



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*2020–2021 Washington
State Pyramid Model
Implementation Report*

WASHINGTON STATE PYRAMID MODEL IMPLEMENTATION REPORT

2021

Glenna Gallo

Assistant Superintendent, Special Education

Prepared by:

- **Ryan Guzman, M.Ed.**, Early Childhood Special Education/ 619 Coordinator
ryan.guzman@k12.wa.us | 360-725-6075
- **Julie Dean, M.Ed.**, Early Childhood Special Education Inclusion Specialist
julie.dean@k12.wa.us | 360-464-0706



Washington Office of Superintendent of
PUBLIC INSTRUCTION

TABLE OF CONTENTS

TABLE OF CONTENTS	3
Executive summary	4
Washington Pyramid Model	4
Data Informing Practice	4
State Level Evaluation in Practice	5
Washington Pyramid Model Key Outcomes	5
The Future of Washington Pyramid Model	5
Washington Pyramid Model Annual Report	6
Inclusion in Washington State	6
The Pyramid Model in Washington State	7
Washington’s Vision of Pyramid Model	9
Now Is the Time for Pyramid Model	10
Cross-Agency State Leadership Team	11
Employing a Tiered Approach	13
Program Coaching: The Key to Fidelity	17
Practice-Based Coaching (PBC) Impact	18
Data Decision-Making In Washington Pyramid Model	19
Coordinated and Cohesive Statewide Efforts	20
The Future Of Washington Pyramid Model	23
Appendix A: Washington Pyramid Model Data Brief	25
WaKIDS Data Analysis	25
Suspension and Expulsion Data Analysis	27
Statewide Special Education Data	28
Washington Pyramid Model Coaching Data	28
Washington Pyramid Model Demographic Data by Program	34
Appendix B: Supporting Children And Families During the Covid-19 School Facility Closures	46
Legal Notice	47

EXECUTIVE SUMMARY

Washington state ranks 54 out of 59 states and territories for inclusive practices in our early childhood programs. For students of color, that total falls to 49 percent.¹ As of 2020, Washington state is in the lowest quintile for inclusion nationwide, with 59.9% of K–12 students with disabilities included in general education settings for 80–100 percent of the school day.

With an intentional focus on delivering coaching and mentoring to classroom teachers to support inclusionary practice in education, along with differentiated and individualized instruction, Washington has made some significant progress. However, the need for inclusive early learning environments remains an *urgent call* to action for Washington, with an ongoing need for continued investment from the state Legislature to support OSPI’s efforts to nurture collaboration amongst education partners in support of a robust and sustainable system of inclusion.²

Washington Pyramid Model

In a response to this call, Washington has worked to recruit, engage, and support a statewide network of program coaches to provide culturally responsive, practice-based coaching with fidelity. Intentional collaborative partnerships with practitioners, children, families, and their communities are at the core of this effort. Washington has embraced the [Pyramid Model](#), a [national innovation](#) for equitable multi-level systems of support. This framework is tailored to meet state-specific need, promote inclusionary practice, and enhance social and emotional competence in infants, toddlers, and young children.

The application of this framework in Washington is the Washington Pyramid Model (WAPM). The WAPM vision is aligned with the commitment to increase opportunities for **all** children to receive high-quality, early learning services in inclusive environments. WAPM is not a curriculum package, but a [collection of programs](#) and evidence-based [classroom practices](#)—selected by experts in early childhood research—to support optimal development and prevent challenging behaviors.

Data Informing Practice

Through data aggregated over the last two years of implementation, it is hypothesized that increased investment in WAPM will continue to move Washington forward in increasing high-quality, inclusive early learning settings for young children. WAPM program sites support increased regular early childhood programs for preschoolers according to the [data by district profile](#). The utilization of data based decision-making and comprehensive training and coaching based on said data are at the heart of WAPM fidelity in practice. Please review appendix A for detailed WAPM data depictions.

¹ [National Council on Disability: The Segregation of Students with Disabilities, 2018.](#)

² OSPI. (2020) Least Restrictive Environment (LRE) and Child Count Data.

State Level Evaluation in Practice

Since 2019, Washington has convened a state-level, cross-agency advisory group of early learning experts via monthly State Leadership Team (SLT) meetings. The State Leadership Team reviews data and trends reported by implementation sites and other state Preschool and K–12 data to guide Washington Pyramid Model implementation and statewide planning.

The SLT administer a bi-annual [State Early Childhood Benchmarks of Quality](#) assessment to measure and guide to statewide implementation to promote best practice. Please review the comprehensive report for a graphical analysis of the assessment results over the past two years.

Washington Pyramid Model Key Outcomes

It is hypothesized that, when implemented with fidelity, Washington Pyramid Model (WAPM) will result in:

- Increased program capacity to equitably meet the needs of all children and families.
- Reduction in suspension and expulsion of young children.
- Promotion of family engagement.
- Integration of early childhood best practices with infant mental health consultation.
- Utilization of data-based decision making and intervention monitoring.

By building statewide capacity to scale-up Pyramid Model practice with fidelity, Washington aims to sustain WAPM practices with integrity—employing [implementation science](#), data-decision making, and coaching as a foundation towards this effort.

The Future of Washington Pyramid Model

It is the expectation that with continued focus on social-emotional learning through the implementation of WAPM practice educational partners will be empowered to offer more equitable access to learning and growth for our children and families farthest from education justice. It can then be hypothesized that an increase to inclusive settings, improved social-emotional outcomes, and a decrease in overall reported suspensions and expulsions rates will follow.

We are at the cusp of change in our state. There is a collective desire to reexamine current systems to determine what level of access children participating in our current early childhood programs are receiving. We are vested in creating a system of support for all children and families that unifies our programs regardless of race, ability, or zip code, birth to age 8. Together with our statewide stakeholders, the WAPM SLT has fully committed our desire to ignite change in the space of early learning, inclusionary practices, and social-emotional development.

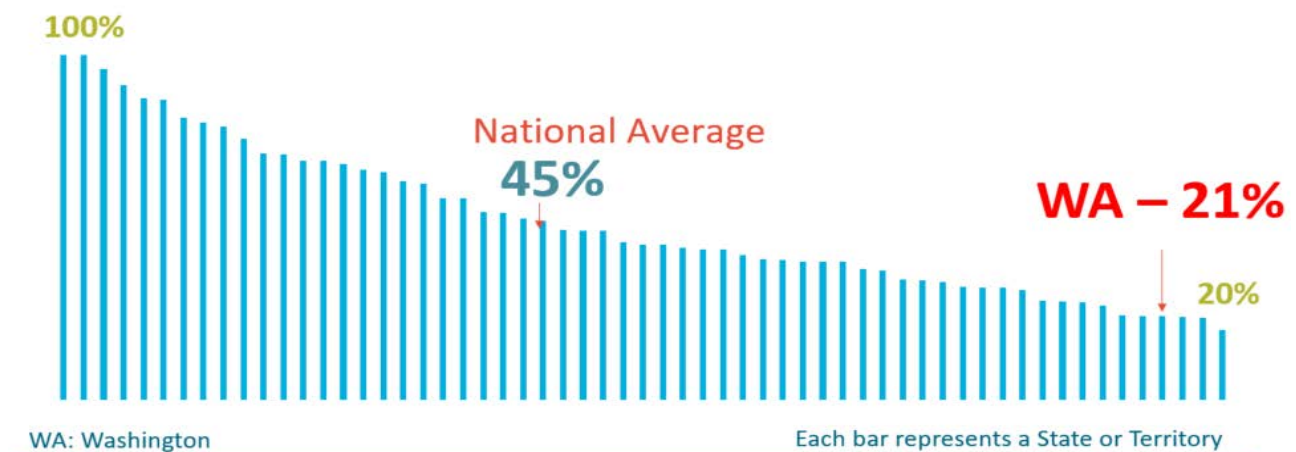
WASHINGTON PYRAMID MODEL 2020 REPORT

Inclusion in Washington State

According to most recent data, approximately 21 percent of students in Washington between the ages of 3 and 5 years with IEPs (Individualized Education Program) attend an early childhood program and receive the majority of special education and related services in the regular early childhood program (RECP). Data collected in 2019–2020 report 39.03 percent of children with IEPs aged 3–5 attended a separate special education class, separate school, or residential facility.³ There are currently 10,150 preschool students with disabilities in Washington with an IEP, of which only 1783 are served in a RECP. These findings highlight the disproportionality among the approximately 8,000 children who do not have access to high quality inclusive early childhood programming in Washington.

In 2019–20, Washington ranked 54 of 59 states and territories for students with disabilities ages 3–5 served in preschool in the least restrictive environment (LRE). LRE requires that students be provided special education services while receiving at least 10 hours per week in a regular early childhood program. Figure 1 illustrates Federal Indicator 6A data highlighting children ages 3–5 attending and receiving the majority of services in the program. This chart lists the national average (45 percent) and Washington’s current average (21 percent).

Figure 1: Indicator 6A- Children Ages 3–5 Attending and Receiving the Majority of Services in the Program 2017–2018 Data



Source: Adapted from Early Childhood Technical Assistance Center (ECTA) National Data Report reporting period 2017–2018 for Washington state July 30, 2019. Visit OSPI’s Preschool Least Restrictive (LRE) Indicator 6 [webpage](#) and review the FFY 2019 [Washington State Annual Performance Report](#) (APR) for detailed up-to-date data.

³ [FFY 2019 Washington State- Annual Performance Report \(APR\)](#)

[National data](#) indicate that preschool children are suspended up to three times more than students from Kindergarten through 12th grade. The School Discipline, Restraint, and Seclusion Data Snapshot issued in 2014 by the U.S. Department of Education Office for Civil Rights briefing indicate that “Black children represent 18 percent of preschool enrollment, but 48 percent of preschool children receiving more than one out-of-school suspensions.”⁴ Moreover, the data suggests that American Indian and Native Alaskan students represent less than 1 percent of student population but up to 3 percent of suspensions and expulsions.

This call to action by the U.S. Department of Education and the U.S. Department of Health and Human Services, catalyzed a formal [policy address](#) related to suspension and expulsion practices in 2014. This policy address notes that program-wide positive behavior intervention and supports for young children, like the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children provides *promising results*.⁵ The U.S. Department of Education’s Office of Special Education Programs (OSEP) has identified the National Center for Pyramid Model Innovations as a [technical assistance leader](#) in targeting social emotional outcomes, inclusion, behavior intervention state implementation and scale-up and equity.

The Pyramid Model in Washington State

When implemented with fidelity, the Pyramid Model framework is effective in addressing challenging behavior that may lead to suspensions. Implementation with fidelity requires ongoing and continuous culturally responsive practices that are free of bias and discrimination. When culturally responsive practices, which are naturally incorporated in Washington Pyramid Model, are highlighted during training and coaching, and intentionally applied in classrooms, suspensions and racial disparities in discipline are greatly reduced.

Relationships are key change agents in early childhood. Washington Pyramid Model (WAPM) training focuses on practices that address relationships, environments, intentional teaching, and individualized interventions. WAPM Training focuses on practices that address relationships, environments, intentional teaching, and individualized interventions.

WAPM works to put these practices in action by promoting positive teacher-child relationships that are developmentally and individually appropriate and tailored to meet each child’s differing needs, styles, and interests. In 2020, OSPI and Department of Children, Youth, and Families (DCYF) partnered with [Cultivate Learning: University of Washington](#) and the [University of Washington Haring Center for Inclusive Education](#) to enhance current training content in a newly developed sequence titled “Implementing Inclusive and Equitable Pyramid Model Practices.” This enhanced training sequence provides Washington Pyramid Model (WAPM) implementation teams with the expert technical assistance required to implement practices to fidelity.

⁴ [Civil Rights Data Collection. Data Snapshot: School Discipline, Issue Brief No 1 \(March 2014\).](#)

⁵ [U.S. Department of Health and Human Services and U.S. Department of Education: Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings.](#)

"Washington Pyramid Model is among the most exciting cross-sector initiatives taking place in our state. When young children's social-emotional development is intentionally supported in the classroom, in ways that are aligned to the specific needs of early learners and supported are part of a larger MTSS approach, the stage is set for future learning and positive outcomes that are lifelong. If we are truly concerned about equity, inclusion, and opportunity gaps, this is the work to get behind."

—Washington Pyramid Model State Leadership Team Member

WAPM employs practical strategies to build positive relationships, and in turn, promote social competence to build positive relationships with children, their families, and the community. The components of WAPM implementation practice are disseminated and continuously monitored through an ongoing administration of [Statewide](#) and [Program-Wide](#) Benchmarks of Quality (BoQ) instruments. Additional companion [instruments and resources](#) have been developed to promote fidelity of implementation via objective and direct progress monitoring. A critical feature of WAPM application is program-wide implementation and evidence-based practice to support statewide infrastructure.

[Program-wide implementation](#) of the Pyramid Model is often called [Early Childhood Positive Behavioral Interventions and Supports](#) (PBIS)⁶ Program-wide implementation of the Pyramid Model is a relationship based professional development framework that is child and family-centered. Program-wide implementation intentionally addresses competency, leadership, and organization. By building statewide capacity to scale-up, Washington aims to sustain WAPM practices with integrity—employing [implementation science](#), data-decision making, and coaching as a foundation towards this effort.

It is through developing good relationships that effective teaching and guidance related to social, emotional, and behavioral development occur⁷. [Research](#) related to Pyramid Model from various randomized trials⁸ conducted in a prekindergarten classroom setting in 2011 illustrate two critical artifacts:⁹

1. Children have “better social skills and less problem behavior in Pyramid Model classrooms.”
2. Teachers are “able to implement Pyramid Model practices better if they receive training and practice-based coaching.”

⁶ [Early Childhood Program Wide Positive Behavior Supports \(PW-PBIS\)](#)

⁷ [The Teaching Pyramid: A Model for Supporting Social Competence and Preventing Challenging Behavior in Young Children](#)

⁸ Hemmeter, M.L., Snyder, P., Fox, L., & Algina, J. (2016). [Evaluating the implementation of the Pyramid Model for promoting social-emotional competence in early childhood classrooms](#). *Topics in Early Childhood Special Education*, 36, 133-146.

