B3 — Making it Work: Early Childhood and PBIS

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• Topic: School-wide
• Keywords: PBIS Foundations, Tier 1. Implementation
# Virtual Forum Expectations

<table>
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<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
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<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>✩ Use a shared action plan for your team</td>
<td>✩ Post positive on-topic comments</td>
<td>✩ Add questions before and/or during session</td>
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<td></td>
<td>✩ Complete session evaluations</td>
<td>✩ Questions for the presenters go in the POLLS tab ⇢</td>
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<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>✩ Limit distractions</td>
<td>✩ Use inclusive language</td>
<td>✩ Use sincere phrasing</td>
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<td>✩ Follow up on your assigned action items</td>
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<td>✩ Complete additional polls when prompted</td>
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<td><strong>BE SAFE</strong></td>
<td>✩ Take movement breaks</td>
<td>✩ Engage in productive dialogue</td>
<td>✩ Ask solution-oriented questions</td>
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<td>✩ Be aware of your stress level</td>
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<td><strong>For Presenters</strong></td>
<td>✩ Ensure Files Tab has current materials and related weblinks</td>
<td>✩ Monitor and remove inappropriate comments</td>
<td>✩ Identify common Qs to address in final 15 minutes</td>
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Objectives

Participants will be able to:

• identify strategies to effectively include Pre-K classrooms in SW-PBIS

• identify resources to support implementation in early childhood classrooms

• identify data tools to monitor implementation and behavioral outcomes
What is Your Role?

• In the chat box, let us know your role in working with young children?

• What is one idea/resource that you hope to gain during today’s session?
Positive Behavior Interventions and Support

1. Aims to build effective environments in which positive behavior is more effective than problem behavior

2. Collaborative, assessment-based approach to developing effective interventions for problem behavior

3. Emphasizes the use of preventative, teaching, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes
How Early Childhood Is Different...

Differences in children -
- Developmental ages of young children
- Meltdowns are expected
- Learning through play, planned activities, and routines
- Young children come to school with very limited social and emotional skills

Differences in Environment –
- Physical structure – typically open with different centers
- Different activities – nap, circle, etc.
- Different qualifications and PD expectations for teachers and staff
- Different expectations for family involvement and complementary activities for home use

Reinforcement systems are often different in early childhood
PBIS and the Pyramid Model

- **Effective Workforce**
- **Nurturing & Responsive Relationships**
- **High Quality Supportive Environments**
- **Targeted Social Emotional Supports**
- **Intensive Intervention**

- **Universal (Tier I)**
  - School-wide interventions for all learners

- **Targeted (Tier II)**
  - Specialized interventions for learners who are at-risk for academic or social failure due to behavior challenges

- **Intensive (Tier III)**
  - Individualized interventions for students with intense/chronic behavior challenges
PBIS and Pyramid Model
It might feel like this...
Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children

Tertiary Intensive Individualized Intervention *Few*

Secondary Prevention by Providing More Intentional Intervention *Some*

Universal Promotion of Social and Emotional Competence *All*

Social Emotional Learning is the Core for All Tiers
Some Basic Assumptions

• Challenging behavior usually has a message
• Children often use challenging behavior when they are missing social or communication skills.
• Behavior that persists over time is usually working for the child.
The Goal of the Pyramid is to Promote Children’s Success By:

- Creating an environment where EVERY child feels good about coming to school.
- Designing an environment that promotes child engagement.
- Focusing on teaching children what TO do!
Promoting Teacher Retention Through Pyramid Model Practices
Alison Mellott, Ed.D, NCPMI Fellow & Jolenea Ferro, Ph.D.

The most reliable predictors of teacher retention related to school or program climate are quality of relationships, quality of leadership, and order and discipline within the school. If these experiences are improved within schools, retention rates of teachers have been found to improve as well. Pyramid Model practices support improved experiences in these areas by addressing...

**School/Program Climate**

Studies indicate school/program context or school/program climate is a stronger predictor of teacher retention than individual teacher traits. Reliable program-wide implementation of the Pyramid Model influences school or program climate by...

- Focusing on meaningful relationships between teachers, children, and families
- Providing opportunities for teachers to become leaders and decision makers
- Ensuring appropriate administrator support
- Systematically creating environments that support the needs of children, families and teachers.

**Quality of Leadership**

Teachers who received appropriate administrative support or perceived administrators as having high levels of competence were more likely to remain in the field of early childhood education. Programs implementing Pyramid Model work to...

