E15 -Bringing PBIS to the Preschool Classroom: Preventing Challenging Behavior; Promoting Social & Emotional Competence

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Key Words: Early Childhood, Classroom, Social Skills

Objectives

- Identify the practices at each tier of the Pyramid Model framework that should be implemented within preschool classroom
- Understand how practice-based coaching is used to support school-based teams in strengthening practice implementation
- Learn about developmentally appropriate data-based decision making tools that can be used within preschool classrooms
- Identify free resources for professional development and data-based decision making

PBIS and Pyramid Model

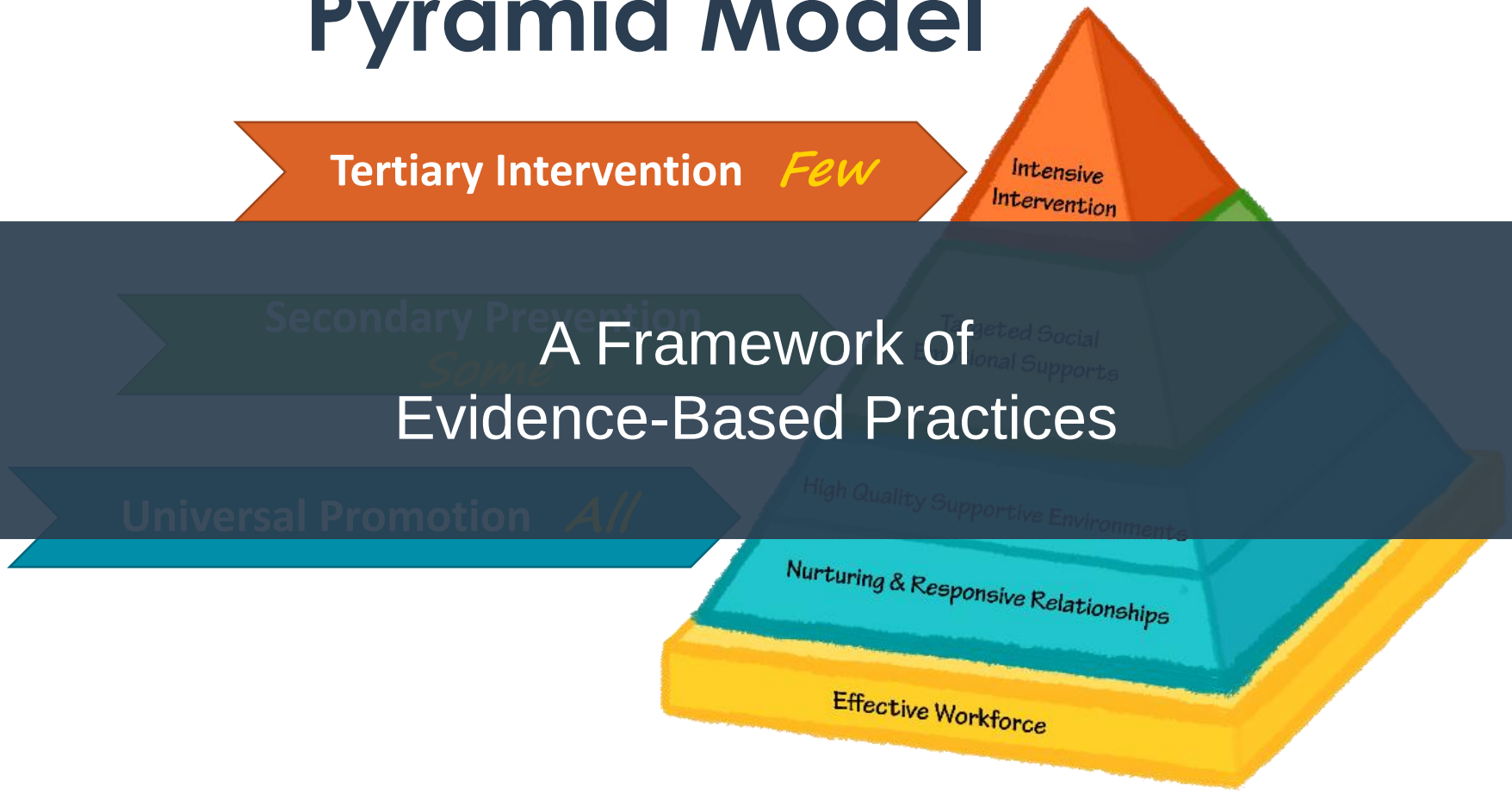
It might feel like this…

Bringing PBIS to Preschool

- Find some friends
- Think ***Social/Emotional*** and ***Behavior***
  - Biggest Challenges
  - Biggest Needs
- Decide who will share

