



NATIONAL CENTER ON
Early Childhood Quality Assurance

Office of Child Care Initiative to Improve the Social-Emotional Wellness of Children: Perspectives from the Field – Pyramid Model

February 9, 2021 2:00 p.m. – 3:30 p.m. ET



Welcome

Ellen Wheatley,
Acting Director of the Office of
Child Care, Administration for
Children and Families, U.S.
Department of Health and
Human Services



Introduction of Panelists

- ◆ **Laura J. Johns**, National Center on Early Childhood Quality Assurance
- ◆ **Lise Fox**, National Center for Pyramid Model Innovations
- ◆ **Susan P. Zeiders**, Pennsylvania Training and Technical Assistance Network
- ◆ **Kate Rogers**, Vermont Agency of Education
- ◆ **Lori Meyer**, Department of Education, University of Vermont

Agenda

- ◆ Welcome and Context
- ◆ Social-Emotional Wellness: Why This, Why Now?
- ◆ Pyramid Model
- ◆ State Presentations
 - Pennsylvania
 - Vermont
- ◆ Questions
- ◆ Next Steps

Social-Emotional Wellness—Why This, Why Now?

- ◆ Effects of the pandemic on the social-emotional (SE) health of children, especially those experiencing multiple hardships, include the following:
 - Changes in routines
 - Long-term psychological effects, feelings of uncertainty, fear, and loss of control
 - Isolation from friends and extended family
 - Loss of family members
 - Access to health, community, and social supports
 - Increased stress of caregivers and families:
 - Financial insecurity and challenges in accessing basic needs
 - Tensions in relationships and domestic violence related to household confinement

Poll Question



- ◆ Is your state, territory, or tribe currently implementing the Pyramid Model to support children, families, and providers?
 - Yes
 - No, not at this time
 - Unsure



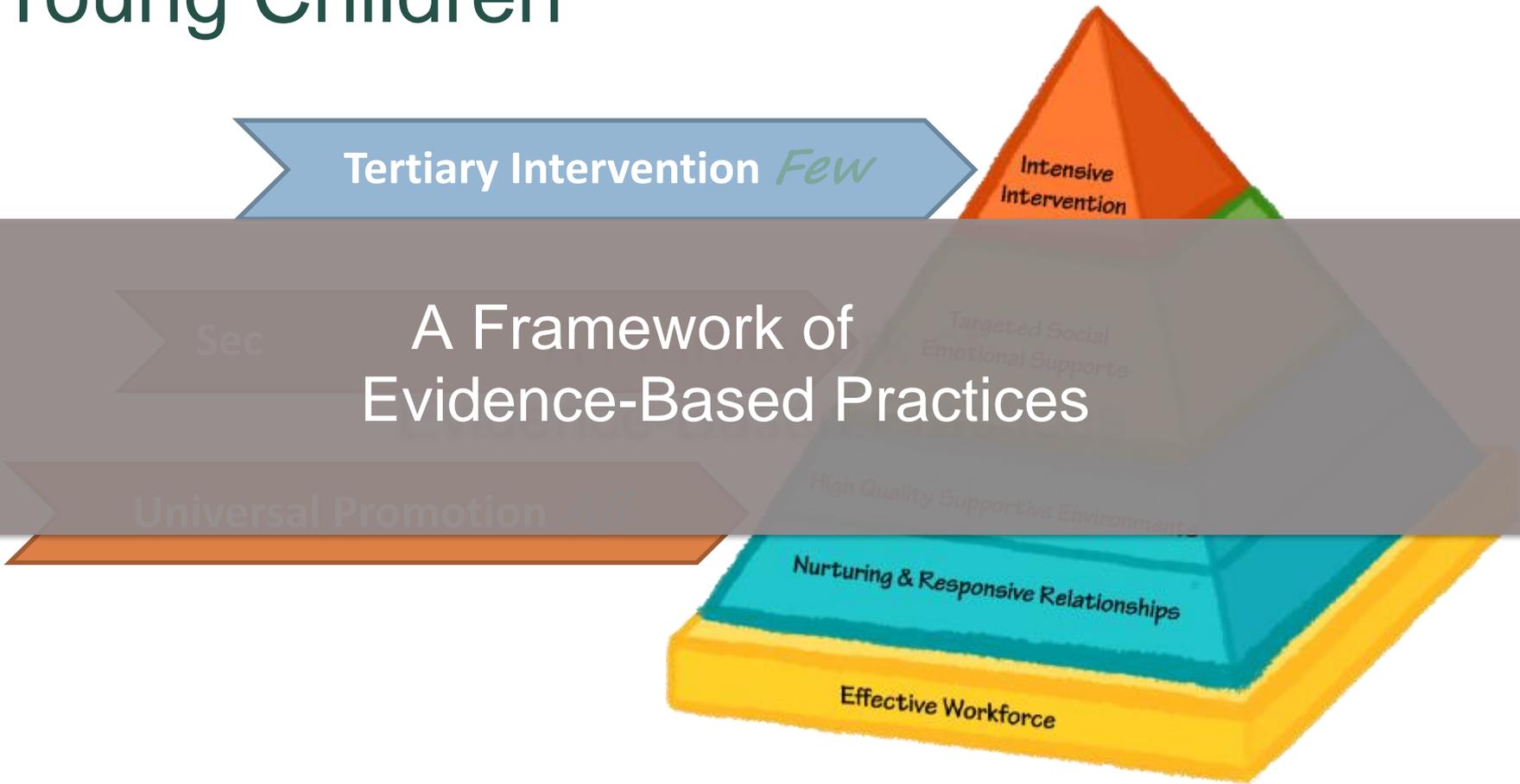
Implementing the Pyramid Model to Support the Social and Emotional Wellness of Children, Families and Providers

Lise Fox, Ph.D.
University of South Florida

National Center for
**Pyramid Model
INNOVATIONS**

ChallengingBehavior.org

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



Pyramid Model

Universal Promotion *All*



Pyramid Model



Pyramid Model



Why the Pyramid Model?