⁹ [Pyramid Model Overview: Research](#)

Washington's Vision of Pyramid Model

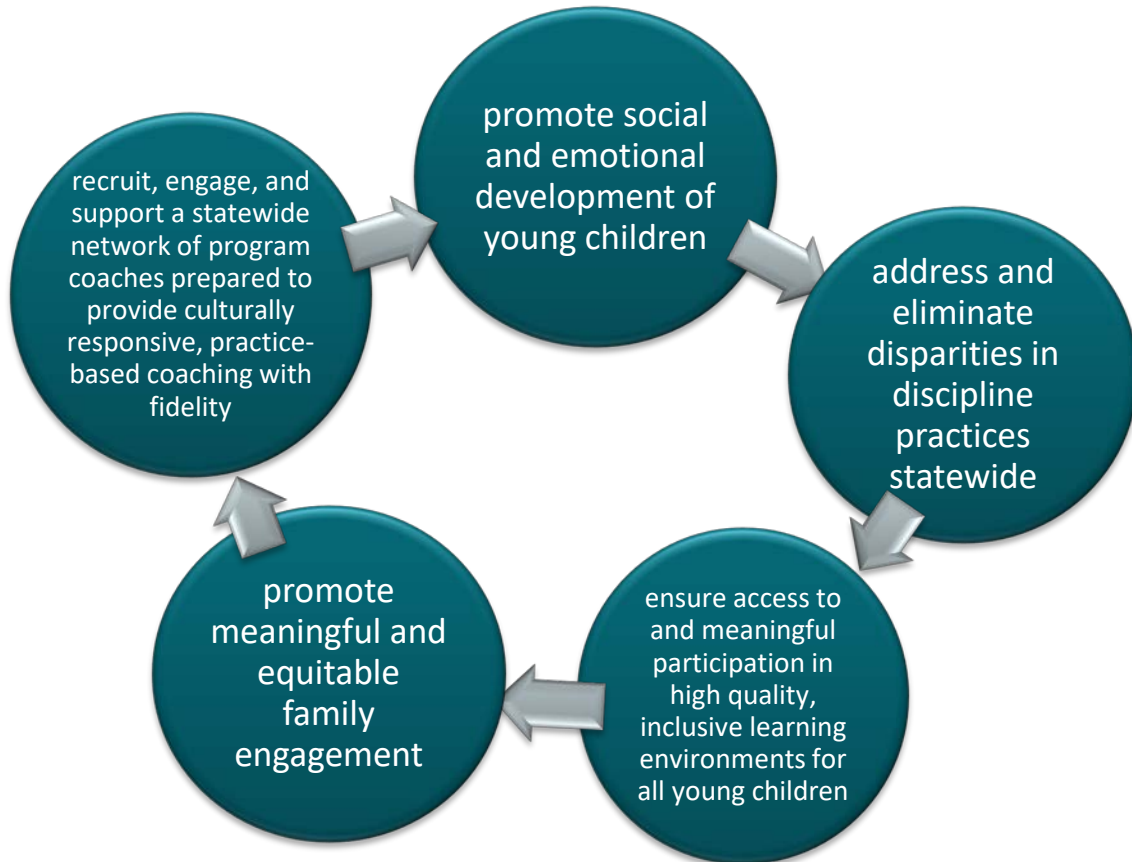
Washington has been building and enhancing state infrastructure since awarded an intensive technical assistance grant from the [National Center for Pyramid Model Innovations \(NCPMI\)](#) in 2019. A State Leadership Team, representing a variety of cross sector partners, meets monthly to guide efforts to build infrastructure for implementation of the evidence-based practices promoted by the Pyramid Model in Washington. In 2019, the Washington State Leadership Team developed a mission to meet the need for a responsive system.

"It is Washington state's goal to have responsive systems that partner with the adults in children's lives to promote social-emotional health through the framework of the Pyramid Model so all children, prenatal through age 5, experience high-quality, inclusive early learning settings."

–Washington Pyramid Model State Leadership Team Vision, 2021

As Washington Pyramid Model implementation continues to expand the current and future implementation sites collectively inform Washington towards next step practice. Washington aims to establish systems to support the actions illustrated in figure 2 below.

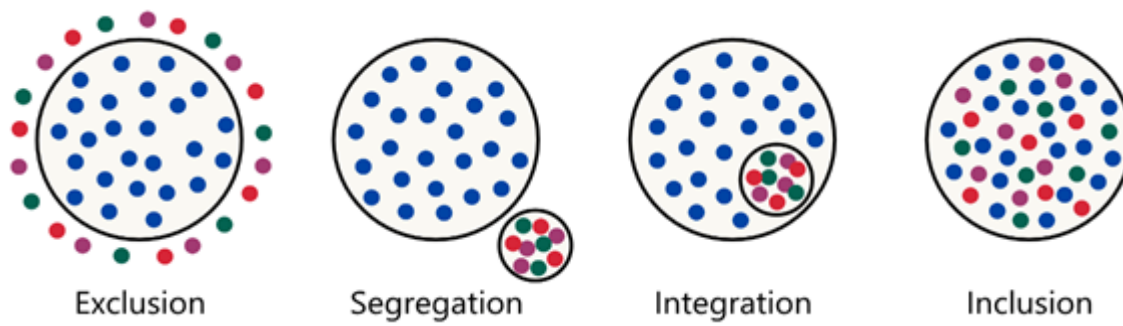
Figure 2: Washington Pyramid Model Aims



Now Is the Time for Pyramid Model

Research indicates that the majority of students with disabilities can progress in regular education settings with appropriate supports.¹⁰ As highlighted in a recent [Inclusionary Practices Project \(IPP\) update](#) (January, 2021), in 2018, Washington state ranked 44 out of 50 states for **inclusive** practices. For students of color, that total falls to 49 percent.¹¹ As of 2019, Washington state was in the lowest quintile for inclusion nationwide, with 57.7 percent of K–12 students with disabilities included in general education settings for 80–100 percent of the school day.¹²

Figure 3: Exclusion, Segregation, Integration, and Inclusion



Source: [Inclusion, Exclusion, Segregation, and Integration: How are they different?](#)

Statewide data indicate students with disabilities in Washington state increased their readiness for kindergarten by 4.4 percent from FFY 2018 to FFY 2019. Students without disabilities show an increase in kindergarten readiness of 5.9 percent over this same period. However, the State Systemic Improvement Plan (SSIP)¹³ for 2019 indicates that the *difference* in these rates of improvement increased the opportunity gap of students with disabilities on the Fall WaKIDS assessment (22.4 percent) compared to their same aged peers (54.5 percent) across all six domains (cognitive development, physical, social emotional, literacy, language, and math).

This is our call to action. The time has come to change our practices when supporting students with disabilities to close the opportunity gap and ensure all students have all access to high quality inclusive learning environments.

Please review appendix A for additional WAPM specific data. For more related resources visit the [OSEP Fast Facts: Children 3 through 5 Served Under IDEA Part B Section 619](#) webpage which has provided data collections authorized under [IDEA Section 618](#) including that collected through child count and educational environments related to [Indicator 6—Preschool Least Restrictive Environment](#). Additionally, explore the [Washington Office of Superintendent of Public Instruction: Inclusionary Practices Professional Development Project webpage](#).

¹⁰ [Inclusion for Preschool Children with Disabilities: What We Know and What We Should be Doing](#), Philip S. Strain, Ph.D., University of Colorado Denver, 2014.

¹¹ [National Council on Disability: The Segregation of Students with Disabilities, 2018](#).

¹² [November 2019 Federal LRE and Child Count Data](#).

¹³ [SSIP Annual Performance Report FFY 2019 \(PDF\)](#)

Cross-Agency State Leadership Team

Since 2019, Washington’s Pyramid Model (WAPM) State Leadership Team (SLT) are directing efforts to develop a state infrastructure based on implementation science, including a highly qualified workforce to adequately address social-emotional development. Figure 3 illustrates the intentional connections cultivated by the WAPM SLT.

Figure 4: Washington Pyramid Model SLT Intentional Connections Cultivated

Advisory Partners		
Head Start Collaboration Office at the Washington State Department of Children, Youth, and Families	Early Support for Infant and Toddler (ESIT)	Early Childhood Education Assistance Program (ECEAP) Offices
Washington’s P-3 Champions Network	Infant and Early Childhood Mental Health Consultation	Local Educational Agencies and Educational Service Districts across Washington state
Washington family engagement stakeholders, including Partners for Action, Voices for Empowerment (PAVE)	Child Care Aware of Washington	The Office of Native Education (ONE)
The Early Learning unit at the Washington Office of Superintendent of Public Instruction	In partnership with the Center for the Improvement of Student Learning support program Multi-Tiered System of Supports (MTSS)	Washington state Preschool Inclusion Collaboration Team (PICT) with Washington State Department of Children, Youth, and Families Early Childhood Education Assistance Program (ECEAP) Offices

Source: Washington Pyramid Model State Leadership Team Roster Data, 2021

Washington Pyramid Model State Leaders have continued to focus efforts on:

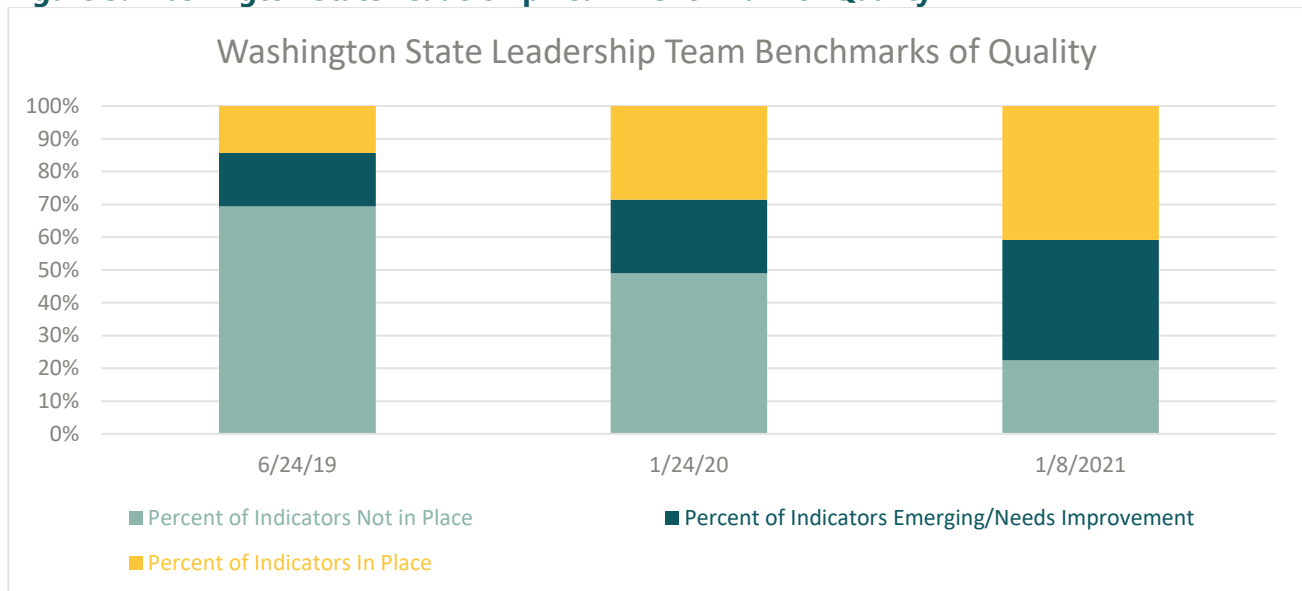
- Ensuring professional development recognition for WAPM training participation.
- Creating a professional development network of WAPM Implementation specialists to fill training needs and support coaches and provide training content and external coaching in a regional and statewide capacity.
- Building relationships with families through parent advocacy partners ([PAVE](#)) to promote the development of WAPM Model content and a family advisory committee.
- Employing a [readiness process](#) that guides selection of programs to participate in WAPM’s implementation trainings.
- [Enhancing Washington Pyramid Model Instructional Practices training](#), in partnership with the [University of Washington: Haring Center for Inclusive Education](#) and [Cultivate Learning](#), to better reflect Washington’s commitment to equitable and inclusive training and professional development content.
- Adapting national Pyramid Model training content to create comprehensive training Packages customized to meet the needs of the Washington Pyramid Model (WAPM) community of practice.

- Promoting representation of Washington’s cross sector early learning programs, intentionally including examples from Washington’s program-wide implementation sites, in alignment with other important Washington efforts (e.g., [Office of Superintendent of Public Instruction’s \(OSPI’s\) Priorities for Improving Outcomes for Students with Disabilities](#)).
- Supporting ongoing and continued alignment within the [Multi-Tiered Systems of Support \(MTSS\) framework](#) to promote statewide capacity and alignment between regional and statewide WAPM Implementation Specialists (IS) and Regional MTSS Implementation Leads.
- Developing and lifting a statewide three-tier cadre of coaches to support Washington Pyramid Model implementation with fidelity (e.g., Practitioner Coach, Program Coach, Implementation Specialist).
- Establishing relationships with community partners to begin discussions and development related to the [Community-wide implementation of Pyramid Model](#).

The [Washington Pyramid Model State Leadership Team \(SLT\)](#), continues to utilize data from the [State Early Childhood Benchmarks of Quality](#) guide to implementation in an ongoing capacity. The instrument is aligned with the evidence-based Statewide Implementation Guide process¹⁴ disseminated by the Early Childhood Technical Assistance Center and is grounded in implementation science. The function of this statewide assessment [instrument](#), used by the collaborative SLT, is to objectively assess and recalibrate strategies. This team convened in January 2021 to conduct the third—and most recent—administration of tool to pinpoint the key actions necessary to make available evidence-based practice for providers, families, and their communities.

An assessment of Washington Pyramid Model practices as depicted by the State Benchmark of Quality indicate an increase in critical elements in place yielding a 27 percent total increase from the initial administration to the most current administration. A subsequent State Benchmark of Quality administration is tentatively set for August 2021.