- Actively engage the administrator in data-based decision making that addresses how to better support children and teachers
- Develop clear communication between the leadership team, teachers and staff
- Partner with teachers in decision making
- Seek feedback from teachers on a regular basis

**Organizational Quality**

Teachers list behavior concerns as well as high stress and emotional and physical exhaustion as reasons for leaving the field of early education. Programs implementing Pyramid Model practices work to address behavior concerns by...

- Establishing clear program-wide expectations that are applicable to children, staff, and families
- Explicitly teaching and reinforcing expectations for behavior
- Arranging environments to support social/emotional growth and limit challenging behaviors
- Creating guidelines for appropriately responding to challenging behavior
- Proactively addressing concerns surrounding child development or child behaviors

**Quality Relationships**

Early educators report positive relationships with their colleagues and their co-workers, their students, and the families of students influence their decision to remain in their early education program more than any other factor. Programs implementing the Pyramid Model work to...

- Promote positive relationships with children, each other, and families and use those strategies on a daily basis
- Encourage a team-based approach to problem solving
- Provide a clear process for teachers to request coaching support
- Engage families as decision makers at both the program and individual child level

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ChallengingBehavior.org
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Pyramid Model/Early Childhood PBIS

Universal Promotion

- Intensive Intervention
- Targeted Social Emotional Supports
- High Quality Supportive Environments
- Nurturing & Responsive Relationships
- Effective Workforce
Nurturing and Responsive Relationships

- Base of the Pyramid
- Essential to healthy social development
- Includes relationships with children, families, and team members
- Focus on supporting interactions between caregivers and children
It’s all about relationships
“Parents need to know that we care before they care what we know”
(Klass, 1997)
Partnering with Families

- Foundation for success
- Embedded in implementation
- Partnerships at every tier
All About My Child

Instructions: Fill in the blanks with the information you want to share with your child’s teacher. Add a photo if you have one.

My child’s name is:

My child likes to be called:

Some things I want you to know about my child are:

The languages my child hears at home are:

My child lives with (people):

My child loves (tell me about toys, activities, or favorite things):

Things I hope my child will learn in the next year:

To help my child calm down:

Cosas que espero que mi hijo/a aprenda el próximo año:

Todo sobre mi hijo/a

Instrucciones: Complete los espacios en blanco con la información que desea compartir con el maestro de su hijo. Agregue una foto si tiene una.

El nombre de mi hijo/a es:

A mi hijo/a le gusta que le llamen:

Algunas cosas que quiero que sepa sobre mi hijo/a son:

Mi hijo/a vive con (personas, mascotas):

Los idiomas que mi hijo/a oye en casa son:

A mi hijo/a le encanta (cuénteme sobre juguetes, actividades o cosas favoritas):

Mi hijo/a tiene dificultades cuando (dígame qué podría frustrar a su hijo/a):

Para ayudar a mi hijo/a a calmarse o sentirse mejor, usted puede:


What are some other ways you build relationships with families?
Responsive Relationship Practices

- Supportive Conversations
- Positive Attention
- Positive Descriptive Feedback
Verbal Encouragement

- “You are working so hard on…”
- “You must feel proud of yourself for…”
- “Thank you for helping me…”
- “What a great listener you are, you…”
- “Great job remembering to…”
- “That’s a cool way to…”
- “Way to go! You _____ all by yourself!”
- “You almost have it! You can…”
- “You are being a helper when you…”
- “Your brother/sister looks so happy when you…”
- “You are really growing up because you…”
- “You were so patient when you…”
- “That’s a great idea! Look at you…”
- “Excellent job using your problem solving to…”
- “WOW! What a fabulous job you’ve done of…”

Favorites to Try…

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Nonverbal Encouragement also works!

- Giving a hug
- A thumbs up
- Clapping
- Using a special handshake
- Smiling
- Imitating gestures
- Saying words or sounds
- A happy dance

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Positive descriptive feedback is an evidence-based practice that is meant to be part of the teaching process. It encourages learning. We use the word “feedback” rather than praise or reinforcement because children need to understand what they have done and why we are acknowledging it. Statements like “good boy,” “excellent job,” and “well done” are examples of praise that provide non-descriptive feedback. The child may respond positively to this kind of praise but it does not help the child understand anything about his behavior or skills. Positive descriptive feedback provides information about the behavior and is a powerful strategy for teaching new skills. These are some recommendations and considerations for using positive descriptive feedback in the classroom.