- ◆ Link between social-emotional competence in the early years and school and life outcomes
- ◆ Impact of trauma on young children
- ◆ Impact of COVID-19 on children, families, and providers
- ◆ Use of harsh and exclusionary discipline practices that negatively impact children's long-term outcomes



Successful
Pyramid Model
Teachers Feel
Connected,
Confident, and
Competent



Results of Successful Implementation

- ◆ Reduction of child challenging behavior for **children with challenging behavior**
- ◆ Improvement of observed social interaction skills for **children with challenging behavior**
- ◆ Improvement in ratings of social-emotional skills for **children with challenging behavior**
- ◆ Improvement in ratings of social-emotional skills for **all children in the classroom**

Program Reported Outcomes

- ◆ Improvements in classroom quality
- ◆ More intentional instruction around social skills and emotional competencies
- ◆ Improved capacity to address challenging behaviors
- ◆ Better relationships with families
- ◆ Decrease in problem behaviors, increase in social skills, and decrease in overall disruptive behaviors
- ◆ Elimination of the use of exclusionary discipline
- ◆ Increases in child engagement in learning opportunities

Implementation Science: The “What” and “How”

- ◆ Stages (2–4 years)
- ◆ Implementation teams
- ◆ Buy-in and readiness
- ◆ Drivers (for example, leadership and competence)
- ◆ Goal is **high-fidelity implementation of the pyramid model**



Program-Wide Implementation Guided by the Leadership Team



Components of Program-Wide Implementation

1. Establish a leadership team
2. Ensure staff buy-in
3. Promote family engagement
4. Establish program-wide expectations
5. Develop and implement a plan for professional development and staff support
6. Develop procedures to identify and respond to individual children's social, emotional, and behavioral support needs
7. Monitor implementation and outcomes

Considerations in Implementation

Equity

COVID-19

Trauma-
Informed
Care

Inclusion

Partnerships
with
IECMHC

Visit Us Online at ChallengingBehavior.org

NCPMI

About - Pyramid Model - Implementation - Training & Technical Assistance - Pyramid Nation

CSEFEL

Pyramid Model

TACSEI

National Center for Pyramid Model INNOVATIONS

When great efforts come together, amazing things happen. [About Us](#)

The National Center for Pyramid Model Innovations

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

[About Us](#)

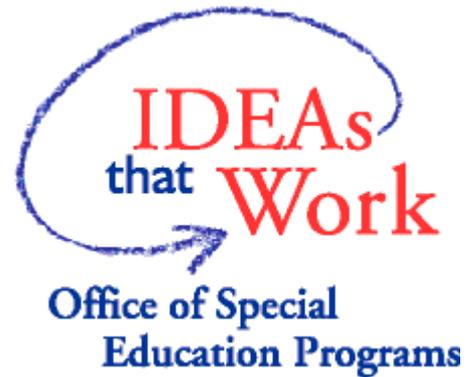
New to the Pyramid Model?

Get the basics on the Pyramid Model.

[Start Here](#)

Thank You

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H326B170003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.
Project officer, Sunyoung Ahn.





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Early Childhood Quality Assurance

State Example: Pennsylvania

Pyramid Model in PA

History, Goals and Partners



Pennsylvania Positive Behavior Support

Login

Home Calendar and Events Schoolwide PBIS Program wide PBIS Resources Coaches Corner FAQ Search...

