Tier 1 PBIS in Early Childhood

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Agenda

• Overview of PBIS in Early Childhood Settings
• Implementation at Salem Early Childhood Center
  • Outcomes
  • Systems
  • Practices
  • Data
• Lessons Learned/Next Steps
Show of Hands

• Currently working in early childhood programs/classrooms?
• Currently implementing PBIS?
• Barriers to implementation?
What is PBIS?

• “… a general term that refers to the application of positive behavioral interventions and systems to achieve socially important behavior change.”

• “… an application of a behaviorally based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research–validated practices and the environments in which teaching and learning occur.”

• Emphasizes the use of preventative, teaching, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes

OSEP Center on Positive Behavioral Interventions and Supports (2000)
How is Early Childhood different?

**Differences in children...**
- Developmental age
- Certain problematic behaviors are more expected
- Learning through play, planned activities, and routines
- Focus on learning to learn and social-emotional skills
- First time in school!

**Differences in environment...**
- Physical structure/arrangement
- Activities (nap, circle, etc.)
- Higher proportion of students with disabilities
- Staff qualifications, ratios, and PD expectations
- Family involvement
- Reinforcement systems
Critical Features of PBIS

Outcomes
- Supporting Culturally Equitable Social Competence & Academic Achievement
- Supporting Culturally Valid Decision Making

Systems
- Supporting Culturally Knowledgeable Staff Behavior

Practices
- Supporting Culturally Relevant Evidence-based Interventions

Data
OUTCOMES

- Data-based
- Relevant/values
- Applicable to all
- Observable and measurable

Supporting Social Competence & Academic Achievement
DATA
• Clear definitions
• Efficient procedures
• Easy input/output
• Graphs/visuals
• Regular review
• Shared with stakeholders

Supporting Decision Making
PRACTICES

- Evidence-based
- Outcome linked
- Developmentally, culturally, contextually adaptable
- Integrated w/ similar initiatives
- Doable

Supporting Student Behavior
SYSTEMS

- Efficient
- Communication
- Training to fluency
- Instruction to new staff, students, families
- Continuous evaluation
- Team-based action planning

Supporting Staff Behavior
PBIS Tier 1: Critical Elements  
Early Childhood Benchmarks of Quality (ECBOQ v2)

1. Establish leadership team  
2. Staff buy-in  
3. Family engagement  
4. Program-wide expectations  
5. Professional development and staff support plan  
6. Procedures for responding to challenging behavior  
7. Monitoring implementation and outcomes

<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Benchmarks of Quality</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish leadership team</td>
<td>1. Team has broad representation that includes at a minimum a teacher, administrator and a member with expertise in behavior support. Other team members might include parent, teaching assistant, related service staff, and other program personnel.</td>
<td>1. Set in Place</td>
</tr>
<tr>
<td></td>
<td>2. Team has administrative support. Administrator attends meetings and training, in action in problem solving to ensure the success of the initiative, and is visibly supportive of the adoption of the model.</td>
<td>1. Set in Place</td>
</tr>
<tr>
<td></td>
<td>3. Team has regular meetings. Team meetings are scheduled at least 1x per month for a minimum of 1 hour. Team member attendance is consistent.</td>
<td>1. Set in Place</td>
</tr>
<tr>
<td></td>
<td>4. Team has established a clear mission/purpose. The team purpose or mission statement is written. Team members are able to clearly communicate the purpose of the leadership team.</td>
<td>1. Set in Place</td>
</tr>
<tr>
<td></td>
<td>5. Team develops an implementation plan that includes all critical elements. A written implementation plan guides the work of the team. The team reviews the plan and updates their progress at each meeting. Action steps are identified to ensure achievement of the goals.</td>
<td>1. Set in Place</td>
</tr>
<tr>
<td></td>
<td>6. Team reviews and revises the plan at least annually.</td>
<td>1. Set in Place</td>
</tr>
</tbody>
</table>
The Goal of Alignment with PBIS

Early childhood classrooms operate in isolation of other school/district initiatives.