challengingbehavior.org

Pyramid Model



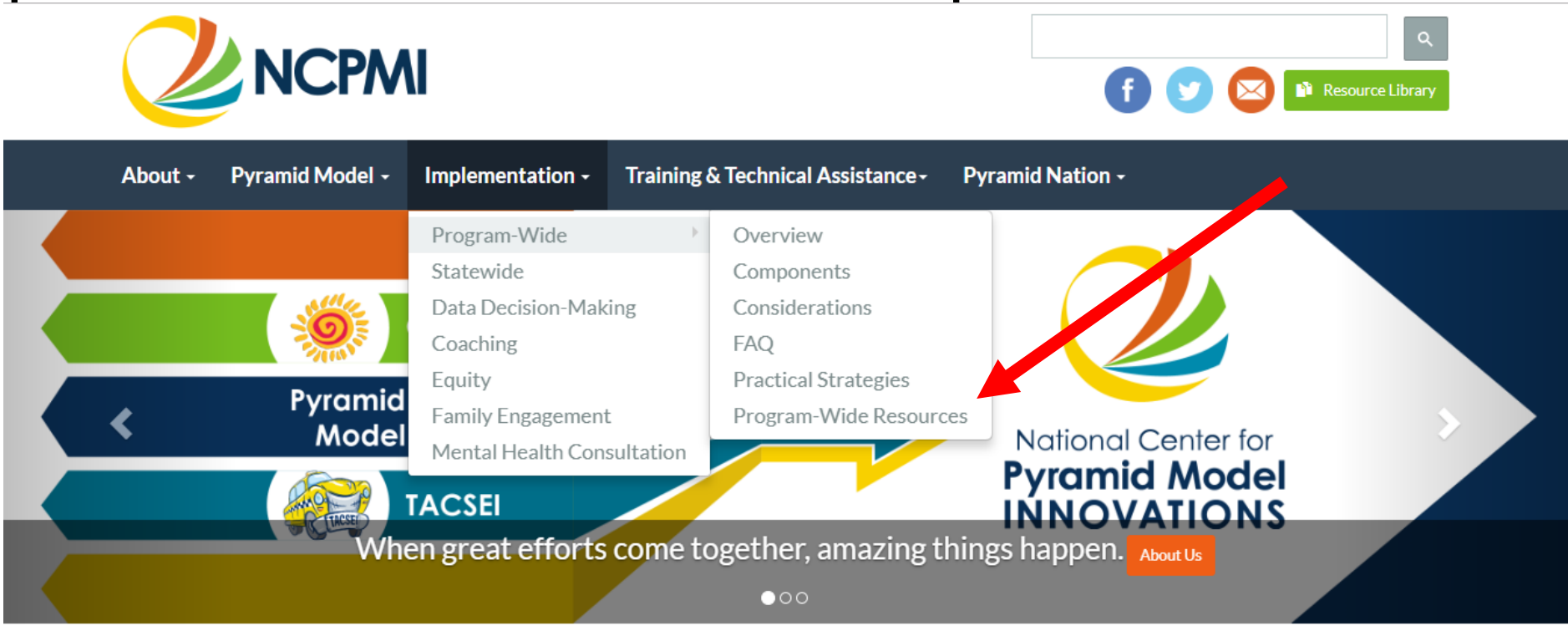
A Framework of
Evidence-Based Practices

Critical Elements of Program-Wide Implementation

Guided by the Leadership Team

How do we know what we have in place?

Early Childhood Program-Wide PBS Benchmarks of Quality — 1



the leadership team.			
5. Program has a child discipline policy statement that includes the promotion of social and emotional skills, use of positive guidance and prevention approaches and eliminates the use of suspension and expulsion.			
6. Team develops an implementation plan that includes all critical elements. A written implementation plan guides the work of the team. The team reviews the plan and updates their progress at each meeting. Action steps are identified to ensure			

Pyramid Model/Early Childhood PBIS

Universal Promotion *All*

It's all about relationships

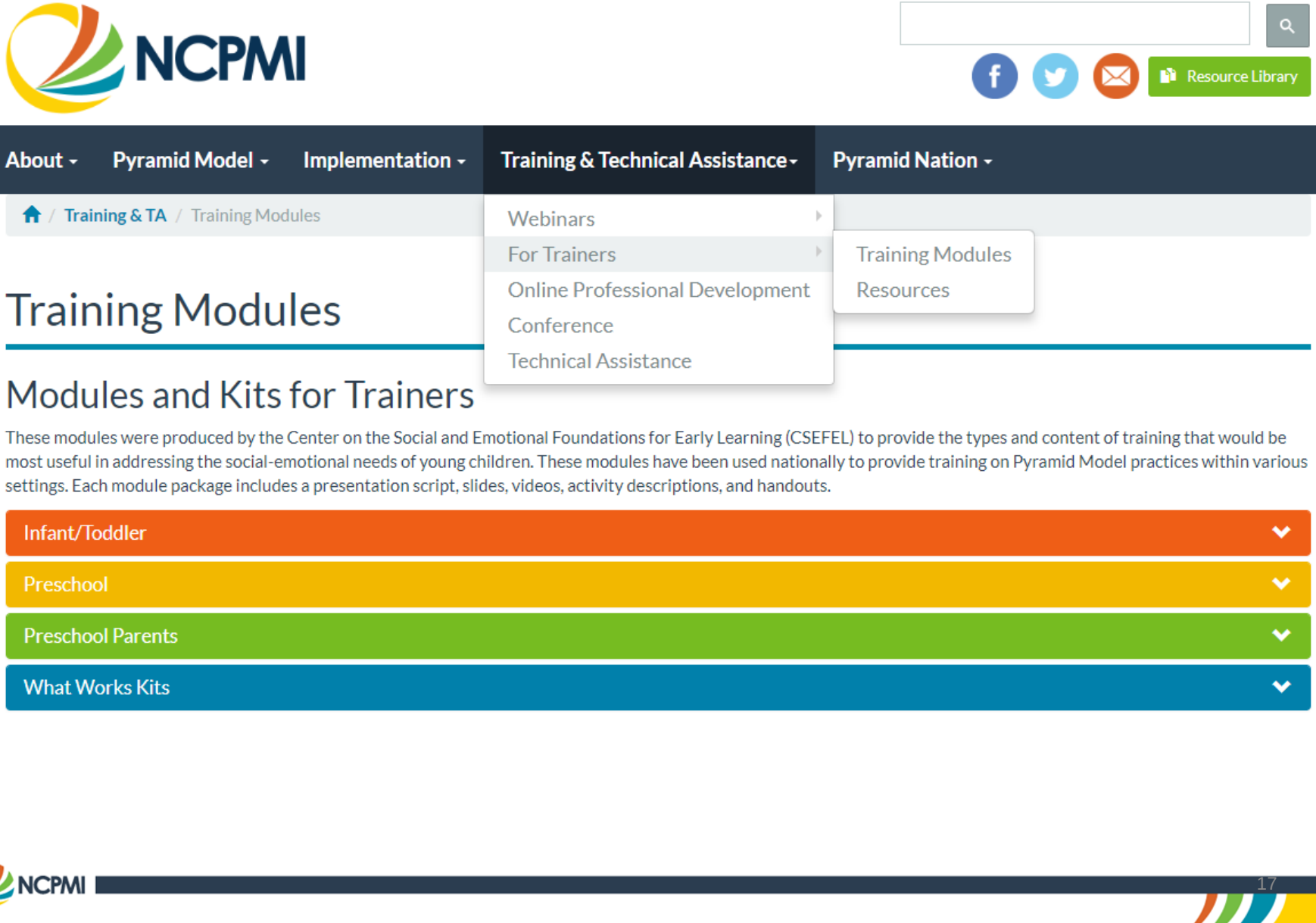
“Parents need to know that we care before they care what we know”
(Klass, 1997)

Creating Supportive Classroom Environments

- Physical design
- Schedules and routines
- Planning and implementing activities to promote engagement
- Visual cue systems
- Structuring transitions
- Teaching rules/expectations
- Positive feedback and encouragement
- Classroom management systems

