



2026 Oregon Early Childhood Inclusion
Initiative Impact Report:

**IMPROVING OUTCOMES FOR CHILDREN
EXPERIENCING DISABILITY AND
SPECIAL HEALTH NEEDS**

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EXECUTIVE SUMMARY

The Oregon Early Childhood Inclusion (OECI) initiative supports equitable access to inclusive, high-quality early learning environments where all children, including children with disabilities, can learn and grow. The initiative is now in its fifth year, and state and local investments in strong supports and systems help carry out the goals in the strategic plan.

Over the past five years, communities have made important progress. They created more inclusive early learning environments, expanded access to key services, and built stronger partnerships with families and community organizations. A major part of this progress comes from the continued use of the Pyramid Model and the Indicators of High-Quality Inclusion, which have helped improve children’s developmental outcomes and strengthened support for families and educators.

This year’s findings and recommendations show that ongoing investment is needed—especially in coaching, training, and accessible resources—to maintain this progress and continue expanding inclusive practices across the state.

Key findings:

- The OECI Initiative increased access to early learning environments for children with disabilities from 38% in 2020 to 56.6% in 2025.
- Eight Community-Wide Implementation Teams across 19 counties are engaged in community-wide implementation demonstrating a strong commitment to belonging and meaningful collaboration.
- Live and self-paced opportunities for professional learning in Pyramid Model and Inclusive Practices remain in high demand and are being utilized statewide, across sectors.
- Families and community systems are redefining partnerships to achieve student success.
- Collective action at the community and state levels through combined efforts such as Every Child Belongs and Oregon Early Childhood Inclusion can address systemic challenges that lead to exclusion of young learners across the state.

This work joins other systems improvement initiatives including implementation of [Raise Up Oregon](#), the early learning systems strategic plan; [Student Success Act](#) Implementation; the Department of Early Learning and Care (DELIC)’s strategic plan, [“Growing Oregon Together;”](#) [“Every Child Belongs”](#) (ECB), formally Suspension and Expulsion Prevention Program; and the [Early Learning Systems Initiative \(ELSI\)](#), to improve access to quality professional learning and coaching.

Many thanks go to the following partners whom without this last year of implementation success would not have been possible:

State Leadership Team (SLT) for Oregon Early Childhood Inclusion

(includes membership from the following organizations and programs):



OREGON DEPARTMENT OF EDUCATION (CONVENORS)

IDEA Part C and B619 (EI/ECSE)
IDEA Part B
P-3 Coordination



DEPARTMENT OF EARLY LEARNING AND CARE (DELIC)

Publicly funded early learning programs (Head Start/Early Head Start, OPK, Preschool Promise, Relief Nursery)
Professional Learning,
Early Childhood Suspension and Expulsion Prevention Program/IECMHC
Inclusive Partners



FAMILIES AND COMMUNITIES TOGETHER (FACT), OREGON'S PARENT TRAINING, AND INFORMATION (PTI) CENTER



OREGON CENTER FOR CHILDREN AND YOUTH WITH SPECIAL HEALTH NEEDS (OCCYSHN); TITLE V – CYSHN



OREGON HEALTH AUTHORITY (OHA)

Child and Family Behavioral Health



OREGON DEPARTMENT OF HUMAN SERVICES (DHS)

Developmental Disabilities Services



OREGON STATE UNIVERSITY (OSU)

Early Learning Systems Initiative (ELSI)



CHILDREN'S INSTITUTE



OR INFANT MENTAL HEALTH ASSOCIATION (ORIMHA)

Community and Program Leadership Teams in:

Clackamas, Multnomah, Linn-Benton-Lincoln , Eastern Oregon, Washington County, High Desert (Deschutes, Crook, and Jefferson Counties), Wasco/Hood River, and South Coast (Coos and Curry Counties).

For more information on Community-Wide Implementation visit the following page: [Community Leadership Team Dashboard](#)

Classroom Teaching Teams and coaches in:

Clackamas, Multnomah, Linn-Benton-Lincoln , Eastern Oregon, Washington County, High Desert (Deschutes, Crook, and Jefferson Counties), Wasco/Hood River, and South Coast (Coos and Curry Counties).

INTRODUCTION

The OEI initiative began as part of the larger equity efforts across state agencies. Initial aims were defined by a cross-agency leadership team to address the systemic exclusion of children experiencing disability. Guided by the increasing need for inclusive and accessible early childhood education in Oregon and the goals and strategies outlined in Raise Up Oregon, the initiative's actions were anchored in the need to establish a statewide, collaborative system that supports all children to access inclusive environments. Initial and ongoing goals include increasing access to high-quality, inclusive education, improving developmental outcomes for young children experiencing disability, and providing robust support for families and educators. Partners involved in the initiative include state agencies, regional early learning system partners (e.g., EI/ECSE Service Areas, Early Learning Hubs, Local Child Care Resource & Referral), local programs, school districts and community organizations, and others all working together to achieve these objectives. As implementation continues, we learn more about what a unified early learning system can achieve.



Background

Beginning in 2020, The Oregon Department of Education (ODE) convened a state leadership team to implement the ECTA Indicators of High-Quality Inclusion. This framework provides a unified roadmap, based on current knowledge of effective and equitable policy and practices, intended to address and explore solutions to persistent barriers to inclusion of children with disabilities and special health needs in early care and education environments. State leaders and advocates identified three communities with local goals to improve access and outcomes for children experiencing disability. These communities held some experience in implementation of effective practices in classrooms and programs across their region. The implementation experience identified in Multnomah, Clackamas, and Lincoln Counties was initially grounded in the Pyramid Model Framework. This, with existing coaching capacity, made these communities ideal pilots for implementation of the Indicators of High-Quality Inclusion.

While unique, the Pyramid Model Framework and the ECTA Indicators of High-Quality Inclusion are complementary frameworks that, when implemented together through initiatives like the OEI, create a comprehensive support system for children, families, and educators. While the Pyramid Model focuses on a multi-tiered system of support for social-emotional development, the ECTA Indicators provide a capacity-building roadmap for systemic inclusive practices at the state, community, program, and classroom levels.

Since 2020, six additional communities have joined the initiative and are at various stages of implementation, from exploration to initial implementation. Each community has determined the most ideal place to start, whether with Pyramid Model, the ECTA Inclusion Indicators, or both frameworks, to ensure growth and success in meeting their target goals. For more resources and information about the initiative, visit [the Inclusion Initiative](#) and [Community Inclusion Team](#) Dashboards.

The following statements act as anchors for the initiative, and its connected work across agencies:

We, representatives of families, agencies, and early learning partners, believe:

- Disability is to be appreciated as a natural part of the human experience that makes our families and communities stronger.
- Families have the right to enter relationships with early care and education providers trusting their child will be welcomed, loved, and seen in all their human dignity, including their culture, race, and disability.
- All learning environments for young children and their families should be inclusive, culturally responsive, and identity affirming.
- Every child should learn and thrive together with their peers, friends, and neighbors.
- Children achieve their best self when nurtured by empowered families, providers, and communities.
- The early care and education system is enhanced and strengthened through a network of professionals, parents, and community members.

At each level of implementation, you can find vision and mission statements that reflect priorities informed by the [Policy on Inclusion of Children with Disabilities in Early Childhood Programs \(2023\)](#).

Report	Year	Description
Federal Reporting Data regarding Free Appropriate Public Education (FAPE), Least Restrictive Environment and Child Outcomes	FFY 2023	This report includes data on the percentage of preschoolers with disabilities attending regular early childhood programs, their social-emotional skills, and their acquisition and use of knowledge and skills.
ELC Community Listening Sessions	2022	Conducted by the ODE and the Early Learning Division, these sessions gathered feedback from families and educators to improve the transition into kindergarten and early learning experiences.
Oregon Early Childhood Inclusion Data	2022	This report provides data on the inclusion of preschoolers with disabilities in regular early childhood programs and their outcomes, focusing on the percentage of children receiving special education services in inclusive settings.
National Institute of Early Education Research (NIEER) State of Preschool Report	2024	The 2024 State of Preschool Yearbook by the National Institute for Early Education Research reports that U.S. state-funded preschool reached record highs in enrollment and funding during the 2023-2024 school year, marking a significant recovery from the pandemic. However, the report highlights that progress remains highly uneven, with many states struggling with low quality standards and significant disparities in access for three- and four-year-olds.
National Institute of Early Education Research (NIEER) State of Early Intervention and Early Childhood Special Education: Looking at Equity	2024	This report examines state-by-state disparities in EI/ECSE, revealing that access nationally is more complex than measuring a child’s need for special education. A child’s race, gender, and the median income of their home state also impact access. It highlights how the COVID-19 pandemic exacerbated these inequities and provides state profiles and recommendations for increased funding and better data collection to ensure all children receive necessary support.

Report	Year	Description
Governor’s Report on Early Intervention and Early Childhood Special Education (EI/ECSE)	2025-2026	This report from the State Interagency Coordinating Council discusses the ongoing development of quality statewide EI/ECSE and Regional Inclusive Services for birth to five year olds. The report highlights stories from families positively impacted by these services.
House Bill 2166 and Senate Bill 236 Legislative Report	2024	This legislative report outlines Oregon’s progress in establishing the Early Childhood Suspension and Expulsion Prevention Program (ECSEPP), which aims to reduce exclusionary discipline through regional mental health consultation and a statewide “warmline” for providers. It also details the regulatory framework and necessary statutory changes required to implement and enforce a statewide ban on early childhood suspension and expulsion effective July 1, 2026.
Oregon Early Childhood Suspension and Expulsion Prevention Research Study: Legislative report	2025	This report summarizes a study on early childhood suspension and expulsion in Oregon, highlighting a rise in these practices and significant disparities affecting children of color and those with disabilities. It outlines recommendations from educators for regional, relationship-based supports and system coordination to prepare for a statewide prohibition on exclusionary discipline effective July 1, 2026.
Oregon Early Childhood Inclusion Outreach and Training Data	2024-2025	This data, gathered for reporting purposes, from OSU reflects a compilation of training and outreach data and feedback from participants in activities funded by DELC and ODE to support implementation of the Pyramid Model Framework and the ECTA Indicators of High Quality Inclusion at the community, local program, classroom levels.
Community-Level Family Engagement Report: Fall 2025	2025	Report includes research conducted by OSU to understand family engagement in implementation efforts through OEI. The report provides important data and information about the experiences of families who are part of community-wide and program-wide implementation of the Pyramid Model Framework and the Indicators of High-Quality Inclusion.
Early Intervention Developmental Programming and Childhood Academic Outcomes	2026	Research article exploring findings that children who received EI services—such as speech, physical, or occupational therapy—demonstrated higher standardized test scores in English Language Arts (ELA) and a greater likelihood of meeting curricula-based standards in both math and ELA compared to similar peers who did not receive services. The benefits were most pronounced among children with a demonstrated need for special education, those from lower socioeconomic households, and children of immigrant mothers.

Research shows that early intervention and early childhood special education yield a return on investment, with up to a 10% cost savings by reducing special education enrollment and increasing graduation rates among students with disabilities, leading to better employment outcomes and enriched communities (Reynolds, et. al., 2011). A recent study found that children involved in early intervention programs scored higher on third grade reading tests, demonstrating the long-term impact on student outcomes when investing in early intervention (Stingone, et.al., 2026). Recent legislation, House Bill 2682, calls on ODE to convene an advisory to review the funding model for Early Intervention/Early Childhood Special Education and make recommendations so adequate service levels can be achieved by programs across the state.

Feedback from communities consistently emphasizes the need for a statewide, cross-agency solution to address the disproportionate exclusion of children with disabilities and special health needs in early care and learning environments. As the early learning system in Oregon continues to grow and evolve, the data used to support understanding of impact becomes more complex. This, with the addition of new services and enhanced supports from the DELC under HB2166 (Every Child Belongs), cross-agency behavioral health activities, and increased awareness and support for children with special health needs has led communities, programs, families and providers to act strategically. These strategic moves at the community level inform state and program actions and support increased coordination and alignment to achieve common aims of racial equity, inclusion, quality services and supports within the early care education.

