1J – Expanding Your Multi-Tiered System of Support to PreK: Why and How

Presenters:
Lise Fox, National Center for Pyramid Model Innovations
Allison Olivo, Michigan’s Multi-Tiered System of Supports Technical Assistance Center

- Topic: Early Childhood PBIS
- Keywords: Systems Alignment, Implementation, Social Skills,

When Working In Your Team

Consider 4 Questions

• How does this compare to our priorities?
• What team would oversee this work?
• What should we stop doing to make room for this work?
• How will we assess whether it’s (a) implemented well and (b) working?
Learning Objectives

1. Identify the critical outcomes of implementing PBIS as a multi-tiered system of support for promoting young children’s social, emotional, and behavioral skill development

2. Understand the considerations needed for PreK implementation, including the use of developmentally appropriate evidence-based practices and the coaching of classroom practitioners

3. Identify implementation strategies and fidelity measures that might be used to expand PBIS to preschool classrooms within school districts and early childhood programs
PreK Classrooms

Differences in children
• Meltdowns are expected
• Learning through play, planned activities, and routines
• Young children with very limited social and emotional skills

Differences in environment
• Activities (e.g., nap, circle, play)
• Family engagement
• Reinforcement systems

Bringing PBIS to Preschool

• Find a partner
• What has been a challenge or success with PreK?
Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children

- **Universal Promotion of Social and Emotional Competence** for All
- **Secondary Prevention by Providing More Intentional Intervention** for Some
- **Tertiary Intensive Individualized Intervention** for Few

Social Emotional Development and Learning is the Core for All Tiers

It’s All About Relationships

- Relationships between children
- Relationships between staff and families
- Relationships between staff and children
- Relationships between staff
Designing Supportive Environments

• **When:**
  - Children are engaged
  - Children know the routines and expectations
  - Adults have time to have meaningful conversations with children

• **Children are less likely to have challenging behavior**

Social-Emotional Learning

• Self-regulation, expressing and understanding emotions, problem solving, and developing social relationships - social emotional learning for ALL

• Explicit instruction for Some
  • Increased opportunities for instruction, practice, feedback

• Family partnerships
• Progress monitoring and data decision-making
Individualized Positive Behavior Support

• Convene a team
• Conduct functional assessment
• Identify hypotheses
• Develop a behavior support plan for all relevant environments

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

https://challengingbehavior.org/pyramid-model/linking-the-pyramid-model-and-pbis/
Classroom Practice Implementation

https://challengingbehavior.org/implementation/coaching/pbc/

Practice-Based Coaching Framework
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](http://www.challengingbehavior) for free or as the EC-SWIS on PBIS apps
EC-SWIS

EC-SWIS: Early Childhood Version

The power of SWIS designed with Pre K programs in mind.

- Language throughout the app is tailored for early childhood.
- Early Childhood specific reports included.
- Closely monitor behaviors happening program-wide as well as the individual child.
- Integrate seamlessly with CDOS-SAWS and iTOKS.

https://pbisapps.org

Early Childhood PBIS in Michigan

Allison Olivo
aolivo@mimtss.org
Michigan’s Multi-Tiered System Of Support (MiMTSS) Technical Assistance Center

Supports from the Capital to the Classroom

- Teaching Team
- Classroom Coach
- Leadership Team
- Leadership Team Coach
- State-wide Implementation Team
- State-wide Leadership Team

Implementing the Pyramid required layers of support from the capital to the classroom. We are working to provide that support to staff through multiple layers of the educational cascade. The image is of a pyramid that has the state-leadership team at the base. The next level up includes state-wide Implementation Team and then Leadership Team Coaches. Finally, the top 3 layers are the site Leadership Team, Classroom Coaches, and the Teaching team.
What Do We Mean by Early Childhood Positive Behavioral Interventions and Supports (EC PBIS)?

