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PROFESSIONALS & RESEARCHERS IN
EARLY CHILDHOOD INTERVENTION

2nd National PRECI Conference
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**PYRAMID MODEL
AUSTRALIA**

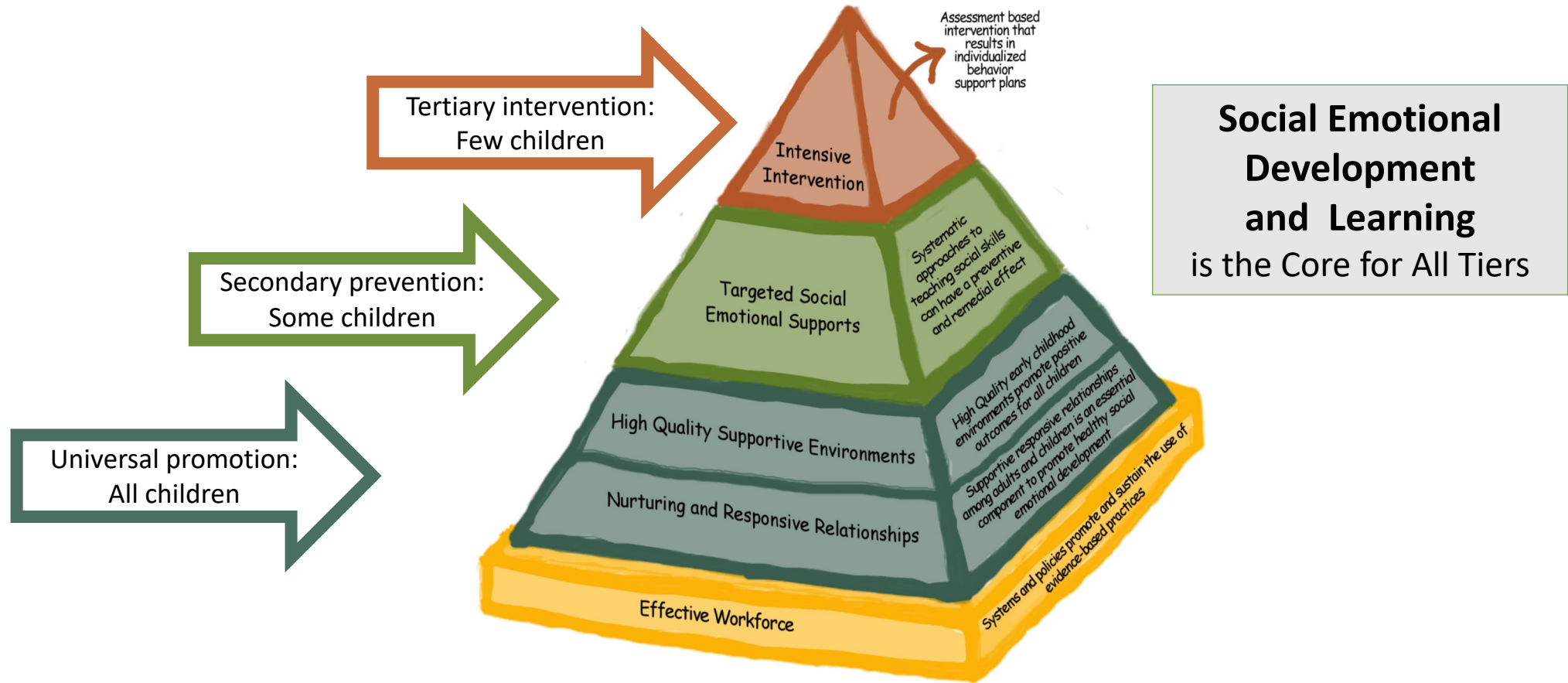
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**Implementing High Quality Inclusive Practices
in ECEC using the Pyramid Model**



The Pyramid Model

for Promoting Social and Emotional Competence in Infants and Young Children



Who are the Inclusion Indicators for?

- The inclusion indicators are designed to support state leaders, local administrators and front-line personnel in the early care and education system providing programs and services to children, ages birth through five and their families



Indicators of High Quality Inclusion

- Promotion and Affirmation of Individual Differences
- Family Partnerships
- Social Emotional Learning and Development
- Meaningful Interactions with Peers
- Curriculum
- Collaborative Teaming
- Assessment
- Culturally Responsive and Identity Affirming Practices



ECEE Inclusion Indicators Observation Tool

[RESET FORM](#)

EARLY CARE AND EDUCATION ENVIRONMENT INDICATORS OF HIGH-QUALITY INCLUSION AND OBSERVATION

| Rating Scale: | | | | |
|--|--|--------|----------|----------------------|
| 0- No evidence available | | | | |
| 1- Few (around 25%) Opportunities Captured Across People, Places, and Circumstances | | | | |
| 2- Some (around 50%) Opportunities Captured Across People, Places, and Circumstances | | | | |
| 3- Most (around 75%) Opportunities Captured Across People, Places, and Circumstances | | | | |
| 4- Practice is implemented in an exemplary manner (No action item is necessary) | | | | |
| Indicator | Assessment Items | Rating | Evidence | Action Item/Priority |
| 1. Promotion and Affirmation of Individual Differences | Personnel promote acceptance and appreciation of children’s individual differences and varying abilities with a focus on children’s strengths and contributions to an enjoyable, engaging and positive learning environment. | | | |
| | Personnel routinely comment on the accomplishments of all children. | | | |
| | Personnel display all children’s work. | | | |
| | Personnel call attention to all children’s contributions. | | | |
| | Personnel identify all children’s preferences and use these continually during instruction. | | | |
| | Personnel actively facilitate belonging of all children in the learning community regardless of severity or type of disability and/or presence of challenging behavior. | | | |
| INDICATOR 1 TOTAL RATING | | 0 /20 | | |