Bradford-Tioga Head Start



School Wide PBIS

PBIS in Elementary, Middle, and Elementary schools in Pennsylvania



Program Wide PBIS

PBIS in Early Childhood and Pre-school settings in Pennsylvania



PA Resources

Information on PBIS in Pennsylvania such as yearly evaluations, newsletters, and



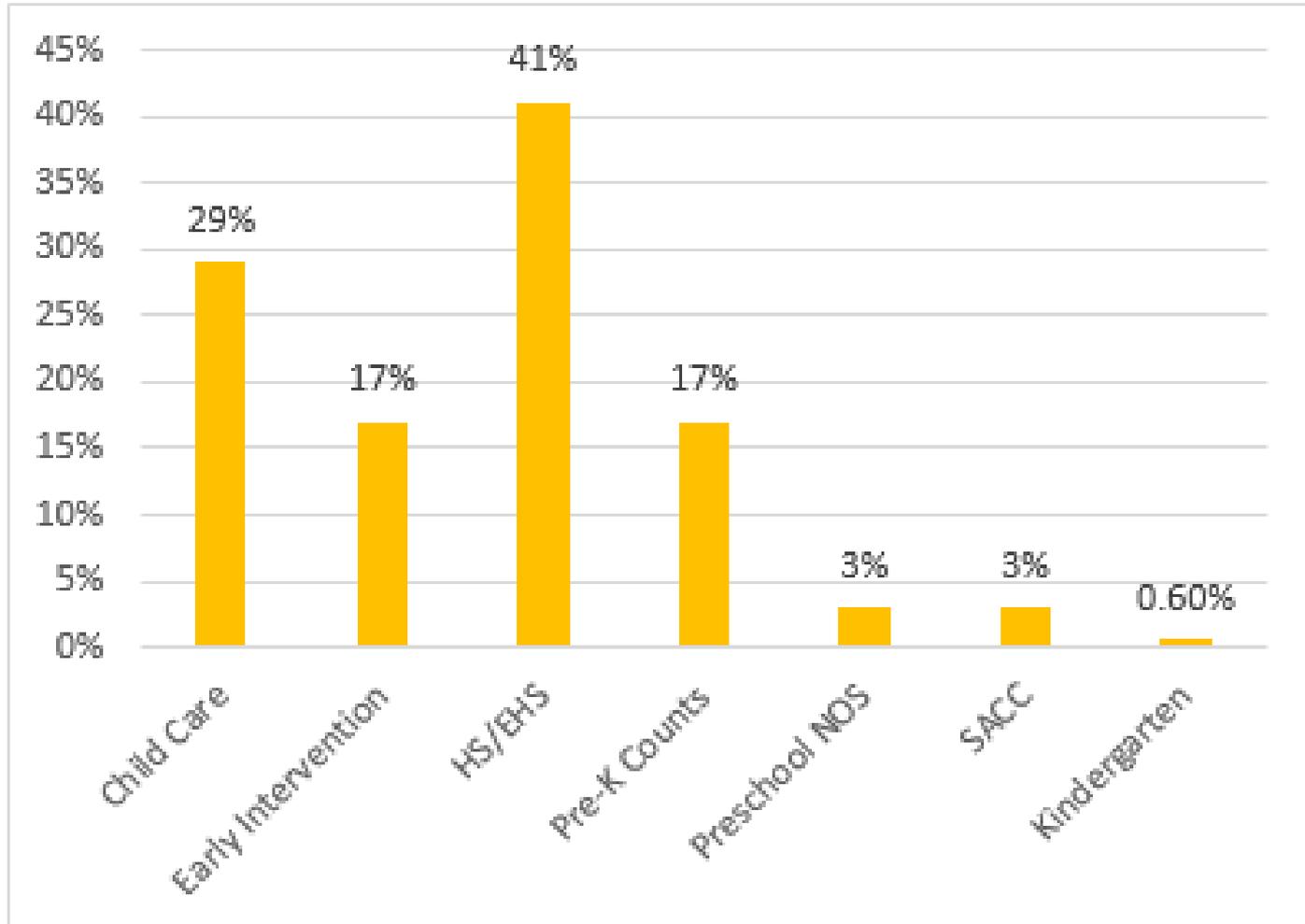
Implementers Forum

The Pennsylvania Positive Behavioral Support (PAPBS) Implementers' forum has

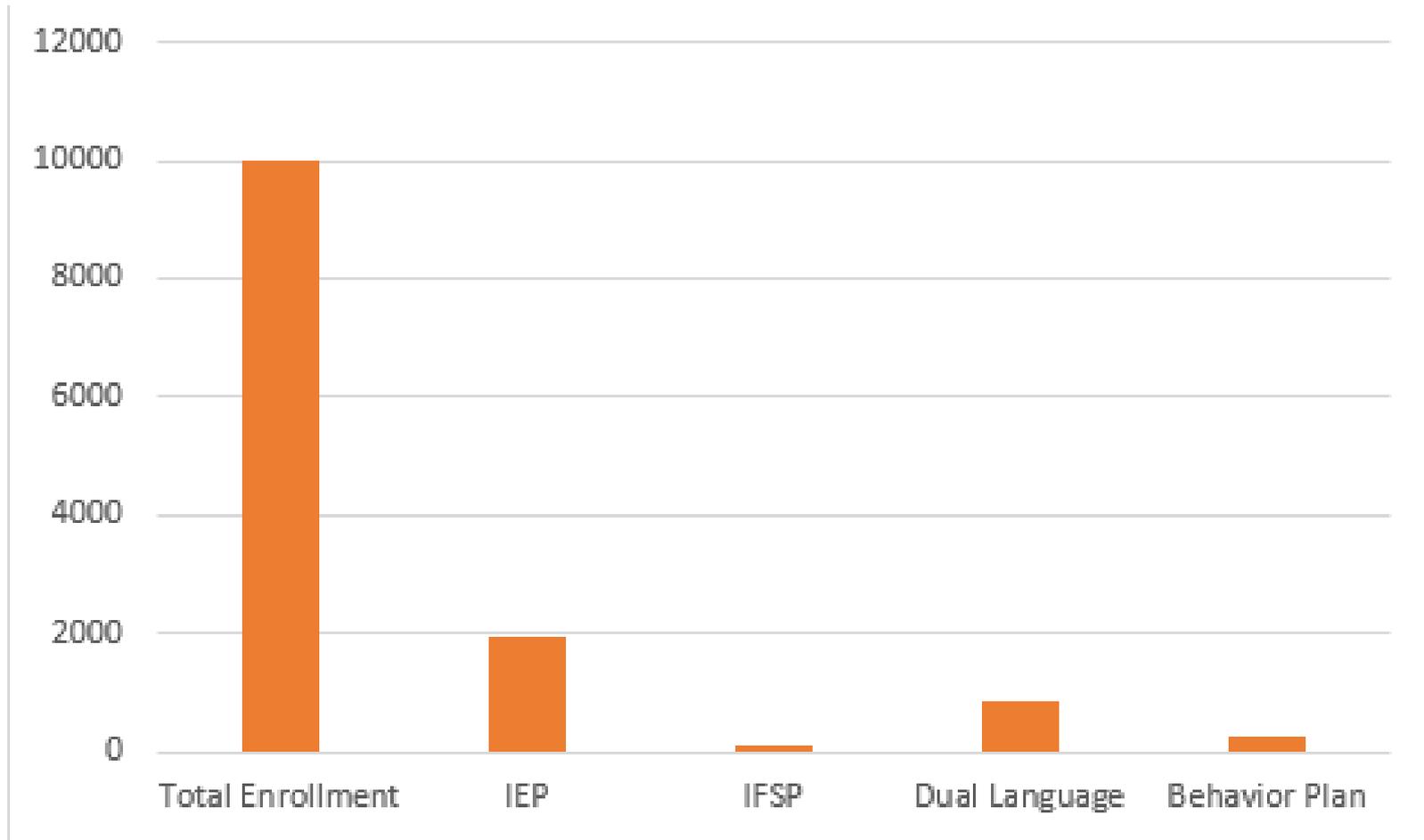
PAPBS.ORG

Target Audience and Reach

Percentage of Pyramid Model Classrooms per Type of Program



Enrollment and Special Needs



Financing Implementation

State Level

- Involved state departments provide services that fit within their work scope
- Professional development budgets
- Policy updates that make implementation strategies explicit in quality care expectations
- Partnership with school wide PBIS

Local Level

- Grants
 - EI/EC Partnership Grants
 - Community Philanthropy Agencies
 - Research Grants
- OCDEL provided guidance about use of state funds for implementation tasks
- Local budgets

Policies That Support Pyramid Model

- Critical elements of implementation like shared leadership, coaching and use of data have been written into QRIS expectations.
- Programs that achieve recognition for fidelity of implementation from the PAPBS Network earn bonus points to help achieve or maintain higher QRIS levels.
- Pyramid model practices are evident in early learning standards.

Challenges and Barriers

- Supporting all stages of implementation at the same time
- Belief among some early learning staff that program-wide implementation is too hard or not really necessary
- Competing priorities

Lessons Learned

- Commitment is essential
- Implementation partners increase sustainability
- The resources created by NCPMI are invaluable
- Expand partners beyond state early learning leadership
 - School-wide PBIS Implementers
 - Mental health agencies
 - Higher education
 - Region III Head Start TA
 - Local agencies

Outcomes Achieved

- Growth in number of enrolled programs and number of programs reaching fidelity has been fairly consistent.
- Elements of program-wide implementation are embedded in quality service delivery expectations.
- PA's Pyramid Model work and Infant and Early Childhood Mental Health Consultation share a commitment to common goals and are complementary rather than duplicative or competitive.

Supports Needed





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State Example: Vermont

Vermont's



If you...

Plan it,

Build it,

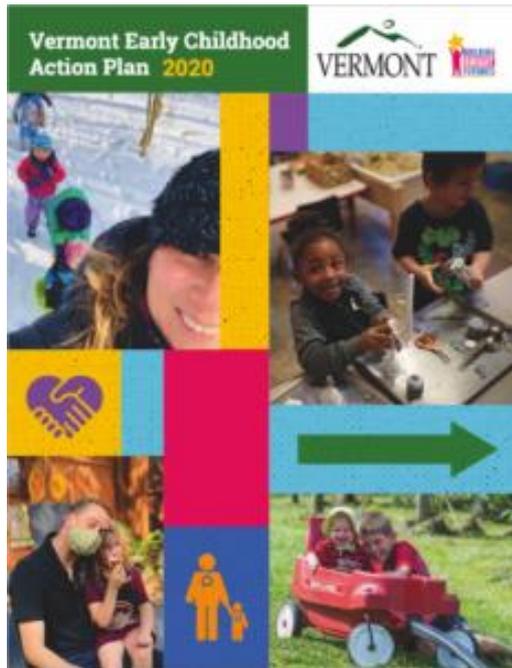
Support it,

Sustain it...



