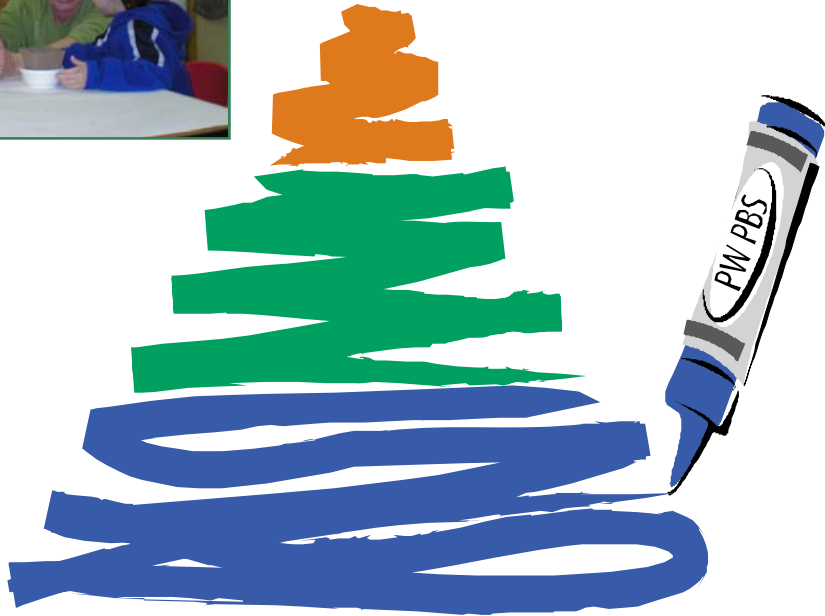


Implementation of Pre-school PBS



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www.challengingbehavior.org


Program-Wide
Positive Behavior Support





Program-Wide
Positive Behavior Support

Young Children with Challenging Behavior

 It begins early

-  Between 10-30% of preschool students are not behaviorally and emotionally ready to succeed in school

 Early problem behavior is predictive of future challenges

-  Best predictor of delinquency in adolescence, gang membership, incarceration



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Early educators are challenged





- ▲ Preschool teachers report that children's disruptive behavior is the single greatest challenge they face
- ▲ Preschool children are three times more likely to be expelled than children in K-12






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We are talking about babies...

-  Developmental ages from 6 months to 5 years
-  Limited understanding and expression
-  Moving from solitary play to social play
-  Moving from object exploration to representation

-  Implications for guidance, corrective feedback, classroom management, instruction





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Positive Behavior Support

It's about play...

 Instruction is embedded within play and routine activities

 Major focus is to facilitate peer social interaction and concept development









 Instructional activities are brief and concrete

 How social skills are taught, the concepts of rules and expectations



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Positive Behavior Support

Meltdown moments are expected

-  Crying
-  Head Banging
-  Biting
-  Throwing objects
-  Pinching
-  Pulling hair
-  Hitting
-  Spitting food







Topography of behavior is not meaningful, context is what matters. Formulas for majors/minors might not be helpful.



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Positive Behavior Support






Early Educators

-  Often lack formal credentials
 -  Have very little training in behavior
 -  Have limited to no experience with teaming
-  Intensity and frequency of training and technical assistance



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Positive Behavior Support

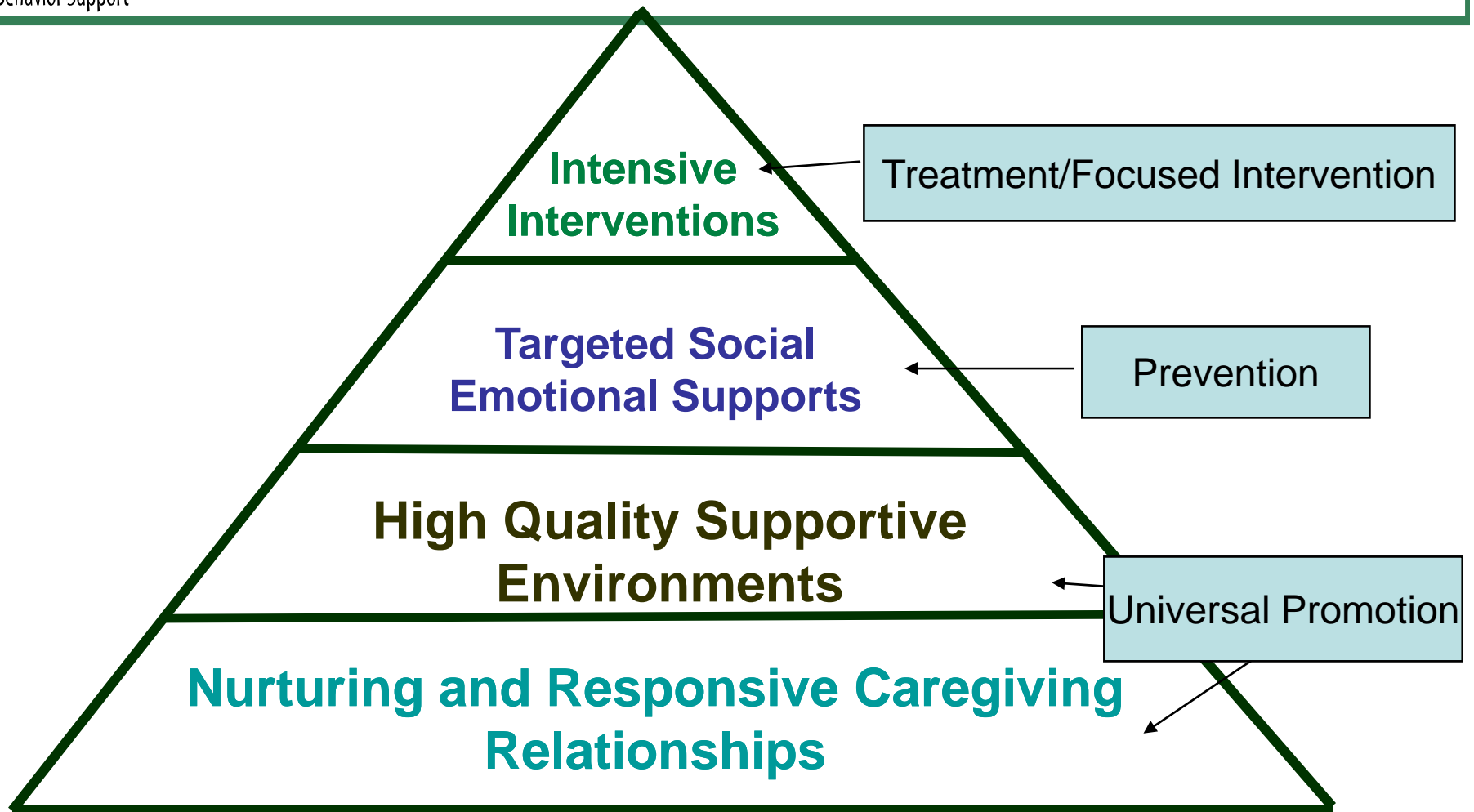
Programs might

-  Be minimally staffed
-  Have no access to mental health or behavioral consultation
-  Use exclusion to resolve behavioral issues
-  Offer no opportunities for professional development or training
-  Systems building and community linkages critical to success