Describe the behavior by including it in the feedback statement

- This tells the child exactly what behavior is being acknowledged and is part of the process of teaching that behavior.
- Identify and provide feedback about skills. For example: “Excellent idea. You solved the problem of everyone wanting the tall blocks by sharing.” or “What a good friend. You helped Alicia when she fell.”
- Provide feedback that describes the process the child used. For example: “You really concentrated on making that raceway so it was an exciting game.” or “Well done. You followed all the instructions so carefully” or “You counted exactly the correct number of napkins we needed for lunch.”

Acknowledge publicly when appropriate

- Public acknowledgment can reinforce the skill or process for the child you are acknowledging and provide a model for other children.
- For example, you might acknowledge Ethan for using her “inside” voice when you want the other children to lower their voices.

What are some other ways you increase your use of PDF?
Designing Supportive Environments: The Power of Prevention

• Children are engaged
• Children know the routines and expectations
• Adults have time to have meaningful conversations with children
• Which means children are less likely to have challenging behavior
Preparing for the Pyramid: Classroom Essentials

• 5 classroom components essential for successful Pyramid implementation

• Materials and environmental considerations pivotal for child success

• Helps team be ready for coaching on the Pyramid to begin
  • Classrooms should work on implementing these items PRIOR to coaching starting.
Classroom Essentials

- Rules
- Families are visually represented
- Behavior expectations
- Physical environment designed to promote engagement
- Visual Schedule
- Behavior management systems are positive
Preparing for the Pyramid: Classroom Essentials
Resources for Relationships and High Quality Environments

Training Modules

Modules and Kits for Trainers

These modules were produced by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) to provide the types and content of training that would be most useful in addressing the social-emotional needs of young children. These modules have been used nationally to provide training on Pyramid Model practices within various settings. Each module package includes a presentation script, slides, videos, activity descriptions, and handouts.

- Infant/Toddler
- Preschool
- Preschool Parents
- What Works Kits
Access Infant Toddler, Preschool, or Blended Birth-5 Modules in the areas of:
- Nurturing & Responsive Relationships
- High Quality Supportive Environments
- Targeted Social Emotional Supports
- Intensive Intervention

- 18 hours for $49 - Access for 365 days

Culturally Responsive Practices to Reduce Implicit Bias, Disproportionality, Suspension & Expulsion
- 2 hours for $29 - Access for 90 days

Trauma Informed Care & the Pyramid Model
- 5 hours for $39 - Access for 180 days

Wellness: Taking Care of Yourself
- 2 hours for $29 - Access for 90 days

For additional resources visit www.pyramidmodel.org
Secondary Prevention

Some

Universal Promotion

All

Pyramid Model/Early Childhood PBIS
Social Emotional Learning

- Self-regulation, expressing and understanding emotions, problem solving, developing social relationships as social emotional learning for **ALL**
- Explicit instruction for **Some**
  - Increased opportunities for instruction, practice, feedback
- Family partnerships
- Progress monitoring and data decision-making
Friendship Skills

- Gives suggestions (play organizers)
- Shares toys and other materials
- Takes turns (reciprocity)
- Is helpful (assists)
- Affectionate
- Give compliments
- Understands how and when to give an apology
- Begins to empathize
Initiating Play

I can tap my friend on the shoulder.

I can gently take a friend by the hand.

I can say “let’s play!”

I can give my friend a toy I want to share.
Emotional literacy is the ability to identify, understand, and express emotions in a healthy way.
This is how I feel today!

Frustrated
Embarrassed
Lonely
Mad
Happy
Loved
Scared

www.challengingbehavior.org
Self-Regulation and Anger Management are…

Before children can problem solve, they need to be able to:

- recognize anger in oneself and others
- calm down when their emotions become elevated
- use appropriate ways to express anger or other impulses
- recognize that anger can interfere with problem solving
When I feel ANGRY
my heart beats fast.
I feel my muscles shake,
but it won't last.
I can calm down and feel
HAPPY, too.
When you are ANGRY what
can you do?
Help Us Calm Down
Strategies for Children

I can...

- take deep breaths
- count
- go for a walk
- take a drink
- take a break
- listen to music
- draw a picture
- swing
- rock
- read a book
- hug a favorite toy
- do a puzzle

Try these strategies with your child! The more you use a calming strategy and practice the strategy with your child, the more likely they are to use the strategy when experiencing anger, stress, sadness, or frustration.
Take a Deep Breath

Smell the flower

Blow the pinwheel

www.challengingbehavior.org
Tucker Turtle Takes Time to Tuck and Think

A scripted story to assist with teaching the “Turtle Technique”

By Rochelle Lentini, Lindsay N. Giroux and Mary Louise Hemmeter
**Step 1.** Recognize your feelings.

