

# Multi-tiered Systems of Support in Preschool

Presented By:

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*2018 Chairpersons Conference*

*Lake Placid*

# Acknowledgements

- ❖ The Center on the Social and Emotional Foundations for Early Learning [vanderbilt.edu/csefel](http://vanderbilt.edu/csefel)
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- ❖ Patricia E. Persell, Co-Chair New York State Council on Children & Families

# BLUEPRINT FOR IMPROVED RESULTS FOR STUDENTS WITH DISABILITIES

## Key Principles

*Students engage in self-advocacy and are involved in determining their own educational goals and plan.*

*Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.*

*Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.*

*Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.*

*Schools provide multi-tiered systems of behavioral and academic support.*

*Schools provide high quality inclusive programs and activities.*

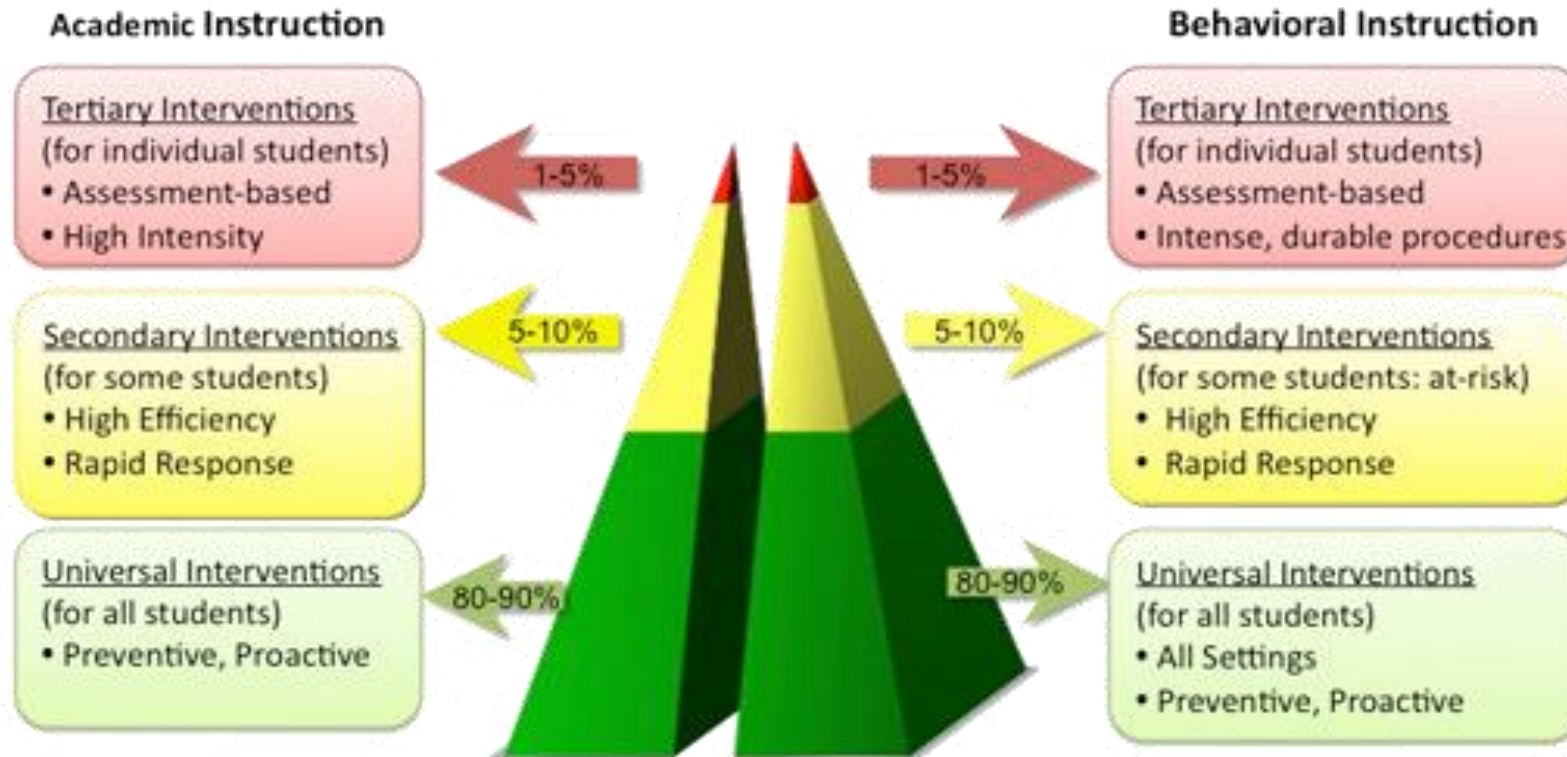
*Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.*