Program-Wide Expectations

Resources for Relationships and High Quality Environments



Pyramid Model/Early Childhood PBIS

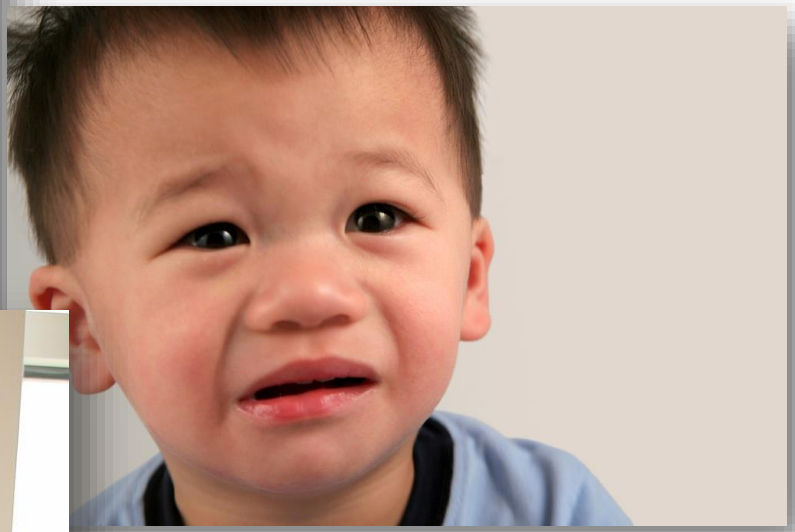
Secondary Prevention *Some*

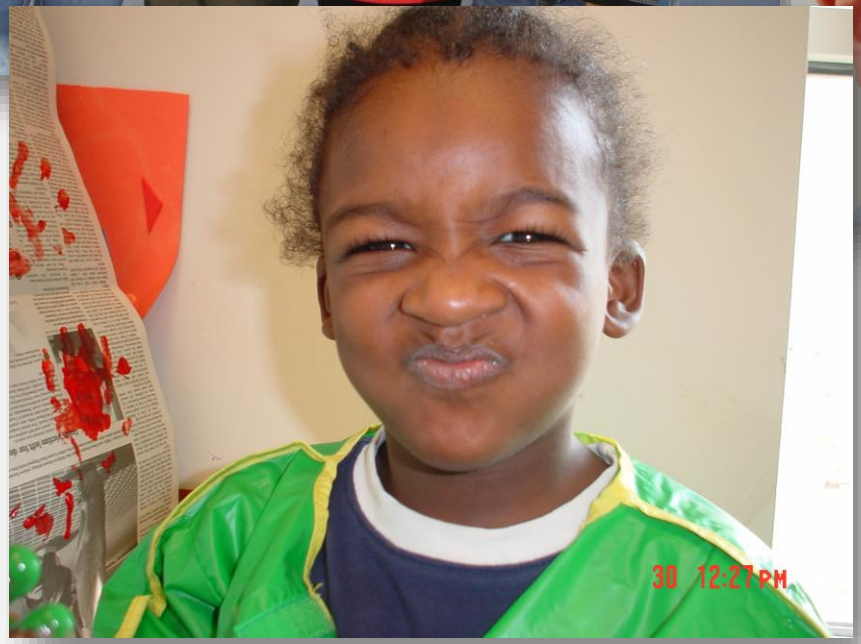
Universal Promotion *All*

Targeted Social Emotional Supports

- Self-regulation, expressing and understanding emotions, problem solving, developing social relationships
- Explicit instruction
- Increased opportunities for instruction, practice, feedback
- Family partnerships
- Progress monitoring and data decision-making