Program-Wide
Positive Behavior Support

The Teaching Pyramid: Promoting Social and Emotional Competence and Addressing Challenging Behavior





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Positive Behavior Support

Relationships





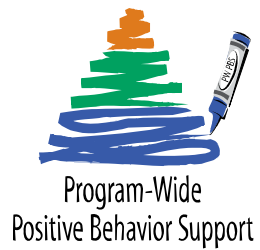
Reviewing Rules





Transitions





Teaching Social Skills

Video Clip 2.7

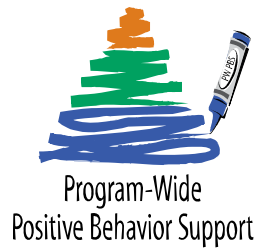
“Teasing Shield”



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Positive Behavior Support

Promoting the Use of Social Skills





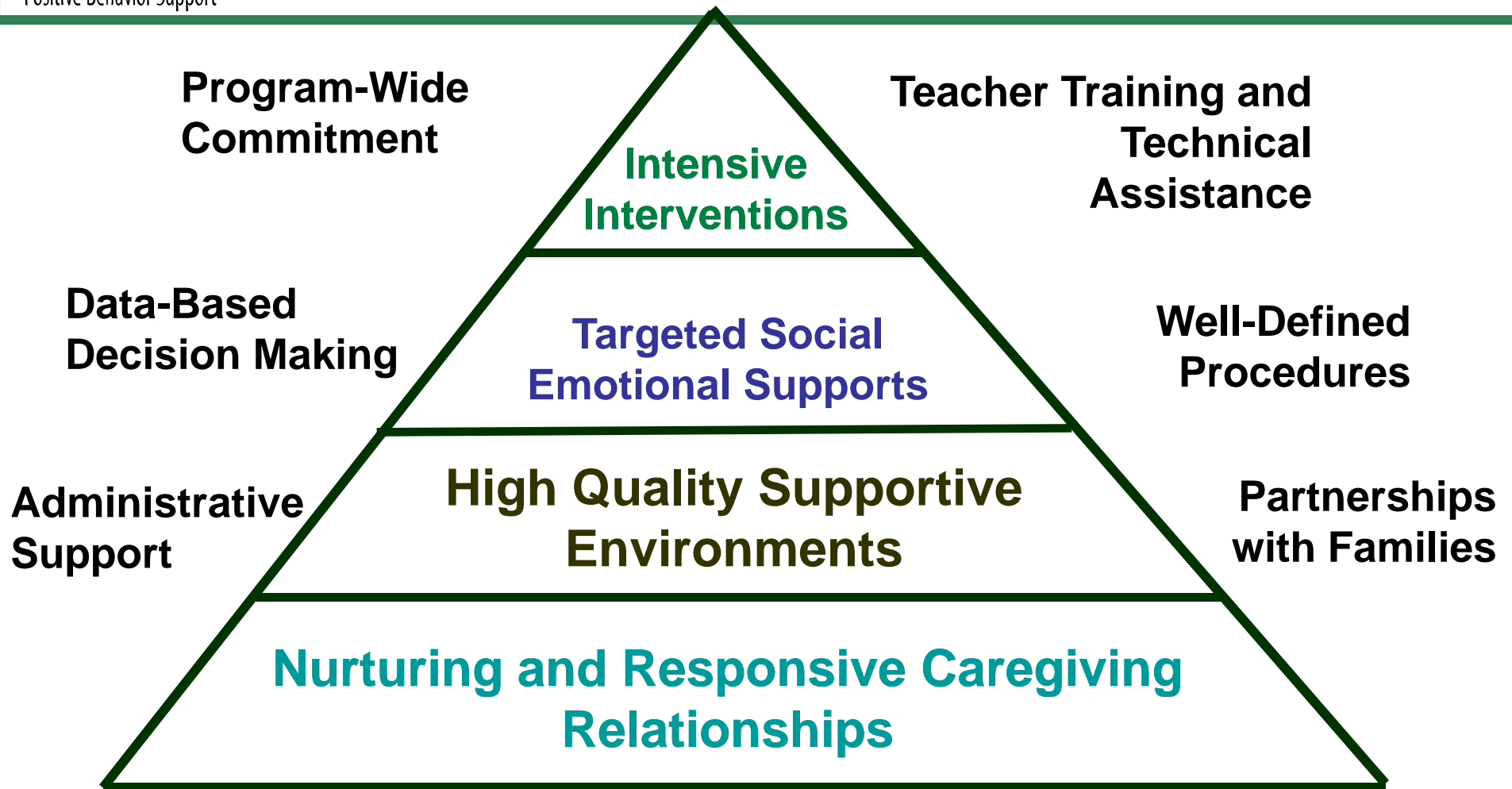
Providing Individualized Support

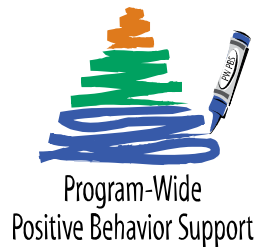














Program-Wide
Positive Behavior Support

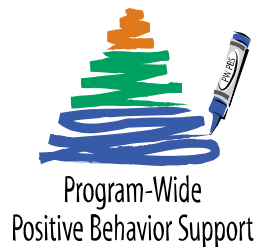
The Teaching Pyramid: Program-Wide PBS














Readiness for Program-Wide PBS

-  Behavior is a goal
-  Leadership Team
-  Program commits to 2-3 year process to achieve full implementation
-  Program commits evaluating outcomes in classrooms
-  Leadership team commits to meeting monthly, monitoring progress, and using data for decision making
-  Leadership team commits to
 -  Facilitating ongoing training and TA
 -  Supporting teachers to implement the pyramid
 -  Developing and promoting program-wide expectations
 -  Developing plan to provide individualized PBS



PW- Implementation Critical Elements

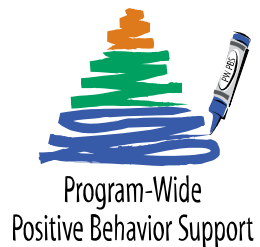
-  Leadership team to guide implementation and sustainability
-  Staff buy-in
-  Family involvement
-  Program-Wide expectations
-  Strategies for teaching and acknowledging expectations
-  Classroom implementation of the teaching pyramid
-  Procedures for responding to challenging behavior
-  Staff professional development and support
-  Data-based decision making and monitoring of outcomes



Program-Wide
Positive Behavior Support

Expectation/Rules Matrix

Expectations	Classroom	Playground	Hallway
Be Respectful	Soft Touch	Take Turns	Quiet Voices
Be Safe	Walking Feet	Sit on Bikes, Slide, and Swings	Walking Feet
Be a Team Player	Help a Friend	Help a Friend	Stay Together