# Objectives:

- Gain general knowledge of what a Multi-tiered System of Support may look like in the preschool setting
- Understand the importance of having Multi-tiered Systems of Support
- Discuss what NYS is currently doing for implementation, primarily with the Pyramid Model

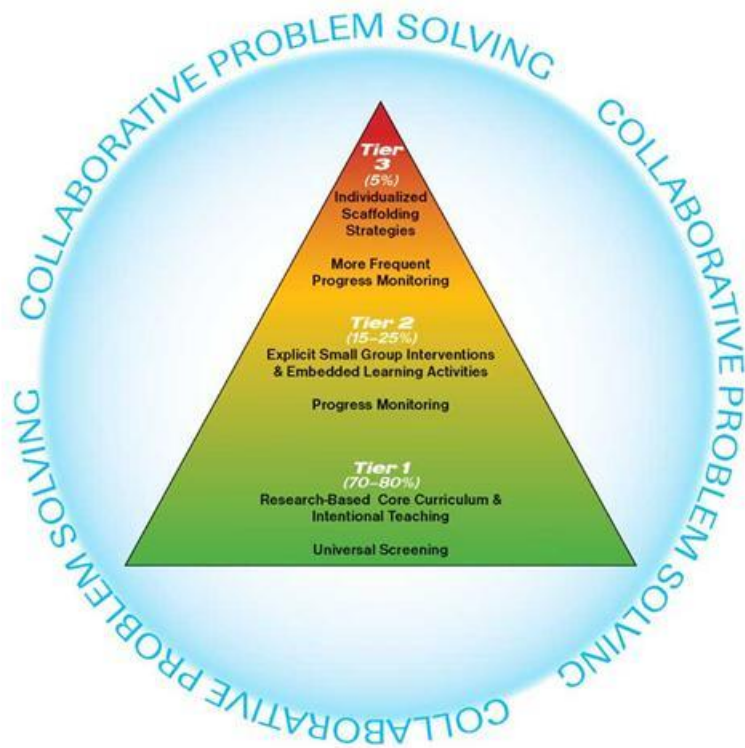
# MTSS

## Designing Schoolwide Systems for Student Success



# Preschool

## Recognition and Response



## The Pyramid Model



# Regulations

By not later than September 1, 2017, providers shall establish and implement a program-wide system of positive evidence-based practices to support social-emotional competence and teach social-emotional skills to preschool students, which shall include:

- (1) universal supports for all children through nurturing and responsive relationships and high quality environments;
- (2) practices that are targeted social-emotional strategies to prevent problem behaviors; and
- (3) practices related to individualized intensive interventions. (b) Except as provided pursuant to section 201.8 of this Title, no

# Suspension and Expulsion

- “Federal and State policy to limit and eliminate practices of suspension and expulsion of preschool children”

<http://www.p12.nysed.gov/specialed/publications/2015-memos/preschool-suspensions-expulsions-memo-july-2015.pdf>

- Preschool Special Education Program Requirements

<http://www.p12.nysed.gov/specialed/publications/2016-memos/documents/new-regs-for-one-to-one-aides.pdf>

