


Positive Behavior Interventions and Supports (PBIS) for Children from Infancy through School Entry:

The What and the How and the Winding Road

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Our Goals for this Discussion

- Briefly present some foundational ideas guiding work in early childhood
- Describe the use of positive behavior supports across different types of early learning settings
- Demonstrate applications of precision problem solving to identify and address specific needs associated with each tier of intervention

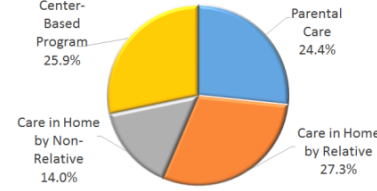
Foundational Ideas Guiding Work in Early Childhood

- Young children spend time in many different types of settings

“Center-Based Program” Includes:

- Head Start Programs
- Center-based Child Care
- School Readiness Classrooms
- Co-Taught Inclusive Programs
- Self-Contained Early Childhood Special Education Classrooms
- Early Childhood Family Education

Where are children under the age of 5 spending their time?*



Setting	Percentage
Center-Based Program	25.9%
Parental Care	24.4%
Care in Home by Relative	27.3%
Care in Home by Non-Relative	14.0%

*Data Source: US Census Bureau 2012 Survey

Foundational Ideas Guiding Work in Early Childhood

- Supports should be embedded within children's natural environments and everyday routines



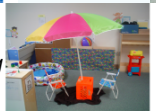
Foundational Ideas Guiding Work in Early Childhood

- Supports should be guided by addressing functional priorities

It's not just about this....

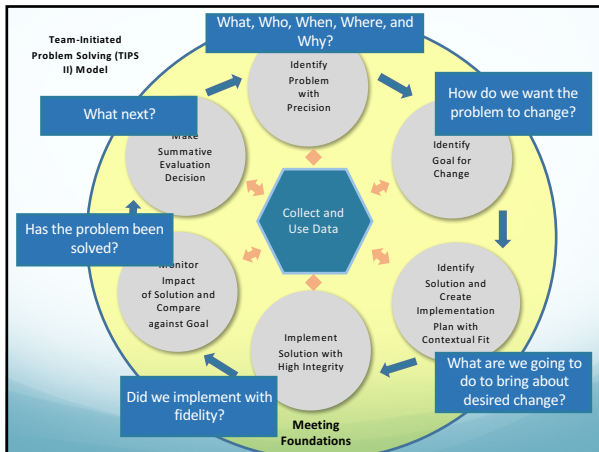


It's also about promoting interaction and play....



And active, self-directed engagement

The Cycle of Support:
Precision Problem Solving as an
essential feature of PBIS



Tiered Models for PBIS in Early Childhood: The Pyramid Model

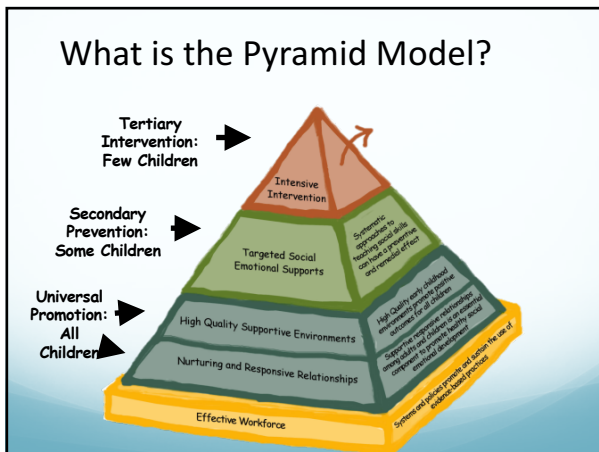
Statewide Statistics

60 Sites Statewide
203 classrooms trained
Over 3000 children served
14 Pyramid Model Trainers
104 Internal Coaches
185 classrooms trained on TPOT
14 classrooms trained on TPITOS

Types of Programs Served

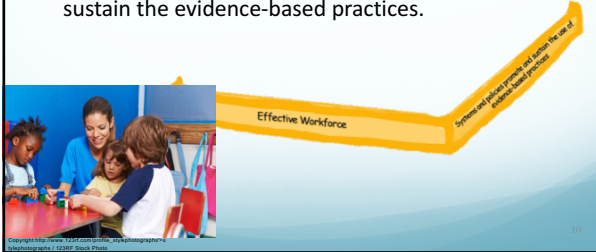
School Readiness Classrooms **41**
 ECSE Only Classrooms **14**
 Collaborative ECSE and Other **73**
 Early Childhood Family Ed. **30**
 Head Start classrooms **38**
 Center-Based Childcare **22**
 Home Visitor/Early Intervention **3**
 Other **17**

What is the Pyramid Model?



Foundation: Effective Workforce

The foundation for all practices in the Pyramid Model are the systems and policies necessary to ensure a **workforce** that is able to adopt and sustain the evidence-based practices.



