move with controlled/calm body	Body to yourself Wash hands with soap and water	Looking eyes Listening ears Body to yourself	Move with controlled/calm body Follow the friend in front of you	Stay with group/class Body to yourself Ask for help

Looking Forward

- ➔ GSRP Expansion
- ➔ Alignment with LEA K-12 implementation
- ➔ Improved use of data for decision making

Questions?

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Preschool suspension/expulsion rates

Disproportionality

Preschool to prison pipeline

Supports inclusion of preschoolers with disabilities (need to still add this data–Alissa?)