Using a model for sustainable implementation for effective policy and practice change, the Oregon Early Childhood Inclusion Initiative leverages four key structures.¹



Another way to look at how Oregon approaches implementation can be found in the [Implementing Pyramid Model and Inclusion Indicator Frameworks: A Guide for Oregon](#). Inspired by Bronfenbrenner’s Ecological Systems Theory Model (1979), you can see how each level of implementation is nested around to support one another, ultimately wrapping around to support the needs of the child and family. The application of a systems approach to implementation results in more effective and sustainable programming across systems.

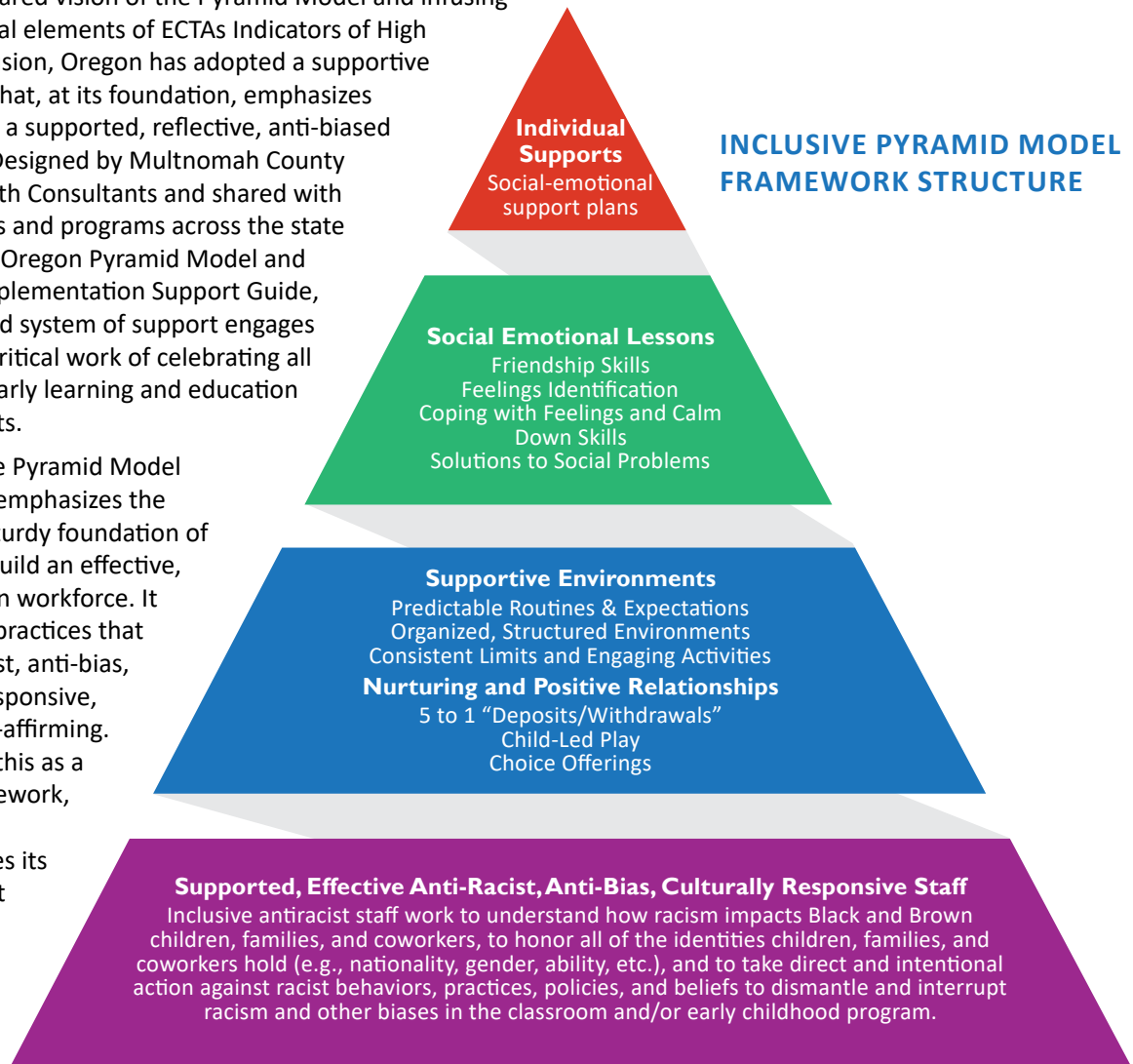


Ongoing investment by DELC and ODE in the ELSI, has continued training to help early childhood professionals, educators, coaches, and administrators deliver quality educational services that include children with disabilities and those from other marginalized groups. Communities engaged in implementation participate in monthly meetings supported by ELSI staff, leadership communities of practice, and coaching communities of practice. These, along with webinars and other training, support enhanced learning and understanding of practical aspects of early childhood inclusion.

¹ Smith, B.J., Fox, L., Strain, P., Binder, D.P., Bovey, T., Jones, A., McCullough, K., Veguilla, M., Dunlap, G., Blase, K., Trivette, C.M., Shapland, D., and Danaher, J. (2018). Statewide Implementation Guide. Retrieved from <https://ectacenter.org/sig>

Using the shared vision of the Pyramid Model and infusing the additional elements of ECTAs Indicators of High Quality Inclusion, Oregon has adopted a supportive framework that, at its foundation, emphasizes the need for a supported, reflective, anti-biased workforce. Designed by Multnomah County Mental Health Consultants and shared with communities and programs across the state through the Oregon Pyramid Model and Inclusion Implementation Support Guide, a multi-tiered system of support engages staff in the critical work of celebrating all who enter early learning and education environments.

The Inclusive Pyramid Model Framework emphasizes the need for a sturdy foundation of support to build an effective, equity-driven workforce. It is rooted in practices that are anti-racist, anti-bias, culturally responsive, and identity-affirming. In adopting this as a critical framework, Oregon demonstrates its commitment to infants, toddlers, children, and adults



*Inclusive Anti-Racist Pyramid Model Graphic courtesy of Multnomah County Health Department

The implementation of the Pyramid Model, combined with support from the Education Service District (ESD), is positively impacting school climates across Malheur County. By intentionally teaching social-emotional skills and clear behavioral expectations in the early years, students are entering kindergarten better prepared to manage routines, regulate emotions, and meet school-wide expectations.

As a result, school counselors have noticed a significant shift in how they spend their time. In the past, much of their effort in kindergarten classrooms focused on supporting behavior and helping students adjust to school expectations. With the Pyramid Model in place, many students are now arriving with those foundational skills already established. This has reduced the intensity of behavioral support needed in the early grades and allowed counselors to focus on other student needs across the school. Overall, the alignment between early learning practices and K–12 systems is creating smoother transitions, stronger classroom climates, and more efficient, prevention-focused counseling programs throughout Malheur County. We love it!

– Jenn Suzuki Malheur ESD Student Wellness Coordinator

who access services, care and educational opportunities within the mixed delivery system for early care and education. Implementation of the Inclusive Pyramid Model Framework was adopted statewide as an intentional foundational component of Every Child Belongs and a direct alignment with OECl’s successful implementation. Investment by DELC and ODE in effective implementation and dissemination through existing and established infrastructure (i.e. Early Learning Hubs, Child Care Resource and Referral (CCR&R) Agencies, Oregon Registry Trainer and Training systems, and designated EI/ECSE Service Agencies) has contributed to the widespread use and application of these practices in inclusive early learning environments across the state. As we explore opportunities for coherence and ensuring an aligned and effective Preschool through Third Grade (P-3) continuum for educational excellence, engaging districts to ensure alignment with ODE’s Transformative Social-Emotional Learning (TSEL) Framework and Standards, will support exploration of the effectiveness of these frameworks in P-3 environments.

ECTA Indicator of High-Quality Inclusion	Pyramid Model Tier/Practice	Oregon TSEL Standard
Promotion of Individual Differences	Universal Tier: Nurturing Relationships	Self-Awareness & Identity
Family Partnerships	All Tiers: Family Engagement	Relationship Skills & Collaborative Problem-Solving
Social Emotional Learning & Development	Universal & Targeted Tiers	All five TSEL Standards
Meaningful Peer Interactions	Targeted Supports	Social Awareness & Belonging
Curriculum & Instruction	Universal Tier: Supportive Environments	Responsible Decision-Making & Curiosity
Collaborative Teaming	All Tiers: Team Collaboration	Relationship Skills
Assessment	Data-Informed Decision Making	Self-Management & Agency
Culturally Responsive Practices	Equity-Focused Implementation	Guiding Principles

The following crosswalk demonstrates alignment and can support conversations at the community, program, district, or school level.

PROGRESS AND ACHIEVEMENTS

Progress in implementing inclusive practices continues in key areas across the state to showcase progress with communities moving from planning to installation and in some places, initial implementation.

Key milestones seen across communities include:

- Codifying processes for membership and effective partnership within establishment of cross-agency implementation teams,
- Maintaining support for expansion and increased access to services,
- Defining roles and responsibilities across agencies,
- Establishing effective memorandums of understanding with implementing and partner programs, and
- Supporting cross-disciplinary training events for providers and early learning professionals.

Success stories and case studies highlight the positive impact of collaborative efforts through OECI implementation on children and families, the necessity of clearly defining roles within the early learning system, and the connections between OECI and Every Child Belongs. See the appendices for data specific to communities engaged in implementation of equitable and effective practices community wide.



State Level Accomplishments

The OECI SLT has made steady progress on implementation of the State Indicators of High-Quality Inclusion and State Benchmarks of Quality. Key achievements include:

- Renewed commitment to ensure sustainability of the state level cross-sector team for implementation of the ECTA Indicators of High-Quality Inclusion and Pyramid Model Framework.
- Development of strategic workgroups to move towards meaningful progress, shared accountability, and action to address needed policy and practice questions from communities and programs.

- Increasing understanding and shared dissemination of key state and federal early learning policies, guidance, and initiatives impacting education and development for children experiencing disabilities and with special health needs.
- Planning and implementing processes to ensure effective and equitable partnerships with families, effective teaming practices, and shared roles in the education of children experiencing disabilities and special health needs.
- Shared communication across implementation levels and emerging co-creation of effective systems and processes to ensure responsiveness, including increased outreach and support for planning, sponsoring, and organizing speakers at state, regional, and national conferences and expansion of outreach materials including toolkits for families, providers, and district leaders.
- Fiscal support for early care and education professionals through the Oregon Inclusion Initiative, which is part of the DELC-funded ELSI at OSU.

Collaborative Partner Highlight

Oregon Prenatal to Kindergarten/ Head Start

Oregon Prenatal to Kindergarten/Head Start programs are committed to creating inclusive early learning environments where children of all abilities thrive. Programs partner with Early Intervention (Part C), Early Childhood Special Education (Part B), and nursing professionals to ensure that children with developmental delays, disabilities, or complex health needs receive individualized services and supports in the least restrictive environment. This includes services provided to children with disabilities in classroom and home-based settings, implementing Individualized Family Service Plans (IFSPs), developing individualized health plans, managing medications, and training staff to respond to medical needs such as asthma, allergies, seizures, feeding needs, and chronic conditions. Through developmental screenings, ongoing observation, and strong collaboration with families, programs help connect children to Early Intervention and Early Childhood Special Education services. Staff support families in navigating referrals, evaluations, procedural safeguards or rights under the Individuals with Disabilities Education Act (IDEA), and special education processes, empowering parents to advocate for the services their children need. While specialized supports can be resource-intensive, these partnerships are essential to ensuring equitable access to safe, high-quality early learning opportunities. Together, these efforts reflect the Head Start philosophy of inclusion: that children reach their full potential when they participate alongside their peers with the individualized support needed to succeed.

	IFSP Preschool	IFSP Early Head Start	Total
Total children eligible for IDEA	2475	608	3083
Percentage children eligible for IDEA	13.54%	23.86%	20.74%

Source: Federal Head Start Enterprise System Program Information Reports 2025

Oregon’s Child Care Resource and Referral Agencies

Oregon’s CCR&R system, with regionally based organizations serving the entire state, provides essential infrastructure for delivering professional learning, technical assistance, and early learning workforce supports.