Figure 5: Washington State Leadership Team Benchmark of Quality



Source: Washington Pyramid Model 2019–2021 State Benchmark of Quality

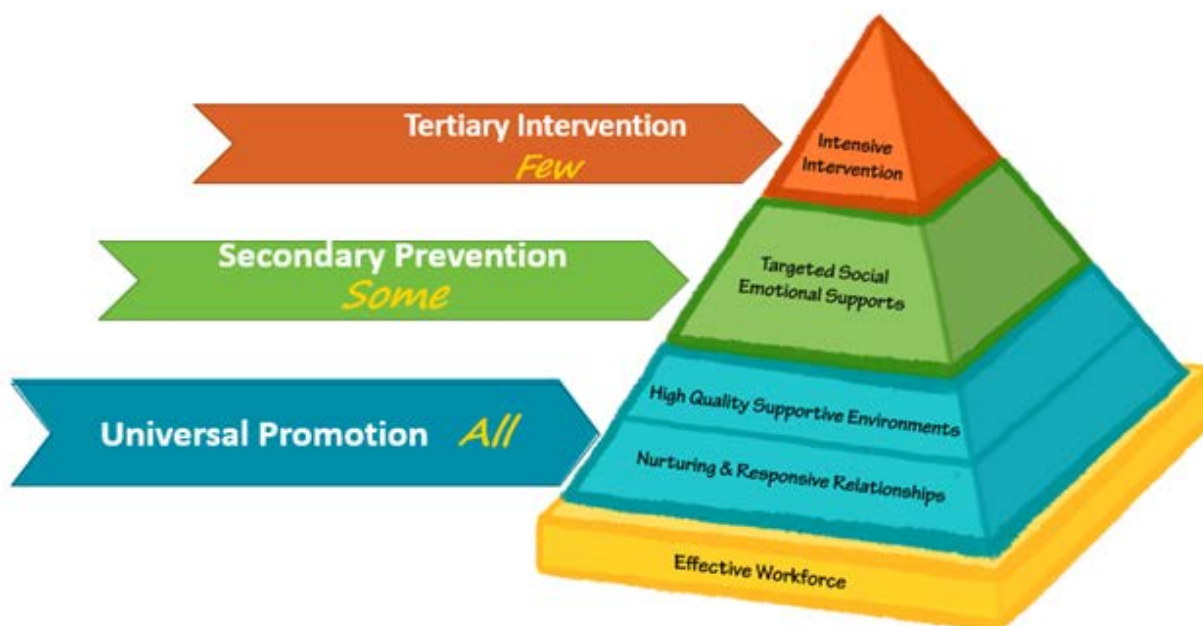
¹⁴ [Early Childhood Technical Assistance \(ECTA\) Statewide Implementation Guide](#)

"I appreciate being part of this work in our state, working with likeminded thought partners to create more aligned systems and high-quality early learning experiences for children and families!"
—Washington state Leadership Team Member

Employing a Tiered Approach

Washington Pyramid Model (WAPM) employs a tiered approach to promote and sustain fidelity of practice. The tiers of WAPM implementation are aligned with the Pyramid Model pedagogy developed by two national, federally-funded research and training centers: The [Center for the Social and Emotional Foundations for Early Learning \(CSEFEL\)](#) and [Technical Assistance Center on Social Emotional Intervention for Youth Children \(TACSEI\)](#) in partnership with [The National Center for Pyramid Model Innovations](#).¹⁵

Figure 6: Pyramid Model Tiers



Source: The National Center for Pyramid Model Innovations, June 2021.

The foundation of the WAPM begins with an effective workforce. This workforce is largely responsible for pinpointing key systems and policies to promote workforce adoption of evidence-based practice for ongoing scale-up and state-wide sustainability.

Tier 1 in the Washington Pyramid Model (WAPM) targets universal supports for all children. Tier 1 requires the promotion of nurturing and responsive relationships and high-quality environments for all children. Prioritizing nurturing and responsive relationships are essential in developing healthy social development. This “universal tier” of WAPM highlight practices that are critical to support the social development of all children. The WAPM community of practice recognizes that high-quality environments include, but are not limited to, inclusive early

¹⁵ [Who Created the Pyramid Model?](#)

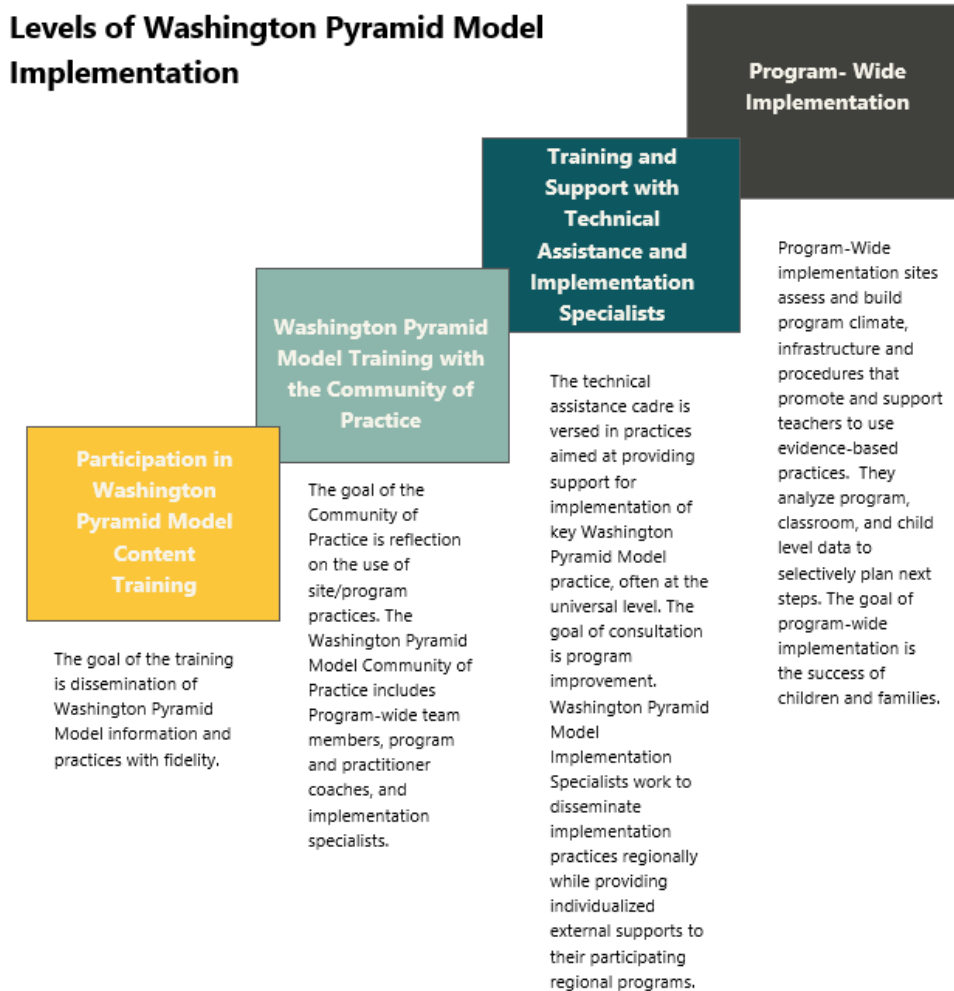
learning, early care, and educational environments along with supportive home, community, transitional kindergarten, and child care environments.

Tier 2 in the WAPM targets secondary preventative practice(s) through targeted social-emotional supports. The secondary prevention tier features the provisions of targeted supports to help promote social-emotional development and support to some children. Targeted support is mediated through clear instruction focused on promoting co and self-regulation including understanding emotions, developing social relationships, and establishing critical problem-solving skills.

Tier 3 of WAPM highlights tertiary intervention practices. These intervention practices are individualized and intensive in nature. Tertiary practices employ family-centered, highly comprehensive intervention practices informed by assessment and data. Tertiary intervention practice focuses on skill-building to support children and their families in an individualized capacity.

Figure 7 illustrates the levels of WAPM implementation practices and critical components for implementation fidelity.

Figure 7: Levels of Washington Pyramid Model Implementation



WAPM implementation works in alignment with [Washington Multi-Tiered System of Supports \(MTSS\)](#), a framework approach for enhancing the adoption and implementation of a continuum of evidence-based practices, to achieve important outcomes for every student. This integration involves coordination of tiered delivery systems, including Academic Response to Intervention (RTI), WAPM, and Social and Emotional Learning (SEL). By integrating these supports, schools may increase the efficiency, effectiveness, and sustainability of their services (McIntosh & Goodman, 2016).¹⁶ Much like the MTSS [cascading district and school systems Multi-Tiered Systems of Support framework](#), WAPM employs a support model coordinated through bidirectional support systems. The critical partners within the bidirectional support model include:

Family and Community Members – Family and community member voice is critical to Washington Pyramid Model implementation. These partnerships are embedded throughout the cascading support model and are key to implementation.

Washington State Leadership Team – This multi-agency state level team provides guidance, visibility, consultation, funding, and political support to promote equitable Pyramid Model practices across Washington state.

Implementation Specialists – This newly developed cadre of Washington Pyramid Model external coaches support region-wide (and in some instances statewide) specialized training and support to Washington pyramid model program-wide leadership teams.

Program-Wide Leadership Teams – Program-wide leadership teams are at the core of program implementation decision-making, strategic planning, and implementation. Program-wide leaders provide program-specific guidance and manages the program team and implementation cadence.

Program Coach – The program coach provides evidence-based coaching to staff and practitioners to support the program-wide mission and vision of Washington Pyramid Model practice. Program coaches ensure that the program-wide implementation team is using data to inform implementation and practice and facilitate support related to systems and infrastructures within the program as necessary to ensure implementation is provided with integrity.

Practitioner Coach – This coach provides specific supports in content areas with which they have specialized expertise as well as competency and knowledge of how to apply Washington Pyramid Model within a practitioner context (e.g., site setting).

Practitioners, Staff, Family, and Community Partners – These partners engage in evidence-based practices to support the children in their communities and programs to promote high-quality, inclusive early learning settings.

Children – It is the hope in aligning partnerships and providing an evidence-based support model, children will access high-quality inclusive early learning settings and demonstrate improved outcomes as a result.

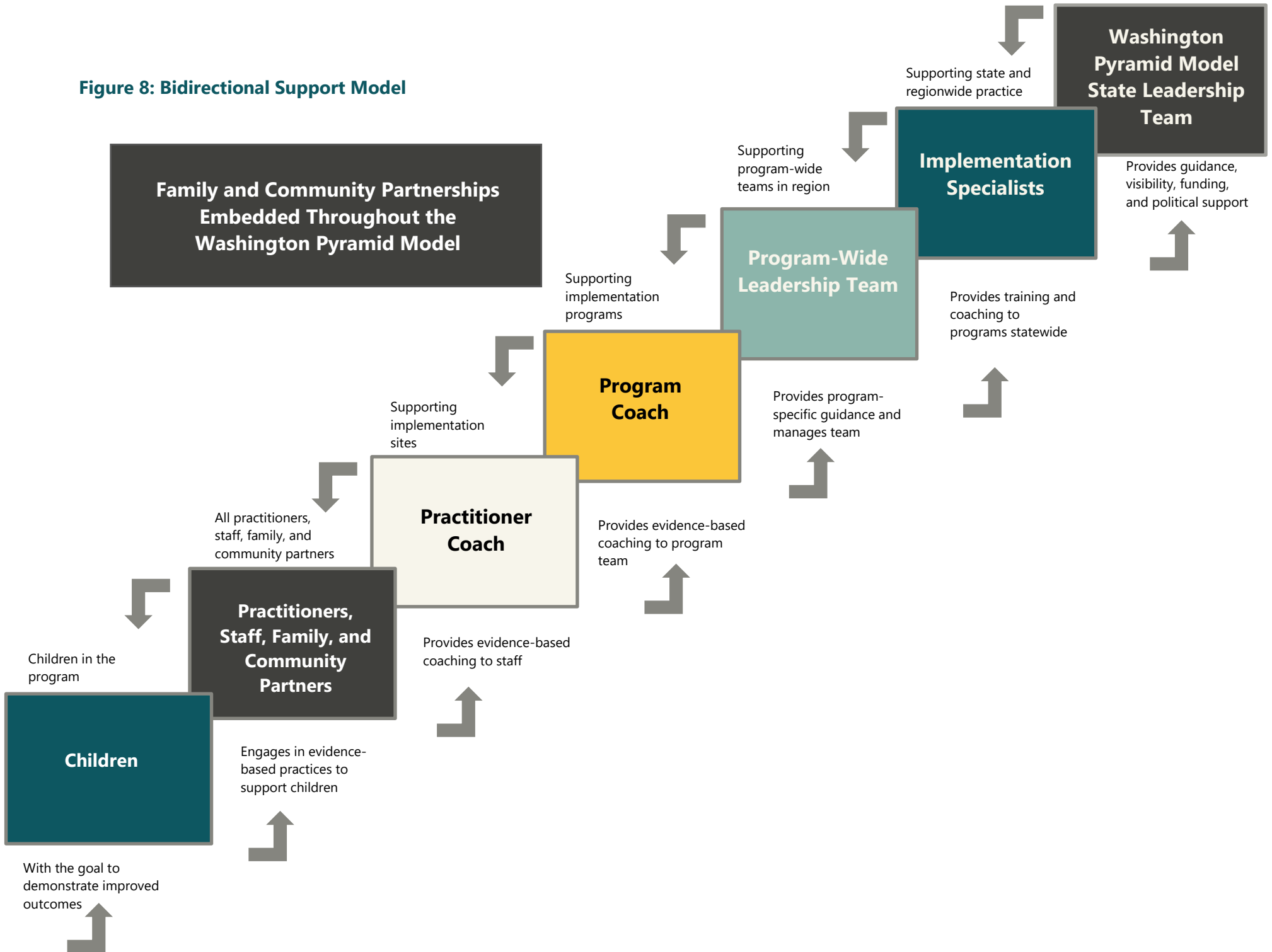
Program – Identified as a district, ECEAP provider program, Head Start program setting, child care program setting, or other regular early childhood program.

Site – Identified as a specified classroom setting with practitioners, instructors, community, and family participants.

Figure 8 illustrates this bidirectional support model in detail.

¹⁶ McIntosh, K., & Goodman, S. (2016). Integrated multi-tiered systems of support: Blending RTI and PBIS. The Guilford Press

Figure 8: Bidirectional Support Model



Program Coaching: The Key to Fidelity

In spring of 2021, Washington state developed a cadre of Washington Pyramid Model (WAPM) Implementation Specialists (IS) trained in Washington Pyramid Model practices to support and lift the Washington Pyramid Model Community of Practice to further practice alignment. In partnership with the WAPM Program Coach, the WAPM IS lifts training and support in a regional and/or statewide capacity. The [Washington Pyramid Model Role Document](#) provides detailed information related to each coaching role (i.e., implementation specialist, program coach, and practitioner coach).