Efforts to Promote an Effective Workforce

Staff participating in a Pyramid Model site go through:

- 4 days of content training (all staff)
- 1 Day of Leadership Training (Implementation Team)
- 1 Day Practice Based Coaching Training (coaches)
- 1 Day Data Training (coaches & data managers)
- 2 Day Observation Tool Training (coaches)
- Ongoing coaching webinars (coaches)
- Coaching Cycles 2x/month (coaches & coachees)
- Additional PD as needed

Issues and Questions that may be addressed through Problem Solving

- All staff being trained
 - release time
 - sub coverage & sub pool
 - expectations around ongoing use of strategies training
- Staff Buy-In
- Frequent Staff turn-over
- Change in administration
- Maintaining coaching capacity
- Reaching & maintaining fidelity of implementation

Nurturing & Responsive Caregiving Relationships and High Quality Supportive Environments : TIER 1

Supportive and responsive relationships among adults and children is an essential component to promote healthy social emotional development.

High quality early childhood environments promote positive outcomes for ALL children.



How do you develop nurturing and responsive caregiving relationships in multiple settings? (checklist in handout)



- Strong relationships between family members and providers?
- Positive interactions with child and caregiver?
- Providing Directions



Issues and Questions that may be addressed through Problem Solving

Support of all Team Members

Time Management

Environmental (see checklist in handout)

Data based decision making leading to teacher Action Plans (see handout listing components of Teaching Pyramid Observation Tool)



Targeted Social Emotional Supports: TIER 2

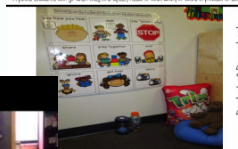
- Provides explicit instruction around social emotional skills.
- Addresses self regulation, expressing and understanding emotions, and developing social relationships.
- Some children need systematic and focused instruction to learn discrete social emotional skills.



Teaching SEL



Safe Place in a Preschool Classroom



Issues and Questions that may be addressed through Problem Solving

- Looking for a variety of applications-large group, small group, individual
- Combining different models together-keeping the integrity of all
- Time management
- Staff training
- Resources/Funds
- Consider and ensure developmentally appropriate practices



Individualized Intensive Interventions: TIER 3

Individualized Intervention

When children have ongoing challenging behavior, comprehensive interventions are developed to resolve problem behaviors and support the development of new skills.

- Family-Centered Intervention
- Assessment Based
- Focus on Skill Building



Issues and Questions that may be addressed through Problem Solving

Teaming together (see example plan in handout)

- planning interventions
- connecting and communicating with families
- coordinating supports

What T300 does during self-directed free play.

T300 demonstrates effects of activities chosen to resolve challenging behaviors. T300 will play in a self-directed manner, without direct instruction, using T300's physical skills to play in a self-directed manner. T300 will play in a self-directed manner, without direct instruction, using T300's physical skills to play in a self-directed manner. T300 will play in a self-directed manner, without direct instruction, using T300's physical skills to play in a self-directed manner.

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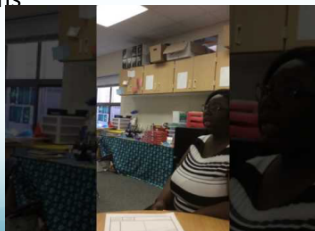
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Tier 3 Individual Action Plan

- Teaming together
- Developing an action plan
- Looking at the data
- Planning interventions
- Analyze, modify, reflect





Constant Communication

- See example of meeting minutes (handout)
- Consistency between staff members
- Reminders to ensure program fidelity
- Reminders of strategies and tools already accessible to staff
- All developed from Behavior Incident Report (BIR) analysis with parent input

Implementation in the Real World: *Bridging Models*

Similarities Between SWPBIS (Elementary) & Pyramid Model (Early Childhood)

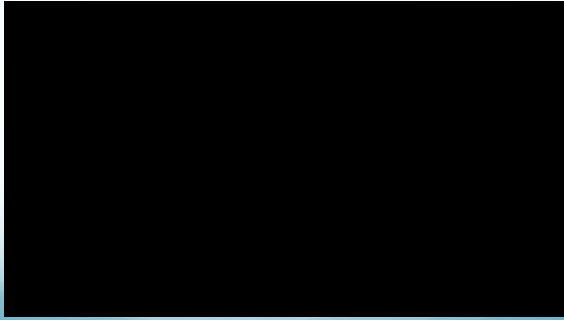
- Framework
- Professional development (including coaching)
- Administrative support and leadership is paramount (i.e. determination of developmentally appropriate guided by leadership, not individual practitioners)
- Implementation (leadership) teams that drives implementation
- Data driven decisions
- Ongoing teaching and monitoring of student's response to explicit and publicly presented behavioral expectations (Clearly defined student expectations)
- Systems for responding to problem behaviors
- Promotion of family engagement
- Instruction, prompting and acknowledgment of appropriate social skills

Implementation in the Real World: *Bridging Models*

Differences Between SWPBIS (Elementary) & Pyramid Model (Early Childhood)

- Pyramid Model is specifically for Early Childhood Programs, taking into consideration developmental needs of young children and Early Childhood programs
- Enhanced training and support for practitioners, including a strong coaching component to enhance implementation of teacher practices
- Evidenced based tool box to use in preschool settings for young children
- Data components designed for early childhood program including classroom fidelity measures and child measures
- Strong family involvement component
- Different Behavior Expectations Matrixes and other strategies that need to be developmentally appropriate for children
- Separate training systems

Putting It All Together



Consider ***your own*** Action Plan: *How do you want to make a difference?*

- What is one thing I'll do with this content when I get back to work on Monday?
- What is one question I have as a result of learning about the content of this session?
- What is one thing I want to share with a colleague as a result of things I learned or heard about in this session?