Fifteen regionally based CCR&R organizations serve the state, supporting the recruitment of new early learning programs; helping early educators and leaders meet licensing training requirements and access ongoing professional development; and providing intensive supports to strengthen programs. Each CCR&R has skilled staff with expertise to help early educators build programs that meet standards, focus on continuing education so early educators can increase qualifications, and CCR&R staff have knowledge of resources and supports in communities with which to connect early educators.

While each CCR&R provides similar services, regional needs assessments highlight community priorities, one of which routinely mentioned is increased supports and services for children and families who experience disability and the child care providers who care for them. In 2025, additional funding was dedicated for regional Inclusive Partner specialists in each region to support early learning professionals to increase a more universal approach to inclusive practices. Currently, these regional Inclusion specialists participate in the 9 OEI community inclusion teams.

Oregon Health Authority

Oregon Health Authority (OHA) is committed to continuously improving a system that ensures access to a broad, flexible array of community-based services with supports tailored to each child's unique circumstances. OHA works to develop and support a responsive provider network that delivers services that are both trauma-informed and culturally attuned, recognizing that early experiences shape lifelong health, development, and resilience. Infants and young children can and do experience significant social-emotional and behavioral challenges and providing therapeutic support early reduces long-term suffering and costs. OHA supports this early intervention approach for behavioral and mental health services for young children, affirming that children under six can be accurately assessed and effectively treated. The Oregon Health Plan

Hello my Name is Ekram AUSMAN the owner of Okie Dokie Daycare I am registered child care provider, when I started my child care program I didn't have that much experience or where to go and make sure I am doing the right thing for my program , ESD did help to get all the tools and materials and education that I need to become better pyramids model for the kids by working closer with them and understanding their needs and ask appropriate questions , also ESD did give me the opportunity to have a specialist come to my house and provide tools and educational materials watch me implement it , coming to the make and take has been a huge blessing for my program, I am mom with 5 kids I am very busy , but they still made it happen for me they offer a child care just so I can work and improve my program, I am very thankful for this amazing opportunity that it has been given to me . Teacher Janice played a big part in my program by teaching me and working closer with me to be a great teacher.

– Ekram Ausman, Eastern Oregon

will reimburse for behavioral/mental health services for children ages 0 - 6 and their caregivers. OHA supports providers across the state on developing, expanding, and maintaining evidence-based programs that serve this population. This work underscores Oregon's commitment to ensuring that every young child receives the timely, individualized support they need to thrive.

FACT Oregon

FACT Oregon is committed to advancing high-quality inclusion by supporting families of infants, toddlers, and young children with disabilities to understand their rights, navigate early intervention and early childhood special education systems, and participate as informed partners in decision-making. As Oregon's statewide Parent Training and Information Center, FACT Oregon provides training, individualized support, and practical resources to help families navigate referrals, evaluations, and the IFSP and Individual Education Program (IEP) processes, while also promoting inclusive opportunities in natural and least restrictive environments. Consistent with the shared understanding that high-quality inclusion is supported through access, participation, and individualized supports, FACT Oregon works alongside families, providers, educators, and community partners to reduce barriers, strengthen family-professional partnerships, and help ensure young children with disabilities are supported as full members of their early learning communities.

Oregon Center for Children and Youth with Special Health Needs

The Oregon Center for Children and Youth with Special Health Needs (OCCYSHN) works to improve the health and well-being of Oregon’s children and youth with special health care needs (CYSHCN). As Oregon’s Title V agency for children with special health care needs, OCCYSHN is dedicated to fostering policies and developing a workforce that supports CYSHCN and their families to be included with their peers in early education settings. Through our CaCoon program, nurse home visitors partner with families to connect them with a wide range of needed services including accessing and navigating supports in inclusive early learning settings. Our [Assuring Comprehensive Care through Enhanced Service Systems \(ACCESS\) program](#) allows for early and coordinated efforts to diagnose autism through partnerships between early education and local medical providers creating a pathway for families and young learners to get the support they need. Additionally, Parent Partners from our Oregon Family to Family Health Information Center support individual families as they navigate health and behavioral issues that make full inclusion in community, educational, and family life more challenging. They support families through the process of getting, understanding, and living with a diagnosis, as well as working with the professionals that surround them. Through ongoing collaboration with other agencies and programs, OCCYSHN seeks to expand support for children with special health needs in early learning settings. These efforts help ensure that health complexity is not a barrier to equitable access, allowing CYSHCN to thrive within inclusive, well-supported early learning settings.

Oregon Infant Mental Health Association

The Oregon Infant Mental Health Association (ORIMHA) is a statewide network of parents and professionals committed to promoting the emotional health and well-being of Oregon’s infants, toddlers, and their families by advancing awareness of early nurturing relationships, supporting cross-system collaboration, and providing access to professional development, reflective supervision, and global infant mental health resources. ORIMHA’s mission and vision emphasize equitable access to high-quality relational health supports and an interconnected workforce dedicated to infant and early childhood mental health—core principles that align closely with OEI and the Every Child Belongs initiative, which prioritize belonging, full participation, and coordinated supports across early learning environments. By strengthening the workforce through endorsement, reflective practice, and advocacy for relationship-based best practices, ORIMHA helps build the conditions necessary for inclusive, emotionally supportive early childhood settings where every child and family can thrive. As the central entity for Every Child Belongs, ORHIMA brings specific knowledge and understanding of the implementation of Infant and Early Childhood Mental Health Consultation across the state, ensuring alignment and coordination across initiatives.



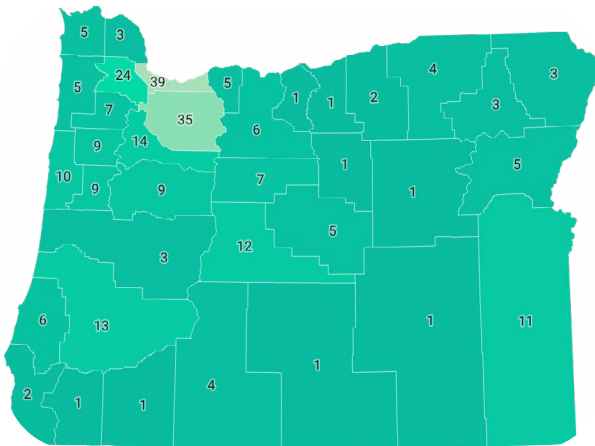
Key Activities and Professional Development from Oregon State University's Early Learning Systems Initiative: Oregon Inclusion Initiative



The community-level and community-led implementation of both the Pyramid Model practices and the Indicators of High-Quality Inclusion allowed communities to tailor their implementation to their specific needs and build on existing strengths and supports. To support this, the Implementing Pyramid Model and Inclusion Indicator Frameworks: A Guide for Oregon (available in [English](#) and [Spanish](#)), [an interactive map](#) highlighting implementation sites and communities, and an interactive [story map](#) have all been curated and can now be used as guides for effective implementation across communities and within programs.

The partnership with OSU has been critical to strengthening alignment between ODE and DELC as Oregon's early learning system advances implementation of policies designed to prevent suspension and expulsion. This strategic collaboration supports consistent workforce development, promotes a shared understanding of effective prevention and intervention practices, and generates meaningful research and data to assess progress. Together, these efforts reinforce continuous improvement using reflective frameworks and coaching across early learning and K–1 sectors.

ELSI-INCLUSION TRAININGS BY COUNTY



Number of people per county who have attended ELSI trainings during the 2024-2025 school year. People who work in multiple counties are represented in each county indicated.



- **Pyramid Model Training:** Training courses on the Pyramid Model and addressing challenging behaviors in children were offered through eModules in Spanish and English for professionals serving in infant-toddler environments, and preschool environments. Additional live training opportunities occurred in communities across the state. These were well-received by educators across Oregon. The feedback from these courses was overwhelmingly positive, with participants noting that the high-quality learning was directly applicable to their roles.
- **High-Quality Inclusion:** Training on the National Indicators of High-Quality Inclusion for communities, programs, and classroom teams, continued to be supported through virtual and in person offerings, helping educators include children with disabilities and those from marginalized groups. [Recorded webinars](#), communities of practice for leaders and coaches, and individualized support from Training Outreach Coordinators were part of this effort.
- **Anti-Bias Learning:** Professional learning in anti-bias teaching continued to be prioritized across ELSI offerings and within communities. These offerings and translated materials increase access for early childhood professionals, families, and children. With continued emphasis on the importance of culturally responsive, identity-affirming and trauma informed practices, examination of implicit bias, educators have been able to take time to engage in reflective learning opportunities with their peers. By coordinating access across sectors, these opportunities may lead to a reduction in exclusionary discipline or deficit thinking when it comes to certain students—a shared priority for OECE and Every Child Belongs.

“En referente a lo de modelo de pirámide, me gusta aprender más sobre el área de socio emocional, ya que considero que es fundamental durante esta maravillosa etapa de la vida de los niños. Esto me permite apoyar su desarrollo, como siempre inculcando de forma positiva, atención, respeto, e inclusión.” (Regarding the pyramid model, I like to learn more about the socio-emotional area, as I believe it is fundamental during this wonderful stage of children’s lives. This allows me to support their development, always instilling positive values such as attention, respect, and inclusion.)

– Baby Promise Provider



What are the positives about inclusion in your preschools?

“Too many to count! Having specialists in the classroom, providing modeling and resources around those students on IFSP’s as well as other students in the classroom. I’m all about accountability, and having other eyes in our classrooms at various points in the week or day helps me know that I would hear if something inappropriate or unsafe was happening. Patterns would be visible, and I have a great relationship with the Service Coordinator and team in general. I know that our success is their priority. There is also a flexibility that comes with trust in the partnership and families, so we can have honest conversations about what is working and what might not be.

– Catie and Diane LBL community coach and provider

Community Investment in Inclusive Early Education

State and federal funding continued to be supported through key activities in the following areas:

- **Regional Summits:** Engaged partners (Families, Early Learning Hubs, Head Start, Child Care, etc.) in cross-sector professional development, addressing barriers to inclusion, and mobilizing communities to take action to improve social-emotional learning and outcomes.

In August and September of 2025 we offered Foundations of Inclusion Training to all community preschool sites in our three county region. We held six sessions and had 71 teachers and classroom assistants attend, spanning over 23 classroom settings across our region. 83% of those that completed the exit survey reported that the training improved their overall teaching practice, 66% indicated they had started or planned to start using at least one of the teacher-care strategies, and 100% indicated they had created or improved at least one of their classroom centers since the training and implemented new visual supports.

– Linn-Benton-Lincoln Community Inclusion Team

- **Resources to Support Existing Personnel:** Investments in professional learning supports for early learning providers through cohort models with coaching, communities of practice, trainings on belonging, development, and quality instructional strategies, technology for remote coaching, multilingual materials, and ongoing technical assistance.
- **Supports to Families:** Facilitated accessible family engagement, empowerment, and leadership, with resources like toolkits for indigenous and refugee families, incentives for a comprehensive transition to kindergarten, and partnerships with historically marginalized groups to remove systemic barriers.
- **Structural Supports for Inclusion:** Funded sustainable investments in accessibility, universal design for learning, toolkits, and materials to support funding for inclusion across early care and education settings, with meaningful participation from regular education staff in planning and transitions.
- **Coordinated outreach:** Partnerships expanding outreach through newsletters, webinars, websites, and printed materials for families and providers who may want to learn more about activities, policy and practices in the local early learning system.