EC PBIS = Program-Wide Pyramid Model

EC PBIS is guided by the Leadership Team and commits to working on 7 critical elements:

1. Leadership Team
2. Staff Buy-In
3. Family Engagement
4. Program-Wide Expectations
5. Procedures for Responding to Challenging Behavior
6. Continuous Professional Development & Classroom Coaching
7. Data Decision-Making Examining Implementation and Outcomes

These elements are positioned in a circle with each wedge pointing to the next as a cycle. The first section, which is highlighted, is the Leadership Team. An arrow then points to staff buy-in, then an arrow points to family engagement. From there, an arrow points to program-wide expectations, then procedures for responding to challenging behaviors, and then continuous professional development & classroom coaching. Finally, an arrow points to Data Decision-Making examining implementation and outcomes. The final arrow points back to the Leadership Team. At the center of the circle is the pyramid, which includes 4 levels: a foundation of an effective workforce, then Nurturing & Responsive Relationships, as well as High Quality Supportive Environments. The next layer up is designed for some students who need Targeted Social Emotional Supports. Finally, the top of the pyramid is for a few students who require intensive intervention.
System Components

• Locate the handout titled **Components of the Program-Wide Approach**

• As you review the document, think about which are also addressed in school-wide PBIS within a K-12 system

• Be ready to share some of the similarities and differences you notice

---

**Multi-Tiered System of Support (MTSS)**

Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) is a social-emotional-behavioral MTSS framework
Systems

EC PBIS Leadership Team

- Administrator(s)
- Teacher(s)
- Family Member
- Behavior Support Person
- Data Coordinator

- **Leadership Team (Program) Coach:**
  - Provides support to implementation site leadership team to ensure implementation of Pyramid Model practices throughout the program

- **Classroom (Practitioner) Coach:**
  - Provides direct coaching to practitioners (e.g., teaching teams) to guide the implementation of Pyramid Model practices within classrooms
An expectations/rules matrix provides an opportunity for everyone to get on the same page with their language. This matrix example includes the expectations of safe, kind, and ready down the left hand side. It provides rules for the hallway (walking), carpet, and outside. Then words and pictures are provided within each intersecting area. For example, being safe outside means "stay in the playground." Being kind outside means "stay away from windows" and "gentle hands." Pictures of children engaging in each rule are also provided on the matrix.

EC PBIS & SWPBIS Matrices

- Locate the handout titled Early Childhood Behavior Matrix
- On one side of the handout is a draft early childhood behavior matrix; on the other side is the school-wide matrix for the elementary grades
- If you were a teacher at this school, what would you be thinking about emphasizing in the spring as children get ready to transition to kindergarten?
Staff Buy-in and Acknowledgement

Shelby Public Schools and Corunna Public Schools

Individualized Behavior Support Process

• Schools are using **Prevent, Teach, Reinforce for Young Children (PTR-YC)** for preschool and a **prevent, teach, respond structure** for K-12
• Key team members trained in both processes
• Similar process and goals within each step
  - Convene a team
  - Conduct functional assessment
  - Identify hypotheses
  - Develop a behavior support plan for all relevant environments
Some schools have been able to take the school-wide expectations they were using for PBIS and bring them down to the preschool level. This was done when it was developmentally appropriate to do so. Other schools have used the expectations in their curriculum or developed their own, then made specific alignment opportunities or intentional transition connections as children left preschool for Kind.

School-Wide Expectations

West Branch Rose City Schools
Acknowledging Expectations

Monroe ISD has incorporated the public acknowledgment of expectations into their EC PBIS system. Their expectations are to “Be a Superstar.” The first image shows the expectations slide showing, “be safe, be kind, and be a good listener.” The second image shows pictures that children drew of themselves with post-it notes on them. Children are in front of it adding to it. The final photo shows a close-up image of 1 child’s picture with a post-it note providing positive descriptive feedback – “Caring for classroom.”