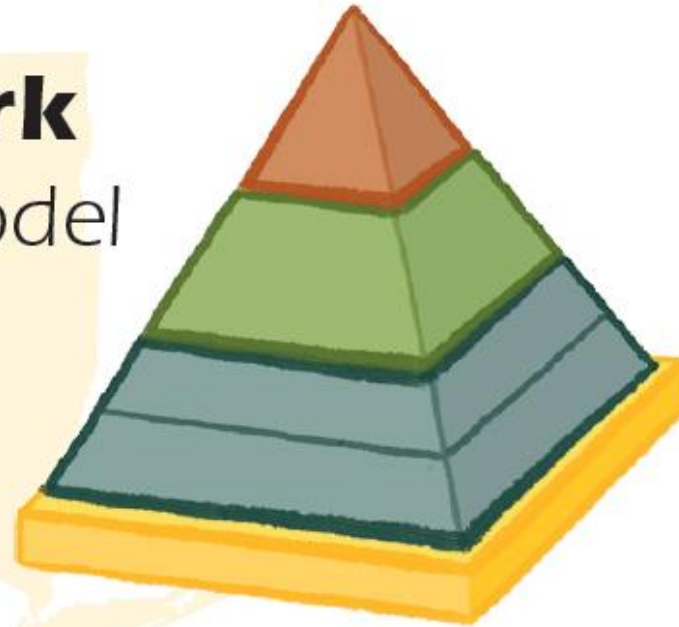


# Early Care and Learning Survey

- Winter 2015, conducted on-line survey for early care and learning programs (licensed/overseen by OCFS, DOH, SED)
- Majority were challenged by children's behaviors
- 1 in 6 used expulsions, suspensions or both
- Top Five Areas they would like staff to increase their knowledge
  1. Problem solving strategies
  2. Safely Intervene with child that lost control
  3. Understand child development & expectations
  4. Assess/change classroom environment
  5. Refer families to community services

# Pyramid Model

**New York**  
Pyramid Model  
**State**



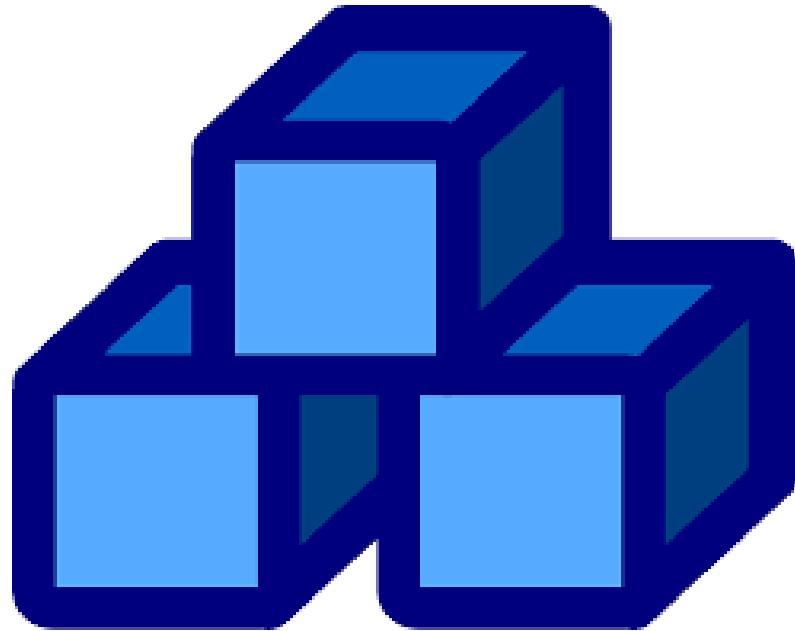
*Promoting Social Emotional Competence in New York's Young Children*