Impact of Investments

- **Training Reach:** Over 1,335 early childhood professionals in Oregon have received training or guidance on Pyramid Model implementation and inclusive practices from the ELSI Inclusion Implementation Support Team and OECI Standardized Trainers. Approximately 2,450 individuals have accessed the ePyramid Modules, available for free to any early learning professional in English and Spanish. Access to these modules has resulted in the completion of 11,082 eModules (i.e. the completion of the infant toddler pyramid practices, preschool pyramid practices or inclusion eModules) by Oregon early childhood professionals to date.
- **Community Implementation:** Eight communities have begun community-wide implementation of the Pyramid Model Framework and High-Quality Inclusion practices to their specific needs. The Implementing Pyramid Model and Inclusion Indicator Frameworks: A Guide for Oregon (available in English and Spanish) is available to anyone wanting to explore implementation in their community and an interactive map of implementation communities and sites, training providers, and coaches can be used to connect people across the state who are doing this work.
- **Anti-Racist Learning Spaces:** Threads of Justice continues to offer professional development in creating anti-racist learning spaces and leadership, available in multiple languages for both educators and leaders in early learning. These opportunities are promoted by ELSI as ODE and DELC work together to create additional opportunities for educators, leaders, and district staff. As Oregon's community and student population becomes more diverse, educational access and equity remain integral for student success.
- **Increased Accessibility of Supportive Materials:** Approximately 80 resources for Pyramid Model and National Indicators of High-Quality Inclusion have been made accessible in 8 requested languages (e.g., Spanish, Somali, Arabic) by our communities in Oregon and nationally.
- **Data and Research:** Produced research briefs and data reports to help communities, programs, and state leaders use data for continuous improvement. This includes investment in an implementation data system, the Pyramid Implementation Data System (PIDS), that allows all levels of the system to access and examine their data in a systematic manner. For more information about the PIDS System in Oregon visit [the Oregon PIDS dashboard](#).



METHODOLOGY

The initiative uses a comprehensive data collection approach, including surveys, interviews, and observations, to gather both quantitative and qualitative data. Analysis combines statistical and thematic methods to assess impact and identify areas for improvement. While data collection is limited by resource constraints, it provides valuable insights into the effectiveness of inclusive practices in Oregon’s early childhood systems and programs.

Briefs of current implementation of the ECTA Indicators of Early Childhood Inclusion and the Pyramid Model can be found on the [Oregon Inclusion Initiative website](#). The following section describes the analysis of data collected to measure child outcomes and access to the least restrictive environment for children with disabilities three to five years of age (not yet in kindergarten).

Where Preschoolers with Disability Learn: Understanding Oregon’s Inclusion Data

Under the IDEA, states must report key indicators to the Office of Special Education Programs (OSEP) to monitor the implementation of special education services. One such indicator, B6, tracks the educational settings for preschool children (ages 3-5) with IFSPs. Data is collected annually in December and reflects the educational settings of preschool settings using the following categories:

- a. **Regular Early Childhood Program:** Programs with at least 50% nondisabled children (e.g., Head Start, public or private preschool, district run preschool, childcare programs designed for care of 3–5-year-olds).
- b. **Special Education Program:** Programs with less than 50% nondisabled children (e.g., separate class, separate school, residential facility)
- c. **Home:** Special education and related services in the residence of the child’s family or caregiver or other location not included in the other categories.

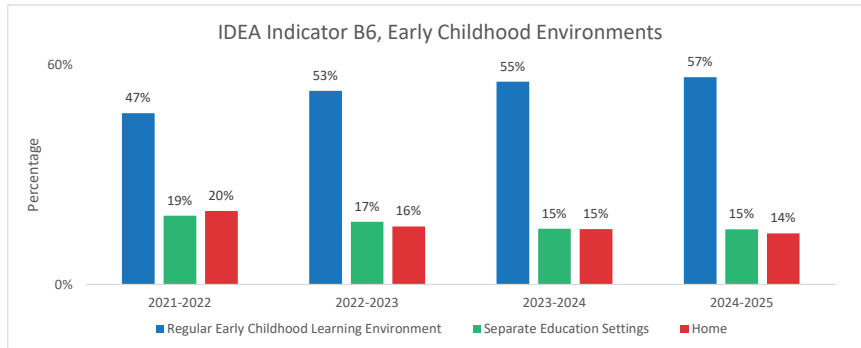
Data is reported to the Oregon Department of Education through the state’s [Annual Performance Review](#) and posted on the ODE website. It informs the [At-A-Glance Profiles](#) for EI/ECSE programs and reflects the continuum of special education placements made possible through investments in 9 regional service areas and their partnerships at the local level.



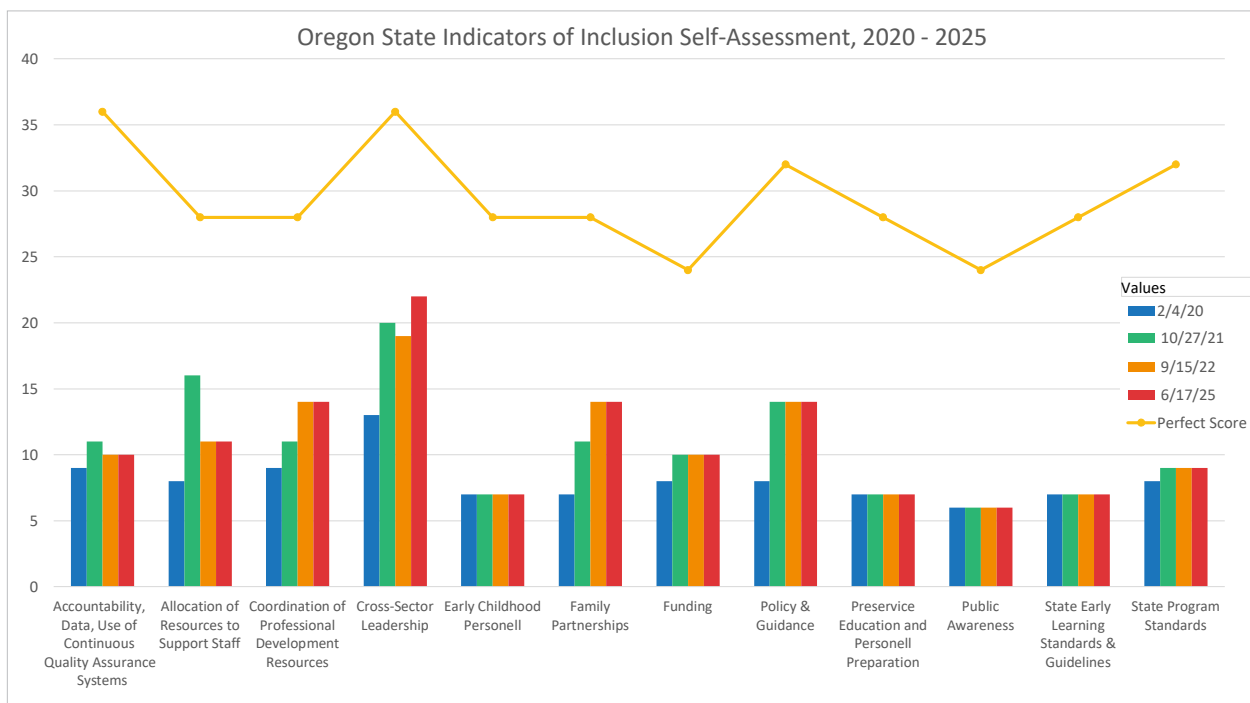
IMPACT ON CHILDREN, FAMILIES, AND EARLY LEARNING PROVIDERS

Quantitative data shows the initiative has increased the number of children served and improved access to inclusive education, with more children with disabilities enrolled in inclusive settings, leading to better developmental outcomes.

The figure below highlights changes in statewide data since the initiative started and shows where children receive the majority of their special education services. While further research is needed, in examining state and community level data, we are seeing the impact of collaborative, cross-agency approaches to solving complex dilemmas connected to historical patterns of inequity for specific populations of children.



Using the State Indicators of High-Quality Inclusion and Benchmarks of Quality, the SLT has made ongoing improvements in a complex early learning system involving multiple agencies, local implementation communities, local programs, and classrooms.



Qualitative data, including testimonials from families and educators, highlights the positive changes in quality of life and educational experiences for children. Comparative analysis shows marked improvements in child outcomes and family satisfaction before and after the initiative's implementation. Families report feeling more supported and empowered, while educators note enhanced skills and confidence in providing inclusive education.

Centering Families

I have a granddaughter in a program that uses the Pyramid Model. The teacher suggested using transition warnings (5 minute warning) with her before it is time to leave somewhere. This has been like gold. She used to throw a fit when we would tell her she needed to stop what she was doing. Now we give her a 5 minute warning and when we tell her the 5 minutes is up she just transitions to what we want her to do.

– Anonymous Grandparent, Eastern Oregon

From the start, families have been central to the mission and vision of the initiative, participating in implementation teams at the state, community, and program level. The reports of progress, however, have often remained focused on educators, providers, and children. Families are essential partners in the education of young children and over the last several years, the initiative has focused at the state and local level to develop additional supports, resources, and trainings for families. To better understand the need, OSU reached out to families who are part of programs and communities implementing currently.

Families across five OEI communities reported largely positive experiences in early learning programs, highlighting strong relationships with teachers, frequent implementation of Pyramid Model practices, and environments that support social-emotional learning and inclusion (Benkart, et al.; 2025, p.4-6) Those interviewed expressed interest in being involved through volunteering, attending trainings, and participating in school events, while rating teacher attitudes, communication, and responsiveness highly (Benkart, et al.; 2025, p.3). Families shared with community and program teams about their observations of meaningful growth in children’s early learning, friendships, emotional regulation, and communication skills. Open-ended responses emphasized supportive staff, flexible and child-centered learning environments, and inclusive settings that embrace diverse needs and identities (Benkart, et al.; 2025, p.7-11). Although most families reported no barriers, some cited cost, limited availability, discrimination, and logistical challenges. Overall, findings indicate that programs are fostering positive, inclusive, relationship-based experiences, while also pointing to ongoing opportunities to strengthen family engagement and address access barriers (Benkart, et al.; 2025, p.11-12).

Community-Wide Benchmarks of Quality by Time Period



Implementation Story

Since implementing the Pyramid Model, our program has seen clear and positive changes in learning environments for children. Teachers are better equipped to build strong relationships, support social emotional development, and respond to challenging behaviors in proactive and nurturing ways. The Pyramid Model has helped foster predictable, inclusive, and nurturing environments where every child feels valued and ready to learn.

– Becky Padilla Program Manager, Malheur County Child Development Center

Through planning and initial instillation facilitated by the Eastern Oregon Early Learning Hub, this region has demonstrated significant growth and commitment to improving access and quality experiences of early learning providers and the children and families in their community.

Eastern Oregon’s community-wide efforts have grown from 12 implementation programs to 18. The focus of the team has also shifted from recruitment to implementation support. Through collaborative efforts of the Early Learning Hub, Malheur ESD, and local CCR&R. In the CCR&Rs, the team has started implementing “Make and Takes” where providers are invited in for a training and they leave with all the materials they need to implement a new strategy in their classroom the next day. These were not well attended at first but now they are filling up and CCR&R is expanding these opportunities beyond Malheur to Baker and Wallowa counties.

As the Regional Service Provider (RSP) for ECB, the team at Malheur ESD, has embedded Infant and Early Childhood Mental Health Consultation (IECMHC) into Pyramid Model practices. The mental health consultant hired has received extensive training in the Pyramid Model and is an additional support for implementation programs across the region. Requests for support through ECB Connects are being tied back to Pyramid Model strategies and resources, then moved into a higher level of support using Prevent, Teach, Reinforce for Young Children (PTRYC), a functional behavior assessment, process when needed.

Members of the Eastern Oregon Community-Wide leadership team have been working with the two Community Colleges in our area to embed Pyramid Model and Inclusive practices into their curriculum and instruction for early learning professionals, creating a robust professional learning systems for early educators in the region.

Through partnerships with Mental Health providers and Building Healthy Families, the team in Eastern Oregon has prioritized families as partners and are now providing the seven-part parent training “Positive Solutions for Families.” This training connects practices for building positive social emotional skills and preventing challenging behaviors to families in meaningful ways for supporting social-emotional learning at home and in the community.



“I just can’t tell you how impressed I am with my daughter’s experience in preschool this year. She has a hard time getting her big ideas across, because she is very hard to understand due to speech delays. I was worried about sending her to preschool because I thought she might have a hard time. I am happy to report that she has more than thrived in her classroom where there are so many opportunities for social interaction with a lot of visual support. This is a picture her teacher sent to us where she was giving a five minute warning to her classmates. She can say every name now, and is so proud of herself. She has made friends, and she looks forward to going to class everyday!”

