An Introduction to Preschool PBS

Lise Fox
fox@fmhi.usf.edu

Program-Wide Positive Behavior Support
Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

[www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel)

Technical Assistance Center on Social Emotional Intervention

[www.challengingbehavior.org](http://www.challengingbehavior.org)
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
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.
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
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.
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.
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
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
Discussion

What are issues or challenges when bringing this to a preschool audience?

What are questions you have about the implementation of PBS in preschool?
The Teaching Pyramid: Promoting Social and Emotional Competence and Addressing Challenging Behavior

- Intensive Interventions: Treatment/Focused Intervention
- Targeted Social Emotional Supports: Prevention
- High Quality Supportive Environments: Universal Promotion
- Nurturing and Responsive Caregiving Relationships
Tertiary Prevention:
Specialized Individualized Systems for Students with High-Risk Behavior

Secondary Prevention:
Specialized Group Systems for Students with At-Risk Behavior

Primary Prevention:
School-/Classroom-Wide Systems for All Students, Staff, & Settings

~5%

~15%

~80% of Students

Center for Positive Behavior Interventions and Supports (2002)
Focus on the Core Elements

- **Outcomes** – expectations and behavior targets that are taught and supported by all; systems focused on influencing social emotional and learning outcomes
- **Practices** - evidence-based interventions and strategies
- **Data** – inform decision-making and monitor outcomes
- **Systems** – supports needed to ensure implementation
Readiness for Program-Wide PBS

- Behavior is a goal
- Leadership Team is formed and includes:
  - Administrator
  - Training and Technical Assistance
  - Person with behavioral expertise
  - Teachers

Program commits to 2-3 year process to achieve full implementation
Readiness (continued)

- 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
The Teaching Pyramid: Program-Wide PBS

- Nurturing and Responsive Caregiving Relationships
- High Quality Supportive Environments
- Targeted Social Emotional Supports
- Intensive Interventions
- Teacher Training and Technical Assistance
- Well-Defined Procedures
- Partnerships with Families
- Administrative Support
- Data-Based Decision Making
- Program-Wide Commitment
Team Roles

**Team Leader** – starts meetings, prepares agendas, keeps the team focused

**Recorder** – takes minutes, disseminates minutes, records discussions, maintains team records

**Evaluation Coordinator** – synthesizes data and prepares data presentations for review

**Behavior Specialist** – provides leadership in behavior support strategies and tertiary systems development
Team Responsibilities

- Develop your program’s implementation plan on “Critical Elements Form”
- Monitor implementation, Use data for decision-making
- Hold regular meetings
- Plan and implement professional development activities
- Create system of support for addressing behavior issues
- Maintain communication with staff
- Evaluate progress
Critical Elements: Staff Buy-In

- Staff Buy-In
- Staff poll establishes buy-in
- Leadership team maintains buy-in by inviting input and feedback
Please take a moment to give us input on how you feel about starting Program-Wide PBS

☐ I feel very confident about adopting program-wide PBS. Let’s commit to doing this.

☐ I like the idea of program-wide PBS, but believe that I need more training around this topic before feeling like I can be on board with this.

☐ I like the idea of program-wide PBS, but do not feel I can make a commitment to it at this time.

☐ I don’t feel that program-wide PBS will be beneficial and would rather not participate in this process.
Program-Wide Expectations

- Creates a shared focus and continuity for program, school, classrooms
- Gives school/program a shared language
- Communicates positively what is desired
Program-wide Expectations

Behaviors expected of all children in all settings

2 to 3 expectations

Stated in positive terms

General enough for all settings, but specific enough to lead to the generation of rules for targeted settings.
Sample Expectations

Be a Friend
Be Safe
<table>
<thead>
<tr>
<th><strong>Expectations</strong> are</th>
<th><strong>Rules</strong> are</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>Specific</td>
</tr>
<tr>
<td>Broadly stated</td>
<td>May apply to limited settings</td>
</tr>
<tr>
<td>Applicable to all people in all settings</td>
<td>Clarify behaviors for settings</td>
</tr>
<tr>
<td></td>
<td>Observable and Measurable</td>
</tr>
</tbody>
</table>
Program-Wide Expectations:
Be a Friend – in Centers