# An Evidence-Based Framework: The Pyramid Approach

- PROMOTION
- PREVENTION
- INTERVENTION



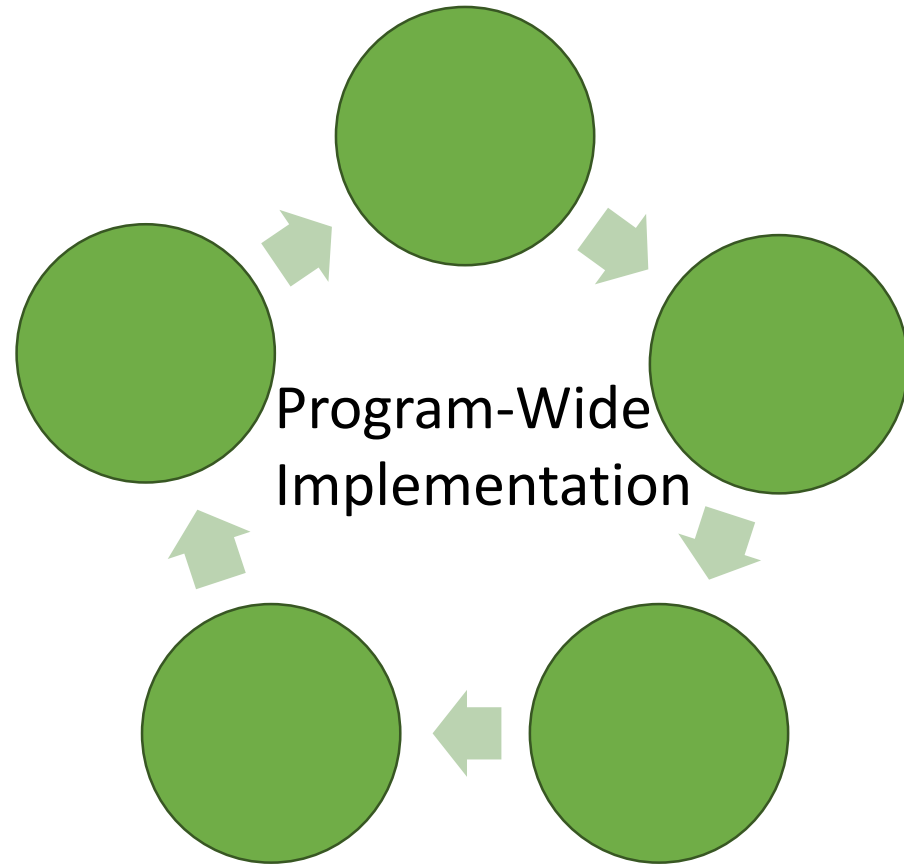
# Build Your Pyramid



# What it All Involves....



**VS**



# Program-Wide Implementation

## Leadership Teams

- Hold regular meetings
- Program-Wide Expectations
- Monitor implementation
- Use data for decision making at program level and student level



## Professional Development

- Staff are trained in the Modules and Positive Solutions for Families
- Plan and implement
- Coaching for teachers

# Program-Wide Implementation

## Data

- Student Level
- Teacher Level
- Program Level



## Behavior

- Procedures for dealing with behavior i.e. flow charts, behavior incident reports, policies and procedures
- Criteria for access to advanced tiers