– Carley Garcia, family member

CHALLENGES AND LESSONS LEARNED

While OEI continues to face challenges to effective implementation, there is some consensus that implementing shared practices, engaging in collaborative structures for problem solving, aligning supports and resources towards shared goals and planning for improvements is helping build a stronger early learning system.

Challenges remain, including the need for intentional cross-agency planning and professional learning for inclusive education at the state and local level, changes in leadership across systems leading to role/initiative confusion, continued need for clarity and a need for coherence to ensure coordination with statewide efforts to prevent exclusion, varying levels of systemic support across programs, including coaching capacity in most communities. The SLT continues to explore solutions including:

- Expansion of regional networks and communities of practice,
- Exploration of needed resources to expand program coaching,
- Understand connections between Infant-Early Childhood Mental Health Consultation, Regional Inclusive Partners, Special Education, Behavioral Health, and Intellectual/Developmental Disability Supports and increasing support to communities to strengthen effective regional coordination,
- Coordinate and align policy and practice across agencies,
- Examine state level policy levers for change,
- Explore effective use of implementation data,
- Improving communication through continuous feedback loops, aligned messaging on inclusion and early learning, and improved outreach to families, providers, and educators.

Key lessons in this report and others listed highlight the importance of collaboration, flexibility, and sustained investment in training, infrastructure, and resources for future success in expanding equitable access to early care and education.



RECOMMENDATIONS

The initiative’s recommendations focus on both short-term and long-term strategies to sustain and expand inclusive practices. Short-term recommendations prioritize continued investment in training, fully accessible professional learning resources and expansion of coaching infrastructure to support implementation. While long-term recommendations include expanding inclusive practices and strengthening partnerships with families and communities through outreach, collaboration, and guidance. Proposed policy changes include adopting evidence-based practices, improving agency coordination, and increasing funding for necessary infrastructure to advance inclusive education, including family support for navigation of the early learning system, examining quality standards across environments, and scaling successful practices and workforce supports.

These recommendations are detailed in the [State Leadership Strategic Plan](#), mid-year and end-of-year reports on [OSUs website](#), and in ongoing reports to the State Interagency Coordinating Council and Early Learning Council.

CONCLUSION

The OEI has contributed to improvements in inclusive early childhood education and developmental outcomes for children experiencing disabilities and special health needs. The initiative’s progress highlights the importance of collaboration among families, educators, and community partners. While hopeful, findings emphasize the need for continued investment in inclusive practices and ongoing support to sustain improvements.



RESOURCES

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APPENDICES

Appendix A: Community Information for 2026 OEI Impact Report

Community:	Clackamas
Community contact:	Molly Hulett (mhulett@clackesd.k12.or.us) and Dani Stamm Thomas (dstammthomas@clackamas.us)
Number of implementation sites (reported by community teams)	3--- Sunshine Harrison, Sunshine Oregon City, Clackamas Early Learning center
Estimate of the total number of children currently enrolled across implementation sites (reported by community teams)	about 200 preschoolers
Number of program coaches (reported by community teams)	2
Number of practitioner coaches (reported by community teams)	2 (sunshine i don't think currently has a coach this year-- they were working on an internal coach for their childcare centers but given the budget cuts i don't think have this role)
Number of community professionals who have completed Program Coach Training (data from PIDS)	7
Number of community professional who have completed TPOT reliability training (data from PIDS)	26
Number of community professional who have completed TPITOS reliability training (data from PIDS)	10
Number of community professional who have completed ECEE Indicator training (data from ELSI training attendance)	2
Number of Program Benchmarks of Quality or Program Indicators of High-Quality Inclusion Indicators completed (pulled from PIDS):	Spring 2025-winter 2026: 0 *** working on getting renea in on this she has CELC done just need it input-
Number of Pyramid Model or Classroom Inclusion Indicator observations completed (pulled from PIDS):	Spring 2025-winter 2026: 3
Number of programs in the community in PIDS (data from PIDS)	8

What impacts from the past year would you like to share?

This past year, the CIT expanded its membership to include a broader range of community partners. To better support our strategic goals, we established three specialized workgroups focused on:

- **Technical Assistance:** Providing essential support, particularly with the introduction of ECB within our county.
- **Family Partnership:** Learn more about family needs in order to provide relevant information and resources on the Clackamas CIT website, including videos of family stories
- **Awareness:** Increasing the visibility of our initiatives.

In our ECSE Peer classrooms, we successfully transitioned to using the ECEE indicators to create alignment with the CIT work. Both classrooms rapidly met our county's benchmarks for fidelity.

Finally, in response to teacher requests for deeper connection, we hosted a mid-year CIT event for 51 professionals (teachers and ECSE providers). The feedback was exceptional, with 100% of participants

expressing a desire to attend future sessions. During the event, we highlighted our implementation sites, recognized classrooms achieving ECEE fidelity, and presented four county-wide awards for excellence in building inclusive classrooms”

Would you like to include any quotes from implementation program administrators, classroom staff, or coaches?

Bridge Builder Award: Sarah Swain- EI/ECSE Specialist

Sarah exemplifies connection from home to school. With the students and classrooms she supports, Sarah provides consistent, well rounded support with honesty, integrity, humor, and love for her profession and people all around her.

Sarah works hard to get a full picture of what children need, and works to make sure teachers have what they need as well to support children. Her approach is kind, warm, honest, and very well informed and best practice based.



Sarah also collaborates with our program, Head Start to Success, monthly in staffing meetings where she leads honest, open conversations with practice based, well informed guidelines. Sarah is an excellent example of bridging children, families, teachers, and colleagues.

ACCESS CHAMPION: Melinda - Oak Grove Preschool teacher

Melinda exemplifies excellence in adapting both the physical and instructional environment to remove barriers and increase access—particularly through her intentional focus on communication. She recognizes that access begins with understanding and belonging, and she thoughtfully designs classroom practices that support multiple ways of communicating for children and families.



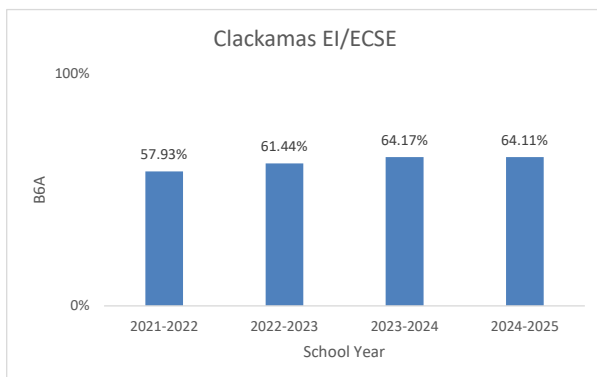
The Collaborative Team Award: Elizabeth and Elinor @River Mill in Estacada

Elizabeth and Elinor are always willing to collaborate with the CESD team. They are receptive and communicate effectively. This is a true “teaming” feeling. We have monthly meetings to problem solve specific strategies and ideas. They provide our team with feedback on what’s working and what’s not. They are motivated to learn more about AAC, adaptive equipment, using peers as models, and understand the nature of inclusion.



Pyramid Model Champion: Brittany Piazza @Clackco Kids CCC site

Brittany has consistent predictable routines she teachers students, she has routines within routines , she is consistently teaching and reinforcing her classroom expectations, she prioritizes relationships with kids, especially the children that have more significant behavior. She is continually working on teaching social skills in her classroom and is always adapting and individualizing how she teaches these skills according to students needs. She uses children’s interests and strengths to engage them in play and set up the environment for success. She is a dynamic teacher who makes a positive impact on student outcomes of all students in her classroom.



Community:	Eastern Oregon
Community contact:	Rod Belknap (rod.belknap@malesd.org), Marshall Hooker (marshall.hooker@malesd.org), and Theresa Martinez (theresa.martinez@malesd.org)
Number of implementation sites (reported by community teams)	18 programs, 29 sites
Estimate of the total number of children currently enrolled across implementation sites (reported by community teams)	Approximately 800
Number of program coaches (reported by community teams)	(4?) Ben, Kelly then Charmayne and Janice are coaching classrooms/whole programs
Number of practitioner coaches (reported by community teams)	6
Number of community professionals who have completed Program Coach Training (data from PIDS)	3
Number of community professional who have completed TPOT reliability training (data from PIDS)	20
Number of community professional who have completed TPITOS reliability training (data from PIDS)	11
Number of community professional who have completed ECEE Indicator training (data from ELSI training attendance)	7
Number of Program Benchmarks of Quality or Program Indicators of High-Quality Inclusion Indicators completed (pulled from PIDS):	Spring 2025-winter 2026: 2
Number of Pyramid Model or Classroom Inclusion Indicator observations completed (pulled from PIDS):	Spring 2025-winter 2026: 59
Number of programs in the community in PIDS (data from PIDS)	11

What impacts from the past year would you like to share?

“We have grown from 12 implementation programs to 18 and have shifted our focus from Recruitment to Implentation Support. CCR started implementing “Make and Takes” where providers are invite in for a training and they leave with all of the materials they need to implement a new strategy in their classroom the next day. These were not well attended at first but now they are filling up and CCR is expanding these opportunities to Baker and Wallowa counties.

As the RSP for ECB we have embedded our EICMHC into Pyramid Model practices. She has received extensive training in the Pyramid Model and is an additional support for Implementation Programs. ECB requests are being tied back to Pyramid Model strategies and resources and are being moved into a PTRYC process when needed.

Members of our leadership team have been working with the two Community Colleges in our area to embed Pyramid Model and Inclusive practices into their curriculum and instruction.

We are impacting families by partnering with Mental Health providers and Building Healthy Families to provide the seven part parent training”

- Positive Solutions for Families

Would you like to include any quotes from implementation program administrators, classroom staff, or coaches?

“I have a granddaughter in a program that uses the Pyramid Model. The teacher suggested using transition warnings (5 minute warning) with her before it is time to leave somewhere. This has been like gold. She used to throw a fit when we would tell her she needed to stop what she was doing. Now we give her a 5 minute warning and when we tell her the 5 minutes is up she just transitions to what we want her to do.”

- Anonymous Grand Parent

“Since implementing the Pyramid Model, our program has seen clear and positive changes in learning environments for children. Teachers are better equipped to build strong relationships, support social emotional development, and respond to challenging behaviors in proactive and nurturing ways. The Pyramid Model has helped foster predictable, inclusive, and nurturing environments where every child feels valued and ready to learn.”

- Becky Padilla Program Manager, Malheur County Child Development Center

“I just can’t tell you how impressed I am with my daughters experience in preschool this year. She has a hard time getting her big ideas across, because she is very hard to understand due to speech delays. I was worried about sending her to preschool because I thought she might have a hard time. I am happy to report that she has more than thrived in her classroom where there are so many opportunities for social interaction with a lot of visual support. This is a picture her teacher sent to us where she was giving a five minute warning to her classmates. She can say every name now, and is so proud of herself. She has made friends, and she looks forward to going to class everyday!”

- Carley Garcia

The implementation of the Pyramid Model, combined with support from the ESD, is positively impacting school climates across Malheur County. By intentionally teaching social-emotional skills and clear behavioral expectations in the early years, students are entering kindergarten better prepared to manage routines, regulate emotions, and meet school-wide expectations.

As a result, school counselors have noticed a significant shift in how they spend their time. In the past, much of their effort in kindergarten classrooms focused on supporting behavior and helping students adjust to school expectations. With the Pyramid Model in place, many students are now arriving with those foundational skills already established. This has reduced the intensity of behavioral support needed in the early grades and allowed counselors to focus on other student needs across the school. Overall, the alignment between early learning practices and K–12 systems is creating smoother transitions, stronger classroom climates, and more efficient, prevention-focused counseling programs throughout Malheur County. We love it!

- Jenn Suzuki Malheur ESD Student Wellness Coordinator

“Hello my Name is Ekram AUSMAN the owner of Okie Dokie Daycare I am registered child care provider, when I started my child care program I didn’t have that much experience or where to go and make sure I am doing the right thing for my program , ESD did help to get all the tools and materials and education that I need to become better pyramids model for the kids by working closer with them and understanding their needs and ask appropriate questions , also ESD did give me the opportunity to have a specialist come to my house and provide tools and educational materials watch me implement it , coming to the make and take has been a huge blessing for my program, I am mom with 5 kids I am very busy , but they still made it happen for me they offer a child care just so I can work and improve my program, I am very thankful for this amazing opportunity that it has been given to me . teacher Janice played a big part in my program by teaching me and working closer with me to be a great teacher.”