Consistency with use of a multi-tiered system of support. ECC classrooms have access to the same supports within the building and district.
Getting Preschool Classrooms on Board with School-Wide Positive Behavioral Intervention and Supports (SW-PBIS)

In the last decade there has been tremendous growth in the number of young children enrolled in publicly funded preschool programs. In 2015, 41.5 percent of 4-year-olds and 14.5 percent of 3-year-olds served in publicly funded preschool, Head Start, or early childhood special education programs (Barnett, Carolan, Squires, Brown, & Horowitz, 2015). While many of these services are provided within community early care and education programs, increasingly preschool classrooms are being located on school campuses.

The location of preschool classrooms on the elementary school campus offers a wonderful opportunity for providing high quality early education programs and a seamless transition to kindergarten. However, the inclusion of preschool classrooms can pose challenges for school-wide initiatives. In this brief, we discuss some of the issues related to implementing School-Wide Positive Behavioral Intervention and Supports (SW-PBIS) and offer some tips for achieving the successful inclusion of preschool classrooms in your efforts.
References & Resources

Program-Wide PBS and School-Wide PBIS Crosswalk
Lise Fox, Rob Corso, and Denise Binder
Pyramid Model Consortium
and
Brandi Simonsen, Heather George, Jen Freeman, and George Sugai
Center for Positive Behavioral Interventions and Supports
University of Connecticut

The purpose of this document is to provide a brief description of the similarities and differences between two variations of multi-tiered positive behavior support systems.

The implementation of program-wide positive behavior support in early childhood programs through the Pyramid Model (also referred to as Program-Wide PBS) provides a tiered intervention framework of evidence-based interventions for promoting the social, emotional, and behavior development of infants, toddlers, and preschoolers who are typically developing and who have or are at risk for development delays or disabilities (http://www.pyramidmodel.org).

The Positive Behavioral Interventions and Supports (PBIS; used interchangeably with School-Wide Positive Behavior Supports or SWPBS) framework is also a multi-tiered system designed to assist school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students (www.pbis.org).

Both Program-Wide PBS and PBIS emphasize evidence-based practices, behavior analysis, prevention and behavioral sciences, learner outcomes, embedded training and coaching, capacity building, explicit teaching and instruction, and continuous progress monitoring and evaluation. They differ primarily with regard to the chronological age and developmental stage, that is, infants, toddlers, and preschoolers versus school-age children and youth.

The following table provides a side-by-side comparison of the similarities and differences by features of the program-wide implementation of the Pyramid Model and the PBIS framework.

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1 Development of this document was supported in part by a grant from the Office of Special Education Programs, U.S. Department of Education (H029D40055). Opinions expressed herein are the author’s and do not reflect necessarily the position of the US Department of Education, and such endorsements should not be inferred. Contacts: Lise Fox (lisefox@ucsf.edu) or Brandi Simonsen (brandimsimonsen@uconn.edu).
You might know PBIS in early childhood settings as Early Childhood Program-Wide Positive Behavioral Interventions and Supports (PC-WPIS). It is often referred to as the Pyramid Model. The Pyramid Model practices to promote the social-emotional competence of children who are at-risk, and develop supports for children with persistent social, emotional, and behavioral challenges.
Salem Early Childhood Center
Demographics

Salem ECC

• ~100 students
• 9 classroom teachers
  • 1-3 paras per room
• Full time support staff:
  • OT, Nurse, Social Worker, BCBA, School Psychologist, 3 Speech Therapists
• Part time support staff:
  • COTA, PT, Behavior Specialist
• Director
• Team Chair

Salem District

• Student demographics
  • 3,700 total enrollment
  • 30% first language not English
  • 24% students with disabilities
  • 63% high needs
  • 48% economically disadvantaged