Program-Wide Rules: Be a Friend – in Centers

 Gentle hands and feet

 Quiet voices

 Kind words

 Take turns





Program-Wide
Positive Behavior Support

Infant Room

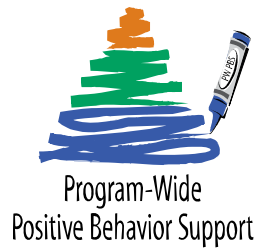


Be Safe





- ▲ Have safe toys, no broken toys
- ▲ Divide room for differing ages/stages
- ▲ Implement poison control measures
- ▲ Use seat fasteners
- ▲ Provide constant supervision
- ▲ Disinfect objects/areas
- ▲ Use good hand washing techniques

Be a Friend (nurture)

- ▲ Interact through play, song, reading, talking
- ▲ Hold and cuddle
- ▲ Use positive phrases
- ▲ Praise desired behaviors
- ▲ Respond to children in a timely manner





Teaching and Promoting Expectations

-  Teaching within context
-  Teaching until fluency
-  Praise and encouragement
-  Consider children's developmental level and understanding



Program-Wide
Positive Behavior Support

Implementation in Classrooms

-  Implementation Fidelity is the Goal
-  Occurs at the teacher level
-  Must involve training and coaching





Program-Wide
Positive Behavior Support

Training Modules

 Module 1- Promoting Children's Success: Building Relationships and Creating Supportive Environments

 Module 2 - Social-Emotional Teaching Strategies

 Module 3a- Individualized Intensive Interventions: Determining the Meaning of Challenging Behavior

 Module 3b - Individualized Intensive Interventions: Developing a Behavior Support Plan

Also offered! Infant/Toddler modules

 www.vanderbilt.edu/csefel





Program-Wide
Positive Behavior Support

Coaching Impact

Joyce and Showers, 2002

	OUTCOMES		
	% of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom		
TRAINING COMPONENTS	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
...+ Demonstration in Training	30%	20%	0%
...+ Practice & Feedback in Training	60%	60%	5%
...+ Coaching in Classroom	95%	95%	95%



Program-Wide
Positive Behavior Support

Coaching Elements

 Joint planning

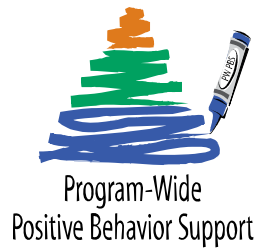
 Observation

 Action/practice




 Reflection

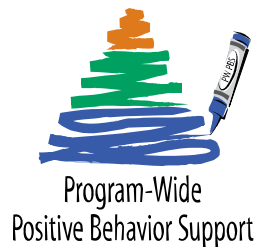
 Feedback

(Rush & Shelden, 2008 www.fippcase.org)



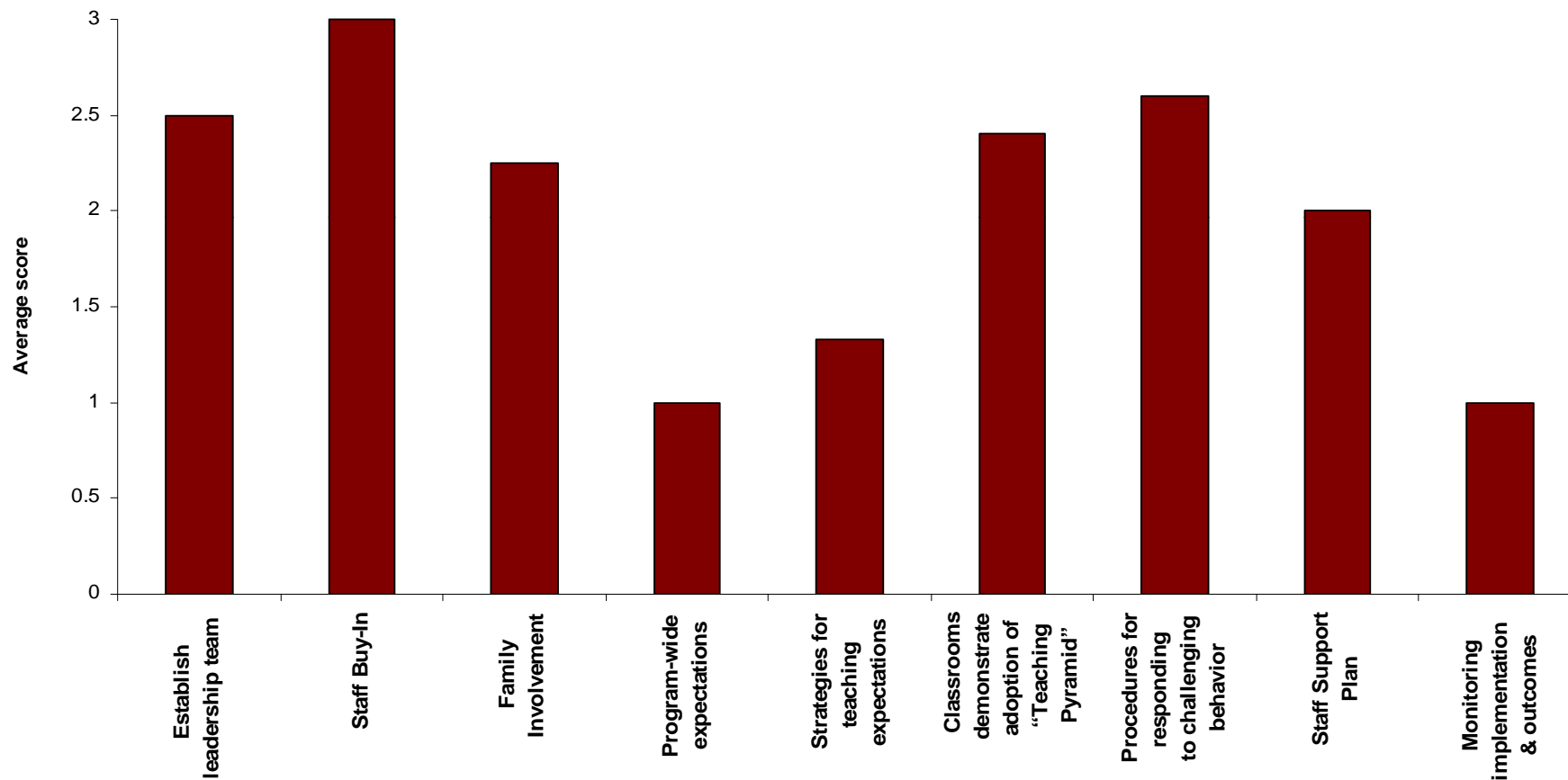
What about the SET, SWIS, TIC, etc.?