Emotional Literacy





Happy

Sad

Proud

Embarrassed

Emotions

Loved

Scared

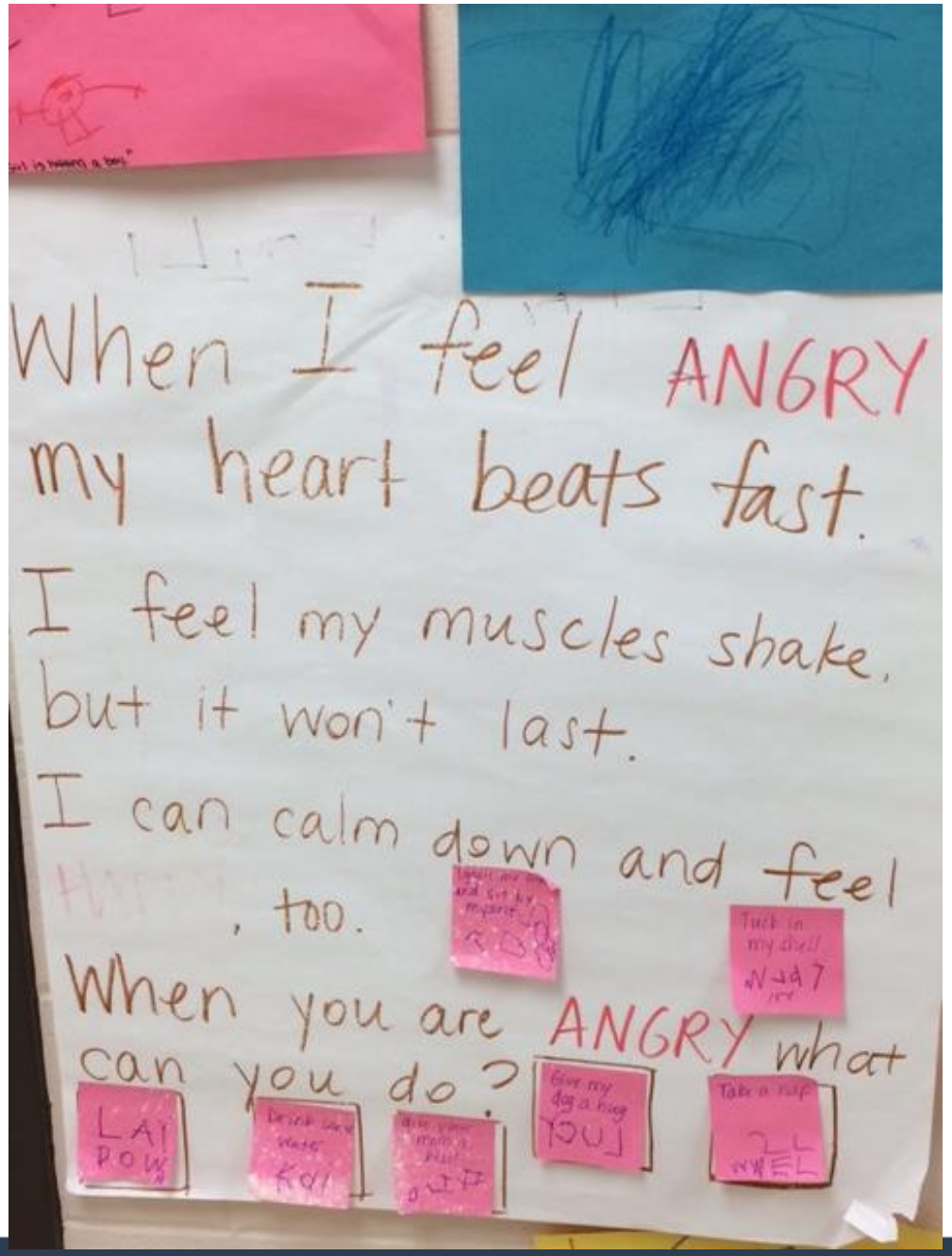
Angry

Frustrated

Lonely

Nervous

Behavior Regulation



Teaching Self-Regulation

Hug Something

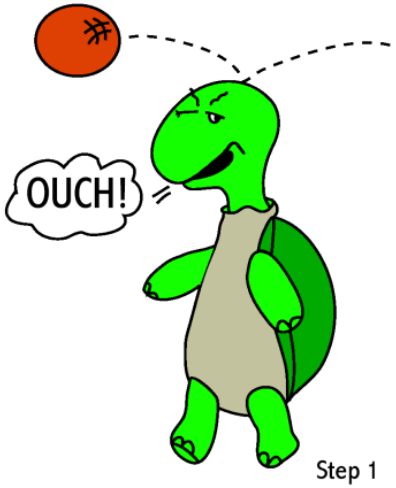
Count to Ten

Chair Pushups

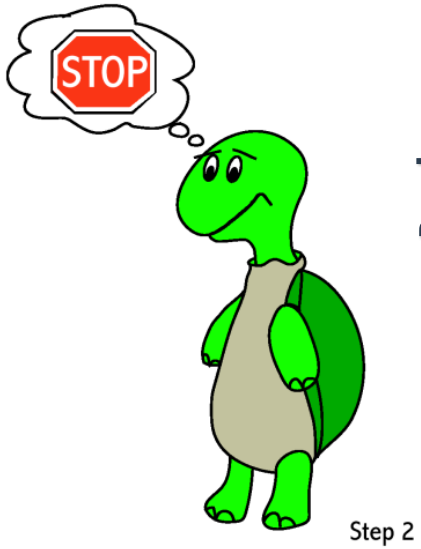
http://depts.washington.edu/hscenter/classroom-visuals

Turtle Technique

Recognize that you feel angry.



Step 1

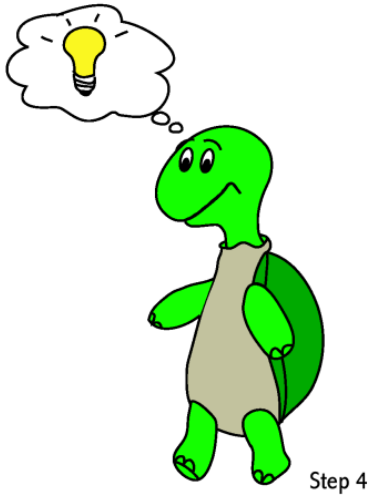


Step 2

Think "Stop".

Go into shell. Take 3 deep breaths. And think calm, coping thoughts.

Step 3


Step 4

Come out of shell when calm and thinking of a solution.

Social Problem Solving

Sample Solution Kit

Problem Solving Steps

Step 1

What is the problem?

Step 2

Think, think, think of some solutions.

Step 3

What would happen if we tried each solution? Would it be safe? Would it be fair? How would everyone feel?

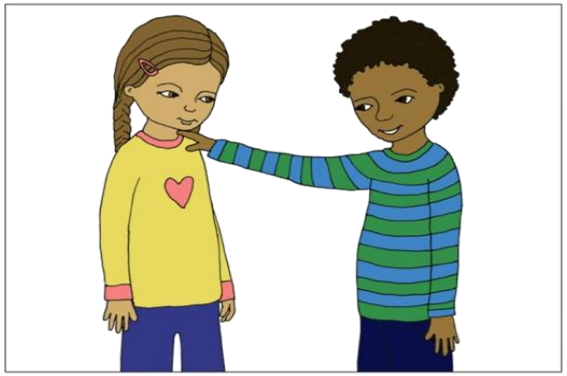
Step 4

Give the solution a try!

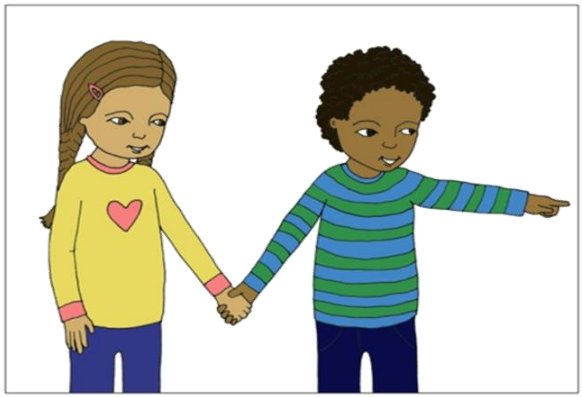
Friendship Skills

Friendship Skills

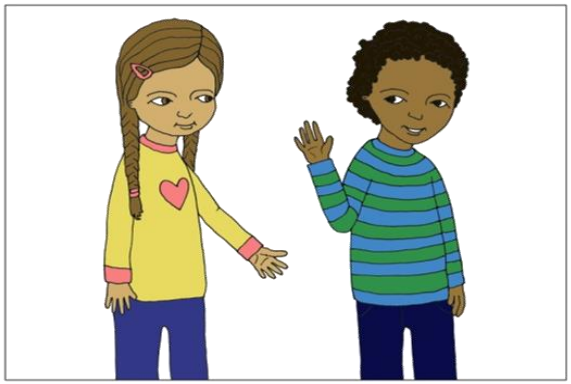
4 Steps of Initiating Play



Step 1. I can tap my friend on the shoulder.



Step 3. I can gently take a friend by the hand.