**Step 2.** Stop your body.

**Step 3.** Tuck inside your shell and take three deep breaths.

**Step 4.** Come out when you are calm and think of a solution.
Problem Solving Steps

Step 1. What is my problem?

Step 2. Think, think, think of some solutions.

Step 3. What would happen if...? Would it be safe? Would it be fair? How would everyone feel?

Step 4. Give it a try!
Using the Solution Kit

- Ask for a hug
- Use kind words
- Take a break
- Ask nicely
- Ignore
- Wait and take turns
- Get a timer
- Play together
- Say, “Please, stop.”
- Ask for help
Mastery of Social Skills and Emotional Competencies: Stages of Learning

• Show and tell
  • Acquisition – new skill or concept

• Practice makes perfect
  • Fluency – the ability to immediately use the skill or concept without a prompt

• You got it!
  • Maintenance – continuing to use the skill or concept over time
  • Generalization – applying the skill or concept to new situations, people, activities, ideas, and settings
What is one resource you will try out in your classroom/school?
Pyramid Model/Early Childhood PBIS

- **Tertiary Intervention**: Few
- **Secondary Prevention**: Some
- **Universal Promotion**: All
Individualized Intensive Interventions

• Comprehensive interventions across all settings
• Assessment-based
• Collaborative team
• Skill-building
Individualized Positive Behavior Support

- Convene a team
- Conduct functional assessment
- Identify hypotheses
- Develop behavior support plan for all relevant environments
Manualized Process for the Design and Implementation of Individualized Interventions
What strategies do you use to support children with persistent challenging behavior?
Critical Elements of Program-Wide Implementation
Guided by the Leadership Team

- Data Decision-Making
  - Examining Implementation and Outcomes
- Leadership Team
- Staff Buy-In
- Family Engagement
- Program-Wide Expectations
- Procedures for Responding to Challenging Behavior
- Continuous Professional Development & Classroom Coaching
Pyramid Proud

[Music]
How do we know what we have in place?
PreK on Board

- **Input and Teaming**
  - PreK as member on district team
  - PreK practitioner to school team
- **Acknowledge Differences**
- **Adjust Expectations**
  - Tangible reward
  - Major/Minor rules and procedures
- **Provide Training and Support**
- **Use appropriate measures and tools**

How do you include early childhood classrooms in school-wide PBIS?
Data Decision-Making

- Implementation
  - Benchmarks of Quality
  - TPOT
  - Coaching Logs

- Child
  - Behavior Incidents (BIR) or EC SWIS
  - Rating Scales
  - Curriculum-based progress monitoring
  - Behavior/skill progress monitoring
Early Childhood Program-Wide PBS Benchmarks of Quality (EC-BOQ)

CULTURAL RESPONSIVENESS COMPANION 2021

https://challengingbehavior.cbc.usf.edu/Implementation/Program/resources.html
Family Engagement Resources

Helping programs inform and engage families

- Pyramid Model overview video
- Announcing the Pyramid
- Families and leadership teams
- PTR-YC and families
Positive Solutions Parenting Group

Facilitator’s Guide

Family Handbook

https://challengingbehavior.cbcs.usf.edu/Training/Module/index.html
Backpack Connections

Topics:
• Addressing Behavior
• Emotions
• Schedules & Routines
• Social Skills

25 factsheets!
Multiple languages
What is one resource you plan to use in your classroom/school?
Pyramid Model Practices
Implementation Checklist

Responsive Relationships

Relationships with Children

- Greet children on arrival
- Call children by name throughout the day
- Communicate with children at eye level
- Use a calm, positive, and supportive tone of voice
- Show respect and warmth to all children
- Speak to children who are dual language learners with their words from their language
- Attend to children in positive ways at times when children are not engaging in challenging behavior
- Use a variety of strategies for building relationships with all families (e.g., send celebrations notes home, make home visits, invite families to visit the classroom, visual displays of children’s families in the classroom, phone calls to families)
- Create a classroom that is a place where children and families want to be (i.e., reflect children’s home and cultures, feel comfortable, welcoming, and safe)

Notes and Ideas:

Supportive Conversations
- Reflect and expand on children’s verbal and nonverbal communication
- Respond to children’s communication by asking questions and making comments
- Join children’s play and support and expand their interactions with their peers
- Communicate using alternative strategies with children who are non-verbal, have a language delay, or speak English as a second language

Notes and Ideas:

Positive Attention
- Comment frequently on children’s appropriate behavior
- Use positive descriptive feedback for children’s skills, behaviors, and activities
- Convey enthusiasm while giving positive descriptive feedback and encouragement
- Use forms of acknowledgment that are individualized to children, including use of nonverbal cues of appreciation (e.g., smile, thumbs up, pat on the back)