- Ekram Ausman

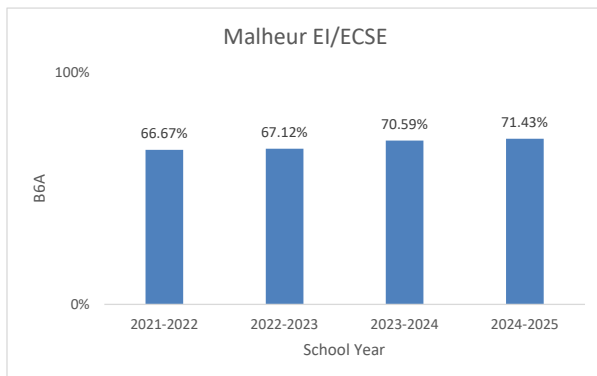
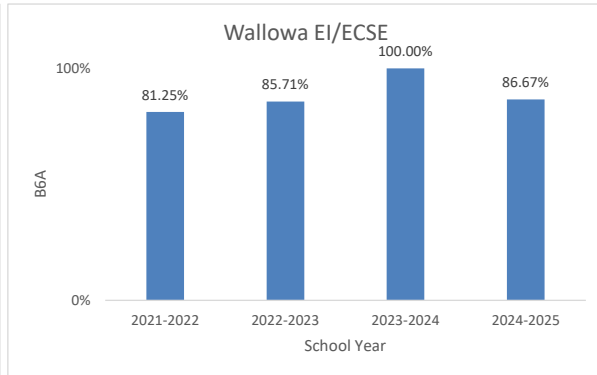
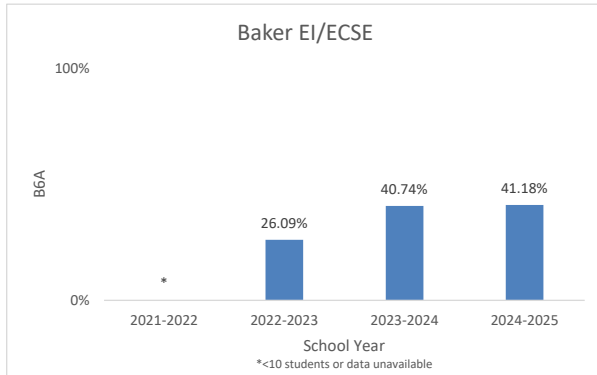
“Our program’s implementation of Pyramid Model strategies—supported through the Early Learning Department of the Malheur Education Service District—has significantly strengthened social-emotional learning across our classrooms.

The resources are free and easy to implement with all students. We have shared them with all kindergarten teachers, learning specialists, and support staff for consistent, unified use. Educators are using these evidence-based tools to explicitly teach social skills, support emotion identification, and build students’ regulation strategies. This comprehensive approach ensures that all staff members—classroom teachers, specialists, and support personnel—work together using the same language and techniques to foster positive social-emotional development.

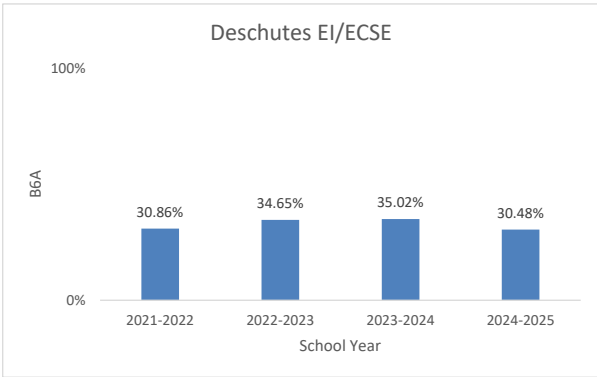
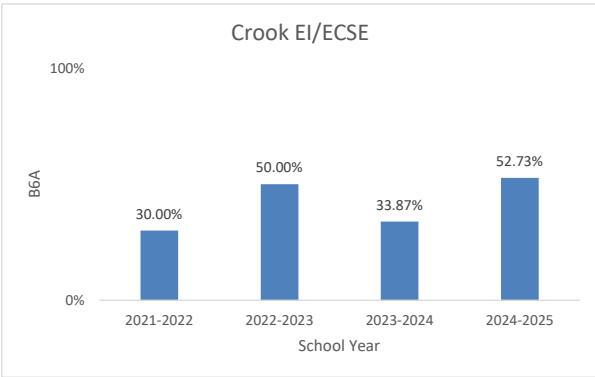
This shared, cohesive approach creates a strong, seamless bridge for children transitioning from early intervention and preschool programs into our school system. Students arrive better prepared, and our teams use common language and practices, which supports continuity, meaningful inclusion, and positive outcomes across our schools and statewide.

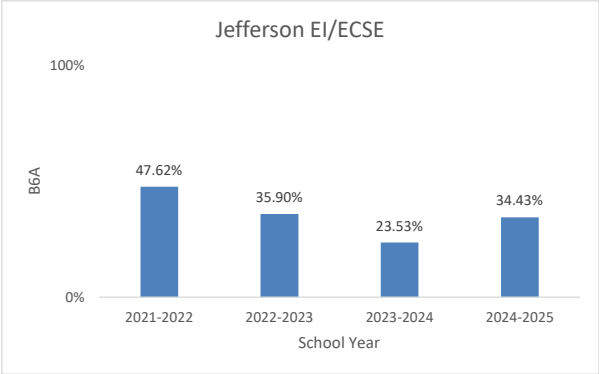
We are especially grateful to the ESD staff whose generous sharing of ideas, professional training time, resources, and expertise has been invaluable. Their commitment to supporting all kids—regardless of background or need—exemplifies the collaborative spirit essential to early learning success.”

- Erin Hartley Ontario School District



Community:	High Desert
Community contact:	Krissa Harris (krissa.harris@hdesd.org), Melanie Miller (melaniem@neighborimpact.org), Maddie Hood (maddieh@neighborimpact.org).
Number of implementation sites (reported by community teams)	The Children's Learning Center (TCLC), Head Start, Growing Giraffes
Estimate of the total number of children currently enrolled across implementation sites (reported by community teams)	"Head Start- Growing Giraffes (2 classrooms)-30 "
Number of program coaches (reported by community teams)	"Head Start- 1 Growing Giraffes-4"
Number of practitioner coaches (reported by community teams)	"Head Start- 2 Growing Giraffes-3"
Number of community professionals who have completed Program Coach Training (data from PIDS)	4
Number of community professional who have completed TPOT reliability training (data from PIDS)	12
Number of community professional who have completed TPITOS reliability training (data from PIDS)	9
Number of community professional who have completed ECEE Indicator training (data from ELSI training attendance)	3
Number of Program Benchmarks of Quality or Program Indicators of High-Quality Inclusion Indicators completed (pulled from PIDS):	Spring 2025-winter 2026: 0
Number of Pyramid Model or Classroom Inclusion Indicator observations completed (pulled from PIDS):	Spring 2025-winter 2026: 0
Number of programs in the community in PIDS (data from PIDS)	5





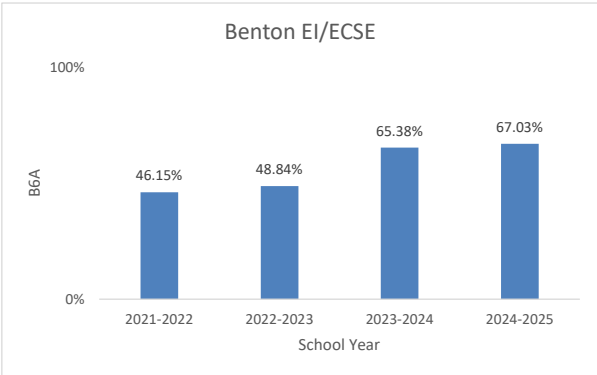
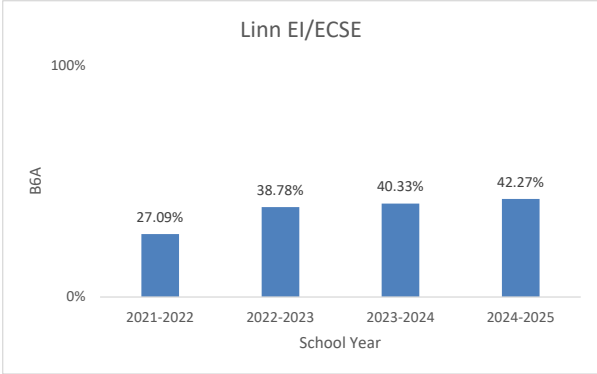
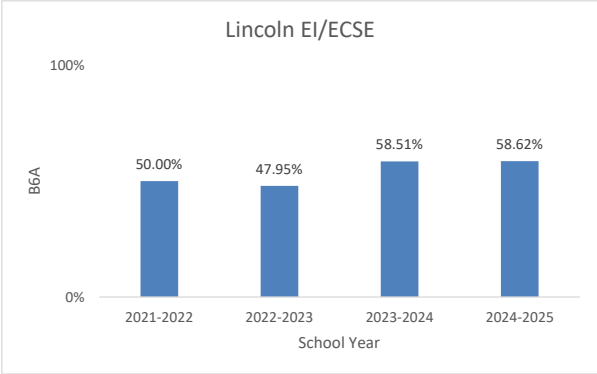
Community:	Lincoln-Linn-Benton
Community contact:	Autumn Belloni (autumn.belloni@lblesd.k12.or.us), Kimberly MccCuthceon Gross (kimberly.gross@lblesd.k12.or.us), Tina Linn (tina.linn@lblesd.k12.or.us), and Catie Dalton (catie.dalton@lblesd.k12.or.us)
Number of implementation sites (reported by community teams)	6
Estimate of the total number of children currently enrolled across implementation sites (reported by community teams)	Old Mill 32, Cascades 32, Central Linn 32, Samaritan 89, Tiger cubs 6, LEAP room in CSD 15 (Kidco)
Number of program coaches (reported by community teams)	2 Jenifer McAllister (Jenifer.mcallister@lblesd.k12.or.us) and Melisa Bermel (melissa.bermel@lblesd.k12.or.us)
Number of practitioner coaches (reported by community teams)	4 Preschool Promise coaches: Jose Hernandez- Rosales (Periwinkle), Nicole LeSage (Old Mill), Michelle Moreland (Cascades), Jill Stefley. ECSE coach: Melissa Bermel (CL) and Chrystal Freer (SELC and LCSD)
Number of community professionals who have completed Program Coach Training (data from PIDS)	3
Number of community professional who have completed TPOT reliability training (data from PIDS)	15
Number of community professional who have completed TPITOS reliability training (data from PIDS)	3
Number of community professional who have completed ECEE Indicator training (data from ELSI training attendance)	1
Number of Program Benchmarks of Quality or Program Indicators of High-Quality Inclusion Indicators completed (pulled from PIDS):	Spring 2025-winter 2026: 0
Number of Pyramid Model or Classroom Inclusion Indicator observations completed (pulled from PIDS):	Spring 2025-winter 2026: 0
Number of programs in the community in PIDS (data from PIDS)	5

What impacts from the past year would you like to share?

In August and September of 2025 we offered Foundations of Inclusion Training to all community preschool sites in our three county region. We held six sessions and had 71 teachers and classroom assistants attend, spanning over 23 classroom settings across our region. 83% of those that completed the exit survey reported that the training improved their overall teaching practice, 66% indicated they had started or planned to start using at least one of the teacher-care strategies, and 100% indicated they had created or improved at least one of their classroom centers since the training and implemented new visual supports.

Would you like to include any quotes from implementation program administrators, classroom staff, or coaches?

We were surprised when a student on IFSP spontaneously started a game with peers using the stop/go sign from 1:1 safety practice. There were a great deal of giggles and fun. Now peers request Stop/go game from the student.