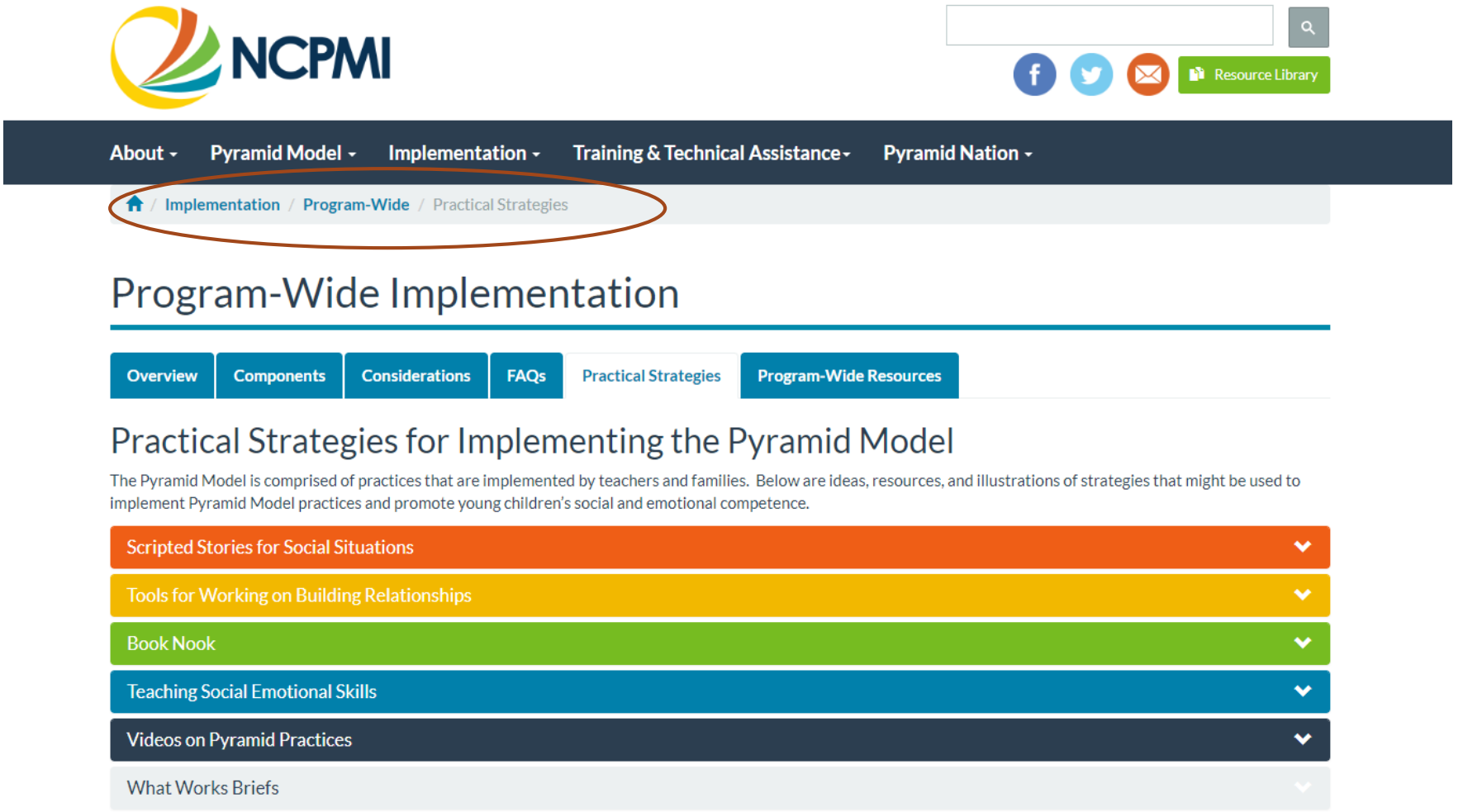
Step 2. I can say “let’s play!”

Step 4. I can give my friend a toy I want to share.

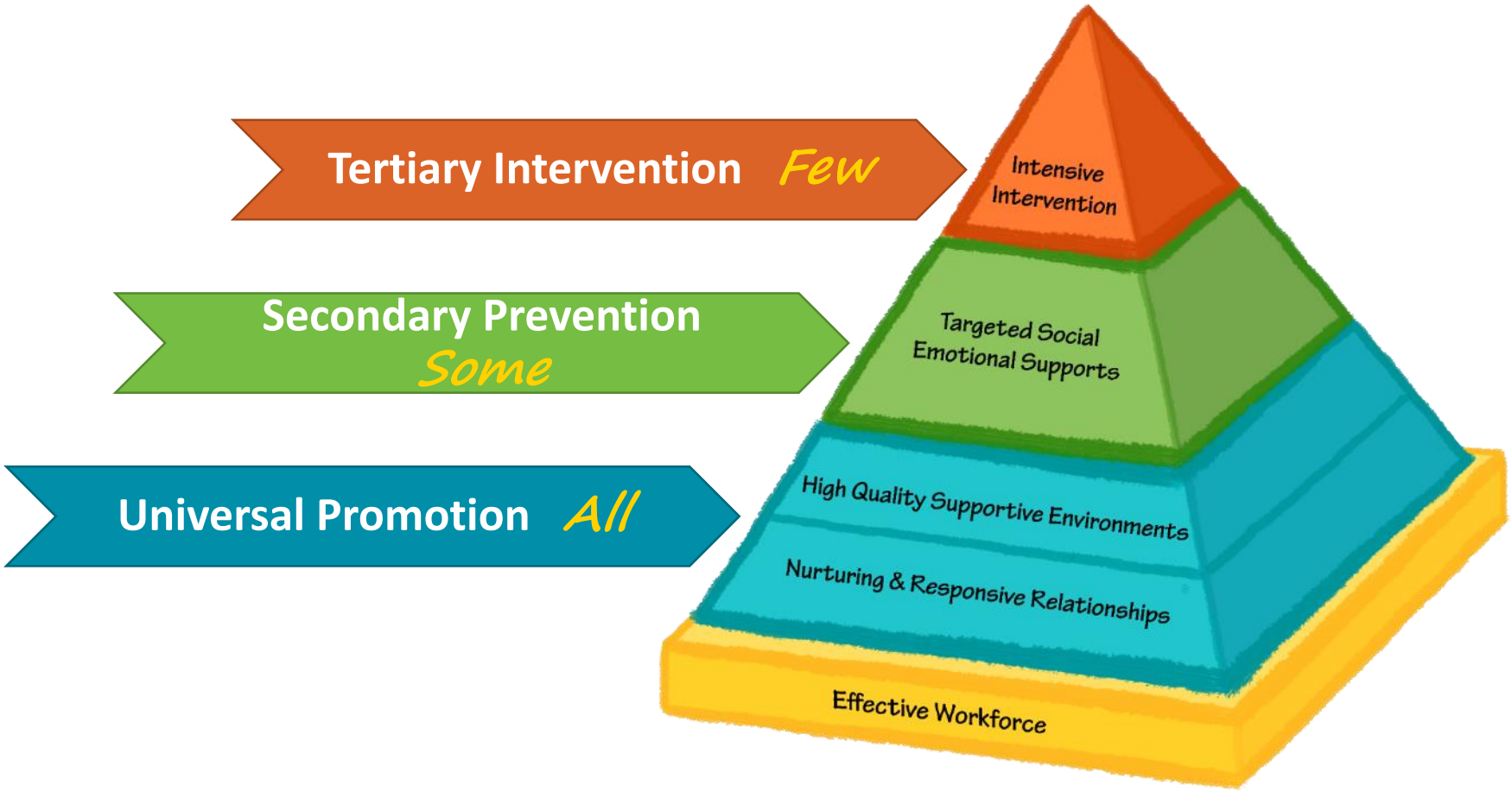
Mastery of Social Skills and Emotional Competencies: Stages of Learning