- African American
- Asian
- Hispanic
- White
- Multi-Race
PBIS at ECC

• PBIS started about 4 years ago
  • First meeting 12/16/2015
• It was a district initiative
• A team was put in place
• The team went to a district wide training
• Lesson plans were developed
  • Hallway, classroom/circle time/drop off/pick up
**SETTING:** Hallway

**PROCEDURES:**
- Follow the line leader
- Wait for teacher direction

**EXPECTATIONS:**

<table>
<thead>
<tr>
<th>Be Kind</th>
<th>Be Safe</th>
<th>Be ready to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep your place in line</td>
<td>Walking feet</td>
<td>Go where you are supposed to go</td>
</tr>
<tr>
<td></td>
<td>Hands and feet to yourself</td>
<td></td>
</tr>
</tbody>
</table>

**POSITIVE EXAMPLES:**

1. Wait for teacher to tell you to line up
2. Find your place in line
3. Eyes on person in front of you
4. Keep your hands by your sides
5. Walk quietly to destination in a single line

**NEGATIVE EXAMPLES:**

1. Pick a spot wherever you want without teacher telling you
2. Cut your friends in line
3. Spin your body around and look at everything around you
4. Put your hands on the person in front of you
5. Stomp your feet and make noise while you walk

**TEACHER ACTIVITIES:**

1. Discuss hallway expectations with visual support
2. Staff demonstration of positive hallway behavior, utilize a student if possible
Outcome Goals: Why PBIS?

• Improve staff morale
• Manage behavior in specific locations
  • Hallways, arrival, dismissal
• Develop a common language to teach social skills
• Increase family participation and engagement
Systems

• Monthly PBIS team meetings
• Staff Meetings
• Beginning of the year

• Review binder and school-wide language with all staff at the beginning of each school year
  • More in-depth conversation with new staff
  • Outline elements of binder
Informational letter to parents

PBIS

Positive Behavioral Interventions and Supports (PBIS) is a teaching approach at Early Childhood Center staff will use to build positive relationships with children to prevent challenging behavior at school.

The main objectives of PBIS are:
1. Teaching students the behavior we expect.
2. Recognizing positive behaviors and interventions.
3. Encouraging students to achieve academically and socially.

ECC RULES/EXPECTATIONS

1. Be Kind
2. Be Safe
3. Be Ready to Learn

PBIS is used across Salem Public Schools. As children get older, they will know what is expected at school and how to respond to conflicts in a healthy, safe way.

PARENT INVOLVEMENT

1) Remind your child of the PBIS rules expectations on a daily basis: in the morning before leaving the school is a great time to review the 3 main rules:
   a) Be Kind, Be Safe, Be ready to learn!
2) Encourage your child to listen and follow directions.
3) It is important to recognize your child’s successes and let him or her know you noticed their positive behavior. Ask your child if he knows anyone who is doing well. Praise the positive behaviors that they are showing at school.

Thank you for your support with this exciting new initiative!

Your PBIS team
Systems

• District PBIS coaches meetings
  • Share ideas, community of practice
  • Continued training, development
Practices: Staff Morale & Buy-In

- Strict rules
  - 10 paw stickers a day
  - When to give a paw
- Increase consistency
- Signs throughout the school
- Get teachers buy in......then paraprofessionals
- TRAIN TRAIN TRAIN!!!
Practices: Teaching Expectations

• Team meeting
• Model
• Role play
• Then implementing the routines in the classroom
• Teach the kids!!
Practices: Acknowledgement

• Initial acknowledgment plan
  • Each staff is to give out 10 stickers per day
  • Up to 2 big paws a day per class
  • One sneaker per every 10 classroom paws
  • 1 certificate per student every 1-2 weeks