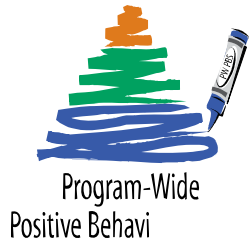
-  Consider children's developmental levels
-  Modify expectations for school-wide participation
-  Use appropriate tools



Fidelity of Program-Wide Implementation

UDMO: Benchmarks of Quality

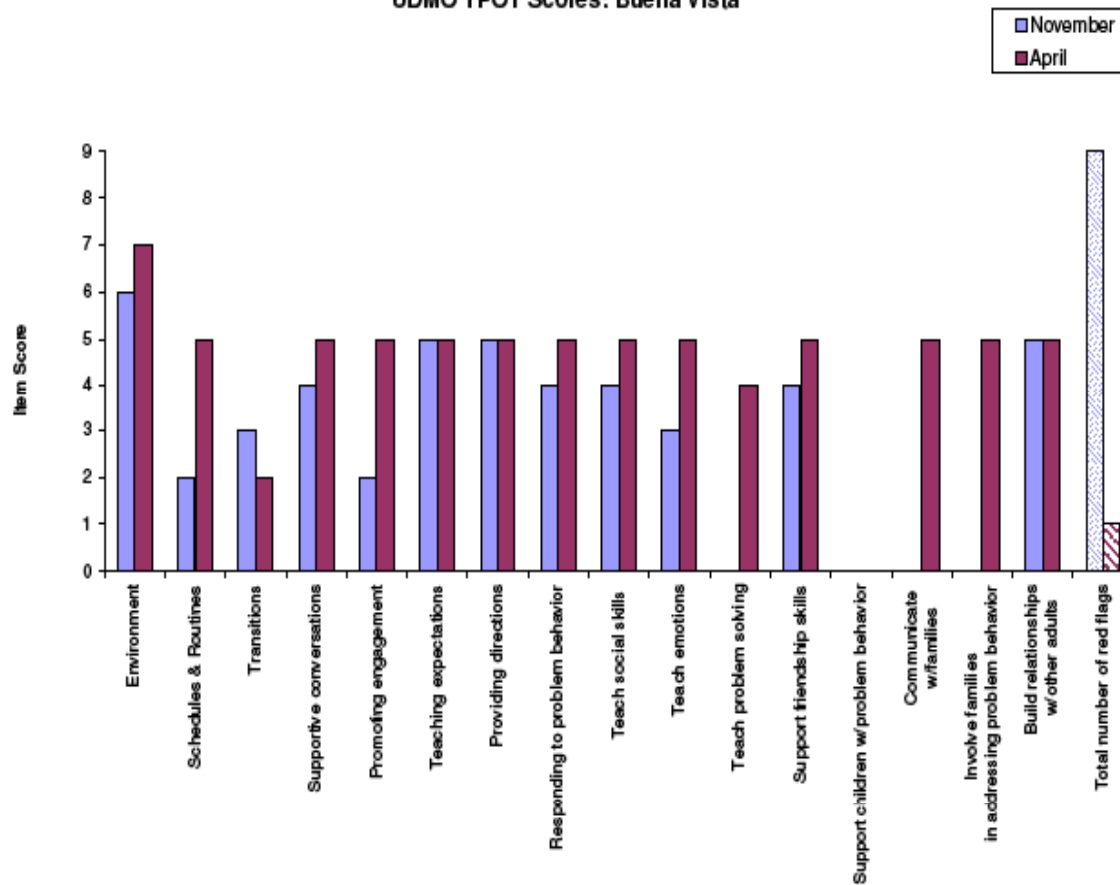




Classroom Implementation Fidelity

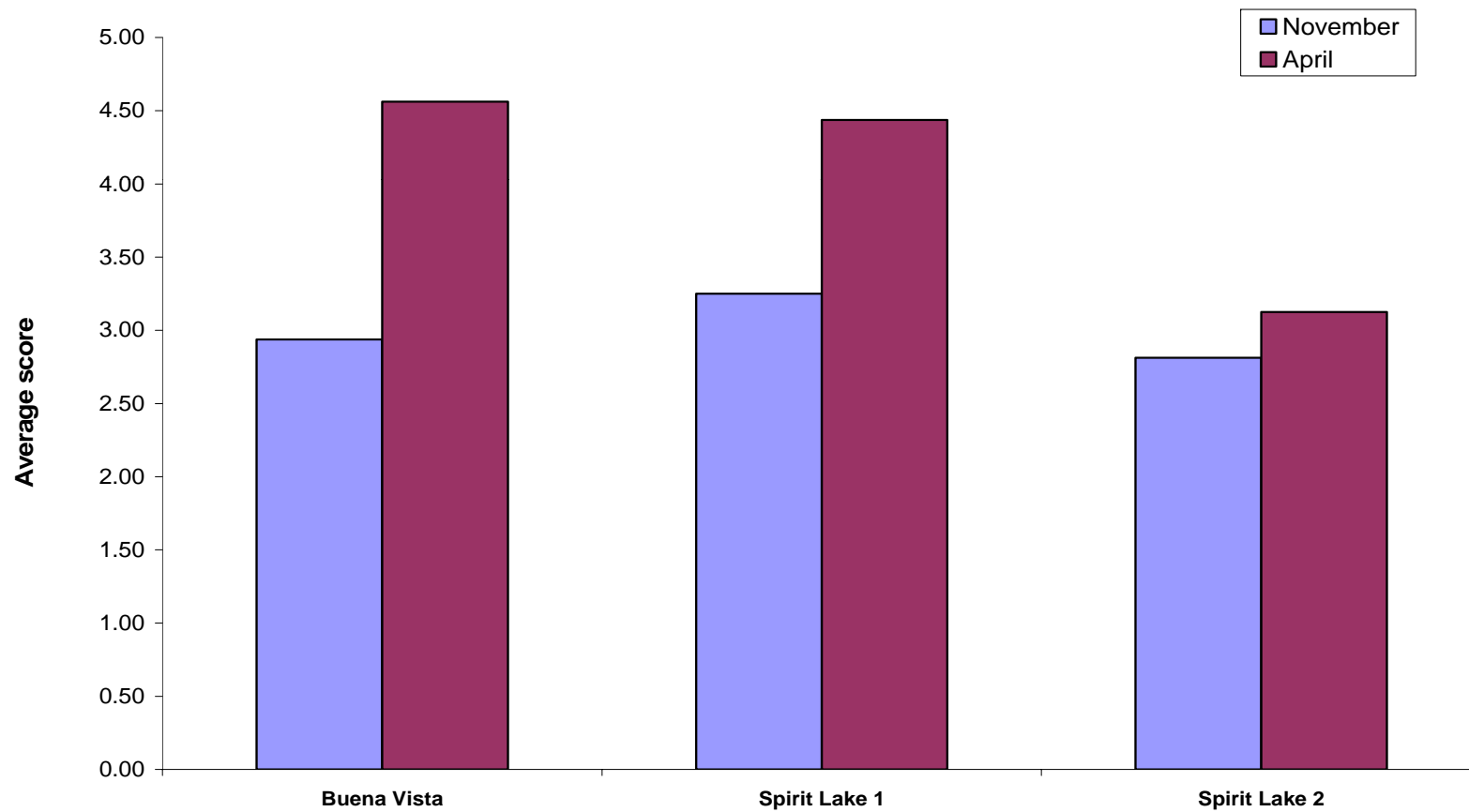
Teaching Pyramid Observation Tool (TPOT)