- Share toys
- Quiet voices
- Kind words
- Help your friends
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)

- Role model, set good examples
- Interact through play, song, reading, talking
- Hold and cuddle
- Use positive phrases
- Praise desired behaviors
- Respond to children in a timely manner
# Expectation/Rules Matrix

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Classroom</th>
<th>Playground</th>
<th>Hallway</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
<td>Gentle touch</td>
<td>Take Turns</td>
<td>Gentle touch</td>
</tr>
<tr>
<td><strong>Be Safe</strong></td>
<td>Walking Feet</td>
<td>Sit on Bikes, Slide, and Swings</td>
<td>Walking Feet</td>
</tr>
<tr>
<td><strong>Be a Team Player</strong></td>
<td>Help a Friend</td>
<td>Help a Friend</td>
<td>Stay Together</td>
</tr>
</tbody>
</table>
Promoting Expectations

- Bulletin Boards
- T-shirts
- Photo Displays
- Classroom books
- Plays
- Songs
- Roll Out Rally
- Classroom celebrations
- Family lesson plans
- Playground party
- Video production
- Family newsletter
- Staff acknowledgement
- Invite the Mayor!
“Together We Can”
Support Positive Behavior at Valeska Hinton
CARE – roll out
Critical Elements: Expectations

Teaching and Acknowledging the Expectations

- Strategies developed for embedded instruction
- Variety of teaching strategies
- Strategies for acknowledging use of expectations

All day, all year, embedded in context
Teaching Strategies

- Adult Modeling
- Modeling with Puppets
- Songs
- Fingerplays
- Flannel Board Activities
- Prompts
- Priming
- Reinforcement
- Incidental Teaching
- Use of Games
- Use of Children’s Literature
- Social Stories
Acknowledging the Expectations

Together We Can

Be Safe  Be Respectful  Be A Team Player

Hall  Playground
Acknowledging the Expectations

High five for our friends.

[Image of handprints surrounding a heart, each with a message of praise for various behaviors and achievements, such as cleaning up, helping, and following instructions.]
Tickets, Tokens, Praise, Encouragement

Two groups:
- Tickets & Tokens
- Praise & Encouragement

Assign a recorder and reporter

Develop your best reasons to support the position

Make your case: Round robin
Family Involvement

- Input at the beginning
- Multiple mechanisms for sharing the initiative
- Multiple mechanisms for home implementation
- Family partnerships in developing and implementing individualized support
Announcing to Families

- Letter written in the child’s voice
- Brochure to send home
- Include in parent manual, review with parents during conferences
- Create a family friendly storybook that explains the initiative
- Create parent posters to send home --- or fridge magnets, chore charts, etc.
- Put a banner up that announces the effort (e.g., “Together We Can”) in the center.
- Make buttons that say “Ask me about PBS”. Have staff wear the buttons and be ready to explain the new initiative
- Adopt a symbol (e.g., star, heart, hands). Send a symbol home and describe the initiative on the back.
- Take a photo of the child and include on a handout that explains the initiative. For example, the handout could be titled “Learning to Be a Friend” and include the child’s picture and some ways that will be worked on in preschool.
- Have a party where refreshments are served (e.g., cookies in the shape of your symbol!)
- Children’s performance related to expectations
- Host an open house where parents are encouraged to drop in; set up an activity where the child can introduce the parent to the initiative.
- Create anticipation about the initiative (Burma shave signs)
Maintaining Family Involvement

- “look at me” notes with photo of child engaging in expectations
- Have families submit stories about their child using the expectations at home. Put in a jar for a drawing
- newsletter that is related to the initiative
- Collect stories and create a newsletter to share with all or create a collage and post.
- Provide children’s books that teach social skills.
- At every parent/teacher conference, share information on the initiative and the progress of the child
- “Homework” assignments to practice social skills with family members (e.g., “give each person in your family 3 compliments”).
- Have children make books about the skills they are learning to take home. Include photos of the child in the book
- Host classroom and program celebrations of success and invite parents
- Host classroom and program celebrations of success and invite parents
- Display the expectations in your entryway and put up photos of the children and program staff engaging in expectations. Encourage families to submit pictures of families and children
- Send home tip sheets on how to promote the expectations at home
- Personal notes that comment on the parent’s strengths and efforts in supporting their child’s development
- Provide teachers with a list of sample notes to make it easier for them to do
- Display the expectations in your entryway and put up photos of the children and program staff engaging in expectations. Encourage families to submit pictures of families and children
Classrooms are implementing the Teaching Pyramid

