


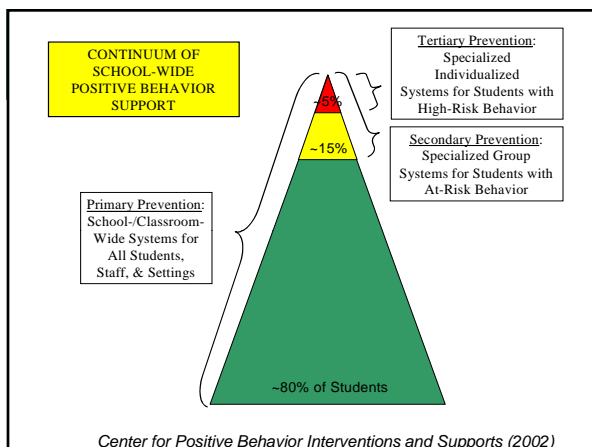
Program-Wide Adoption of the Pyramid Model




Program-Wide Positive Behavior Support




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Evidence Re: SW-PBS

-  Decreases in Office Discipline Referrals
 - ▲ 9000 schools nation-wide
 - ▲ First year decrease in office discipline referrals from 33-66%
-  Improvements in school culture
-  School-wide academic improvements



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



- ▶ 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

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



The Pyramid Model: Program-Wide PBS















Program Wide Models

- Kansas; SEK-CAP Head Start
- Florida; Child Care & Head Start, ECSE
- Iowa; Head Start, ECSE, Child Care
- Illinois; Child Care & Public School Pre-K
- West Virginia; Child Care, Head Start, ECSE;
- Colorado; Head Start, ECSE, Child Care, Public Pre-K




Outcomes Across Programs

-  Reduced challenging behavior
-  Promotion of social development
-  Improved staff satisfaction
-  Decreased turnover
-  Increase in overall program quality
-  Clearly articulated and implemented policies and procedures
-  More intentional teaching and purposeful in supporting children's emotional development
-  Elimination of "time-out"
-  Less reliance on "outside" experts
-  Stronger collaboration with mental health providers



SEK-CAP Story

 Available from
www.challengingbehavior.org



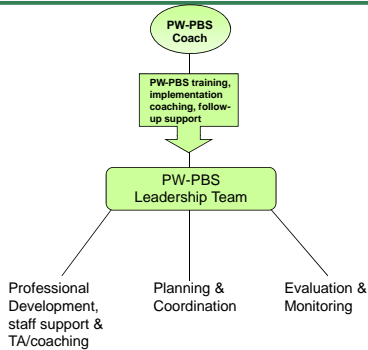


What Makes it Work?

- A champion
- Administrative leadership
- Ongoing support for those working directly with children and families
- Clearly articulated policies and procedures related to behavior
- Commitment to long term process - systems change
- Collaboration between ECE and mental health/behavior consultants



Supporting Teams





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 to 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



Critical Elements: Leadership Team

- ▶ Establish a Team
 - ▲ Broad representation
 - ▲ Administrative support
 - ▲ Regular meetings
 - ▲ Implementation plan (use critical elements)
 - ▲ Review and revise plan at-least annually



Critical Elements: Staff Buy-In

- ▶ Staff Buy-In
 - ▲ Staff poll establishes buy-in
 - ▲ Leadership team maintains buy-in by inviting input and feedback



Critical Elements: Program-Wide Expectations



Program-wide Expectations

- ▲ Small number (3 to 5)
- ▲ Apply to staff and children
- ▲ Developmentally appropriate
- ▲ Staff are involved in the process
- ▲ Posted in classroom and common areas



Expectations





Critical Elements: Expectations



Teaching and Acknowledging the Expectations

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



Critical Elements: Teaching Pyramid

- ▶ Classrooms are implementing the Teaching Pyramid
 - ▲ Positive relationships
 - ▲ Supportive environments
 - ▲ Teaching social emotional skills
 - ▲ Initiate the development of individualized supports for children with persistent challenging behavior



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



Critical Elements: Professional Development and Staff Support


- ▶ 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








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%




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



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



Data Collection

- Implementation
 - Benchmarks of Quality
 - Teaching Pyramid Observation Tool
- Program Status and Outcomes
 - Program Incidents (calls to families, dismissals, transfer, requests for assistance, family conferences)
 - Behavior Incidents
- Child Status and Outcomes
 - ▲ Social Skills Rating System or other measure (social skills; problem behavior)



National Centers - Resources

Center on the Social and Emotional Foundations for Early Learning



www.vanderbilt.edu/csefel

Technical Assistance Center on Social Emotional Intervention



www.challengingbehavior.org