UDMO TPOT Scores: Buena Vista

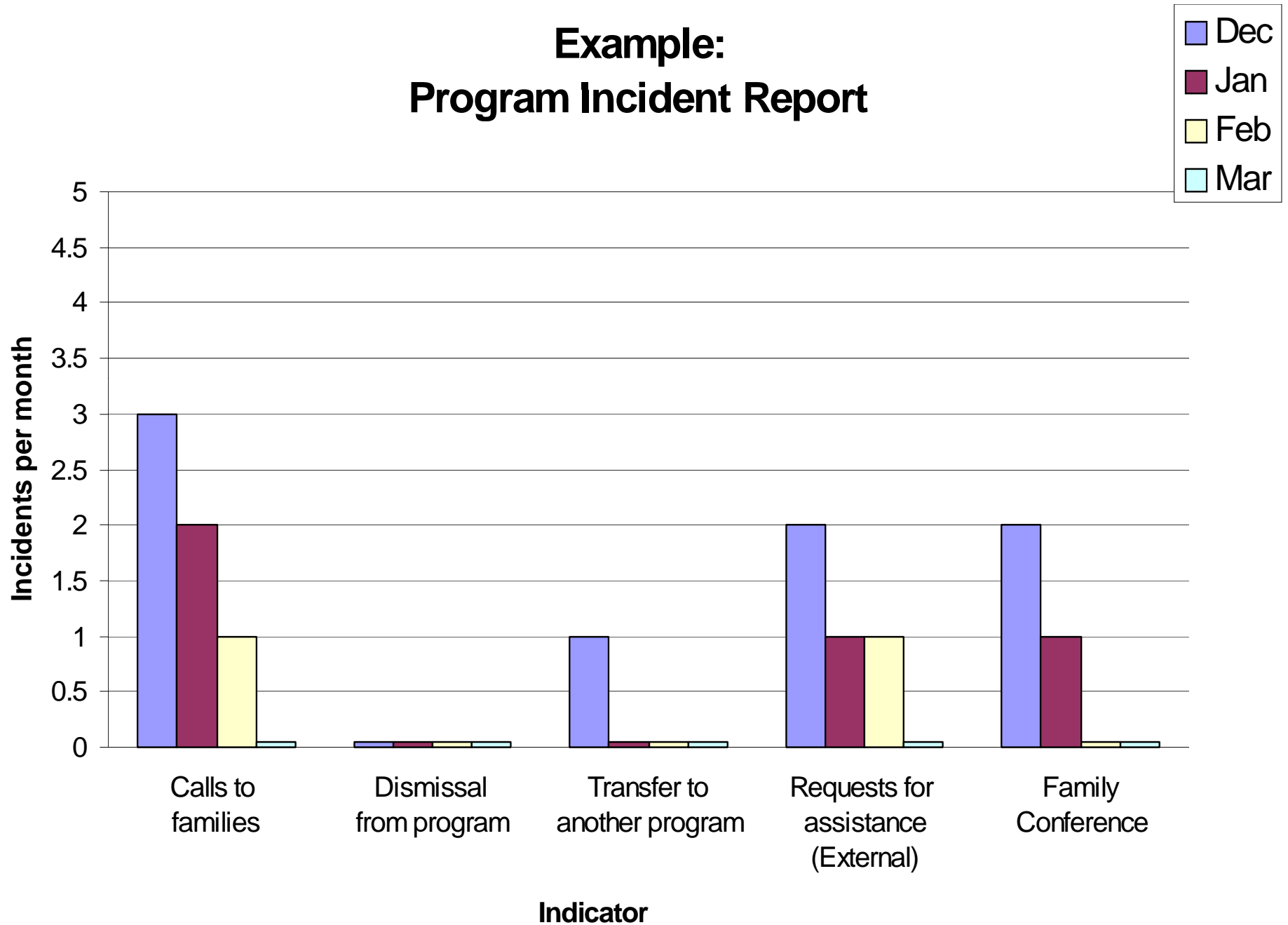




Overall Classroom Implementation Fidelity



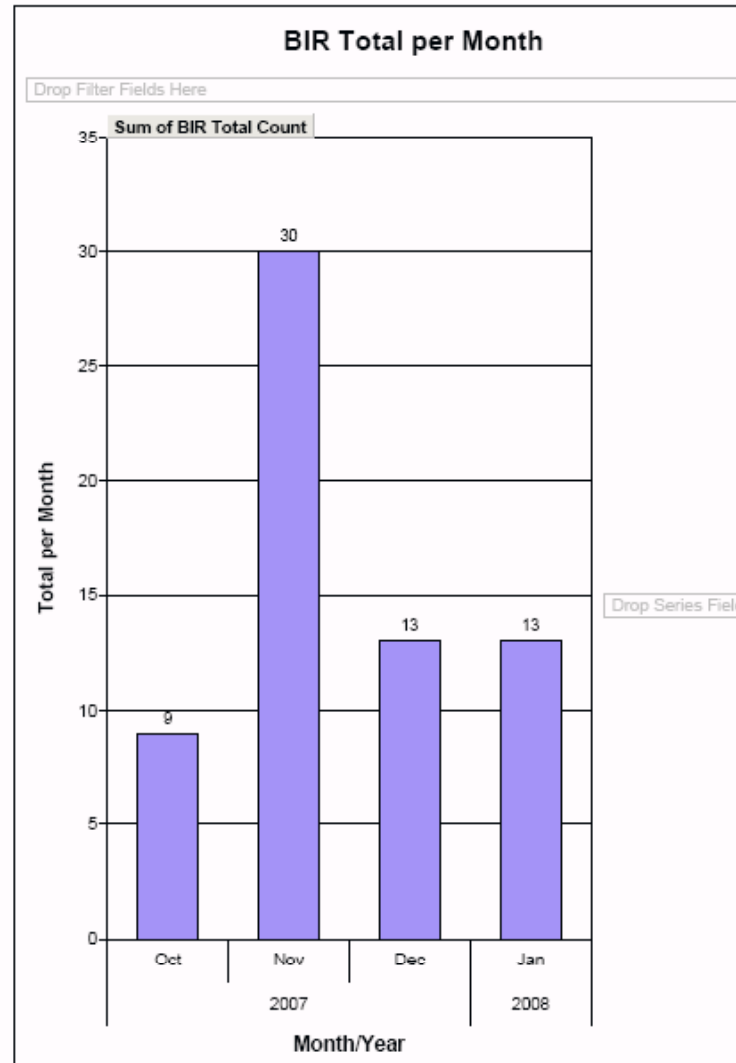
Example: Program Incident Report





Program-Wide
Positive Behavior Support