- Positive relationships - universal
- Supportive environments - universal
- Teaching social emotional skills - secondary
- Initiate the development of individualized supports for children with persistent challenging behavior - tertiary
Relationships
Teaching Rules
Transitions
Teaching Tucker the Turtle
Providing Individualized Support
Process of Individualized Positive Behavior Support (IPBS)

Step 1: Establishing a collaborative team and identifying goals

Step 2: Gathering information (functional assessment)

Step 3: Developing hypotheses (best guess)

Step 4: Designing behavior support plans

Step 5: Implementing, monitoring, and refining behavior support plan

www.challengingbehavior.org for more information
Staff Support Plan

- Ongoing technical assistance
- Behavior support facilitators are trained
- Needs assessment for pyramid implementation
- Individualized professional development plans
- Group and individualized training strategies
- Incentives and acknowledgment
Professional Development

- Implementation Fidelity is the Goal!
- Ongoing Process
- Include All Staff
- Avoid Train and Hope!
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
## Coaching Impact

Joyce and Showers, 2002

<table>
<thead>
<tr>
<th>TRAINING COMPONENTS</th>
<th>Knowledge</th>
<th>Skill Demonstration</th>
<th>Use in the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory and Discussion</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>..+ Demonstration in Training</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>...+ Practice &amp; Feedback in Training</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>...+ Coaching in Classroom</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>
Using the Teaching Pyramid Observation Tool (TPOT)

- Assess implementation
- Focus your professional development efforts
- Identify where teachers may need assistance (coaching, ideas, support)
- Shows teacher growth in implementation
The TPOT was developed to measure the extent to which the Teaching Pyramid practices are being implemented in a classroom.

Provides information that can be used to identify professional development and support needs of teachers.
Using the TPOT

**Observations**
- Conducted for a minimum of 2 hours
- Must observe centers or free play and at least one teacher-directed activity
- Focus of observation is lead teacher’s behavior

**Interviews**
- For those practices that cannot be observed in a 2-hour observation
Format of the TPOT

Three types of Items

- Environmental items (Items 1-7) - yes/no based on observation
- Ratings of practices (items 8-22) - ratings based on observation and/or provider report
- Red Flags (items 23-38) - yes/no based on observation
- Clear boundaries
- Move easily around room
- Lack of large open spaces
- Adequate number of centers
- Materials support play
- Preparation of centers
- Classroom rules
Items based on observations and/or provider report

- Schedule and Routines
- Transitions between activities
- Teachers engage in supportive conversations with children
- Promoting children’s engagement
- Teaching children behavior expectations
- Providing directions
- Effective strategies to respond to problem behavior
- Teaching social skills and emotional competencies
- Teaching children to express emotions
- Teaching problem solving
- Supporting friendship skills
Items are scored based on provider report

- Supporting children with persistent problem behavior
- Communication with families to promote involvement
- Involving families to support social emotional development and addressing problem behavior
- Strategies to build collaborative teaching with other adults
Red Flag Items 23-38

- Represents issues related to provider training, support, or program practices

- Indicates areas for immediate training

- Scored as yes/no
Items 8-22 Scoring

Score each indicator

- yes or no
- not applicable or no opportunity
- observation or interview (report)

Assign a score of 0-5 on each item

- 0 not all indicators under “1” receive a yes
- 1 all indicators under “1” yes and all indicators under “3” no
- 2 all indicators under “1” yes and some of “3” yes
- 3 all indicators under “1” and “3” yes and none of “5”
- 4 all indicators under “1” and “3” yes and some of “5”
- 5 all indicators across items scored as yes
11. Promoting children’s engagement