Figure 9: Washington Pyramid Model Critical Partnerships and Current State Summary

Washington Pyramid Model by the Numbers

Over 80 individuals trained WAPM content between August 2019 and June 2021:

- WAPM Instructional Practices
- WAPM Program Coach Training
- WAPM Program-Wide Strategic Planning
- Practice-Based Coaching Training
- Teaching Pyramid Observation Tool (TPOT) Training
- Prevent, Teach, Reinforce- For Young Children Training
- WAPM Data Coordinator Training
- WAPM Behavior Incident Rating Systems (BIRS) Training
- Six implementation programs (2019–present)
- Twelve new implementation programs in 2021–22 WAPM cohort
- Sixteen identified WAPM Implementation Specialists
- Three Technical Assistance Washington Pyramid Model experts
- Thirteen Practitioner Coaches (with an anticipated increase in 2021–22)
- Eighteen Program Coaches (with an anticipated 35-50 percent increase in 2021–22)
- Eighteen WAPM Classrooms (with an anticipated increase in 2021–22)
- Nineteen Washington State Leadership Team members with three designees, and eight agencies represented

The Critical Role of the Program Coach in Partnership with the Implementation Specialist Include:

- Guiding the program leadership team to support implementation of Washington Pyramid Model practices with fidelity, utilizing implementation science.
- Supporting the capacity of the practitioner coach to promote the use of evidence-based practices as the core feature of the Washington Pyramid Model.
- Attending the Washington Pyramid Model Implementation Academy sequence (trainings listed in the left column).
- Guiding the program-wide leadership team to complete, assess, analyze, and respond to the prescribed Benchmarks of Quality instrument.
- Assisting administrators in disseminating information and co-creating processes with staff, families, and board regarding implementation to meet the needs of the community.
- Utilizing Washington Pyramid Model resources and provide information to support team discussion and decision-making processes using materials from the coaching resource sharing Drive, dashboard, and team binder.
- Understanding and applying the components of effective meeting facilitation and participation.

"I am so excited that we have the opportunity to be part of this. To learn the Pyramid Model so the students, the families, and the teachers can all be supported and successful is so critical. We want all kids to be a part of this program and we want all kids to be successful. Inclusiveness is the goal and now we have that as our focus and our program is so much better because of it. We haven't even implemented to program to fidelity, and we are a stronger, more consistent, family oriented, inclusive program. Thank you so much."

-APPLE ECEAP Washington Pyramid Model Program Coach

Practice-Based Coaching (PBC) Impact

Practice-based coaching¹⁷ is a cyclical process for guiding practitioners' use of evidence-based practices for promoting positive child outcomes. Practice-based coaching involves the following components:

- Collaborative Partnerships
- Shared Goals and Action Planning
- Focused Observation
- Reflection and Feedback

Washington Pyramid Model utilizes the Data Decision-Making and Program-Wide Implementation of the Pyramid Model: Roadmap to Effective Intervention Practices document to guide practice-based coaching. To assess the fidelity of implementation, coaching logs are utilized to illustrate duration of time spent engaging in various coaching strategies¹⁸ within each implementation site.

By providing varying dimensions related to coaching activities and focus, the Washington State Leadership Team is greater equipped to provide both programmatic and funding recommendation to support future implementation. The state evaluated the outcomes of each coaching metric through various data collection topographies detailed in appendix A and B of this document.

"The amount of incredible training, visuals, and parent connection opportunities has made us a stronger school this year—especially during the pandemic. Our community embraced 'Tucker the Turtle' and it showed in our classrooms."

– Washington Pyramid Model Coaching Participant

¹⁷ National Center for Pyramid Model Innovations Implementation: Practice-Based Coaching

¹⁸ Types of Coaching Strategies

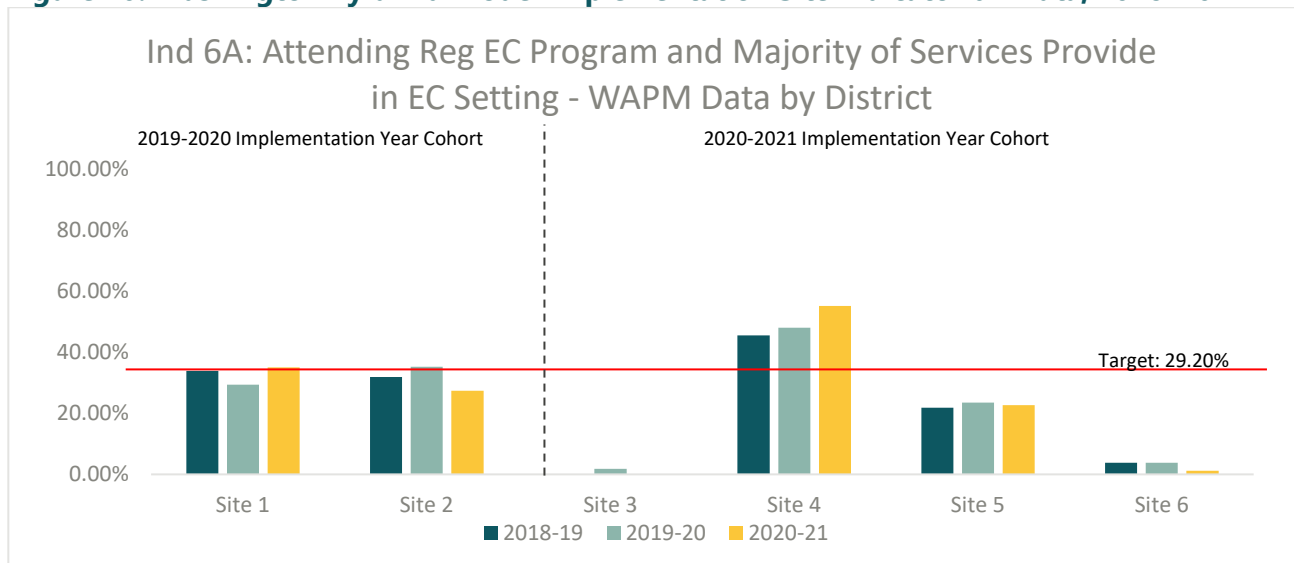
Data Decision-Making in Washington Pyramid Model

Through data aggregated over the last two years of implementation, it is hypothesized that increased investment in Washington Pyramid Model (WAPM) will continue to move Washington forward in increasing high-quality, inclusive early learning settings for young children. WAPM employs empirically validated data collection systems and ongoing assessment to monitor progress and objectively identify areas for continued focus. The utilization of these comprehensive data collection instruments is at the heart of fidelity in practice.

The Office of Superintendent of Public Instruction (OSPI) collects special education data which must be submitted annually to the Office of Special Education Programs (OSEP), U.S. Department of Education. Figure 9 (illustrated below) illustrates the total percentage of students attending regular Early Childhood Programs and majority of services provided in Early Childhood Settings data used in the [FFY 2019 Washington Annual Performance Report \(APR\) submitted in February 2021](#) across a three year time sample (2018–2019, 2019–2020, and 2020–2021). A [summary of proposed revisions WAC 392-172A-00152](#) defines a regular early childhood program (RECP) as a program that includes fifty percent or more children who do not have an IEP. Programs may include, but are not limited to, the following: Head Start; Early Childhood Education and Assistance Program (ECEAP); kindergarten; preschool classes offered to an eligible prekindergarten population by the public school system; private kindergartens or preschools; group child development centers; or child care.

Note that the target of 29.20 percent has been set for targets 2018–19 and 2019–20 but is not set for 2020–21. An analysis of this chart indicates that two out of the five Washington Pyramid Model data by district have met the target criteria. Moreover, an analysis of data across time indicates that an increase in indicator 6A data is illustrated in two out of the six sample sites. Future reports will include ongoing comparative analysis between Washington Pyramid Model implementation sites' affiliated district data and statewide aims.

Figure 10: Washington Pyramid Model Implementation Site Indicator 6A Data, 2018–2021



Source: [LEA District Profiles \(XLXS\) \[Includes \(but not limited to\) data used in FFY 2019 submitted February 2021\] data](#). Indicator 6A: Children attending regular early childhood program and majority of services provided in Early Childhood settings.

"I am thrilled to be a member of the Washington State Leadership Team for Pyramid Model Practices. It is exciting to be a supportive partner in building the infrastructure and designing the support system, with the guidance of the leading researchers in the field of early childhood special education. As a previous practitioner, I know the focus must be on proactive, positive behavioral interventions for our youngest students, so meaningful learning can take place."

– Washington State Leadership Team Member

Coordinated and Cohesive Statewide Efforts

The Washington State Leadership Team (SLT) is committed to the long-term work of shifting systems, creating momentum and support, and organizing communities towards high quality inclusive preschool settings for all children. Now is a critical time to assure communities and family partners that we are working together to dismantle structural racism in Washington. Our state’s leaders in early learning are prepared to offer a position statement on preschool inclusionary practices that emphasizes the need to ensure racial equity. The statement would emphasize the need for a stable funding source to continue the expansion of integrated early learning programs with Washington Pyramid Model (WAPM) program-wide implementation. New funding would align to existing law related to inclusionary practices, system development, and data management. To continue to move WAPM forward, our cross-sector SLT has identified action steps illustrated in figure 11.

Figure 11: Washington Pyramid Model State Leadership Team Action Steps

Washington Pyramid Model State Leadership Team Action Steps
Improve the inclusion of children with disabilities in early learning settings.
Identify and implement applied research strategies (i.e., TPOT, PBC) that address specific inclusionary policy, procedure, and reflections on potential opportunities in early childhood settings.
Identify early childhood inclusion and funding models, facilities guidance, and high-quality instructional strategies captured in the Early Childhood Technical Assistance Center’s Pre-K Inclusion Toolkit and Provisions of Services to Children with Disabilities in Early Childhood Programs During a School Facility Closure document.
Finalize a Joint Position Statement on Preschool Inclusion with the Department of Children, Youth, and Families and Office of Superintendent of Public Instruction (OSPI) .
Share training experiences with early learning professionals, across grade levels and disciplines, relating to inclusionary practices and universal design for learning frameworks.
Continue to build a network to support sustainable professional development around the Washington Pyramid Model to support implementation in classroom, program, and systems level under the guidance of a cross sector State Leadership Team.

Source: Washington Pyramid Model State Leadership Team Recording and Documentation, 2019–2021.

These efforts will require several key individuals, including the Early Childhood Special Education-619 Coordinator and the Early Childhood Special Education Inclusion Specialist, who will be responsible for the following actions:

- Represent Washington Pyramid Model (WAPM) in statewide efforts
- Facilitate and support Washington State Leadership Team (SLT) meetings and implementation of statewide action plans
- Lead training and technical content development and improvement in subsequent phases of WAPM implementation
- Expand training and support for current WAPM implementation sites and programs
- Provide support and pathways to technical assistance for newly selected WAPM Implementation Specialists (IS) through the mentoring and skill acquisition process
- Launch new program-wide implementation programs in school year 2021–22 and beyond
- Collect, analyze, and disseminate state-wide and program-wide data on the effects of WAPM implementation

“Throughout this (Pyramid Model) training I have changed my mindset. Before I was more annoyed by what the child was doing etc. Now I am more responsive to the child and ponder and ask more questions about how they are feeling, why, and what I can do to help them learn in that experience. I have become more understanding of all children.”

– Washington Pyramid Model Implementation Site Training Participant

A Washington SLT member, and Early Childhood Assistance Program (ECEAP) Administrator, shared that [the Department of Children, Youth, and Families \(DCYF\)](#) ECEAP is committed to creating and supporting environments that are fully inclusive of all children and supportive of healthy social emotional development. Through this commitment, children who have experienced trauma or have behavioral needs are nurtured with responsive teacher-child relationships. The tiered approach in the WAPM for supporting all children in classrooms with structured scaffolding supports helps fill gaps in trainings and supports that ECEAP staff have been identifying as a need for years. The individualized interventions and guidance for each child are tailored to be holistically relevant to the child and family and most importantly support staff in implementing.

In addition, a [Head Start Collaboration](#) Administrator at DCYF stated that there are 51 Head Start grantees in the state of Washington who provide Head Start and/or Early Head Start services to 20,000 children and their families each year. In surveying grantees, the top program needs were fostering the social emotional development of all children within inclusive settings, supporting children who have persistent challenging behaviors, and engaging families as essential partners in this support. DCYF ECEAP and Head Start, [with Early Support for Infants and Toddlers \(ESIT\), IDEA Part C](#), commit to ignite change in the space of early learning and social emotional development to improve outcomes for our students and families.

The Pyramid Model was designed for implementation by early educators within childcare, preschool, early intervention, Head Start, and early childhood special education programs to help support meaningful social interactions and development.

Source: [The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children Fact Sheet](#)

Additionally, the Washington State Leadership Team (SLT) is working to intentionally develop and support partnerships with Child Care Aware of Washington (CCA). [Child Care Aware of Washington](#) (CCA of Washington) is a nonprofit organization dedicated to ensuring that every family in Washington has access to high-quality early learning choices for their children, and every child care program has the resources and support needed to help prepare children for success in life. CCA of Washington is the only statewide child care resource and referral program in Washington. CCA of Washington has an established relationship-based professional development (RBPD) system which includes coaches, trainers, family service staff and mental health consultants. These key RBPD staff assist child care providers in promoting healthy growth and development for young children and the adults that support them. Coaches, family services staff, and professional development staff have a long-standing history of working with and supporting the child care community. In addition, CCA of Washington has launched a new infant-early childhood mental health consultation (IECMHC) program for child care providers and the children and families they serve. The new program is called [Holding Hope](#) and it is available to Early Achievers participants ([Early Achievers](#) is Washington's Quality Recognition System for child care). IECMHC supports the social and emotional well-being of children and adult caregivers. CCA of Washington is committed to eradicating racism and takes an anti-racist approach to promoting social-emotional wellness in the communities they serve in ways that are responsive to the cultures that weave communities together. Future efforts to intentionally align practices are being made and will be highlighted in subsequent reports.

Integrating inclusionary practice is critical in early learning settings and is a priority with Transitional Kindergarten (TK). Intentional alignment between [Transitional Kindergarten \(TK\)](#) and Washington Pyramid Model strengthens the quality of instructional practices. Transitional Kindergarten (TK) is a kindergarten program for children below the age of 5 who have been screened and have been deemed to require a high-quality, inclusive setting. More detailed information related to this alignment is expected in future reports.