◆ THEY WILL COME!

Building Bright Futures



Vermont Early Childhood Action Plan Goals

- 1 All children have a healthy start.
- 2 Families and communities play a leading role in children's well being.
- 3 All children and families have access to high-quality opportunities that meet their needs.
- 4 The early childhood system will be integrated, well-resourced, and data-informed

Full and Equitable Participation

Building equitable state systems for children who are culturally, linguistically, and individually diverse and their families



Vermont Early Learning Standards

Birth ~ Grade 3

BIRTH TO AGE 3

VERMONT
AGENCY OF EDUCATION
VERMONT EARLY LEARNING STANDARDS

PRE-SCHOOL

KINDERGARTEN

GRADES 1, 2, & 3

Birth to 3

Preschool

Kindergarten

Grades 1, 2, 3

Domains of Learning

Domains are broad areas of growth, development and learning that focus on all that happens in the years from birth through grade 3. The domains are presented across the following three sections:



Developing Self

Includes the domains:
Approaches to Learning;
Social and Emotional
Learning and Development;
and Growth, Moving and
Being Healthy

Developing Self



Communication and Expression

Includes the domains:
Language Development;
Literacy Development;
Creative Arts
and Expression

Communication and
Expression



Learning About the World

Includes the domains:
Mathematics; Science;
and Social Studies

Learning About the
World

Plan and Build Early MTSS

Building the infrastructure...



- ✓ VT embraces inclusive early childhood practice since early 70's
- ✓ VT Legislature enacts Prekindergarten Education public/private partnerships under Act 62 (2007) include Head Start (optional)
- ✓ VT becomes a CSEFEL state (2007) and provides PD to implement Pyramid Model Practices now called Early MTSS
- ✓ Office of Special Education Program's memo on Educational Environments 2012
- ✓ VT IEP for children with disabilities revised to include Early Childhood Outcomes and language to support inclusion (access, participation and supports) 2012-13
- ✓ Universal Prekindergarten Education Law 2014 (mandate)
- ✓ VT hosts DEC New Possibilities Conference 2014
- ✓ New DEC Recommended Practices 2014

Plan and Build Early MTSS

A little bit of federal policy to secure the foundation...



2015 – Federal policy statement on inclusion of children with disabilities in early childhood programs

2016 - Federal policy statement on Expulsion and Suspension Policies in Early Childhood Settings

2016 – Federal policy statement on supporting the development of children who are dual language learners in early childhood programs

2016 – Federal policy statement on family engagement

2016 – The Individuals with Disabilities Education Act, including new regulations on promoting equity and reducing disproportionality

2016 – New Head Start Performance Standards

AOE

AHS

DOH

BBF



State Personnel
Development Grant

IDEA Part B and Part C

Act 166
Universal Public PreK

RTT Early Learning
Challenge Grant

Preschool Development
Expansion Grant

Preschool Development
Grant

School District Public PreK

Head Start

Public/Private PreK Partnerships

Family Childcare

Licensed and Regulated Childcare



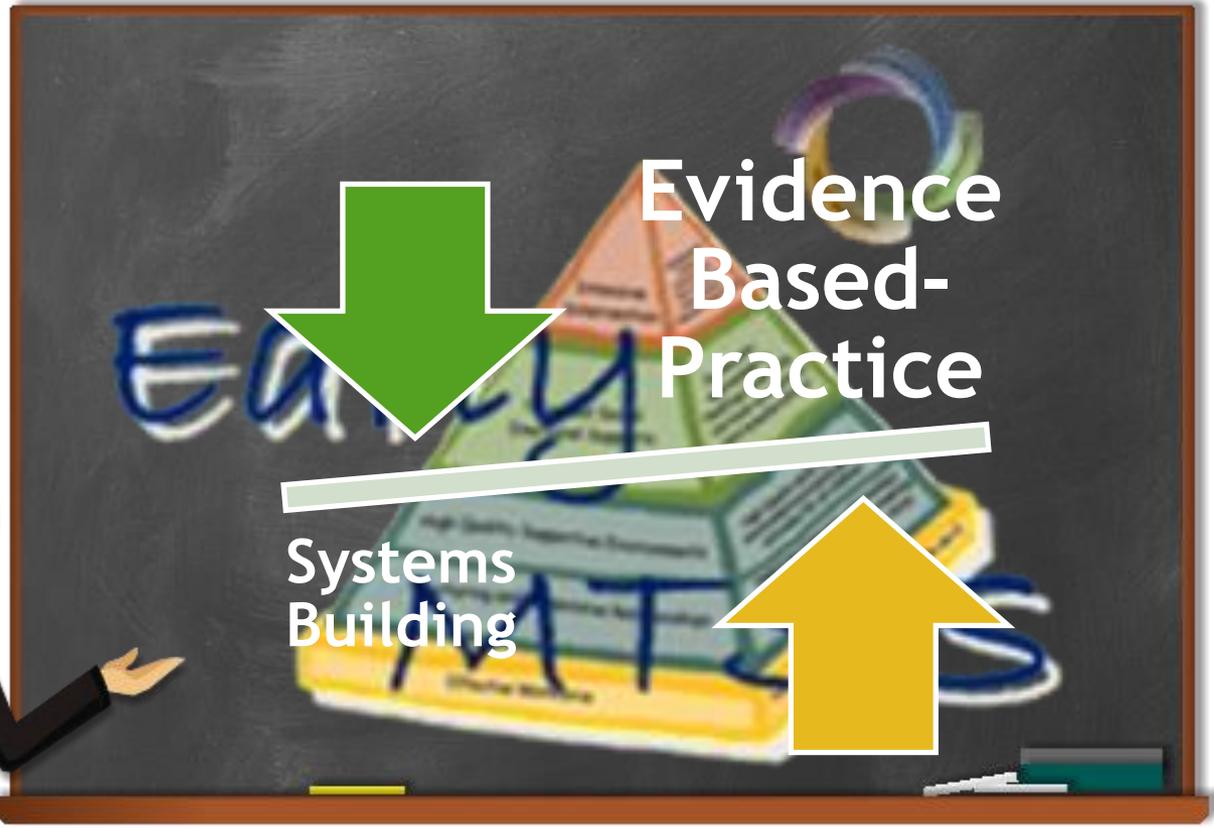
In 2014, the VT Legislature passed Act 166, Universal PreK law for all 3-, 4-, and 5-year-olds.
~School districts partner with community-based child care programs to provide PreK Education services statewide via a shared service delivery model.