• Individual- paw sticker
• Classroom- big paw
• School- sneaker
<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>By Whom</th>
<th>How Often</th>
<th>How Many</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Praise</td>
<td>As soon as we see one of the ECC behavioral expectations</td>
<td>All Staff</td>
<td>All day</td>
<td>No restrictions</td>
<td>Anywhere</td>
</tr>
<tr>
<td>Daily Personal Stickers</td>
<td>As soon as we see one of the ECC behavioral expectations</td>
<td>All staff</td>
<td>All Day</td>
<td>Each staff is to give out 10 stickers per day</td>
<td>Anywhere</td>
</tr>
<tr>
<td>Paw Sticker on classroom board</td>
<td>Circle Time, Hallways, Snack time</td>
<td>Teacher, Aide or Specialist</td>
<td>No more than twice a day</td>
<td>Up to 2 paws per day</td>
<td>Classroom, Hallway</td>
</tr>
<tr>
<td>Sneaker on Hallway Bulletin board</td>
<td>As soon as the class has received 10 classroom paws</td>
<td>Nancy</td>
<td></td>
<td>One sneaker for every 10 classroom paws</td>
<td></td>
</tr>
<tr>
<td>Certificate to go home</td>
<td>As soon as the class has received 10 classroom paws.</td>
<td>Teacher</td>
<td></td>
<td>1 certificate per student every 1-2 weeks</td>
<td>Classroom</td>
</tr>
</tbody>
</table>
Practices: Responding to Challenging Behavior

• Incident Reports
• Behavior Support Plans
# Incident Report

<table>
<thead>
<tr>
<th>Individual's Name</th>
<th>Teacher</th>
<th>Time</th>
<th>IEP</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Day</td>
<td>Reporting Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## LOCATION (Check one)
- Classroom
- Bathroom
- Bus
- Playground
- Hallway
- Therapy Room (other)

## PROBLEM BEHAVIORS/INCIDENTS
(Check one-Most Serious)
- Bolting
- Property Damage
- Fall/Injury (other)
- Self-Injurious Behavior
- Non-compliance/Defiance
- Tantrum/Disruption
- Physical Aggression
- Other

## PERCEIVED MOTIVATION
(Check one)
- Obtain Adult Attention
- Avoid Adult
- Obtain Peer Attention
- Avoid Peer
- Obtain Item/Activity
- Avoid Sensory
- Unknown Motivation
- Other

## ANTDECENT (Check one)
- Challenging Task
- Noisy Environment
- Changed Routine
- Peers Interaction
- Medical/Sick
- Prior Incident
- Medication
- Staff Interaction
- New/Changed Environment
- Staff Request

## ADMINISTRATIVE ACTION
(Check all that apply)
- Transition
- Transportation
- Unknown
- Denied Item/Activity
- Contact Director
- Contact Guardian
- Other

## OTHERS INVOLVED
(Check all that apply)
- Staff
- Peers
- BCBA
- Nurse

## INJURY
(Check all that apply)
- Peer
- Staff
- Self
- Other

## Brief Description of Incident:
Data: Student Behavior

![Graph showing student behavior data over different months and locations. The graph includes bars for various behaviors such as Tantrum/Disruption, Physical aggression, Non-Compliance/Defiance, Fall/injury, and Bolting. The x-axis represents months from July to September, and the y-axis represents the count of incidents.]
Practices: Family Engagement
Data: Staff Morale

- Decreased staff turnover
- Increased attendance at staff events
- Staff survey
  - on outside of school gatherings
Data: Family Engagement

- Surveying families at events
- Parent attendance
Interested in parent workshops?

- Yes: 10
- No: 4
Preparing for K
Stress free bedtimes
Positive parenting solutions
Challenging transitions
Child development

Topics
Childcare needed?

- Yes: 8
- No: 2
Data: Fidelity with the EC BoQ
Lessons Learned

• PBIS Rocks!!!!!

• Creates consistency
• It is best practice in preschool- catch them being good
• Increases school morale
• Keeps us informed on how we are doing- DATA
Next Steps

• Re-train every year
• Increase awareness
• Continue practice
• Encourage/inform new parents and students
• Continue to improve and support family engagement
• Implement with fidelity
Thank you!

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