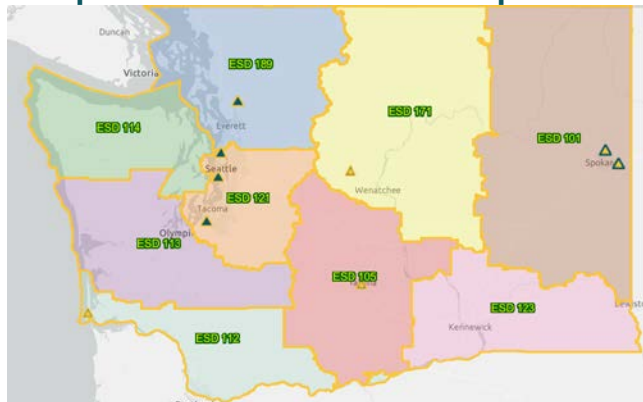
THE FUTURE OF WASHINGTON PYRAMID MODEL

As program sites move through the phases of implementation, it is expected that they will begin to build upon their initial Washington Pyramid Model (WAPM) teams and bring on new classroom sites, community partners, and family advocates. The Washington Pyramid Model State Leadership Team (SLT), along with the Professional Learning and Coaching SLT work group, has begun the initial development of a statewide training and coaching network bringing forward the Washington implementation specialist role to support future scale-up and sustainability in practice. In partnership with the University of Washington Haring Center implementation sites will be trained in WAPM Practices, identify program coaches, and additional leadership team members to continue to move the work forward.

The WAPM initiative is a framework that is a part of a larger series of initiatives to meet Washington’s need to increase high-quality, inclusive learning environments for young children. The [Early Childhood Special Education Initiatives](#) document details current efforts that are in place to increase inclusionary practice efforts in childhood programs with the identification and implementation of applied research strategies, and strategic use of instructional and/or systemic coaching.

This [comprehensive initiative map](#) features key Washington Early Childhood Special Education initiatives, including WAPM, across the state as efforts are underway to meet this need.

Figure 12: Early Childhood Special Education Initiatives Map



Source: [Washington Early Childhood Special Education Initiatives Map, June 2021.](#)

The process of effective implementation of culturally responsive practices requires a **transformation** in the way practitioners both perceive and respond in the learning environment. Programs must focus on developing significant knowledge related to implicit bias and its impact on decision making along with the role of critical reflection in challenging assumptions, interpreting, understanding, and reframing experiences.

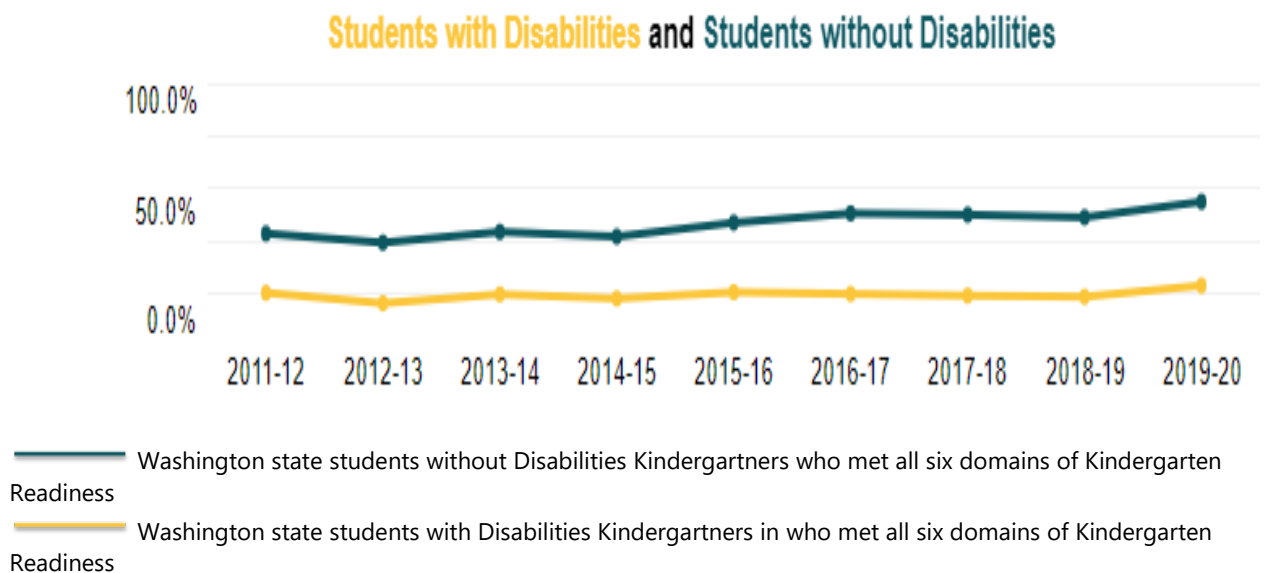
The SLT looks forward to working together to enhance our state’s capacity to implement and sustain inclusionary practices and eliminate challenging behaviors within our early childhood programs through the work of a collaborative cross-sector team. We also recognize that developing systems of support that assist students, early childhood staff, and families will inevitably have a positive outcome on later student success in school and life.

APPENDIX A: WASHINGTON PYRAMID MODEL DATA BRIEF

WaKIDS Data Analysis

An analysis of [WaKIDS 2019–202 Kindergarten Readiness Results \(PDF\) document](#) provide practitioners with key findings indicating that entering kindergartners continued to display a range of skill levels. OSPI has invited districts to continue to review their own assessment data and reflect on strategies to close opportunity and achievement gaps early. These strategies including building on family strength after the family connection and partnering with the community to eliminate the opportunity gap.¹⁹ On March 17, 2020 Governor Inslee announced the closure of school facilities to prevent the spread of COVID-19. As a result, the 2020–2021 Kindergarten Readiness data have not been made available. See the chart below for the most recent data information.

Figure 1: WaKIDS Assessment Results, 2011–2020



Source: Comprehensive Education Data and Research System (CEDARS) Report Card for school years 2011–12 through 2019–20.

¹⁹ [WaKIDS 2019-20 Kindergarten Readiness \(PDF\)](#)

***Table 1: WaKIDS Assessment Results, 2011–2020 Comparative Analysis**

School Year	Student with Disabilities	Students without Disabilities
2011–12	19.60%	42.30%
2012–13	15.60%	38.80%
2013–14	19.00%	43.00%
2014–15	17.40%	41.20%
2015–16	19.80%	46.50%
2016–17	19.10%	50.10%
2017–18	18.50%	49.60%
2018–19	18.00%	48.60%
2019–20	22.40%	54.50%

Source: Comprehensive Education Data and Research System (CEDARS) Report Card for school years 2011–12 through 2019–20.

*Due to the COVID-19 Pandemic, 2020–21 data is not available for posting.

Despite many successes in WaKIDS implementation, our needs assessment reveals numerous opportunities to improve kindergarten readiness and transitions, birth–5 years and beyond, especially for historically underserved children. Data show kindergarten readiness disparities are most pronounced for children from tribal, refugee, immigrant communities, and children with special circumstances, which includes children with disabilities, children with child welfare involvement, and children who experience homelessness.²⁰ The need to deepen collaboration between early learning settings and K–12 schools to share best practices and enroll children in settings that best meet their needs is essential to school and life success.

***Table 2: WaKIDS Kindergarten Readiness by Student Demographic (2019 data)**

Student Group	Number of Students	Percent
Female	37,966	56.30%
Gender X	63	50.80%
Male	40,785	47.10%
American Indian/Alaskan Native	996	34.60%
Asian	6,238	63.00%
Black/African American	3,340	44.10%
Hispanic/Latino of any race(s)	18,112	35.40%
Native Hawaiian/Other Pacific Islander	946	33.10%
Two or More Races	7,509	56.00%
White	41,573	57.50%

Source: Comprehensive Education Data and Research System (CEDARS) Report Card for school year 2019–20.

*Due to the COVID-19 Pandemic, 2020–21 data is not available for posting.

²⁰ [Kindergarten Readiness Disparities](#)

Suspension and Expulsion Data Analysis

In Washington state, we are looking at ways to gather data to address disproportionality of students that are experiencing suspension and/or expulsion from preschool and childcare programs. The Washington SLT challenges our leaders in early childhood education to address inequitable outcomes based on race. This will help eliminate disparities in discipline practices statewide. Suspension rates for students within our K–12 systems (Table 5) are at an alarming rate. An identified priority of the 2020–21 school year will be for each Pyramid Model implementation site to establish cross-sector data collection systems to clearly identify the racial inequities and systemic barriers that are preventing students of color and students with disabilities from thriving at the rate of their white, typically developing peers.

Table 3: Washington K–12 Percent of Students Excluded (Suspension/Expulsion)

School Year	All Students	American Indian/Alaskan Native	Asian	Black/African American	Hispanic/Latino of any race(s)	Native Hawaiian/Other Pacific Islander	Two or More Races	White	Total
2014–15	4.1%	8.2%	1.2%	9.2%	4.7%	5.6%	4.9%	3.5%	41.4%
2015–16	3.8%	7.3%	1.1%	8.6%	4.4%	5.4%	4.6%	3.4%	38.6%
2016–17	3.8%	7.5%	1.1%	8.3%	4.5%	4.8%	4.5%	3.2%	37.7%
2017–18	4.1%	8.2%	1.1%	8.5%	4.8%	5.8%	5.0%	3.5%	41.0%
2018–19	4.0%	7.7%	1.1%	8.3%	4.8%	6.4%	4.8%	3.4%	40.5%
2019–20	2.4%	5.3%	<1.0%	5.0%	2.9%	3.9%	3.0%	2.0%	25.50%

Source: Comprehensive Education Data and Research System (CEDARS) Report Card for school years 2014–15 through 2019–20.

An analysis of most current K–12 suspension and expulsion data suggest a recent reduction in total suspensions and expulsions reported during the 2019–2020 reporting cycle. Future reports will continue to monitor and report on this data for analysis. Program-wide implementation of the Washington Pyramid Model will allow early childhood practitioners to use data to establish equitable and effective practices for all children. An identified tool to assist with this process is the Equity Coaching Guide which supports [culturally responsive practices](#)²¹ and assists in addressing implicit biases that interfere with positive outcomes for children, practitioners, and families. Increased, coordinated, and sustained investment is necessary to address Washington’s priorities of supporting healthy social and emotional development and school readiness of all our children.

²¹ [Equity Coaching Guide](#)

Statewide Special Education Data

The Office of Superintendent of Public Instruction Early Childhood Special Education division has coordinated with the Department of Children, Youth, and Families (DCYF) ECEAP program to form a partnership to increase inclusive high-quality early childhood learning experiences with integrated Social-emotional learning (SEL) infrastructures for children with disabilities. As detailed in the [2020 Washington State Systemic Improvement Plan \(SSIP\) Planning Document](#) it has been hypothesized that with intensive technical assistance in the area of social-emotional development along with systems level coaching in MTSS infrastructure development for program staff in early learning environments, the SEL performance rates of students with and without disabilities may increase upon entry to kindergarten.

Table 4: 2019–20 Statewide Special Education Data

Grade	LRE	Social Emotional Learning (SEL)				English Language Arts (ELA)/Literacy				Math			
	SWDs*	Source	SWDs	All	Gap	Source	SWDs	All	Gap	Source	SWDs	All	Gap
PreK	26% in Reg EC	ELMS	48% (Ind B7)	90%	52%	ELMS	49% (Ind B7)	88%	39%	ELMS	49% (Ind B7)	83%	54%
K	77% in LRE1	WaKIDS	49%	82%	33%	WaKIDS	61%	81%	20%	WaKIDS	48%	70%	22%

Source: 2019 Child Find Data. Note: Least Restrictive Environment (LRE). LRE1 represents students placed in regular education for 80 to 100 percent of the school day. Early Learning Management System (ELMS) for the Department of Children, Youth, and Families (DCYF). *Student with disability (SWD).

Washington Pyramid Model Coaching Data

Practice-based Coaching is at the core of Washington Pyramid Model practice. An analysis of the table 1 illustrate that, on average, coaches spend approximately 70 minutes providing specialized practice-based coaching supports to program teams to promote fidelity in practice per coaching session. A cumulative 320 total contacts were reported during the 2020–2021 Washington Pyramid Model implementation cycle yielding a total of 22,275 total minutes of coaching practice recorded statewide from August 2020–June 2021.

Table 5: 2020–2021 Washington Pyramid Model Statewide Coaching Summary Meta-Analysis

Statewide Total Time (minutes) spent coaching	Statewide Average Time (minutes) per coaching session	Statewide Total # of contacts
22275 minutes	70 minutes on average	320 total contacts

Source: Washington Pyramid Model 2020–2021 Statewide Coaching Summary Report.

A close-in analysis by focus area indicate that coaches spent approximately 49.70 percent of the reported time focused on developing support provisions for practitioner and practitioner coaches and 32.50 percent of time developing program-wide leadership team capacity.

Table 6: 2020–2021 Washington Pyramid Model Statewide Coaching Critical Focus in Percent

Data coordination and data decision-making (% of focus)	Developing and supporting program-wide leadership team (% of focus)	Practitioner/practitioner coach support (% of focus)	Program administrator /administration support (% of focus)	Behavior support and development (% of focus)
0.30%	32.50%	49.70%	13.80%	3.80%

Source: Washington Pyramid Model 2020–2021 Statewide Coaching Summary Report. Data indicate that teams spent up to 61.44 percent of coaching provisions in a virtual setting from August 2020–June 2021. Through ongoing monthly coaching call survey analysis and anecdotal report, teams identified this shift in coaching modality was largely due to the impact of the COVID-19 pandemic, noting the first confirmed COVID-19 case in the United States was identified on January 21, 2020 in Washington state.