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>A classroom receives a score of “0” if all behaviors under a score of “1” are not observed</td>
<td><em>Y</em> <em>N</em> (1.1) Teacher offers general guidance to children to select activities or use materials to promote engagement*</td>
<td><em>Y</em> <em>N</em> (3.1) Structured large-group (e.g., circle) activities are structured so that children are actively engaged (responding, interacting) almost all of the time</td>
<td><em>Y</em> <em>N</em> (5.1) Teacher assists individual children who are exhibiting problem behavior within an activity become actively engaged (score N/O if no opportunity to observe) *</td>
<td><em>Y</em> <em>N</em> (5.1) Teacher assists individual children during activities</td>
<td><em>Y</em> <em>N</em> (1.2) Teacher provides fun activities that will support the engagement of almost all of the class *</td>
</tr>
<tr>
<td></td>
<td><em>Y</em> <em>N</em> (1.2) Teacher provides fun activities that will support the engagement of almost all of the class *</td>
<td><em>Y</em> <em>N</em> (3.2) Teacher assists individual children in selecting center activities and becoming actively engaged*</td>
<td><em>Y</em> <em>N</em> (3.3) Children are provided with multiple opportunities to make meaningful choices within activities (choosing center, choosing how to use materials, choosing where to sit, etc.)</td>
<td><em>Y</em> <em>N</em> (5.2) Teacher modifies instruction or activity when children lose interest in large- and small-group activities</td>
<td><em>Y</em> <em>N</em> (3.3) Children are provided with multiple opportunities to make meaningful choices within activities (choosing center, choosing how to use materials, choosing where to sit, etc.)</td>
</tr>
</tbody>
</table>

Notes:
16. **Teaching children to express emotions**

Tell me how you teach or help children learn about emotions. This includes helping children recognize and deal with their own emotions, or recognize and respond appropriately to other’s emotions. Give me some examples of the emotions you teach or help children learn. What strategies do you use? What materials do you use?

Tell me how you teach or help children deal with their anger. What strategies do you use? What materials do you use?

How do you individualize instruction around emotions? Can you give me a few examples?

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A classroom receives a score of “0” if all behaviors under a score of “1” are not observed</td>
<td><em>Y</em> <em>N</em> (1.1) Teacher models and/or labels own emotions appropriate ways to express emotions</td>
<td><em>Y</em> <em>N</em> (3.1) Teacher uses a variety of strategies to teach children how to recognize emotions in themselves, other children, and adults*</td>
<td><em>Y</em> <em>N</em> (5.1) Teacher uses a variety of strategies to teach children how to respond to other children’s emotions</td>
<td><strong>R</strong> <em>O</em>_</td>
<td><strong>R</strong> <em>O</em>_</td>
</tr>
<tr>
<td><em>Y</em> <em>N</em> (1.2) Teacher uses a variety of strategies to teach children about emotion words</td>
<td><em>Y</em> <em>N</em> (3.2) Teacher validates children’s emotions by labeling them and helping children talk about their emotions</td>
<td><em>Y</em> <em>N</em> (5.2) Teacher individualizes instruction on emotions based on children’s developmental needs. Procedures and materials vary across children</td>
<td><em>Y</em> <em>N</em> (1.3) Teacher teaches about a variety of both positive and negative emotions</td>
<td><strong>R</strong> <em>O</em>_</td>
<td><strong>R</strong> <em>O</em>_</td>
</tr>
<tr>
<td><em>Y</em> <em>N</em> (1.3) Teacher teaches about a variety of both positive and negative emotions</td>
<td><strong>R</strong> <em>O</em>_</td>
<td><strong>R</strong> <em>O</em>_</td>
<td><strong>R</strong> <em>O</em>_</td>
<td><em>Y</em> <em>N</em> (5.2) Teacher individualizes instruction on emotions based on children’s developmental needs. Procedures and materials vary across children</td>
<td></td>
</tr>
</tbody>
</table>

*Includes strategies to teach children to recognize and respond appropriately to emotions in themselves, other children, and adults.
Ellen's 3yr Class Pre TPOT Graph

Key
1-7. Environment 15. Social Skills
8. Schedules 16. Express Emotions
9. Transitions 17. Problem Solving
10. Conversations 18. Friendship Skills
11. Promot Engagement 19. Persistent Problem Behavior
12. Behavior Expectations 20. Communication w/ Families
14. Problem Behavior 22. Relationships w/ Adults
23 – 38. Red Flags