- 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

Resources for Teaching Social Emotional Skills



Pyramid Model/Early Childhood PBIS

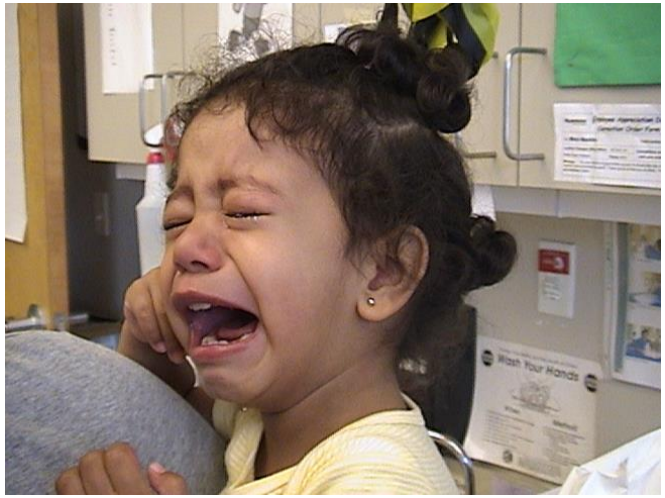


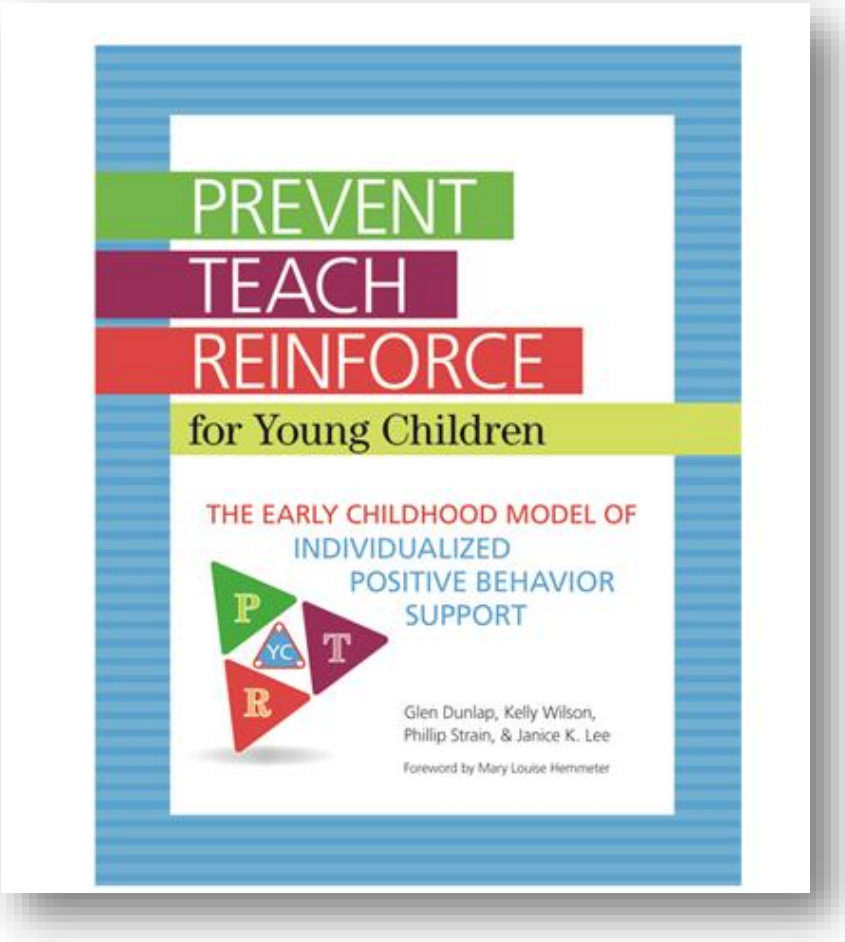
Individualized Intensive Interventions

- Comprehensive interventions across all settings
- Assessment-based
- Collaborative team
- Skill-building

Individualized Positive Behavior Support

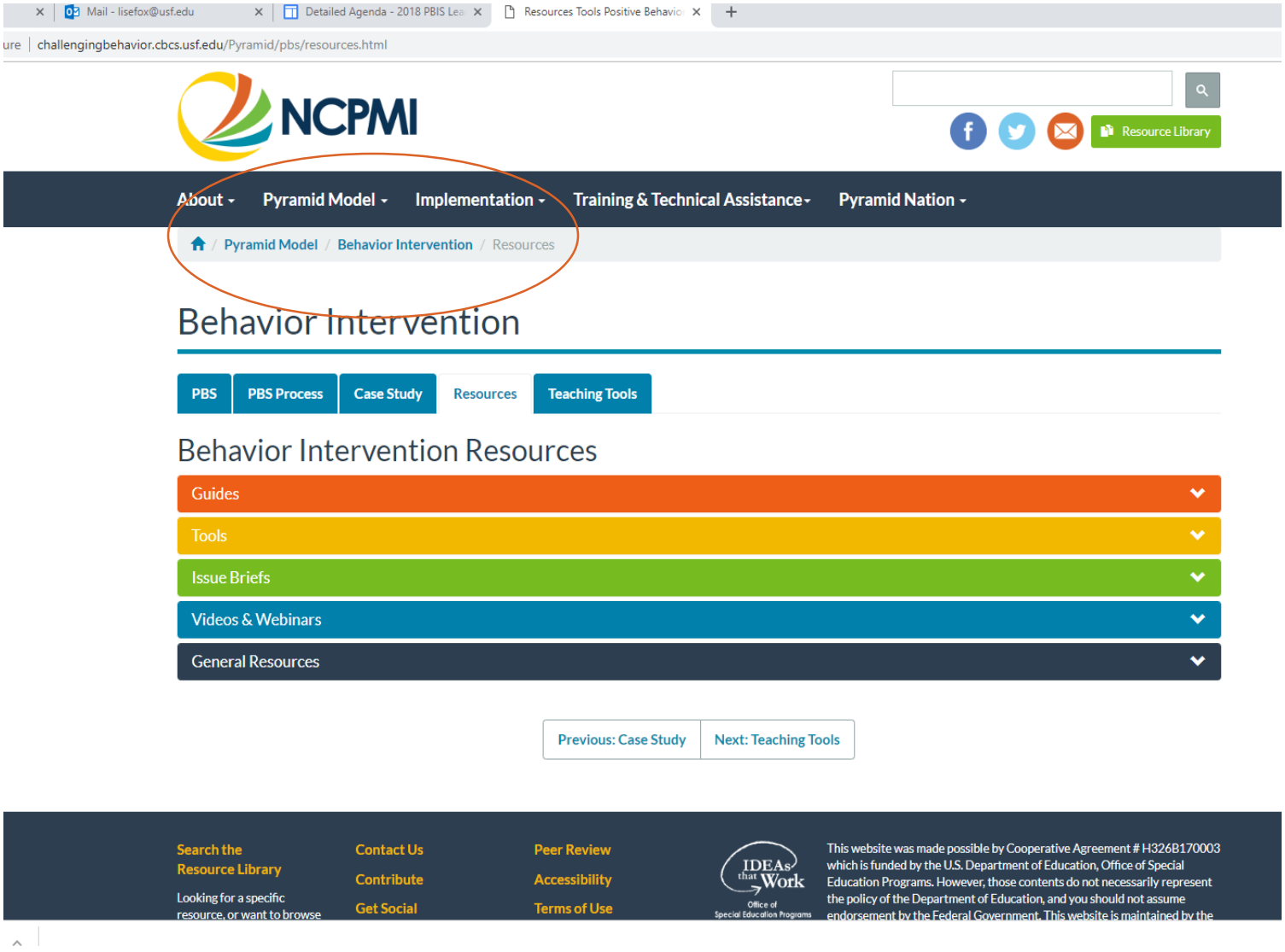
- Convene a team
- Conduct functional assessment
- Identify hypotheses
- Develop behavior support plan for all relevant environments