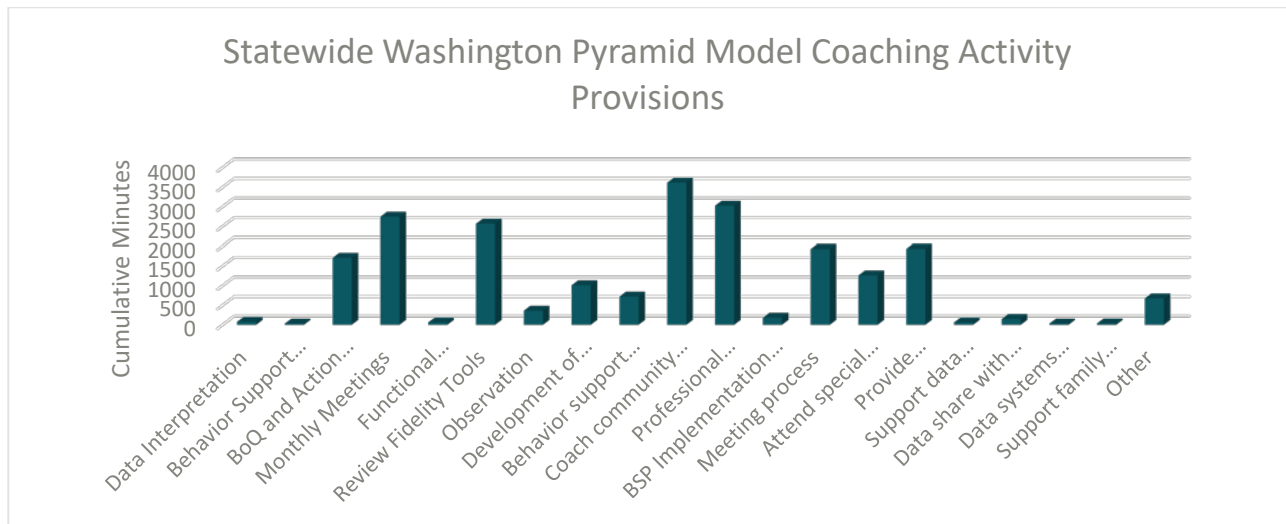
Table 7: 2020–2021 Washington Pyramid Model Statewide Coaching Modality in Percent

Email (% of contacts)	Face-to-face meeting (% of contacts)	Phone call (% of contacts)	Virtual meeting (% of contacts)	Other modality (% of contacts)
19.7%	16.9%	3.1%	61.44%	1.9%

Source: Washington Pyramid Model 2020–2021 Statewide Coaching Summary Report.

An analysis of the chart below indicates the total cumulative minutes detailed by activities recorded by Washington Pyramid Model coaches in the 2020–2021 implementation year. This chart illustrates the most concentrated WAPM coaching areas.

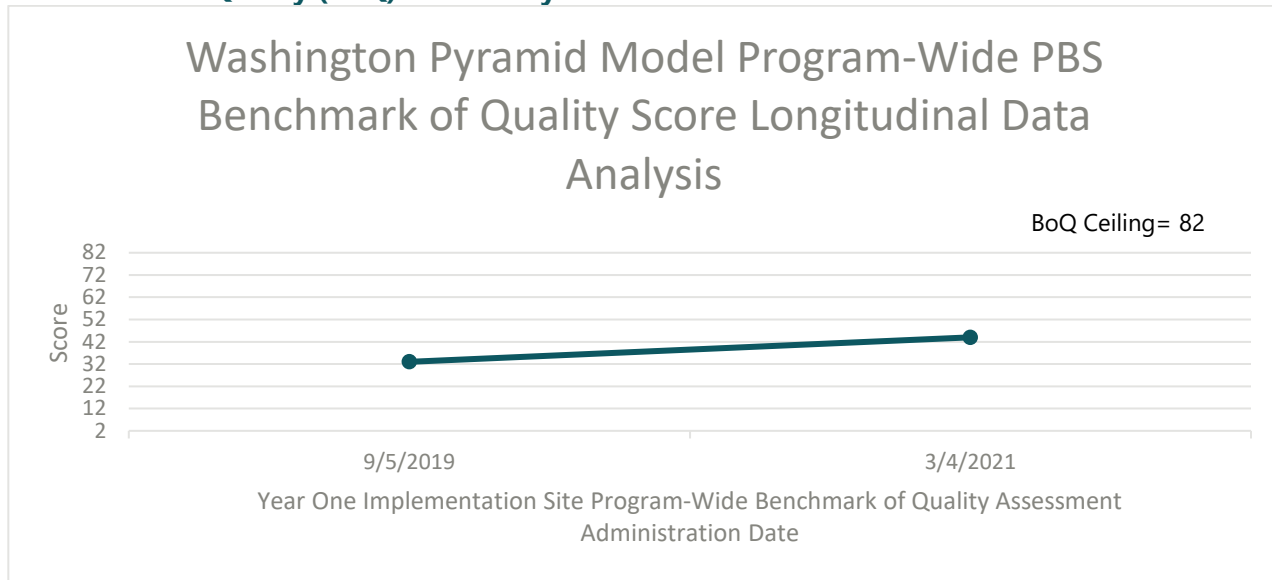
Figure 3: Statewide Washington Pyramid Model Coaching Activity Provisions by Activity



Source: Washington Pyramid Model 2020–2021 Statewide Coaching Summary Report.

The [Early Childhood Program-Wide Positive Behavior Support \(PBS\) Benchmarks of Quality \(BoQ\)](#) is designed to support programs to objectively²² evaluate current progress towards implementing Pyramid Model program-wide practices with fidelity. An analysis from data collected from a year one Washington Pyramid Model site (illustrated in figure 4) indicate that this program-wide implementation process yielded a steadily increasing trend marking an 11-point increase in critical element application.

Figure 4: Year One Implementation Site Washington Pyramid Model Program-Wide PBS Benchmark of Quality (BoQ) Data Analysis

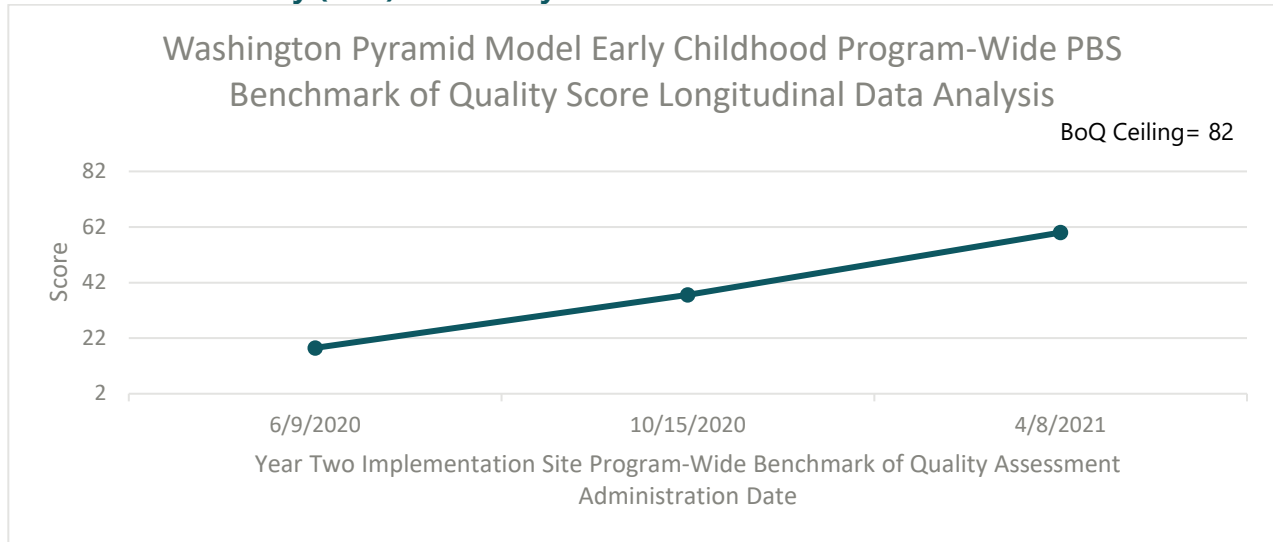


Source: Washington Pyramid Model 2020–2021 Statewide Coaching Summary Report.

A supplemental analysis (illustrated in figure 5) indicate a mean 41.5-point increase from initial administration to the most current Benchmark of Quality (BoQ) administration for a second site. Accordingly, program-wide implementation practices in both year 1 and year 2 cohorts indicate a steadily increasing trend towards acquisition across a two-year data sample.

²² [Data Decision-Making and Program-Wide Implementation of Pyramid Model](#)

Figure 5: Year Two Implementation Site Washington Pyramid Model Program-Wide PBS Benchmark of Quality (BoQ) Data Analysis



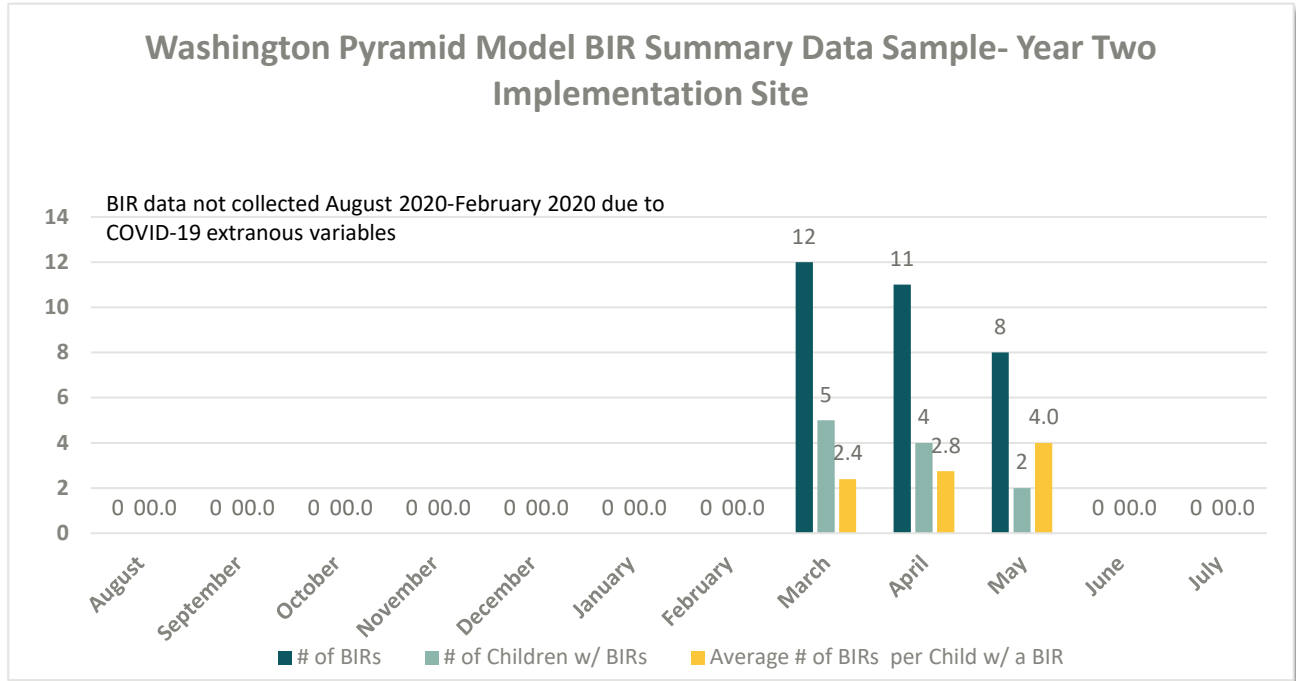
Source: Washington Pyramid Model 2020–2021 Statewide Coaching Summary Report.

Additionally, the [National Pyramid Model Equity Project](#) has developed new resources, including a Behavior Incident Report (BIR). The BIR system provides an efficient mechanism for gathering information on elements related to behavior incidents that are used to make decisions about providing supports to teachers and children within the program. In addition, the BIR includes alerts about potential equity issues by calculating disproportionality related to race, ethnicity, IEP status, gender, and dual-language learners. The BIR also provides information on the frequency of behavior incidents resulting in suspensions and expulsions.²³

An analysis of the chart below (figure 6) provides a sampling of BIR data collected from March 2021–May 2021 retrieved from year two Washington Pyramid Model implementation site. Data indicate a stable decreasing trend of reported BIR summaries completed across the three-month period demonstrating a stable decrease in the number of children with behavior incident report summaries. Programs utilize this data to identify key considerations including environmental factors, individuals involved, practitioner response strategies, and administrative follow up activities.

²³ [NCPMI Behavior Incident Report System Overview](#)

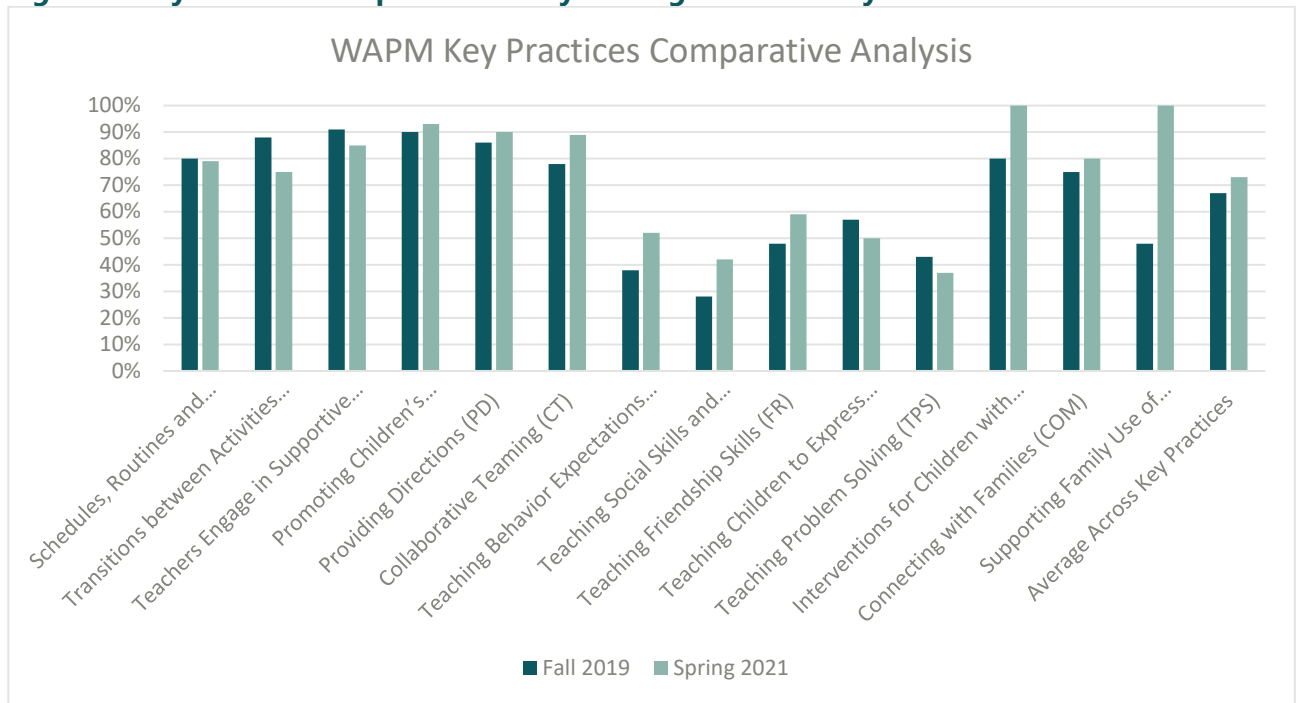
Figure 6: Washington Pyramid Model BIR Summary Data Sample—Year Two Implementation Site



The [Teaching Pyramid Observation Tool \(TPOT\)](#) is an additional formal measure used to determine implementation of the Pyramid Model. Teachers’ present levels of implementation are captured and used to gauge current strengths and needs, and TPOT data are used to set goals and action plans for implementation and professional development. Longitudinal data has been collected to demonstrate growth across a year one implementation site with administrations occurring in Fall 2019 and Spring 2021. Figure below captures the baseline Indicators Observed by Key Practice captured in the Spring of 2021.