Community:	Multnomah
Community contact:	Kenzie Joly (kjoly@nhpdx.org)
Number of implementation sites (reported by community teams)	6
Estimate of the total number of children currently enrolled across implementation sites (reported by community teams)	3,947
Number of program coaches (reported by community teams)	4
Number of practitioner coaches (reported by community teams)	50
Number of community professionals who have completed Program Coach Training (data from PIDS)	7
Number of community professional who have completed TPOT reliability training (data from PIDS)	24
Number of community professional who have completed TPITOS reliability training (data from PIDS)	12
Number of community professional who have completed ECEE Indicator training (data from ELSI training attendance)	6
Number of Program Benchmarks of Quality or Program Indicators of High-Quality Inclusion Indicators completed (pulled from PIDS):	Spring 2025-winter 2026: 0
Number of Pyramid Model or Classroom Inclusion Indicator observations completed (pulled from PIDS):	Spring 2025-winter 2026: 23
Number of programs in the community in PIDS (data from PIDS)	13

What impacts from the past year would you like to share?

Still establishing ourselves as a solid and consistent team. Focusing on awareness of Every Child Belongs to prevent suspension/expulsion, promote inclusion and support program-wide implementation of the Pyramid Model.

Would you like to include any quotes from implementation program administrators, classroom staff, or coaches?

Story from Cassie Ruhe, Inclusion Specialist at Neighborhood House Head Start

As a coach and Inclusion Specialist I began working with a classroom team that needed some support with Pyramid Model strategies. This classroom had a loss of two teachers, one that had stepped into a new role and one that went on leave. That left this classroom with 1 familiar teacher, a new temporary leader and when available a different sub each day. The lead that left the classroom for a new role is well versed in Pyramid Model, but at the time that I entered there was no evidence of solid tier 1 strategies in place.

The teaching team expressed feelings of overwhelm and frustration as the children in the class struggled to attend circle, follow rules or engage with materials. Additionally, there was a lot of climbing and jumping off shelves, writing on walls, throwing, hitting, kicking and hair pulling. Children were not responsive to redirection and would also hit or kick teachers. One child was gaining a reputation for being the main cause of physically responding, although they were not alone in being physical. Several

children were fearful of this child. One of the classmates would track the movements of the 'main' child and leave the area if they entered. This child would also hide behind teachers and visibly shake with fear.

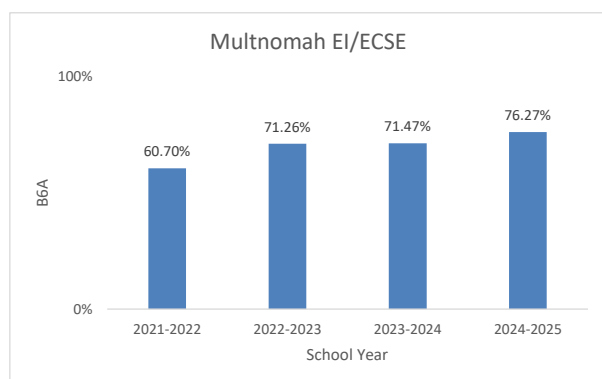
Through collaboration, direct modeling and in class support, we worked with the children to establish a set of 5 rules. We spent one full week on safety rules. We agreed on the language and visuals we would use. Each teacher was equipped with a set of visuals and there was a set for the sub to use as well. We went to work teaching the children how to safely interact with classmates and teachers. No behavior was ignored, and the team made sure each new sub had the visuals, knew the language and how to approach the situation. They also made sure the sub left the visuals for the next sub. As we entered the second week of safety rules, we began teaching friendly rules. A large poster with the visuals matching the 5 total rules was displayed and the teacher went over them every day as part of the morning circle routine. We quickly reached the point where a teacher would walk to a child climbing on a shelf, preparing to show the visual and remind the child of the rule and the child saw the teacher and visual and rolled their eyes and put their feet on the floor. With each new rule we taught, it got easier, and children responded positively, often reminding each other of the rules.

The teacher willingly agreed to use a visual routine for circle every day, so children knew what to expect. Her routine was singing, breathing, reviewing the schedule and a 3 bees' activity in which she referred to the rules. She began engaging children in practice at circle. Ex. one of our safety rules, was 'tapping a shoulder'. The teacher's 3 bees' activity was, inviting a child to walk on a large tape letter that teacher put on the center of the circle floor area. That child would then tap a classmate's shoulder and invite them to walk on the tape; this continued until all children were dismissed.

This team was so diligent in teaching routines and rules and giving positive descriptive feedback, tons of high fives and staying true to the plan that behaviors changed and circle was at a 100% participation.

The child that was labeled as the 'main' child, hurting peers and teachers and had classmates shaking in fear became a friend to classmates. We watched in awe as during circle when 'main' child entered the circle, the shaking with fear student didn't move his spot. He stopped tracking the child's movements and tapped that child's shoulder for a turn with the 3 bees' activity. They began playing together, they sat together at lunch. When a student that had been out for a vacation returned and showed fear of our 'main' child, the main child walked up to them and said, 'no it's ok, I'm nice now'. Friendships have bloomed, children have become engaged in playing, they are using materials appropriately and they are taking care of their classroom.

We successfully implemented Tier 1 Pyramid Model strategies and eliminated the behavior problems for this classroom."



Community:	South Coast
Community contact:	Corinne Potts (cpotts@screlhub.com) and Taya Noland (taya.noland@socc.edu)
Number of implementation sites (reported by community teams)	0
Estimate of the total number of children currently enrolled across implementation sites (reported by community teams)	0
Number of program coaches (reported by community teams)	0
Number of practitioner coaches (reported by community teams)	0
Number of community professionals who have completed Program Coach Training (data from PIDS)	0
Number of community professional who have completed TPOT reliability training (data from PIDS)	4
Number of community professional who have completed TPITOS reliability training (data from PIDS)	0
Number of community professional who have completed ECEE Indicator training (data from ELSI training attendance)	1
Number of Program Benchmarks of Quality or Program Indicators of High-Quality Inclusion Indicators completed (pulled from PIDS):	Spring 2025-winter 2026: 0
Number of Pyramid Model or Classroom Inclusion Indicator observations completed (pulled from PIDS):	Spring 2025-winter 2026: 0
Number of programs in the community in PIDS (data from PIDS)	3

What impacts from the past year would you like to share?

“As a Community Leadership Team, we have made significant progress in advancing the launch of Pyramid Model Implementation Site opportunities.

We have successfully developed outward-facing materials to support consistent messaging about the Pyramid Model across programs. These include talking points, elevator speeches, and a Pyramid Model Implementation Site interest form.

We have also prioritized professional development related to the Pyramid Model through both in-person and online learning opportunities. Current efforts include an in-person Infant/Toddler Cohort, a hybrid Preschool Community of Practice that blends online modules with locally facilitated sessions, and ongoing emphasis on Pyramid Model content within our annual Early Childhood Conference. Utilizing grant funding, we have been able to support programs in accessing Pyramid Model materials through participation in one of our sponsored professional development opportunities.”

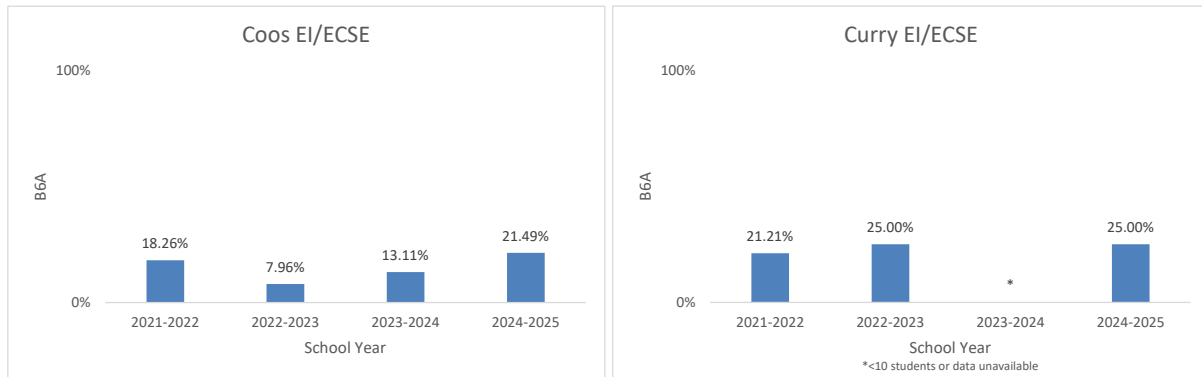
Would you like to include any quotes from implementation program administrators, classroom staff, or coaches?

“I had some prior knowledge about how a classroom should be set up, but this (Pyramid Model) training really helped me become more intentional in my approach. Now, when I set up the classroom, I try to anticipate any challenges my students may have during the day that can be accommodated or avoided by adding, subtracting or rearranging the different types of furniture, toys or decorations in the environment making my classroom feel like a second teacher.”

- Baby Promise Provider

“En referente a lo de modelo de pirámide, me gusta aprender más sobre el área de socio emocional, ya que considero que es fundamental durante esta maravillosa etapa de la vida de los niños. Esto me permite apoyar su desarrollo, como siempre inculcando de forma positiva, atención, respeto, e inclusión.” (Regarding the pyramid model, I like to learn more about the socio-emotional area, as I believe it is fundamental during this wonderful stage of children’s lives. This allows me to support their development, always instilling positive values such as attention, respect, and inclusion.)

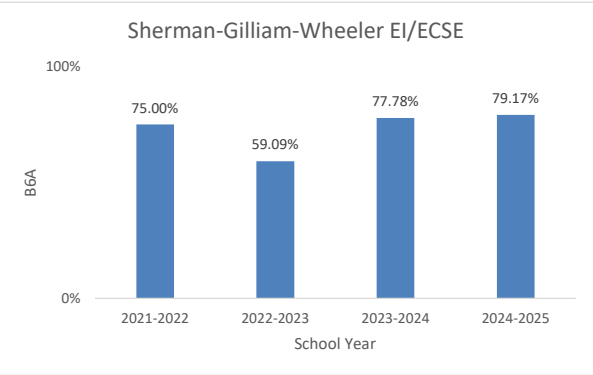
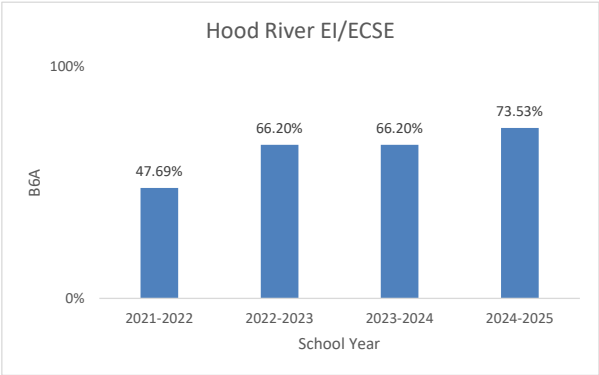
- Baby Promise Provider

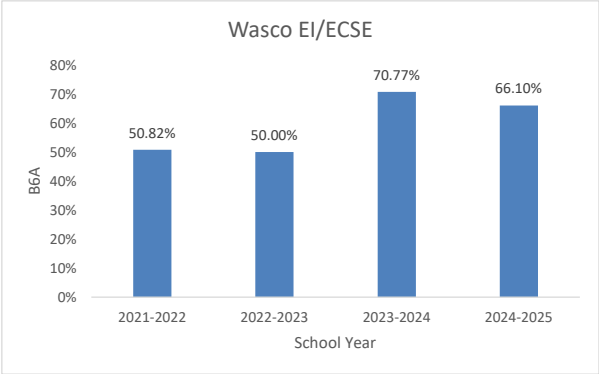


Community:	Wasco
Community contact:	Shira Skybinskyy (sskybinskyy@cgesd.k12.or.us) and Kristen Slatt (kslatt@cgesd.k12.or.us)
Number of implementation sites (reported by community teams)	3 (ESD, MCCC, Hood River)
Estimate of the total number of children currently enrolled across implementation sites (reported by community teams)	3 (Rosie for MCCC, Anne for Hood River, Elizabeth for ESD)
Number of program coaches (reported by community teams)	0
Number of practitioner coaches (reported by community teams)	3
Number of community professionals who have completed Program Coach Training (data from PIDS)	2
Number of community professional who have completed TPOT reliability training (data from PIDS)	7
Number of community professional who have completed TPITOS reliability training (data from PIDS)	3
Number of community professional who have completed ECEE Indicator training (data from ELSI training attendance)	2
Number of Program Benchmarks of Quality or Program Indicators of High-Quality Inclusion Indicators completed (pulled from PIDS):	Spring 2025-winter 2026: 1
Number of Pyramid Model or Classroom Inclusion Indicator observations completed (pulled from PIDS):	Spring 2025-winter 2026: 22
Number of programs in the community in PIDS (data from PIDS)	8

What impacts from the past year would you like to share?