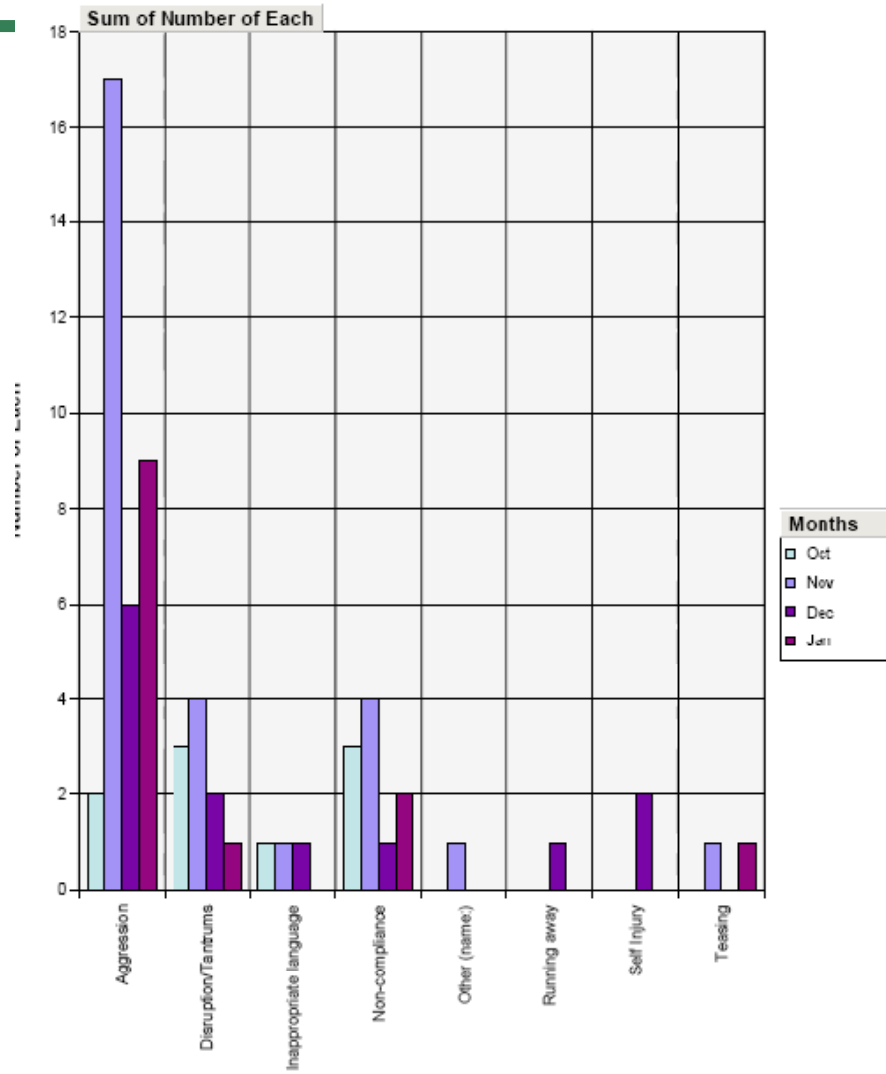
How Often is the Behavior?





Program-Wide
Positive Behavior Support

What Behaviors?



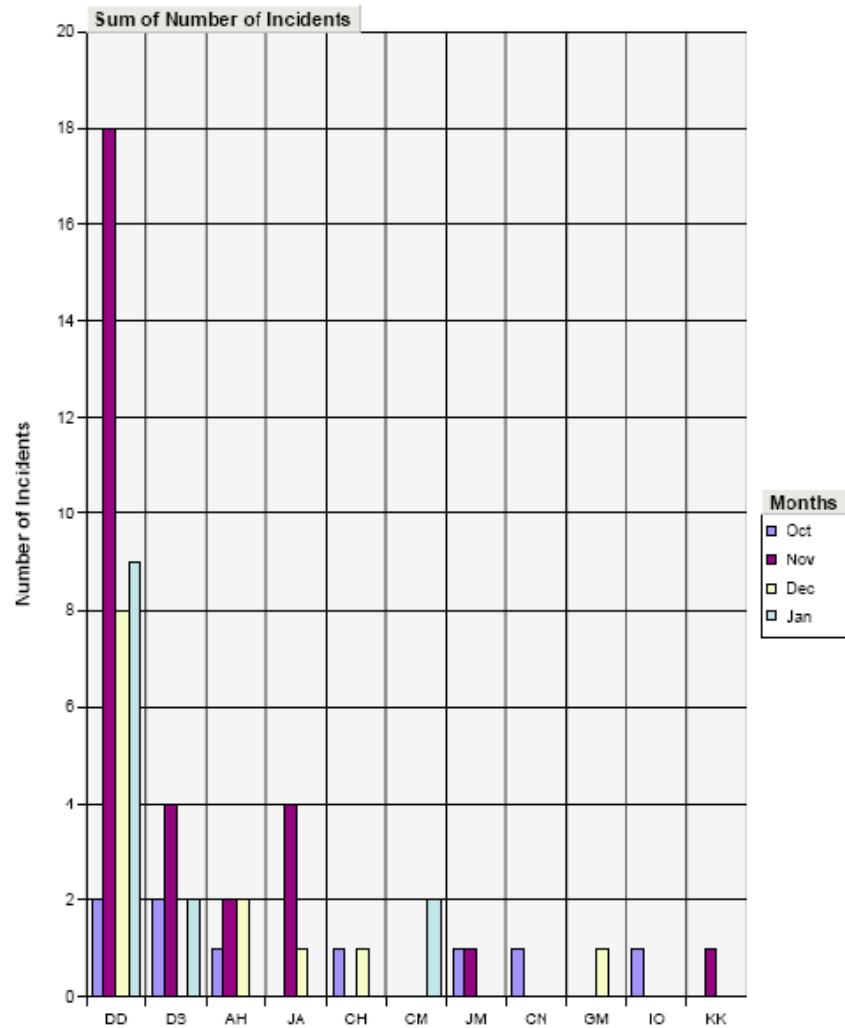


Program-Wide
Positive Behavior Support

Who is having problem behavior?