“ALL” means Each and Every Child



Early MTSS Inclusion Goals

- To provide high-quality inclusive learning opportunities for young children with disabilities
- To enhance practitioner knowledge and the use of evidence-based practices as well as practices recommended by Division for Early Childhood to support inclusion
- To provide systems design to ensure program-wide implementation and the sustainability of evidence-based practices
- To increase local education agencies' capacity to offer a full continuum of educational placement options
- To build a sustainable statewide system of high-quality inclusive, culturally responsive learning environments for each and every 3, 4 and 5 year old child

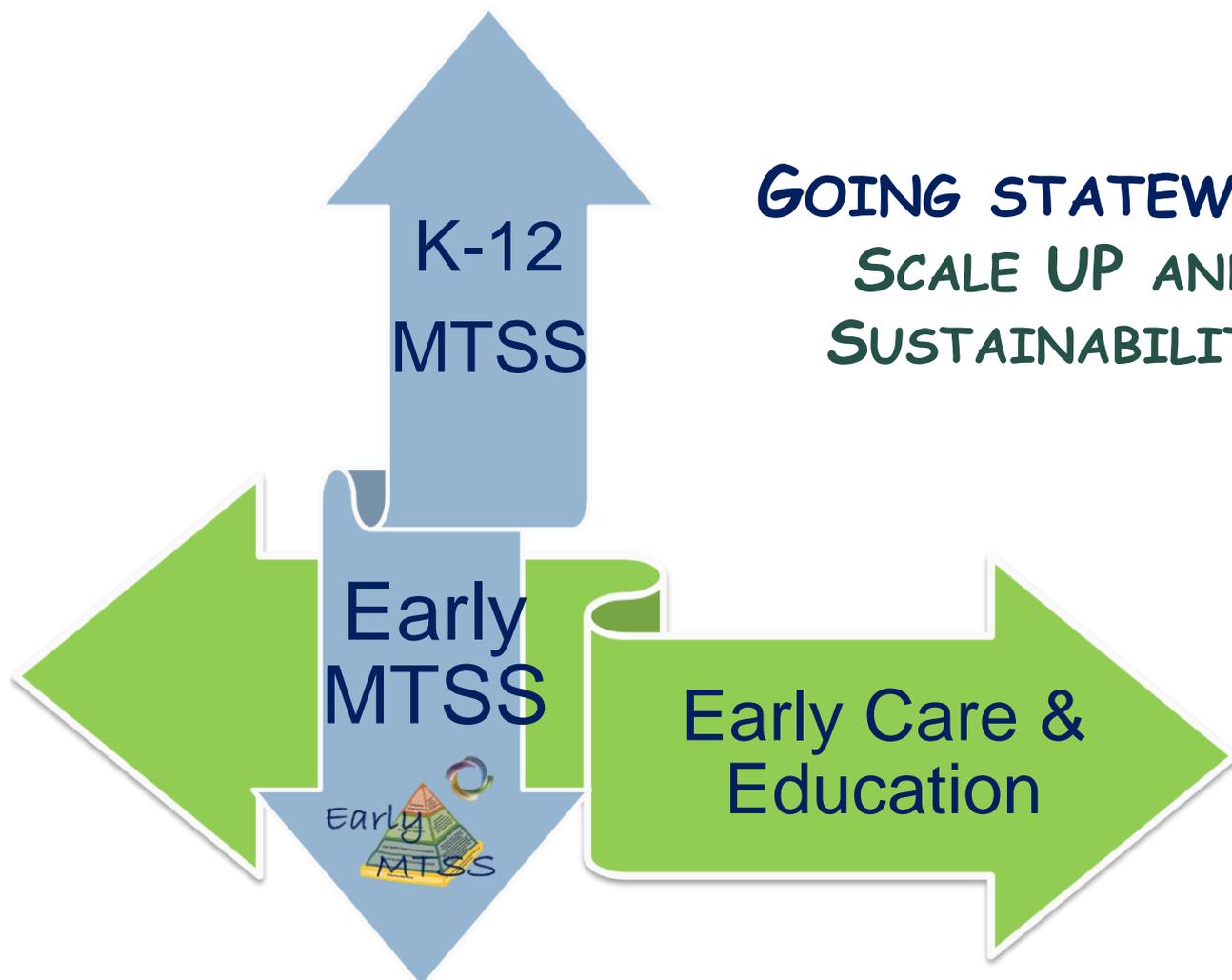


EARLY MULTI-TIERED SYSTEM OF SUPPORTS



Early Multi-Tiered System of Supports

- ✓ Increases knowledge and use of EBPs to support social and emotional competence and confidence
- ✓ Provides system design to ensure program-wide implementation and sustainability of EBPs
- ✓ Increases school district capacity to offer a full continuum of educational placement options
- ✓ Builds a sustainable statewide system of high quality inclusive early childhood learning environments for each child
- ✓ Builds cross-sector coordination and shared service delivery model
- ✓ Builds vertical alignment and continuum with K-12 MTSS



GOING STATEWIDE!
SCALE UP AND
SUSTAINABILITY

5 Key Components of Early MTSS



1.

Strong System Support



- Each and every child learns within the context of secure and authentic relationships, play, and interactions within their environment
- Functioning Leadership Team
- Staff Commitment
- Supportive Systems

2.

Partnership & Collaboration



- Respect and support families as experts, partners, and decision makers
- Build caring communities and partners that are accepting of differences and foster a sense of belonging
- Transition (including K-3 transition)

3.

Well-Designed Professional Development



- Identification of staff learning need
- Provision of Professional Development Supports
- Assessment of Learning and Implementation





5 Key Components of Early MTSS



Provision of High Quality, Responsive and Inclusive Learning Environments

- Equitable access to learning experiences that acknowledge and build on individual differences and abilities
- Opportunity to deeply learn and develop full potential through joyful interactions in safe, accepting environments
- Social and Emotional, Early Literacy and Numeracy Confidence and Competence



Comprehensive & Functional Assessment System

- Effective Problem Solving Process
- Data-Based Decision Making
- Promotes Ongoing Improvement





Stages of Early MTSS Implementation

Exploration

- Does this model meet our needs?
- Are staff and administrators committed to implementing Early MTSS?
- Do you have the resources you need to be participate?