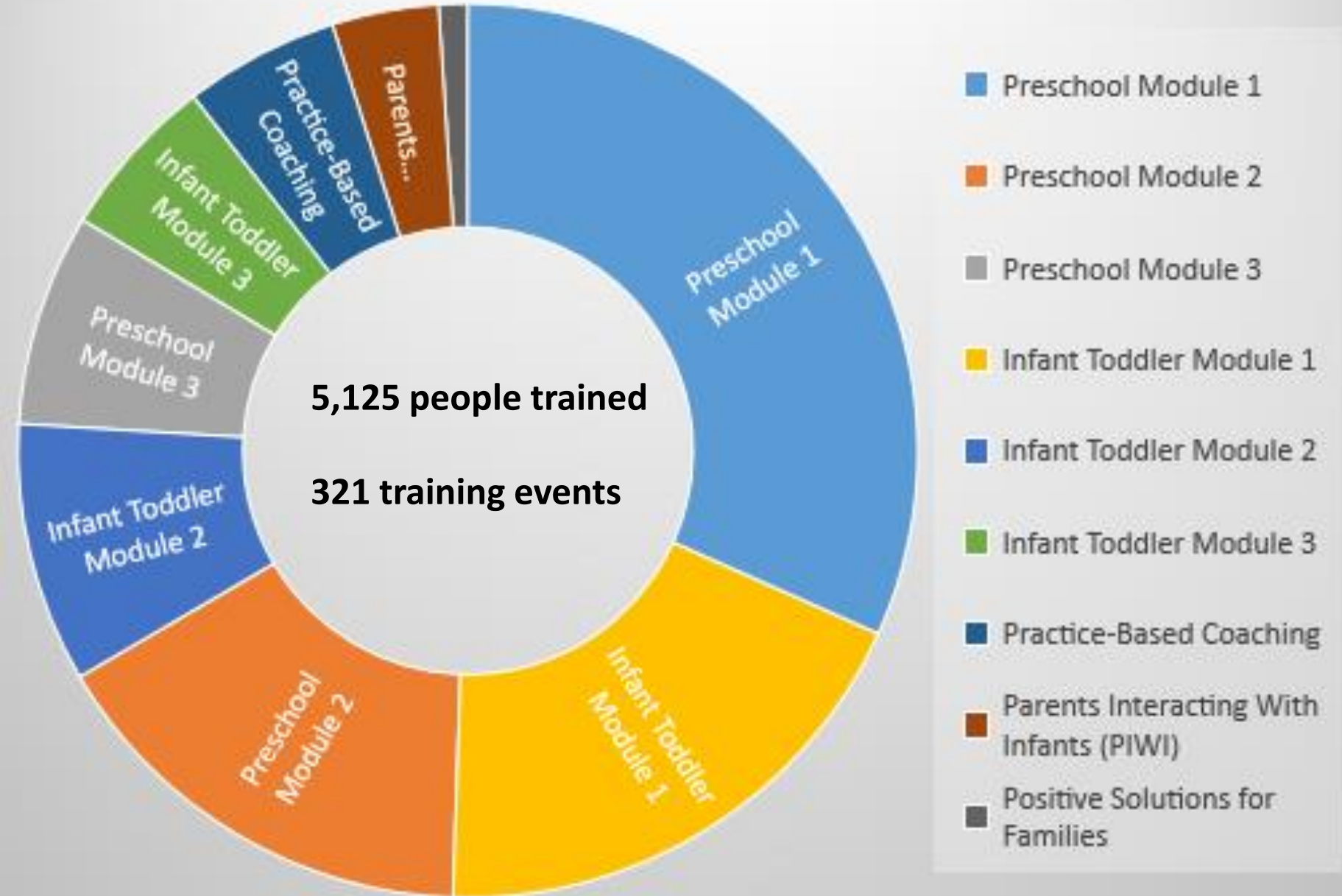
# NYS Pyramid Partnership

- Cohort 1: Agencies/ Schools in State Implementation
  - 7 in the western region, 7 in the greater capital region, 6 in NYC and Long Island.
- Cohort 2: Begins 2018
- Other programs working on implementation with the RSE-TASC Behavior Specialist





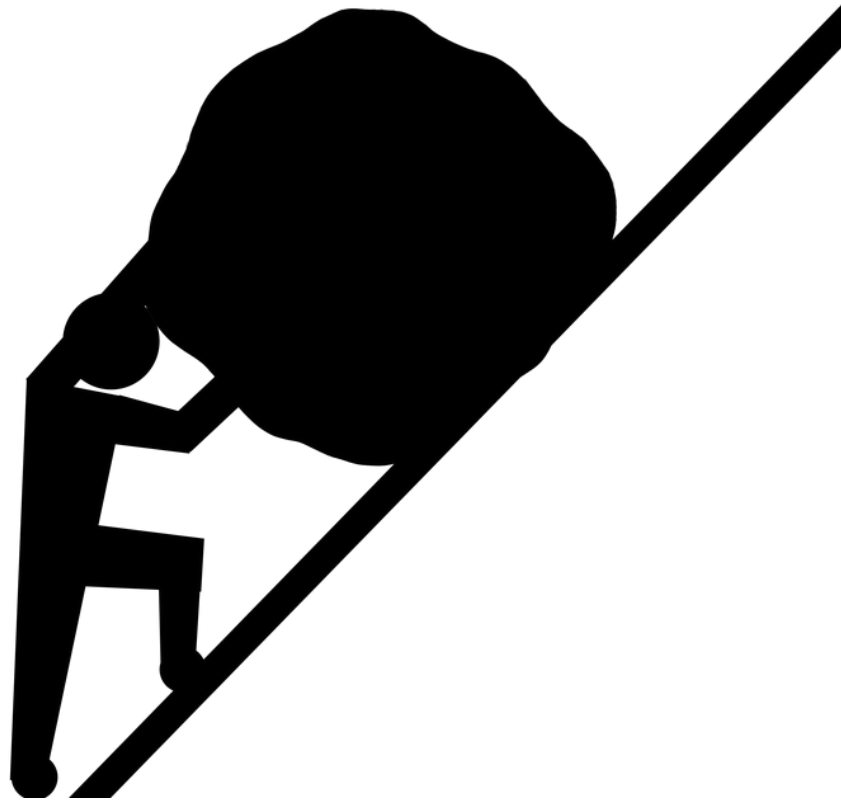
# Training Events by Modules



**Pyramid  
Modules  
Presented  
to date**

Barriers

Hard  
Work



Dedication

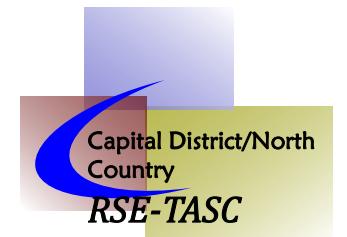
Struggles

# Contact Information

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<http://www.capitalregionboces.org/programs-services/rse-tasc/>



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