Manualized Process for the Design and Implementation of Individualized Interventions

Resources for Individualized Intervention



Systems to Support Teachers and Children

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

Family Engagement Resources

Helping programs inform and engage families

- Pyramid Model overview video
- Announcing the Pyramid
- Families and leadership teams
- PTR-YC and families
- and more coming soon!...

Making Life Easier

- Bedtime & Naptime
- Diapering
- Doctor/Dentist Visits
- Holiday Strategies
- Running Errands

Backpack Connections

25 factsheets!

Topics:

- Addressing Behavior
- Emotions
- Schedules & Routines
- Social Skills

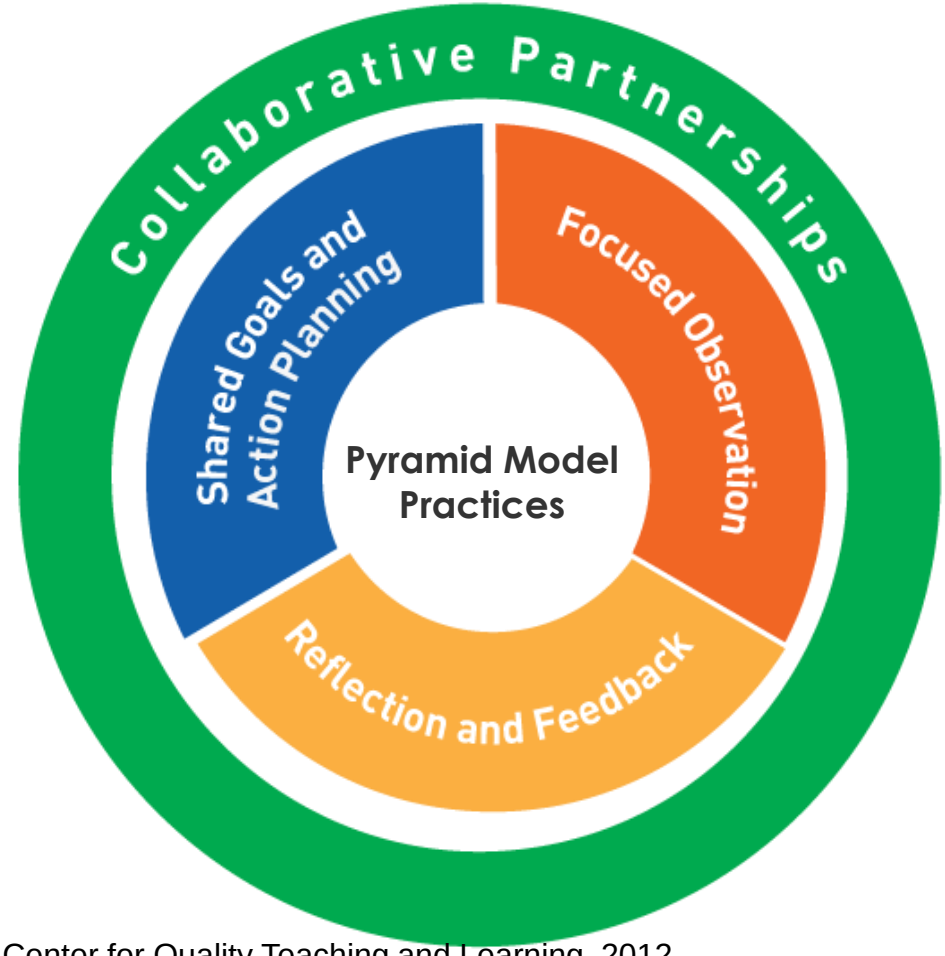
Articles for Families

Importance of High Quality PD

Importance of Coaching for Practice Change

	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%

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

Practice-Based Coaching (PBC)

Fact Sheets

- PBC at a Glance [PDF, 75KB]
- Practice-Based Coaching [PDF, 206KB]
- What Do We Know About Coaching? [PDF, 199KB]
- Teachers Learning & Collaborating (TLC) Process [PDF, 133KB]
- Implementing Practice-Based Coaching: Considering Systems Implications [PDF, 129KB]

Guides

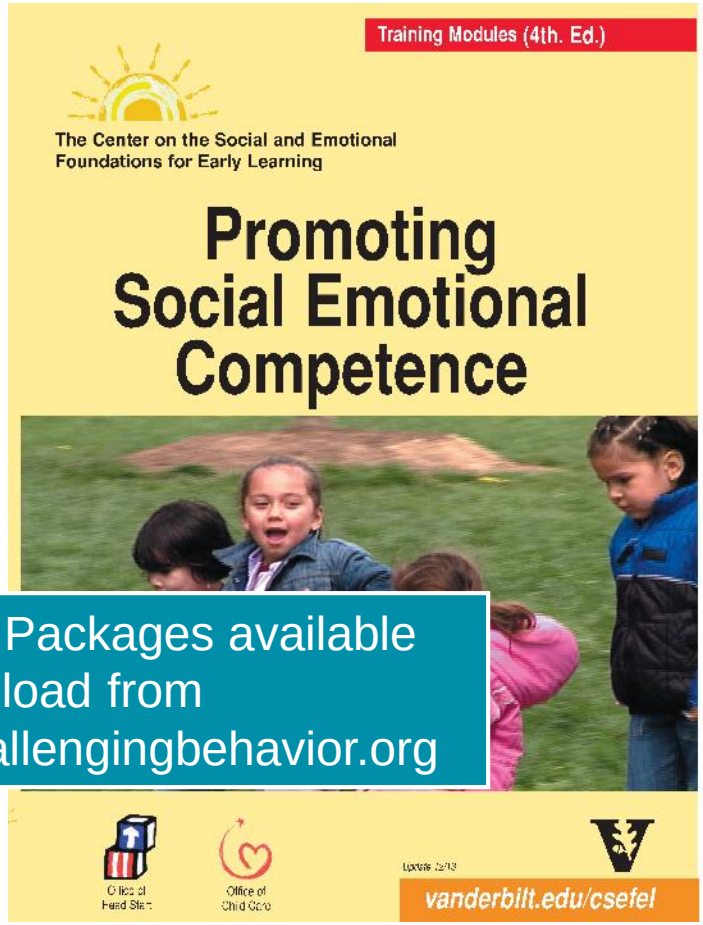
- Program Leaders' Guide to Practice-Based Coaching [ZIP, 1.6MB]
- Using Video to Improve Teaching and Learning [ZIP, 71MB]