Installation

- Program Leadership Team begins meeting and completes Program Inventory
- Plan resources (space, subs, etc.) for training
- Training begins
- Coaching begins
- Plans for working with center families are underway
- Establish data and communication systems
- Collect child, teacher and program data
- Data-based decision making

Initial Implementation

- Leadership Team continues to meet, setting goals based on Program Inventory..
- Cohort Classroom implements Pyramid Model practices with fidelity
- Coaching for program-wide implementation begins
- Data system is in place
- Communication system within program (teachers, administration and families) is in place and program is part of active partner within region.
- Leadership team makes plans for sustainability and scale up

Full Implementation

- Leadership Team continues Program Inventory review and Goal-setting process.
- All systems are in-place and operational, including leadership team, ongoing training and coaching, data collection and use, and communication
- Implementation with fidelity is program wide – evidence that all adults and children are involved

Leadership Team

- Administrator, teaching staff, parent, special educator
- Early MTSS Agreement *
- Completes Program Inventory and Goal Setting Tool
- Ensures necessary financial resources and supports to sustain EBP practices and resources

Systems Coach

- State Cadre of Systems Coaches receive intensive & ongoing training
- Supports completion of program inventory
- Supports development and follow through of systems implementation plan
- Collects, analyzes and reports pre/post data

Practice-based Coach

- State Cadre of Practice-based Coaches receive intensive and ongoing training in Practice Based Coaching training
- Supports teaching staff EBPs
- Completes TPOT and Inclusive Classroom Profile as pre and post data
- Dialogue with admin and staff to develop action plan
- Supports implementation of Pyramid Model EBP and ICP action plan

ECE Program

- All staff and admin (ownership)
- Receive train-coach-train PD
- Internal coaches
- Materials and resources to share with families
- Strategies to include families

Evaluation Fidelity Measures

- Program wide Systems Inventory
- TPOT
- ICP
- ASQ-3, ASQ-SE
- Building family partnerships



How do we know we are making a difference?

DATA, DATA, DATA!

Child level:

- Ages and Stages-3 and Ages and Stages- SE
- Teaching Strategies GOLD (Required PreK Assessment)

Teacher level:

- Teaching Pyramid Observation Tool (TPOT)
- Inclusive Classroom Profile (ICP)
- CLASS (HS) and for sites who choose as part of STARS/QRIS

Program level:

- Systems Inventory

Regional level:

- Quality Benchmarks regional BBF Councils

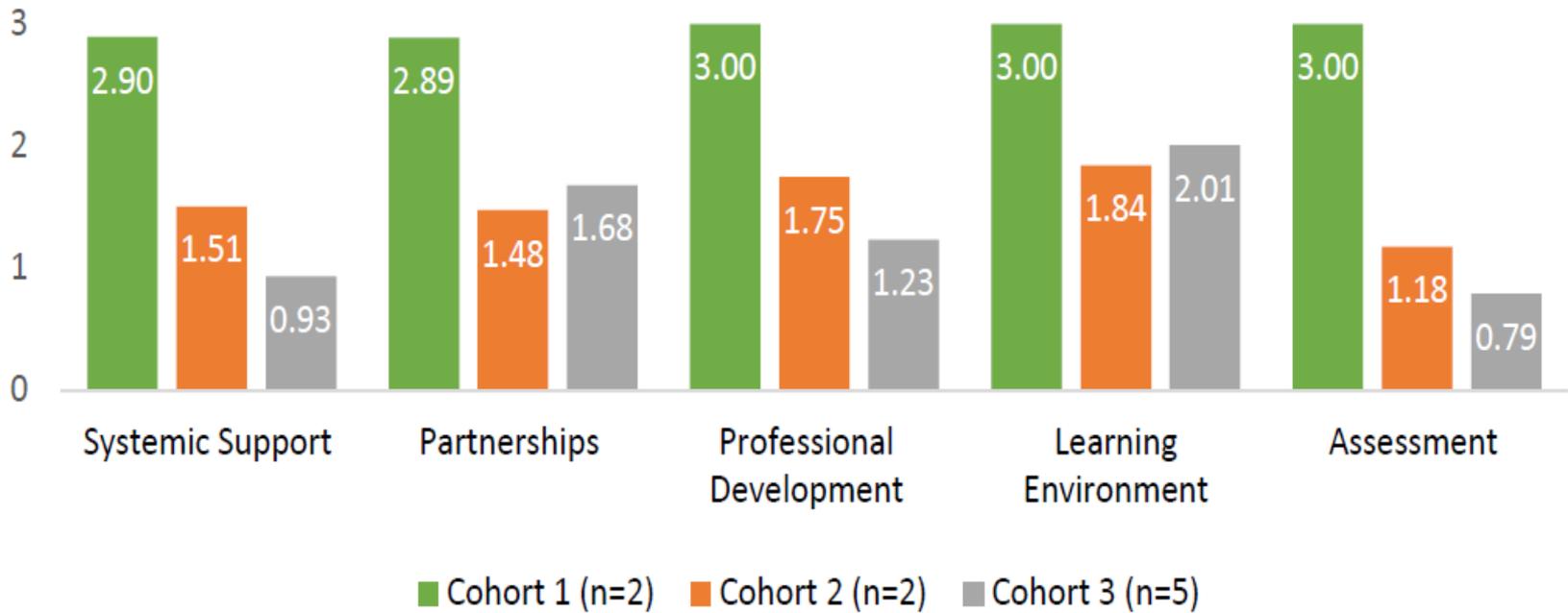
Trainer and Coach level:

- Fidelity measures of training and coach effectiveness
- Early MTSS Trainer/Coach Certification/Credentials (not implemented yet into EC Professional Development System)



Chart 3: Program Inventory Data by Component (2016-17)

(Scale: 0 = Not Yet, 1 = Developing, 2 = Implementing, 3 = Sustaining)



We've built the foundation for Vermont's Early MTSS!



We plan to continue to plan, build, support and maintain an infrastructure that remains strong and is implemented to fidelity, and sustainable to support each and every child learn and grow to their full potential!!

The Vermont Early MTSS-123 Project



Photo by [Patrick Bald](#) on [Unsplash](#)

The Superheroes Among Us!

Jackie Sprague

Beth Peloquin

Lori Cassidy

Elaine Chasse

Linda Darrow

Linda Michniewicz

Ellen Taetzsch

Beth Truzansky

Brenda Schramm

Pyramid Model Consortium

Butterfly TTT



Franklin Grand Isle (FGI): Debora Grennon, Blythe Baskette, Wendy Cunningham, Stephanie Ripley, Michelle Theberge

Orleans & N. Essex: Diane Nichols-Fleming, Julie Lavine, Michelle Maitri-Mudita, Meredith Morgan, Karen Hack

Northern Windsor/Orange: Barbara Vandenburg, Courtney Hillhouse, Courtney McKaig, Jan Crow, Jodi Farashahi, Kelly Wallace, Marla Ianello, Pat Ralston, Sarah Wright

Photo by Bear Room Teachers at the Greater Burlington YMCA

The Superheroes Among Us!