BIR Total by Child and Month

Drop Filter Fields Here



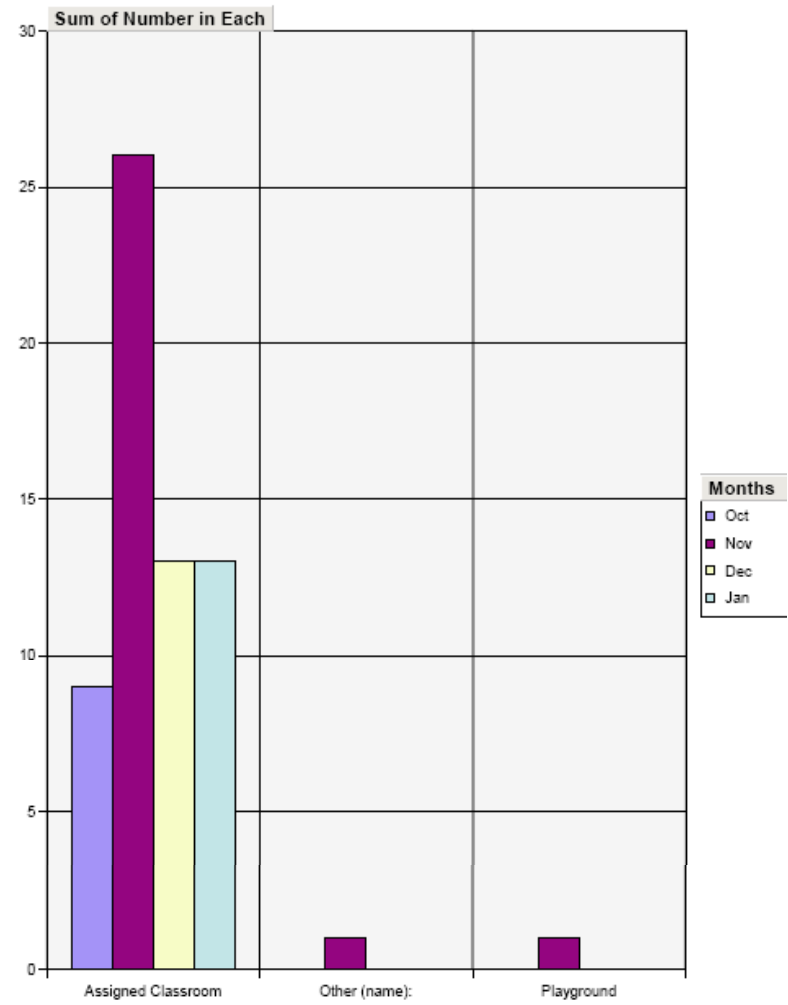


Program-Wide
Positive Behavior Support

Where is Problem Behavior?