“More providers know about Pyramid Model, even in family childcare settings, than we originally thought. The requirements to implement PM to fidelity are rigorous and require more capacity than our region has. Our region does not have funding for a specific Pyramid Model coach, but we have plans to form a committee to explore how we can apply for grants to fund this position. We are pleased to see PM bleeding into other areas of our work, such as ECB”





Community:	Washington
Community contact:	Nancy Leon (nancyl@unitedway-pdx.org)
Number of implementation sites (reported by community teams)	17
Estimate of the total number of children currently enrolled across implementation sites (reported by community teams)	TTSD (54), Adelante Mujeres 122, HSD 46, ODCD 320
Number of program coaches (reported by community teams)	3
Number of practitioner coaches (reported by community teams)	In progress- one program has identified practitioner coaches but has not yet executed this role/work.
Number of community professionals who have completed Program Coach Training (data from PIDS)	11
Number of community professional who have completed TPOT reliability training (data from PIDS)	11
Number of community professional who have completed TPITOS reliability training (data from PIDS)	1
Number of community professional who have completed ECEE Indicator training (data from ELSI training attendance)	3
Number of Program Benchmarks of Quality or Program Indicators of High-Quality Inclusion Indicators completed (pulled from PIDS):	Spring 2025-winter 2026: 0
Number of Pyramid Model or Classroom Inclusion Indicator observations completed (pulled from PIDS):	Spring 2025-winter 2026: 2
Number of programs in the community in PIDS (data from PIDS)	7

What impacts from the past year would you like to share?

“Over the past year, community teams have highlighted two key developments: Social-Emotional Learning (SEL) is being prioritized over core academic subjects like math and reading to support student engagement and learning, and play-based learning strategies are increasingly integrated into classrooms to promote both social-emotional development and academic readiness. Assessments have been completed and scored, providing a clear vision for the next phase of professional development, with a focus on teaching problem-solving and identifying areas for targeted support. New team members with relevant expertise have joined, enabling a forward-looking approach and strengthening strategic initiatives. Additionally, specialized coaches and specialists have been brought in to address higher-level needs, supporting the continued growth and effectiveness of programs.

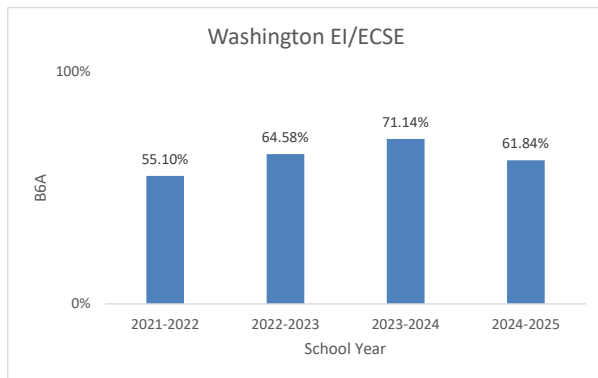
Pyramid Model implementation is gaining strong positive momentum. Tpot observations have highlighted growth in classroom practices, and the partnership with CCR&R coaches continues to be a driving force. Coaching has not only supported skill development but has also strengthened teachers’ belief in their ability to implement strategies effectively.

Initial professional development sessions were met with enthusiasm. PM leads, and classroom teachers engaged deeply with the content and expressed eagerness to bring practices into their classrooms. With coaching support layered onto the training, teams are not just learning about the Pyramid Model, they are actively using it with confidence.”

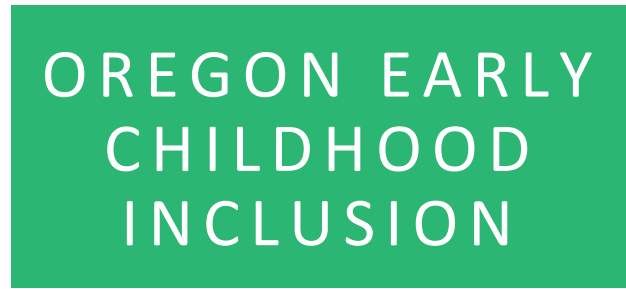
Would you like to include any quotes from implementation program administrators, classroom staff, or coaches?

“One example of targeted (Level 2) support illustrates this shift. A teacher provided individualized guidance to a child during the snack routine, walking alongside them 1:1 and scaffolding each step. With calm, responsive support, the child was able to successfully participate in the routine. What might have once been a moment of struggle became an opportunity for skill-building and confidence. This reflects the power of embedded, relational support within everyday classroom experiences.”

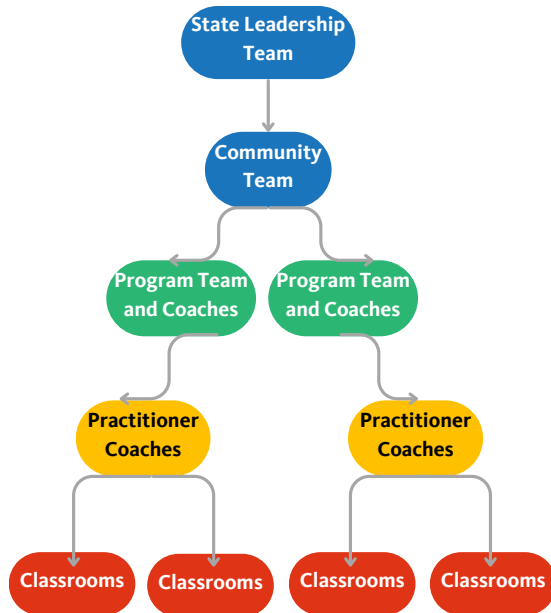
“We have taken an important step forward by rebooting its Multi-Tiered Systems (MTS) approach, intentionally integrating the Pyramid Model with other key components of support. This reboot is grounded in reflection. Staff shared that previous implementation efforts sometimes felt like disconnected “pieces and parts.” The insight was clear: educators benefit from seeing the full cycle of support for children and understanding how each practice fits into a cohesive system. To guide next steps, we have formed an advisory workgroup made up of staff who participated in earlier implementation efforts. This group is helping shape a more unified path forward. One promising strategy under consideration is the use of case studies to help teams visualize how the integrated system works in real time, making the abstract concrete and reinforcing shared understanding. This renewed approach signals a shift toward coherence, sustainability, and collective ownership.”



Appendix B: Oregon Early Childhood Inclusion (OECI) One Pager



The Oregon Early Childhood Inclusion Initiative (OECI) is a coalition across agencies in Oregon to create a state-wide, collaborative system that allows every child to be supported in an inclusive environment. OECI incorporates both the Pyramid Model Framework and the Indicators of High-Quality Inclusion. Both practices call for leadership teams at the program, community, and state level. The leadership teams at each level (state, community, and program) have their own set of purposes and tools to maximize their effectiveness within their scope. This structure allows each team to focus on the scope in which they can work most effectively and elevate needs and barriers. The figure below shows the Oregon Leadership Team structure.



STATE LEADERSHIP TEAM

VISION
 Across Oregon, every child’s individual learning and development is nurtured through intentionally inclusive systems, policies, and environments.

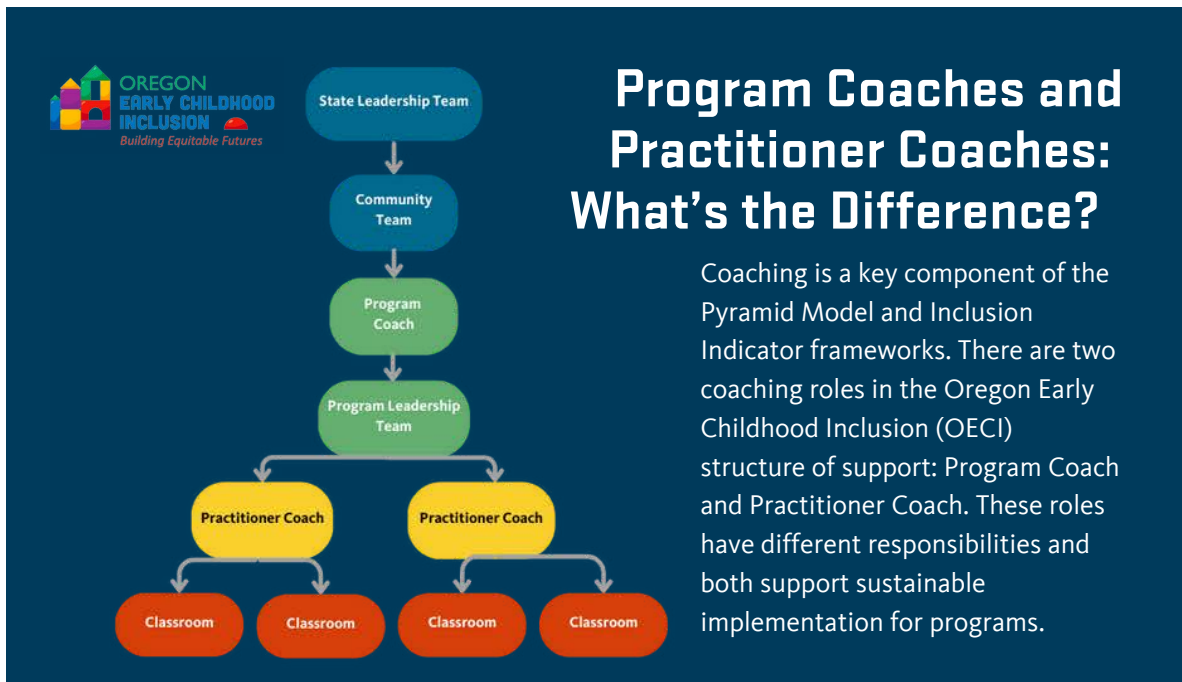
MISSION
 With a focus on high quality inclusive policies and practices, the Oregon Early Childhood Inclusion State Leadership Team will co-create a state-wide, collaborative system that allows every child to be supported in an inclusive environment.

Shared beliefs:

- Disability is to be appreciated as a natural part of the human experience that makes our families and communities stronger.
- Families have the right to enter into relationships with early care and education providers trusting their child will be welcomed, loved, and seen in all of their human dignity, including their culture, race or dis/ability.
- All learning environments for young children and their families should be inclusive, culturally responsive, and identity affirming.
- Every child should learn and thrive together with their peers, friends, and neighbors.
- Children achieve their best self when nurtured by empowered families, providers, and communities.
- The Early Care and Education system is enhanced and strengthened through a network of professionals, parents and community members.



Appendix C: Program Coach vs Practitioner Coach



Program Coach

The goal of the Program Coach is to help programs implementing Pyramid Model and/or Inclusion practices across all classrooms. They are the guide-on-the-side for the program in their implementation journey by walking the program through:

- Creating a leadership team
- Collecting and analyzing data
- Setting goals and creating action plans

The Program Coach is either externally employed or internally employed by the program they are supporting.



Program Coach	Practitioner/ Classroom Coach
Coaches program leadership teams	Coaches educators and providers
Supports program-wide implementation	Coaches on classroom practices
“Guide-on-the-side” for programs	Uses Practice-Based Coaching (PBC)

Practitioner Coach

The goal of the Practitioner or Classroom Coach is to help educators and providers to use Pyramid Model and/or Inclusion practices in their environment. The Practitioner Coach:

- Collaborates with educators and providers
- Uses the Practice-Based Coaching (PBC) cycle
- Identifies educator and/or classroom needs
- Co-develops goals and creates action plans
- Provides focused observations
- Engages in reflection and provides feedback

Learn more here!





OREGON
EARLY CHILDHOOD
INCLUSION 

Building Equitable Futures