Champlain Islands PCC

Canaan School

Butterfly Kisses

Orange County PCC

A.S. We Grow

Almond Blossoms

Albany PreK Collaborative

Ready Set Grow

St. Edward's Preschool

Enosberg Early Childhood Program

St Alban's YMCA Program

Tami's Early Care & Ed

World of Discovery II

Suzy's Little Peanuts

Vicki Gratton



State Advisory Group

Amy Bolger

Karen Bielawski-Branch

Chris Nelson

Elizabeth Hawgood

Janet Kilburn

Kate Rogers

Becky Millard

Cheryle Wilcox

Jacquie Goodall

Amy Murphey

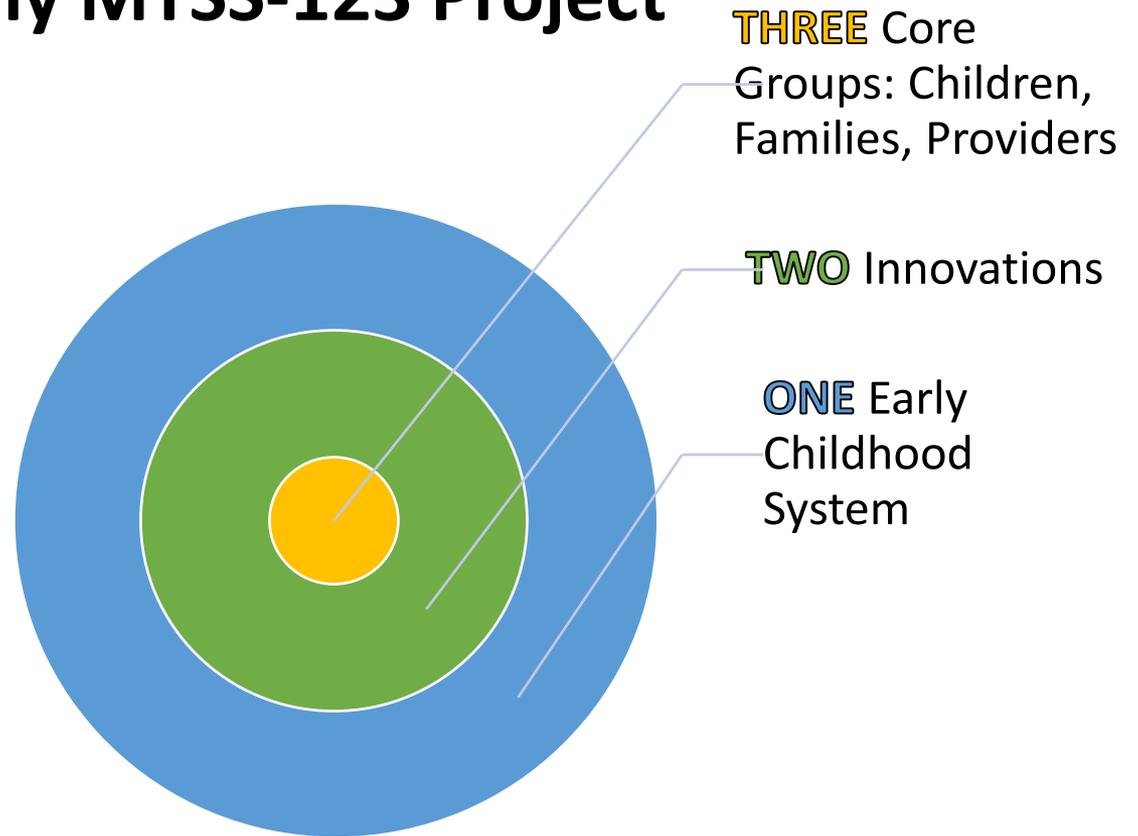
Beth Truzansky

Sonja Raymond

Photo by Bear Room Teachers at the Greater Burlington YMCA

The Vermont Early MTSS-123 Project

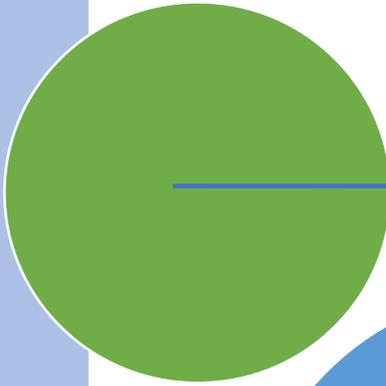
Goal: To pilot an “Improvement Support Team” model and to provide the state with a 3-year plan to scale-up and sustain the implementation of two social-emotional interventions, with fidelity, within an Early MTSS framework.





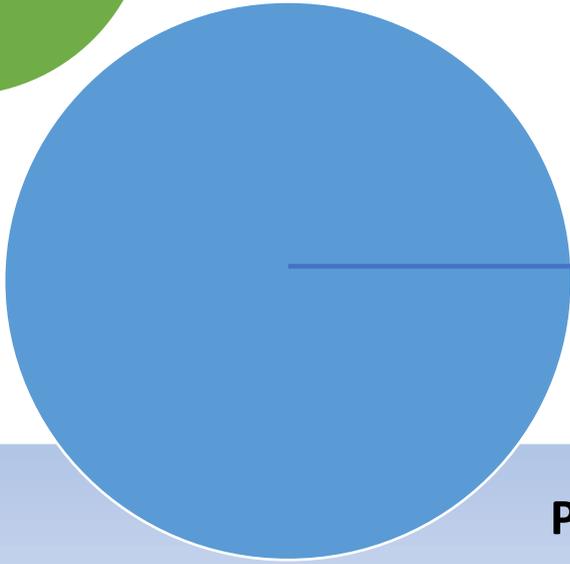
THREE Core Groups: Children, Families, Providers

Active Implementation Sites



TWO Innovations

Coaching, Training, Technical Assistance



ONE Early Childhood System

Three Regional Leadership Teams (RLTs)

Project Director & State Advisory Group

Asset-Based Community Development



Photo by [Ben Wicks](#) on [Unsplash](#)

Localizing Best Available Research & Recommendations

The screenshot shows the ECTA (Early Childhood Technical Assistance Center) website. The header includes the ECTA logo and the text 'Improving Systems, Practices, and Outcomes'. A search bar is present with the text 'ENHANCED BY Google'. A yellow banner below the header reads 'Updated regularly: Coronavirus (COVID-19), Remote Service Delivery and Distance Learning'. The navigation menu includes 'About', 'IDEA', 'Systems', 'Practices', 'Outcomes', 'Events', and 'Resources'. The left sidebar lists 'Practices', 'Statewide Implementation Guide', 'Essential Support Structures', 'Stages of Implementation', and 'Key Resources and Tools'. The main content area is titled 'Stages of Implementation' and contains the following text: 'The **Stages of Implementation** lay out the necessary steps, stage-by-stage, for full implementation of evidence-based practices, scaling-up practices, and sustaining the effort. Below are the activities in each stage organized by the essential support structures, with links to some associated tools and materials.'