BIR Total by Location and Month

Filter Fields Here



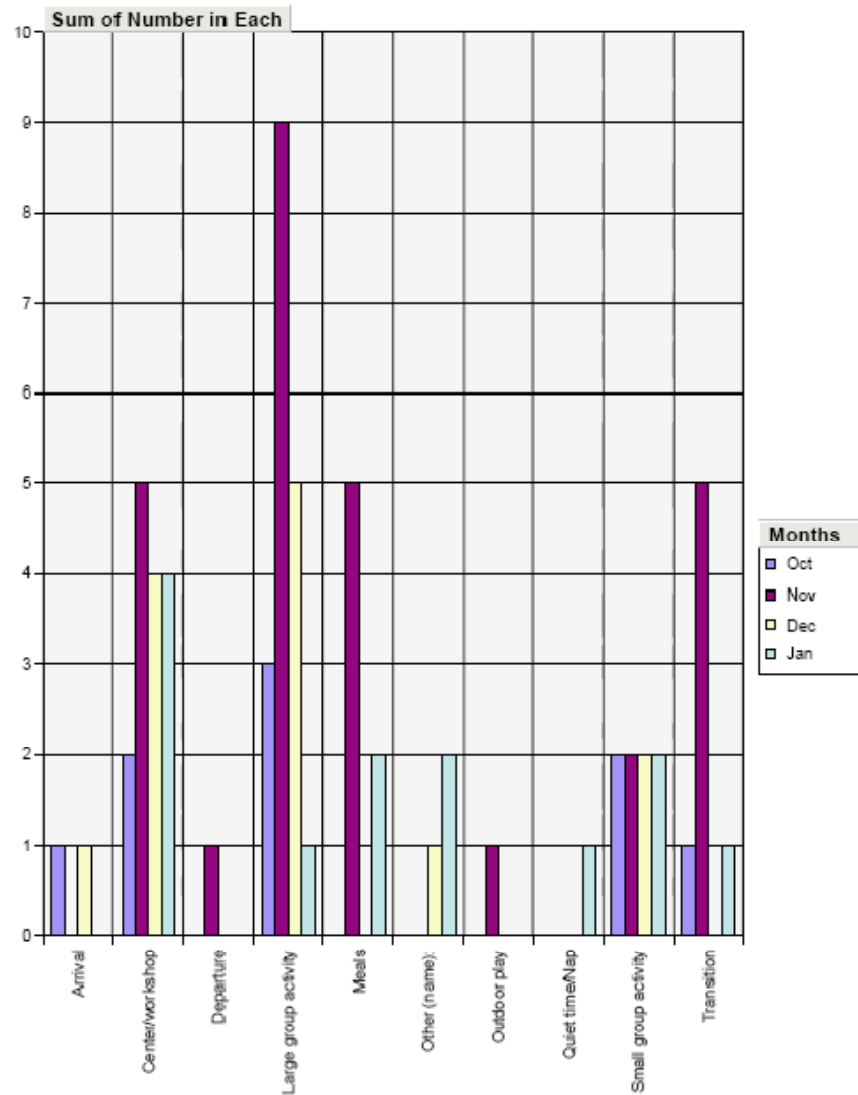


Program-Wide
Positive Behavior Support

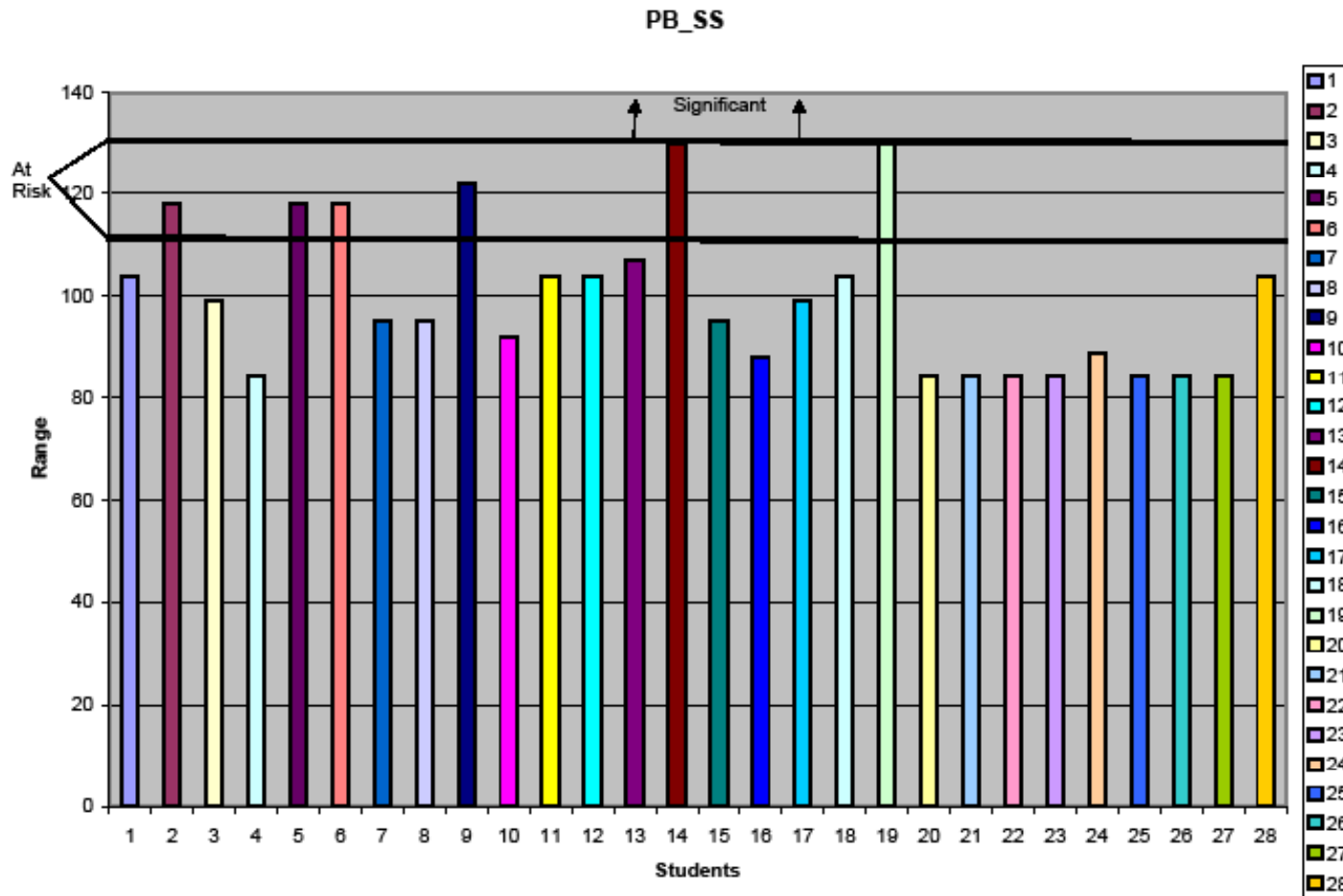
When is problem behavior occurring?

BIR Total by Activity and Month

Filter Fields Here

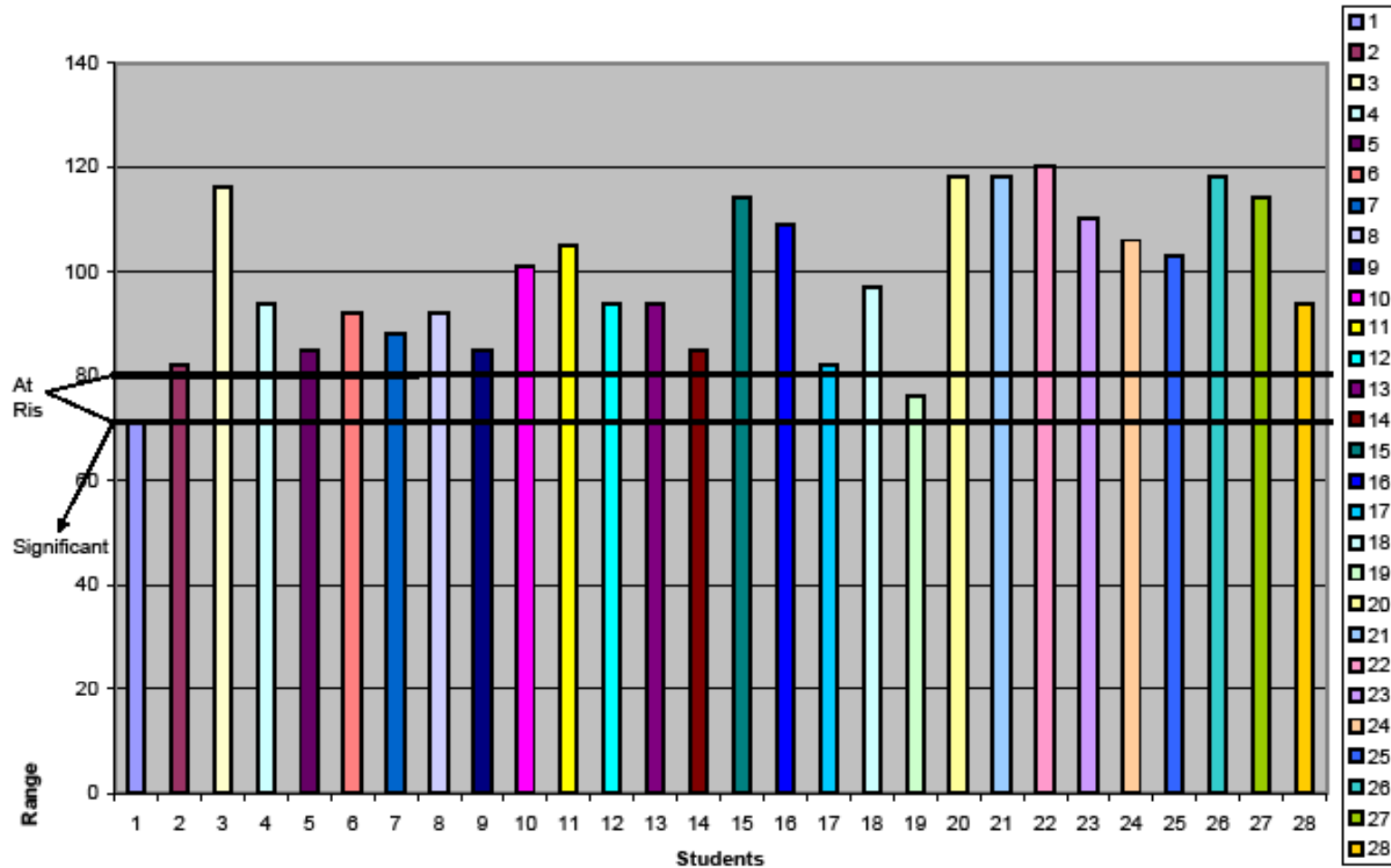


SSRS – Identifying Children with Secondary & Tertiary Needs



SSRS – Identifying Children with Secondary & Tertiary Needs





SS_SS





Program-Wide
Positive Behavior Support

Focus on the Core Elements

-  Outcomes – expectations and behavior targets that are taught and supported by all
-  Practices- evidence-based interventions and strategies
-  Data – inform decision-making and monitor outcomes
-  Systems – supports needed to ensure implementation



Program-Wide
Positive Behavior Support

National Centers - Resources

Center on the Social and Emotional Foundations for Early Learning
(CSEFEL)

www.vanderbilt.edu/csefel

Technical Assistance Center on Social Emotional Intervention



www.challengingbehavior.org