Notes and Ideas:

https://challengingbehavior.cbcus.edu/Implementation/coach.html
## Estimated Coaching Impacts*

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<th>TRAINING COMPONENTS</th>
<th>OUTCOMES</th>
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<tr>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>Theory and Discussion</td>
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<tr>
<td>+ Demonstration in Training</td>
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<td>+ Practice and Feedback in</td>
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<tr>
<td>Training</td>
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<tr>
<td>+ Coaching in Classroom</td>
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*Note: Adapted from “Student Achievement Through Staff Development,” by B. Joyce and B. Showers, 2002, p.78. Copyright 2002 by the American Society for Curriculum and Development.
Practice-Based Coaching* FRAMEWORK

*Adapted from the National Center for Quality Teaching and Learning, 2012
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/development/coaching.html
Classroom Practice Implementation
Teaching Pyramid Observation Tool: Measuring teacher implementation
A Coach Describes PBC
The Pyramid Model Equity Coaching Guide provides the classroom coach with a reflection tool to examine the implementation of Pyramid Model practices through the lens of culturally responsive practices and identification of implicit bias. The Pyramid Model Equity Coaching Guide is used within the collaborative coaching partnership and ongoing coaching activities to identify when there are equity concerns related to practice implementation.

The tool provides: 1) reflective questions that are used by the coach to identify areas of concern; 2) guidance for identifying the concern and supportive data; 3) links for resources that might be used to address areas of concern; and 4) conversation starters and strategies for supporting the coach in addressing concerns.

The Pyramid Model Equity Coaching Guide is used by the coach in the following manner:

**Step 1:** **Coach Reflection Questions.** The coach uses the reflection questions to identify concerns related to culturally responsive practices and implicit bias.

**Step 2:** **Issue Identification.** The coach examines all sources of data to develop a comprehensive understanding of the concern or potential issue. The coach defines the issue to be addressed.

**Step 3:** **Coaching Resources.** The coach identifies resources related to the concerns that might be helpful in guiding the teacher in understanding and addressing the concerns. Additional resources for beginning to address implicit bias are included in this step.

**Step 4:** **Reflection and Feedback.** The coach uses the Pyramid Model Equity Coaching Guide in a reflection and feedback session with the teacher to initiate a process for creating an action plan to address the concerns.

The tool can be used at any point during the practice-based coaching process, but should only be used after assessing classroom practices with the Teaching Pyramid Observation Tool (TPOT ™). The TPOT provides the coach with a comprehensive assessment of Pyramid Model practice implementation and the Pyramid Model Equity Coaching Guide examines the implementation of those practices through an equity lens. In addition to the TPOT, the coach might use additional data sources in the identification of concerns. These data sources might include Behavior Incident Report (BIR) summaries at the program and classroom level, direct observations of classroom interactions, review of records and classroom products, and other forms of data related to classroom practices (e.g., ECERS, CLASS).

The Pyramid Model Equity Coaching Guide is designed to be used by coaches after the coach has established a strong collaborative coaching partnership, an initial TPOT assessment has been completed, the coach and teacher have begun working together, and the coach has conducted several observations in the classroom.

https://challengingbehavior.cbcbs.usf.edu/Implementation/Equity/Guide/index.html
Behavior Incident Report System

• Used to collect and analyze behavior incidents in classrooms in order to address behaviors of concern

• Goal is to support programs, teachers, and children

Available on www.challengingbehavior for free or as the EC-SWIS on PBIS apps
Behavior Incident Report System (BIRS)

• System for tracking and analyzing behavior incidents that are of concern to the teacher
• Includes a form for recording behavior incidents that exceed what is developmentally expected
• Includes an Excel spreadsheet that will generate graphs that are reviewed by the leadership team
• Analyze across children, across teachers, individual children, identify potential issues of disproportionality.
What is being measured?

• Child incident of behavior that the teacher finds concerning (intensity, frequency, duration) or that exceeds developmentally expected behavior challenges

VS

• Adult decision that child has violated school social norms (e.g., rule violation) and the nature is a major violation (ODR) or a minor concern that might be handled in the classroom
Big Ideas
Questions?
Please Complete this Session’s Evaluation
Session #B3 - Early Childhood & PBIS: Making it Work

1. In the Event Platform/App:
   • In “Files” tab,
   • In “Evaluations” in the navigation menu
   • In “Chat”

OR

2. QR Code

Evaluations are anonymous! We send reminder emails to all participants.

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