- Stage 1: Exploration and Planning
- Stage 2: Installation
- Stage 3: Implementation: Initial to Full
- Stage 4: Scale Up

Related Resources

The screenshot shows the 'State Tools' section of the ECTA website. It features four tool cards, each with a title, description, and a download icon. The first card is 'Benchmarks of Quality (BoQ), State Leadership Team (Excel)', updated 2019-04-09. The second is 'Benchmarks of Quality (BoQ), State Leadership Team (PDF)', updated 2019-04-10. The third is 'Pyramid Model STATE Leadership Team Guidance for Preventing the Use of Suspension and Expulsion and Promoting Equitable', updated 2018-09-13. The fourth is 'Team Meeting Summary Form', updated: (date not specified).

State Tools

- Benchmarks of Quality (BoQ), State Leadership Team (Excel)**
Data Tool | English
Updated: 2019-04-09
- Benchmarks of Quality (BoQ), State Leadership Team (PDF)**
Data Tool | English
Updated: 2019-04-10
- Pyramid Model STATE Leadership Team Guidance for Preventing the Use of Suspension and Expulsion and Promoting Equitable**
Implementation Tool | English
Updated: 2018-09-13
- Team Meeting Summary Form**
Form | English
Updated:



Photo by [SOCIAL . CUT](#) on [Unsplash](#)

For more information
about the
Early MTSS-123 Project

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Early Childhood Quality Assurance

Funding and Resources

CCDF Quality Activities

Training and professional development

Early learning and development guidelines

Tiered quality rating and improvement system

Improving the supply and quality of child care for infants and toddlers

Child care resource and referral system

Facilitating compliance with state health and safety requirements

Evaluating and assessing the quality and effectiveness of child care programs

Supporting accreditation

Additional high-quality program standards

Other activities to improve the quality of child care services

Developing Integrated Strategies to Support the Social and Emotional Wellness of Children Web Page



The screenshot shows the top navigation bar of the Early Childhood Training and Technical Assistance System website. On the left is the logo featuring a stylized child and stars. To its right is the text "Early Childhood Training and Technical Assistance System". Further right is a "FOR FAMILIES" button, a search input field, and a "SEARCH" button. Below this is a dark blue navigation menu with five categories: "RESOURCES", "FOR GRANTEES & PROVIDERS", "CENTERS & PARTNERS", "PROFESSIONAL DEVELOPMENT", and "STATE DATA & STATISTICS".

[Home](#) > [Resources](#) > [By Topic](#) > [Social-Emotional Wellness](#)

Resource Guide for Developing Integrated Strategies to Support the Social and Emotional Wellness of Children

The COVID-19 pandemic has swiftly and substantially affected the social and emotional health of children, especially those experiencing multiple hardships. As the pandemic has spread across the United States, many children are experiencing widespread disruptions in daily life. Young children are reacting to stress as their parent and caregiver routines change. Children may have strong feelings of fear, worry, sadness, and anger about the pandemic and related issues that impact behavior at home and in child care.

To address these issues, the Office of Child Care (OCC) has a new initiative to further integrate social and emotional support strategies in child care's mixed delivery system. [A Resource Guide for Developing Integrated Strategies to Support the Social and Emotional Wellness of Children](#) highlights promising strategies and provides information about how some CCDF grantees have already leveraged partnerships and funding to support implementation success.

Webinar

[Office of Child Care Initiative to Improve the Social-Emotional Wellness of Children](#)

This webinar was presented as part of the launch of the Office of Child Care initiative to further integrate social and emotional support strategies in child care's mixed delivery system. The session was held on December 15, 2020 and included presentations from the Child Care State Capacity Building Center, the National Center on Afterschool and Summer Enrichment, the National Center on Early Childhood Quality Assurance, the Center of Excellence for Infant & Early Childhood Mental Health Consultation, and the National Center for Pyramid Model Innovations.

Video coming soon!

<https://childcareta.acf.hhs.gov/resource-guide-developing-integrated-strategies-support-social-and-emotional-wellness-children>

The Resource Guide includes:

- ◆ The benefits of integrating strategies to support the social and emotional wellness of children, families, and providers
- ◆ Implementation considerations
- ◆ Social and emotional wellness initiatives and delivery strategies
- ◆ The Pyramid Model for promoting social and emotional competence in infants and young children
- ◆ Infant and early childhood mental health consultation (IECMHC)
- ◆ Relationship-based care for infants and toddlers: A training-for-trainers professional development strategy

The Resource Guide includes: (cont.)

- ◆ Social and emotional wellness strategies for school-age children
- ◆ The integration of social and emotional supports as part of CCDF quality activities
- ◆ Examples of social and emotional development in state quality rating and improvement system standards
- ◆ The landscape of states' pyramid model implementation
- ◆ The landscape of IECMHC implementation
- ◆ Social and emotional wellness resources
- ◆ Federal technical assistance

Poll Questions 3 and 4

- ◆ Where is your state, territory, or tribe in thinking about this work?
 - Excited to start exploring
 - Engaged in planning
 - Piloting an initiative
 - Partially implementing
 - Fully implementing
- ◆ Would you be interested in receiving technical assistance or joining a community of practice related to Pyramid Model implementation?

QUESTIONS

Next Steps—Accessing Technical Assistance

- ◆ **National Center on Early Childhood Quality Assurance**
 - QualityAssuranceCenter@ecetta.info
- ◆ **PDG B-5 TA Center**
 - PDGB5TA@sri.com
- ◆ **National Center for Pyramid Model Innovations**
 - <https://www.ChallengingBehavior.org>



THANK YOU

**National Center on
Early Childhood Quality Assurance**

9300 Lee Highway

Fairfax, VA 22031

Phone: 877-296-2250

Email: QualityAssuranceCenter@ecetta.info

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ADMINISTRATION FOR
CHILDREN & FAMILIES