Pyramid Practices to Inform School-Wide SEL

• A focus on SEL helps create an environment that enables teachers to teach and students to learn
• Many schools are working to integrate SEL into SWPBIS
• The intentional teaching of social emotional skills at preschool and child-friendly resources can inform SEL in other grades
  ▪ Friendship skills
  ▪ Emotional literacy
  ▪ Self regulation and anger management
  ▪ Problem solving
Resource: Tucker the Turtle

Tucker the Turtle
- Tucker the Turtle book
- Tucker the Turtle hand puppet

Problem Solving Steps
- We Can Be Problem Solvers! Scripted story
- Solution Kit Cue Cards
- Problem solving steps poster
Family Engagement

• More intentional connections are being made between preschool and elementary buildings for family engagement
• Many sites are working together to support family night activities
Two Types of Data for Decision Making

**Fidelity**
- Are we doing what we said we were going to do?
- How well are we implementing?
- How could we improve?

**Outcome**
- Are we improving outcomes for children?
- What additional needs might exist?

Data Coordination: Similar Functions and Skill Sets

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Leadership Team Implementation</th>
<th>Classroom Implementation</th>
<th>Child Outcome Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-wide PBIS</td>
<td>SWPBIS Tiered Fidelity Inventory (TFI)</td>
<td>Classroom Management Observation Tool (CMOT)</td>
<td>Discipline referrals in School-wide Information System (SWIS)</td>
</tr>
<tr>
<td>Early Childhood PBIS</td>
<td>Early Childhood Benchmarks of Quality (BOQ)</td>
<td>Teaching Pyramid Observation Tool (TPOT)</td>
<td>Behavior incident reports in EC-SWIS or BIRS</td>
</tr>
</tbody>
</table>
Data Decision-Making

- Both SWPBIS and EC PBIS have similar goals for data-based decision-making
- Similar processes can be adopted in K-12 and preschool
- School Leadership Teams and Early Childhood Leadership Teams should:
  - Look at behavior incident reports or office discipline referrals at each monthly meeting
  - Conduct regular "data reviews" 2-3 times a year to determine if they are on track with implementation and add action items to an implementation plan
- Data can be integrated into PLC or grade-level meetings

Wrap Up and Next Steps
Testimonial

“In our classroom, we place a high value on creating meaningful relationships with our students. We believe building a high-quality learning environment starts by providing a place where students feel safe to share ideas and feel a sense of ownership and belonging. From my experience, the Pyramid Model has aligned and helped extend these concepts for me. These practices have helped us provide a positive learning environment and develop deeper relationships within the classroom (peer/peer, teacher/student).

One of the most influential aspects of the Pyramid Model is the importance of developing students' social-emotional skills. Here are some examples from our classroom:

Lead Preschool Teacher, Godwin Heights (Kent ISD)

Testimonial, Cont.

- Students that once moved very fast in our environment have now slowed down to move alongside their friend using a wheelchair.
- I've noticed students with limited peer interactions help support students with ASD transition between different parts of the day.
- I've witnessed children intentionally move to sit next to a classmate with a visual impairment using assisted technology.
- I've watched students with significant speech impairment create and maintain meaningful friendships.

Overall, I've seen every student develop empathy, understanding, and love for other students that move, speak, act, and look different from themselves. Using the Pyramid model...has helped us promote, with children at a very young age, the normalization of differences in our society."

Lead Preschool Teacher, Godwin Heights (Kent ISD)
SWPBIS and EC PBIS: Lessons Learned

• Spend time developing the team and teaming structures
  ▪ Are the right people at the table to streamline tasks, support staff, develop buy-in, and make explicit connections to what we do in other areas?

• Be intentional about looking for efficiencies (e.g., shared team roles, building-wide expectations)

• Build upon existing systems, practices, and data

• Support intentional alignment for those who have been implementing MTSS in other areas

Questions?
Please Complete this Session’s Evaluation

10/26/2023

Session ID– 1J - Expanding Your Multi-tiered System of Support to PreK: Why & How

1. Mobile App
   Click “Take Survey” under the session description.

2. QR Code
   Scan the code on this slide.

3. Online
   Click on the link located next to the downloadable session materials posted online at:
   www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link
   Click the link provided in the email reminder you receive after your session ends.

After you submit each session evaluation, click the link to enter the gift card raffle!

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

National PBIS Leadership Forum