Perfect Scores
Env = 7
Anchor= 5
Red Flags = 0

ENV = 7
Anchor= 2.87
Red Flags = 0
Coaching Elements

- Joint planning
- Observation
- Action/practice
- Reflection
- Feedback

(Rush & Shelden, 2008 www.fippcase.org)
Critical Elements: Responding to Challenging Behavior

- Responding to problem behavior
  - Developmentally appropriate, classroom strategies
  - Crisis responses
  - Problem solving and support
  - Team assessment-based process for tertiary level
  - Partnerships with families
PBS Problem Solving Process Part II: Obtaining Behavioral Support for an Individual Child

**Tools to Use**
- Ages & Stages, Denver, Informal Observations
- Team Meeting Minutes
- Observation card, Incident Reports
- Team Meeting Minutes Request for Assistance Form
- Observation cards, ABC chart

**Persons Responsible**
- Teaching Staff, Parents, Caregivers, Partners
- Center Team
- Center Team
- Behavior Support Facilitator

**Concerns Identified**

**Team meeting**

**Classroom observations**

**Teams decides on need for Request for assistance from Behavior Support Facilitator**

**Behavior Support Facilitator Observes**

**TEAM Meeting**

**Team Recommends individual behavioral support plan**

**Team Recommends classroom/staff behavioral support plan or, TTYC Used**
Tools to Use

Team meeting minutes
- Convene Behavior Support Team*
  - Behavior Support Facilitator

PCP Template
- Complete Person Centered Planning Meeting & compile PCP Summary
  - Behavior Support Facilitator and Team

FBA Assessment tools
- Conduct Functional Behavioral Assessment & Compile FBA Summary
  - Behavior Support Facilitator and Team

FBA Template, data
- Review PCP & FBA Summaries to identify hypothesis and develop
  - Behavior Support Facilitator and Team

Support Plan template
- Review intervention effectiveness and Specify data needed to evaluate plan's
  - Behavior Support Facilitator and Team
Critical Elements: Data Based Decision Making

- Monitoring implementation and outcomes
  - Measurement of Implementation
  - Measure outcomes
  - Data collected and summarized
  - Data shared with staff and families
  - Data used for ongoing monitoring and problem solving
  - Plan is updated, revised based on data
What about the SET, SWIS, TIC, etc.?

- Consider children’s developmental levels
- Modify expectations for school-wide participation
- Use appropriate tools
Data Collection

• Implementation
  • Benchmarks of Quality
  • Teaching Pyramid Observation Tool

• Program
  • Program Incidents (calls to families, dismissals, transfer, requests for assistance, family conferences)
  • Behavior Incidents

• Child
  ▶ Social Skills Rating System or other measure (social skills; problem behavior)
Data-Based Decision Making: Implementation

- Benchmarks of Quality
- Next steps for program
- Growth in implementation (can collect pre/post each year)
Data-Based Decision Making: Implementation

Teaching Pyramid Observation Tool (TPOT)

- Teacher implementation of the pyramid
- Teacher’s training and coaching needs
- Change in teacher practice (pre and post each year)
<table>
<thead>
<tr>
<th>Item Score</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Schedules &amp; Routines</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Transitions</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Supportive conversations</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Promoting engagement</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Teaching expectations</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Providing directions</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Responding to problem behavior</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Teach social skills</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Teach emotions</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Teach problem solving</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Teach problem solving</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Support friendship skills</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Support children with problem behavior</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Communicate with families</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Involve families in addressing problem behavior</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Build relationships with adults</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Total number of red flags</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Program Incidents

- Monitor program incidents monthly
- Information on calls to families, need for external assistance, dismissal from program
- Provides leadership team with an indicator that program is becoming more able to manage children with challenges
Behavior Incident Reports (BIR)

- Identify children with challenges
- Identify factors related to challenges (location, teacher, activity, behavior type)
- Change in incidents over time
BIR Data Drives Decision Making