A comparative analysis across the key practices collected by the Year 1 same sample site indicates a stable increasing trend in 9 out of 14 key practices yielding a cumulative 6 percent total increase in 2020–21. Future efforts to collect ongoing TPOT data are anticipated for the 2021–2022 Washington Pyramid Model implementation cycle and will be reported accordingly.

Figure 7: Key Practice Comparative Analysis Longitudinal Analysis



Source: Phase 1 Implementation Sites' Teaching Pyramid Observation Tool Fall 2019–Spring 2021 Data.

“It (is) important to make sure we made the family feel as though they are a part of our team. If we give them a voice and share what works for the child, it will make a bigger impact in the classroom...”

– APPLE ECEAP Washington Pyramid Model Implementation Participant and Program-Wide Leadership Team Member

Using TPOT data, Washington Pyramid Model coaches continue to identify potential social-emotional teaching practices that can serve as a focus for coaching support. Regardless, Washington’s plans for future implementation are included in figure 20 (aggregated from TPOT data across the 2019–2020 and 2020–2021 implementation cycles).

Figure 8: Washington Pyramid Model Coaching Focus

Washington Pyramid Model Coaching Focus: Aggregated via Teaching Pyramid Observation Tool (TPOT) Analysis		
Recognize that family and program relationships were not always strong even before the school facility closure and that relationship building is a critical element in supporting families and classroom teams.	Work on building relationships with students and looking at a different way of communicating with families to meet their individualized needs.	Place emphasis on the importance of connecting and collaborating with team members, colleagues, and other external entities doing Washington Pyramid Model work.
Acknowledge the role of families—it is apparent that families will step up to the plate to support their children, and therefore, including families every step of the way is vital.	Continue to support teachers and classroom teams with innovative ways of developing curriculum materials and resources for families.	

Washington Pyramid Model Demographic Data by Program

Year one, Washington Pyramid Model (WAPM) implementation programs include three educational agencies: two school districts ([Mead School District](#) and [Central Valley School District](#)), and one Educational Service District (ESD), [ESD 101](#). The year one coaching network includes 2 program coaches, 4 practitioner coaches, 4 administrators, 2 data coordinators and 2 newly identified implementation specialists.

Year two, WAPM implementation programs include 6 educational agencies: 4 programs ([Arlington Partners for Pre-Kindergarten Learning Enhancements Early Childhood Education and Assistance Program \(APPLE ECEAP\)](#)), [Clover Park School District](#), [Neighborhood House](#), and [Shoreline Public Schools—Edwin Pratt Early Learning Center](#)) and 2 Educational Service District (ESD): [PSESD 121](#) and [NEWESD 189](#). The year two coaching network includes a cumulative 6 program coaches, 6 practitioner coaches, 4 administrators, 2 data coordinators and 3 new implementation specialists.

Washington has moved into year three of WAPM implementation and practice with three diverse early childhood programs across the state. Each program will have three classrooms (sites). These programs are set for a tentative fall 2021 launch and include 6 educational agencies: [Cascade School District—Kodiak Cubs Preschool](#), [EPIC ECEAP](#), and [Ocean Beach School District](#) along with three Educational Service Districts (ESDs): [NCESD 171](#), [ESD 105](#), and [ESD 112](#). With the new year 3 WAPM teams underway, an estimated 3 new implementation specialists will be oriented to lifting WAPM practices across their regions.

Mead School District

Mead School District and NEWESD 101's shared mission statement is focused on developing an inclusive setting for all. The shared mission statement notes that "our Mead Learning Center will strive to support the whole child and their families by building stronger relationships to promote and nurture lifelong social-emotional skills." The Mead School District Early Learning Center continues to make progress towards reaching program-wide goals set forth in August 2019. Within the last calendar year, the Mead program-wide Leadership Team have engaged in ongoing coaching with Pyramid Model experts and increased action planning development. This team has participated in comprehensive all staff trainings including the "Embedding Meaningful Instruction into Classroom Routines" Pyramid Model training along with conducting MyTeachingStrategies GOLD® observational assessment trainings for both assistants and para educators in 2021.

Demographics

- Three early learning classrooms with a virtual option in all three classrooms.
- Seventy-two students total were enrolled with about 10 participating in virtual learning throughout the three classrooms.
- All seventy-two students enrolled in the Mead Early Learning Center classrooms received and benefitted from the Pyramid Model implementation in their classrooms and family support services, as well as through virtual learning options.
- Forty-five children received special education services.
- Twenty-seven children in general education. In a typical year, most of the children in general education stay longer (all day) versus the children in special education, who typically (but not always) are in a part-day program. Typically, it is 6–8 students with disabilities and 12 general education students per classroom (with a typical "cap" at 18). Each classroom also has three assigned staff.
- Full school day for all students with some students receiving four school days. Some students received two full days a week in two separate cohorts due to staggered scheduling and social distance guidance.
- Efforts were in place to ensure that the daily schedule met ECEAP performance standards, with a substantial portion of the day for free choice, outdoor time, and a mix of large and small group activities.
- Families were offered virtual learning options daily.
- ECEAP served high needs children and families who were disproportionately impacted by the pandemic.

"Bringing together ECEAP/ESD and school district special education philosophies can be challenging. This work has been very important as it has provided objective and research-based tools to consider and helped align our philosophies and thinking around high quality inclusion programs, and aligning our practices, both at the program level and in the classrooms" – Mead School District Washington Pyramid Model Implementation Participant

About the Program

- Twelve staff have participated in the initial Pyramid Model practices training.
- No expulsion is allowed in this center, instead the Early Childhood Program uses a Positive Guidance Plan and has a support system in place for challenging behaviors or supports needed.
- This program continues to work with special education partners to align practices that support children in the classroom.
- The team looks forward to gathering BIR data in the subsequent year (2021–2022) to inform the program of goal setting and best practice.
- The team notes that the social emotional aspects of the training practices, along with high-quality and shared professional development have been critical in aligning ECEAP and Special Education practices.
- Washington Pyramid Model tools and strategies have been extremely useful and align with ECEAP Performance Standards.
- Additionally, the intention focus on shared professional development has been paramount in aligning philosophies and best practice.
- The team notes that “zoom” coaching and training sessions have allowed for flexibility and increased program-wide attendance.
- The team continues to use the Benchmarks of Quality and correlated Teaching Pyramid Observation Tool (TPOT) information to support a shared understanding of best practices in the classroom to best align program goals at a systemic level, while guiding focus towards program improvement.

A Washington Program Coach shares their program story around Washington Pyramid Model (WAPM) Implementation during the 2020–2021 school year with a focus on next steps:

“Despite the many challenges of this year, Pyramid Model practices have proven to be valuable resource supporting children, families, and our staff this year. Children and families impacted the most, received valuable and supportive resources around routines at school and at home. The resources also supported our classroom staff, who themselves were impacted by the many stresses of providing service this year. The need to continue to provide Pyramid Model high quality practices were a solid foundation to focus on during the early months of trying to provide high quality early learning experiences while minimizing health risks to children, families, and staff on a daily basis. It was a comfort to have this foundation amidst all of the unknowns of this year. We look forward to strengthening this work next year.”

-Washington Pyramid Model Implementation Program

Central Valley Early Learning Center

The Central Valley Early Learning Center is a licensed childcare program within a school district that offers ECEAP, private tuition preschool, Title 1 preschool, and special services for 3- and 4-year-old children. This site currently has seven NWAPM implementation site classrooms. During the 2020–2021 school year, the Central Valley Early Learning Center Program-Wide Leadership Team focused on creating a mission statement, designing program-wide expectations and rewards (Be Bands and Super Elcee—a variation of the “regular Elcee” Central Valley Early Learning Center mascot), and developing an inclusion statement with future plans to become a fully inclusive program in the next year.

“I feel Pyramid Model Practices are so important because we are focusing on teaching each and every child the skills they need to have positive interactions with one another. Starting with a positive, nurturing, and consistent environment, we can create child-led experiences and be each child’s support. Now more than ever, with the ongoing theme of “We are all in this Together”, the Pyramid Model uses a whole team approach, with family and classroom staff, working together to support the child.”—Central Valley Washington Pyramid Model Training Participant

Demographics

- Families were provided a choice on whether they wanted to engage in all virtual or in-person services.
- Teachers provided lessons virtually with companion home activity packets, including Pyramid Model framework and social stories.
- Typically, this program includes 153 students in 7 classrooms with morning, afternoon, and some all-day slots.
- Approximately 84 students with disabilities who usually attend part-day programs when the site started Pyramid implementation work.
- Approximately 69 general education students total.

About the Program

- Approximately 35 staff have participated in the initial Pyramid Model practices training.
- The Early Childhood Education Assistance Program (ECEAP) and Central Valley School District do not use suspension as a guideline for discipline.
- The Student Study Team process is used to identify resources for challenging behaviors, and the process is given to all enrolled families in the parent handbook when students are placed.
- Student demographic of staff and families show a realistic composition of the community make up.
- Classrooms are made up of students experiencing poverty, students with IEPs, students funded through Title funds, and private pay.
- During the Annual Washington State Day Celebration, the Central Valley Early Learning Center cites that through it all, the staff were able to support both their students and each other.

- Continued focus on professional development with an ongoing book study for all staff including the dissemination and analysis of the Preschool Inclusion Toolkit and Unpacking the Pyramid Model.
- Central Valley School District has plans to move the entire center to inclusion classrooms in the fall of 2021 (in prior years this program had approximately 2–3 developmental classroom settings).

*“At the ELC, we are committed to providing high-quality learning with access to individualized supports for children and families”
– Central Valley School District ELC Mission Statement*

APPLE ECEAP Preschool

The APPLE ECEAP Preschool Program serves children ages 3–5. APPLE ECEAP Preschool is a free preschool program funded by Washington state. APPLE ECEAP honors each family’s culture and language by focusing on family strengths. This program recognizes the family as the child’s first and most important teacher. APPLE ECEAP serves a range of children and their families including those that receive special education services, general education services and those who are being “double served” with developmental preschool, speech services, and/or occupational therapy services.

Demographics

- Approximately 80 total students in the APPLE ECEAP program during the 2020–2021 school year.
- 68 total general education students with 12 students receiving special education services.
- APPLE ECEAP has grown from 54 to 80 ECEAP slots in the last four years—and even through the challenges that COVID-19 presented, this program remained 100 percent enrolled.
- APPLE ECEAP continues to focus on family education and support through family events every month via Zoom.
- With a commitment focused on Family Support, APPLE ECEAP was able to meet with all families for each “home visit” (three visits each) to ensure that their needs were met during this year.
- APPLE ECEAP has a renewed commitment to ensure professional development activities are related to equity to ensure that the program provides equitable access to children and their families.
- APPLE ECEAP’s program schedule consisted of approximately 20 students for each 2 hour and 10-minute scheduled block, 2 times per week (e.g., 20 students Monday/ Tuesday 9 am–11 am, 20 students Monday/ Tuesday 12:45 pm–2:55 pm, 20 students Wednesday/Thursday 9 am–11:10 am, 20 students Wednesday/Thursday 12:45 pm–2:55 pm).
- APPLE ECEAP provided additional education packets, YouTube videos, and “Zoom” circle times during the two days during the week in which children were not in the program.

"The rapport building with the teachers has been invaluable. Giving them one small change that provides a big return in the classroom worked well. This helped them to feel very supported through the implementation of the Pyramid Model."
– APPLE ECEAP Washington Pyramid Model Program Coach

About the Program

- Approximately 10 staff have been training in Washington Pyramid Model practices to date.
- Staff note that they continue to appreciate the focus on positive behavior interventions.
- The APPLE ECEAP program does not expel or suspend students for any reason.
- This program encourages families to consider evaluation in partnership with the Developmental Preschool program if the student may benefit from that program as well.
- APPLE ECEAP is commitment to ensure that "soft suspensions" do not occur—and instead—reinforce positive ways to manage behavior and express social-emotional needs.
- This program notes that the leadership teaming was vital in goal setting, implementation, and keeping "on track" with documentation and implementing the model to fidelity.

"When I first approached my team to ask them if they would like to participate, they said they were interested but concerned about the workload. We decided to go ahead...by the end of the training we were excited to begin our journey!"
– Washington Pyramid Model Implementation Program Coach.

Clover Park School District

The Clover Park School District program serves children 3–5 years old. The most common ethnicity of children enrolled in the program is Hispanic/Latino of any race, the second most common is Black/African American, and the third most common is White. Twenty percent of children enrolled have a primary language other than English, and the most common language other than English is Spanish. The other languages that families in the program speak include French, Swahili, Tagalog, Samoan, and Marshallese. Ninety-two percent of families enrolled are living at or below the federal poverty level. Services offered include early childhood education, family engagement, and health/nutrition services.

Demographics

- Approximately 342 ECEAP students with 9 classrooms.
- Approximately 129 Head Start Students with 7 classrooms.
- Began the 2020–21 school year 100 percent virtual.
- By October 2021, this program began bringing in small groups (5 students per classroom) in the person for 2 hours 2 days per week.
- By February 2021, the program began implementing a fully hybrid model with approximately 9 children per class session attending in person instruction 2 days per week while alternating between an A and B group.
- 54 total students participated in Washington Pyramid Model practices with 18 students per each classroom.
- 471 general education services with 22 students receiving special education services.

About the Program

- ECEAP programs include a morning and afternoon session 4 days per week with each session at 2.75 hours total.
- Head Start programs feature a morning session only for 4 days per week with sessions occurring for 3.5 hours total.
- Clover Park School District program does not allow any expulsions or suspensions.
- This program works with families and teachers to develop behavior support plans to support children in school (including comprehensive integration of support teaming including families, mental health consultants, school nurses, and special education staff when appropriate).
- Approximately 25 staff members total have been trained in Washington Pyramid Model practices.
- The program team engaged in monthly program-wide leadership team meetings and included family members to promote participation.