Additional Resources for Coaches

Explore Resources

https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc

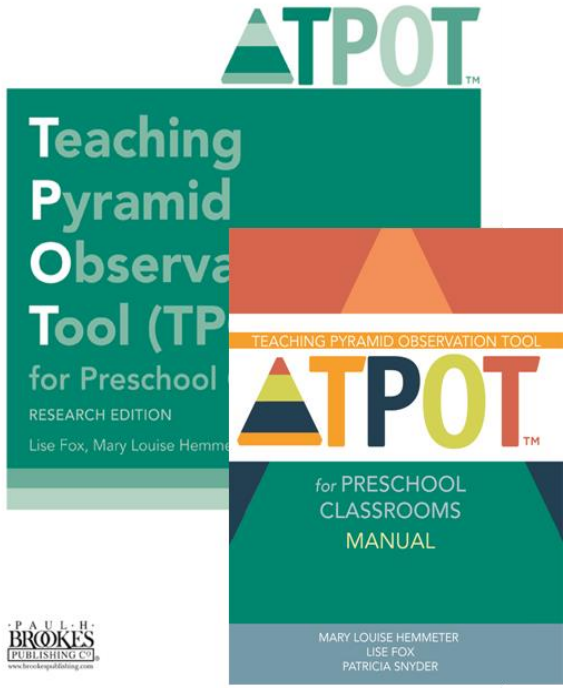
Continuous PD and Coaching

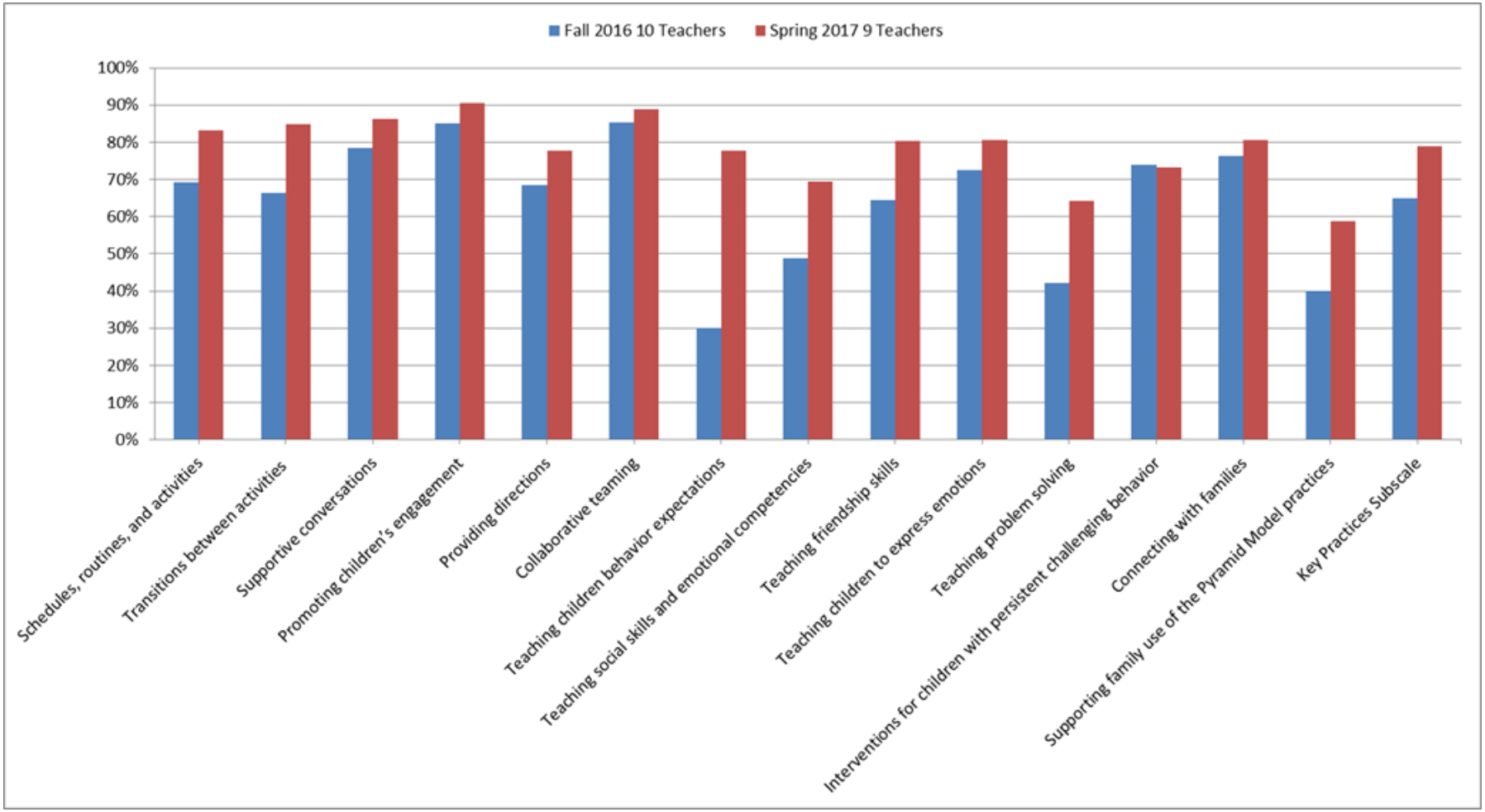


Training Packages available for download from www.challengingbehavior.org

Teaching Pyramid Observation Tool

- Initial assessment to develop action plan goals
- “Running TPOT” to track teacher progress
- Year end assessment to show growth in implementation





Teaching Pyramid Observation Tool: Measuring teacher implementation

Bringing PBIS to Preschool

- Find some friends
- Discuss “Classroom Coaching”
  - Who does it?
  - How often does it occur?
  - Barriers to effective coaching
  - Tips for effective coaching
- Decide who will share

More Questions?

Thank You

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Project officer, Jennifer Tschantz.

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