- Who (teacher, child)
- Where (classroom, hall, outside, etc.)
- How often (average per month)
- What behaviors
Would you record this behavior on a BIR?
BIR Video Sample 2
BIR Video Sample 4
Data-Based Decision Making

Social Skills Rating System (SSRS)

- Child social skills delay and growth
- Child behavior delay and growth
Influencing Child Outcomes

- Children at risk
- Children with significant delays
- Family support
Overall SS-SS
IA0713
October 2007

Overall SS-SS
IA0713
March 2008
### Important Numbers for IA0713 Pre
### October 2007 (Fall 2007)

<table>
<thead>
<tr>
<th>Type</th>
<th>Average</th>
<th>Highest</th>
<th>Lowest</th>
<th>Number</th>
<th>Highest</th>
<th>Lowest</th>
<th>Significant</th>
<th>Highest</th>
<th>Lowest</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS_SS</td>
<td>87.2</td>
<td>122</td>
<td>48</td>
<td>4</td>
<td>80</td>
<td>70</td>
<td>2</td>
<td>50</td>
<td>48</td>
</tr>
<tr>
<td>PB_SS</td>
<td>107.3</td>
<td>134</td>
<td>84</td>
<td>4</td>
<td>130</td>
<td>120</td>
<td>2</td>
<td>134</td>
<td>131</td>
</tr>
</tbody>
</table>

### Important Numbers for IA0713
### March 2008 (Spring 2008)

<table>
<thead>
<tr>
<th>Type</th>
<th>Average</th>
<th>Highest</th>
<th>Lowest</th>
<th># Below Average</th>
<th>Highest</th>
<th>Lowest</th>
<th>Significant</th>
<th>Highest</th>
<th>Lowest</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS_SS</td>
<td>95.3</td>
<td>128</td>
<td>46</td>
<td>2</td>
<td>78</td>
<td>70</td>
<td>3</td>
<td>68</td>
<td>46</td>
</tr>
<tr>
<td>PB_SS</td>
<td>104.3</td>
<td>142</td>
<td>84</td>
<td>3</td>
<td>130</td>
<td>115</td>
<td>2</td>
<td>142</td>
<td>139</td>
</tr>
</tbody>
</table>
Launching PW-PBS

- Awareness training
  - Review pyramid model
  - Describe program-wide adoption
  - Review criteria to participate
    - *Should follow training in pyramid modules*

- Program buy-in
  - Presentation on pyramid model and program-wide adoption
  - Stress time commitment and program-wide effort
  - Poll staff about commitment to adoption

- Application to participate
  - Staff buy-in (80%)
  - Administrative support and resources (meeting time, data collection, behavior consultation, training time, etc.)
  - Competing initiatives
  - Leadership team identified
3-Day Team Training

- Team determines roles for team members
- Team identifies the schedule for team meetings
- Team completes an initial assessment of program-wide implementation and identifies next steps
- Team identifies program-wide expectations and plans for initial roll-out
- Team identifies actions steps for involving families in the effort
- Team assesses professional development needs and discusses next steps
- Team develops flow chart for the support of children with challenging behavior and their teachers
- Team is introduced to data collection system and begins discussion for coordinating data collection
Agenda/Goals

Day One
- Program-Wide Overview
- Understanding the Teaching Pyramid
- Leadership Team
- Staff Buy-In
- Program-Wide Expectations

Day Two
- Program-Wide Expectations
- Family Involvement
- Teaching Pyramid Implementation
- Teaching Pyramid Observation Tool
- Professional Development
Day 3

- Responding to Challenging Behavior
- Evaluation Plan
- Benchmarks of Quality
- Behavior Incident Reports (BIR)
- Summary/Next Steps
Teams attend together and sit in rounds
All members must be present
Working meeting – move at team’s pace
Encourage creativity
Training/Technical Assistance Activities for PW-Adoption

- In addition to teacher training!
  - Initial PW-PBW Team Training
  - Evaluation Coordinator Training
  - Intensive Individualized PBS Training
  - Behavior Coach Training
  - End of Year Program-Wide Celebration
Ongoing Technical Assistance is critical the first year...

- To have regular check-ins with team
- To answer questions as they arise
- To problem-solve around challenges
- To provide an objective view of progress
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