Neighborhood House

The Neighborhood House program serves children who are infants through age 5 in home visiting and center-based programs. The program serves refugee and immigrant families with over 90 percent of families who are English learners and with over 26 languages and cultures represented. The Rainier Vista site has four preschool classrooms serving children ages 3–5; two are Head Start classrooms and two are Early Childhood Assistance Program (ECEAP) classrooms. The Rainier Vista site serves 80 children and families with 97 percent English learners.

Demographics

- 7 ECEAP classrooms with 140 students.
- 10 Head Start classrooms with 173 students.
- Half and full day programs for Head Start Students.
- Full day programs for ECEAP.
- During the 2020–21-year students were provided with two options: Option A included 90 minutes a week virtual home visit model and Option B included 12 virtual live sessions 30–45 minutes a week with one 30-minute virtual home visit.
- 42 students participated in the Washington Pyramid Model program including 2 ECEAP classrooms and 2 Head Start classrooms.
- Typically, the ECEAP program schedule is 9am–2pm and the Head Start program occurs 8–11am and 1:30–4pm.
- During the 2020–21 school year approximately 80 percent of students stayed enrolled.

“We brought in family voice to the construction of our program wide expectations by creating a survey, talking about expectations at center meetings and classroom family meetings, and use these results to formulate expectations. Integrated expectations into activities and weekly family communication and virtual sessions”

–Washington Pyramid Model Participant and Program-Wide Leadership Team Member

About the Program

- The high percentage of enrollment during the 2020–21 school year is a notable point of success for the Neighborhood House team as they continue to work on implementing Washington Pyramid Model practices.
- The Neighborhood House program does not allow any expulsions or suspensions (this includes “soft suspensions”).
- Neighborhood House works with IMPACT from NW center to provide supplemental support for children that require additional social-emotional supports.
- Approximately 5 staff have been trained on Washington Pyramid Model practices.
- The Neighborhood House team continues to find value in ongoing coaching from ESD partners, team meetings and encouragement throughout the implementation process.
- Neighborhood House team members cite Washington Pyramid Model coaching practices as an opportunity to provide support with the implementation process during an unusually challenging year.

“The leadership team was instrumental in creating program wide expectations and sharing information about Pyramid Model with the larger staff.”

–Washington Pyramid Model Leadership Team Participant

Shoreline School District—Edwin Pratt Early Learning Center

The Edwin Pratt Early Learning Center offers several comprehensive preschool programs including private tuition preschool, special education services, Head Start preschool, Elementary extended care, and other programs (e.g., programs during school breaks and summer programs). Edwin Pratt Early Learning Center’s mission is to provide high-quality early learning experiences to all Shoreline and Lake Forest Park preschool aged children that prioritized underserved populations, inclusive learning, culturally responsive teaching, and working together with all families.

Demographics

- 7.5 in-class teachers with 16 total classes (8 morning classes and 8 afternoon classes).
- The 2020–2021 program schedule include “in person” learning 4 days a week (9–12 pm, and 12:45–3:34 pm) along with remote class sessions which featured 15-minute small group and 15-minute large group sessions every day with a content focus on projects, books, and teacher-developed videos.
- All classes utilize Pyramid Model visuals, practices, and family supports.
- Approximately 200 students in general education with 55 that qualify for a special education teacher.
- This year there were 2–3 staff in a classroom with approximately 11–13 students; 3–5 students received special education services.

On Starting Pyramid Model implementation during a pandemic: “One incredible positive was using “calm down kits,” including a stuffed Tucker Turtle, that was sent home. We taught parents how to use the Pyramid Model in the home. This support was appreciated; we are hoping to be able to continue this level of parent support in the future” – Edwin Pratt Early Learning Program Leadership Team Member

About the Program

- The Edwin Pratt Early Learning Center does not suspend or expel children. The program notes that if a student needs more support—then it is provided. This may include parent and staff coaching.
- Approximately 45 staff members have been training in Pyramid Model practices to date which includes the provisions of visuals, partnering with families, providing clear instructions to students and social skill instruction.
- Due to the trainings being providing in a virtual modality, all staff have been able to participate in Washington Pyramid Model trainings.
- The Edwin Pratt Early Learning Program-Wide Leadership Team featured a parent-created video using the Pyramid Model techniques in a home setting, featuring the parent’s home language to distribute and share with other families.
- The Program Leadership Team continues to utilize the Program-Wide Benchmark of Quality (BoQ) to help guide their work.
- By engaging in ongoing assessment and progress monitoring, the program has been able to celebrate and re-focus intermittently throughout the 2020–21 year.
- The Edwin Pratt Leadership Team notes that having a parent, as well as staff groups represented throughout this first year of implementation, was invaluable.
- A collaborative team with great ideas and intentional “follow through” were at the core of this group.

“The amount of incredible training, visuals, and parent connection opportunities has made us a stronger school this year, especially during the pandemic. Our community embraced Tucker the Turtle and it showed in our classrooms.”
– Edwin Pratt Early Learning Center Program Coach

Cascade School District—Kodiak Cubs Preschool

The Cascade School District believes in the importance of the early years for their students. "All Means All, Y'all" is the Kodiak Cubs Preschool unofficial motto. This program strives to serve all students of all abilities through a loving, nurturing, joyful and engaging program for every level. Through our partnership efforts with the district's Special Education Department and their related services personnel, Kodiak Cubs Preschool provides intentional and targeted instruction for everyone.

Demographics

- Located in Leavenworth, Washington—this program serves families who work in orchards small businesses, fruit warehouses, hotels, restaurants, and classrooms.
- This program serves families speaking Spanish, English, and American Sign Language.
- This district covers a wide range both geographically and demographically.
- 22 preschool students, 31 Pre-K students, and 15 Cascade High School (CHS) students.
- 5 children receive special education services.

About the Program

- Anticipated 5 staff members participating in the upcoming Fall 2021 Washington Pyramid Model training including 2 certified staff members and 3 para-educators.
- There are three main components related to the Kodiak Cubs Preschool Program: preschool (ages 3–4 yrs. old) Pre-K (the year before students enter Kindergarten) and Child Development 2 (a dual credit CTE practicum for Cascade High School (CHS) students).
- Though this program has not yet received Washington Pyramid Model training they have experienced training in trauma informed practices and Adverse Childhood Experiences (ACEs) training through district-wide professional development supports.

“Every child deserves a quality education where learning, laughter, and love are foundational. This is what we strive to provide. With this in mind, we craft instruction designed to give each student the individual learning they need to succeed, always striving for “upness,” meaning the data for each student is always trending up. No matter how gradual the slope, we just keep moving forward, knowing that with the developmentally appropriate instruction and supports all students can and will learn.”

– Washington Pyramid Model Implementation Site Participant

EPIC ECEAP

The Enterprise for Progress in the Community (EPIC) ECEAP program includes preschool education, health services coordination, and family support services. Children who participate in the EPIC ECEAP program learn to manage their feelings, follow classroom routines, and get along with others. This program works closely with parents and families to support their children’s health and education to meet family goals.

Demographics

- 354 slots total with 235 currently enrolled (due to COVID).
- Approximately 10 percent of children enrolled in the program receive special education services.
- EPIC ECEAP promotes an inclusive environment policy that states that developmentally appropriate practices will be provided to support full access and participation of every child in the program.
- Currently 25–30 total anticipated staff member participants including teachers, assistants, and leadership.
- EPIC ECEAP is an ECEAP contractor with 462 slots total serving children and their families in Yakima, East Valley, West Valley Naches, Rock Island, and East Wenatchee.
- Children in this program range in age from 3–5 years old.

About the Program

- EPIC ECEAP is committed to dismantling racism and building an equitable state-funded preschool system in Washington state.
- EPIC ECEAP providers have all undergone Adverse Childhood Experiences (ACEs) training along with additional training through the LUME institute, University of Washington Haring Center, and The Department of Children, Youth, and Families.
- This program runs both licensed and non-licensed centers and offers two half-day sessions in rural settings.

"Increasing our understanding of and capacity to address the deep-rooted impacts of bias and racism at entry level is the highest priority for our team. We embrace equity as a foundation of and driving force behind our work by listening to and learning from families, contractor staff, and communities. Driven by this commitment, we develop and revise systems policies and practices, with the goal of eliminating disparities and transforming lives"

– Washington Pyramid Model Program Leadership Team Member

ESD 112 Ocean Beach Preschool Program

The Ocean Beach preschool program is a partnership between ESD 112 and the Ocean Beach school district. This program serves children through various funding sources, including special education, ECEAP, Title I, and parent tuition. Ocean Beach Early Care and Education Center offers two preschool sessions Monday through Thursday for three different programs: Community Program, Early Childhood Education and Assistance (ECEAP), and Early Childhood Special Education. These combined preschool classrooms promote active, play-based learning for diverse groups of children. This model reflects the range of diversity found in the community, as well as what children will experience once they transition into kindergarten. Enrolled children come from diverse socioeconomic backgrounds and experiences as well as varying levels of needs and abilities. All preschool children are served in the same classrooms with assigned general education lead and assistant teachers. The certificated early childhood special education teacher and other special education specialists deliver specially designed instruction, primarily through a push-in model.

Demographics

- 32 total children currently with approximately 13 children receiving special education services.
- This program receives Title 1 funding as well as parent tuition funding.

"We have a legal and moral obligation to ensure our programs and services are building on children and family strengths and interests, while helping them grow and develop new skills. While we have a model that we currently operate, there is a lot of flexibility within that model to ensure we can remain flexible, responsive, and adaptive to change based on family and staff input, as well as data and emerging research about how young children learn."

–Washington State Pyramid Model Implementation Participant

About the Program

- Anticipated 15 total staff who will work directly in the classroom utilizing Pyramid Model practices including 5 ECEAP staff, 1 early childhood special education (ECESE) staff member, 4 specialists (OT/PT/SLP/ Behavior support) 2 coaches, 1 family support specialist, 1 special education director, and 1 early childhood education general education director.
- This program strictly adheres to the ECEAP Performance Standards and are active participants in Early Achievers, Washington state's Quality Rating and Improvement System (QRIS).
- In addition to ensuring that all preschool-aged children have access to the same high-quality preschool educational experiences, families also have the benefit of support from a Family Support Specialist to help them set family self-sufficiency goals and connection with additional resources as appropriate.
- Children in the Ocean Beach preschool program range from 3 to 5 years old.
- This program is in a remote or rural community on the grounds of school district property and is not a licensed program.

"We closely partner with the school district in this community and believe the Pyramid Model would closely align with the districts Multi-tiered Systems of Support (MTSS) plan. In addition, we believe having this experience in a community that is ready to benefit, will also help us grow these practices in other communities as well."

–Washington State Pyramid Model Implementation Participant

APPENDIX B: SUPPORTING CHILDREN AND FAMILIES DURING THE COVID-19 SCHOOL FACILITY CLOSURES

The Office of Superintendent of Public Instruction (OSPI) is committed to providing ongoing guidance and resources as we experience this unprecedented situation together. [The most current guidance and resources are provided on the Office of Superintendent of Public Instruction website.](#) Additionally, supplemental guidance has been developed related to the [Provision of Services to Children with Disabilities in Early Childhood Programs during School Facility Closure \(PDF\)](#). This guidance document addresses early childhood transitions from IDEA, Part C to Part B, including the role of school districts in the initial eligibility process. For more information visit the Office of Superintendent of Public Instruction Early Childhood Special Education [webpage](#).

The [National Center for Pyramid Model Innovations](#) have created a [resource library](#) dedicated to providing supports for families in helping young children navigate and cope when disaster situations or stressful emergencies occur. These resources feature COVID-19 and Pandemic Resources along with resources for adults including self-care and managing stress, and miscellaneous resources for early childhood professions related to coaching and support.

Resources include such topics as:

- Helping Your Child During the Pandemic
- Wearing Masks
- Learning at Home During Trying Times
- Taking a Break: Using a Calm Down Area at Home
- Community Partner Resources: Provide Positive Descriptive Feedback
- Tips for Supporting Yourself During the Pandemic
- Critical Considerations for the Return to School for Young Children

These resources are available on the [NCPMI Emergency Resources Webpage](#).

Additionally, the [Positive Early Learning Experiences \(PELE\) Center at the University of Denver](#) provided a variety of resources on a weekly basis to early care and education providers serving young children with autism. Each week, the PELE Center sends resources to providers on topics critical to supporting adult family members while their children are at home. Washington NCPMI implementation sites were encouraged to tap into these resources and shape them to fit their communities. Topics included:

- Week 1 - Talking to Your Child About COVID-19, School and Washing Hands
- Week 2 - Building Positive Home Routines
- Week 3 - Creating a Strong Beginning and End of the Day
- Week 4 - Building Relationships & Positive Commenting
- Week 5 - Creating and Using Visual Supports at Home
- Week 6 - Supporting Children's Play and Building Independent Play
- Week 7 – Building Language and Communication
- Week 8 – Supporting Social Relationships (Peer Mediated Instruction with Social Distancing)

LEGAL NOTICE



Except where otherwise noted, this work by the [Office of Superintendent of Public Instruction](#) is licensed under a [Creative Commons Attribution License](#).

Alternate material licenses with different levels of user permission are clearly indicated next to the specific content in the materials.

This resource may contain links to websites operated by third parties. These links are provided for your convenience only and do not constitute or imply any endorsement or monitoring by OSPI.

If this work is adapted, note the substantive changes and re-title, removing any Washington Office of Superintendent of Public Instruction logos. Provide the following attribution:

"This resource was adapted from original materials provided by the Office of Superintendent of Public Instruction. Original materials may be accessed at <https://www.k12.wa.us/student-success/special-education/early-childhood-special-education>.

Please make sure that permission has been received to use all elements of this publication (images, charts, text, etc.) that are not created by OSPI staff, grantees, or contractors. This permission should be displayed as an attribution statement in the manner specified by the copyright holder. It should be made clear that the element is one of the "except where otherwise noted" exceptions to the OSPI open license.

For additional information, please visit the [OSPI Interactive Copyright and Licensing Guide](#).

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.

Download this material in PDF at <https://www.k12.wa.us/student-success/special-education/early-childhood-special-education> (<http://www.k12.wa.us/>). This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631.



**ESTD
1889**

*All students prepared for post-secondary pathways,
careers, and civic engagement.*



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Chris Reykdal | State Superintendent
Office of Superintendent of Public Instruction
Old Capitol Building | P.O. Box 47200
Olympia, WA 98504-7200