



EC PBIS Leadership Team Strategic Planning

Session 2

mimtsstac.org



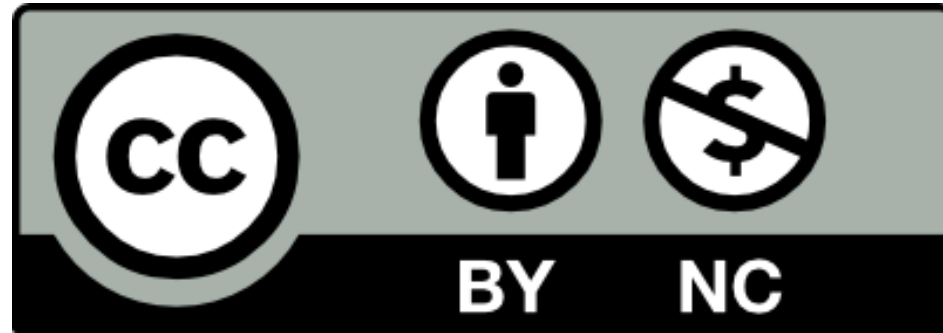
Acknowledgments

The content for this training day was developed based on the work of:

- National Center for Pyramid Model Innovations (website: challengingbehavior.org)
- Great Lakes Equity Center

Thank you to all of our Michigan preschools who contributed examples to the content!

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Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Chat, breakout rooms, polls, reactions, unmute
 - Ask questions

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward
- Recorder: keep written documentation of key discussion points, decisions, and next steps
- Time Keeper: keep track of time and bring the team back together



Purpose

The Early Childhood PBIS Leadership Team Sessions result in a Leadership Team Implementation Plan for the use of Early Childhood PBIS with fidelity, leading to improved outcomes for ALL children, families, providers, and programs

Intended Outcomes

- Determine next steps for developing, teaching, and acknowledging program-wide expectations
- Develop action items to address family engagement
- Review components of a process to identify and respond to individual children's social, emotional, and behavioral support needs

Agenda

1.0 Program-Wide Expectations

2.0 Family Engagement

3.0 Procedures for Responding to Challenging Behavior

4.0 Wrap Up & Next Steps



Activity 1

Let's Review!

- Take 60 seconds to write down as many things as you can remember about the role of the EC PBIS Leadership Team
- What questions do you have?

1.0 Program-Wide Expectations

Components of EC PBIS

1. Establish a leadership team
2. Ensure staff buy-in
3. Promote family engagement
- 4. Establish program-wide expectations**
5. Develop and implement a plan for professional development and staff support
6. Develop procedures to identify and respond to individual children's social, emotional, and behavioral support needs
7. Monitor implementation and outcomes



Activity 1.1

- Locate the **Early Childhood Benchmarks of Quality (BOQ)** in the materials provided
- Independently, review the items under the heading Program-Wide Expectations (Items 14-20)
- We'll be discussing them in more detail as we go through this section

Program-Wide Expectations

- Between 2 and 5 positively-stated expectations that apply to staff and children
- Creates a shared focus and continuity for program, school, classrooms
- Provides a consistent language for staff, children, and families
- Communicates behaviors that are desired for all staff and children and shows children how they can be successful
- Articulates the values and behavioral concepts important in a program and its community

Centering Equity in Developing Behavior Expectations

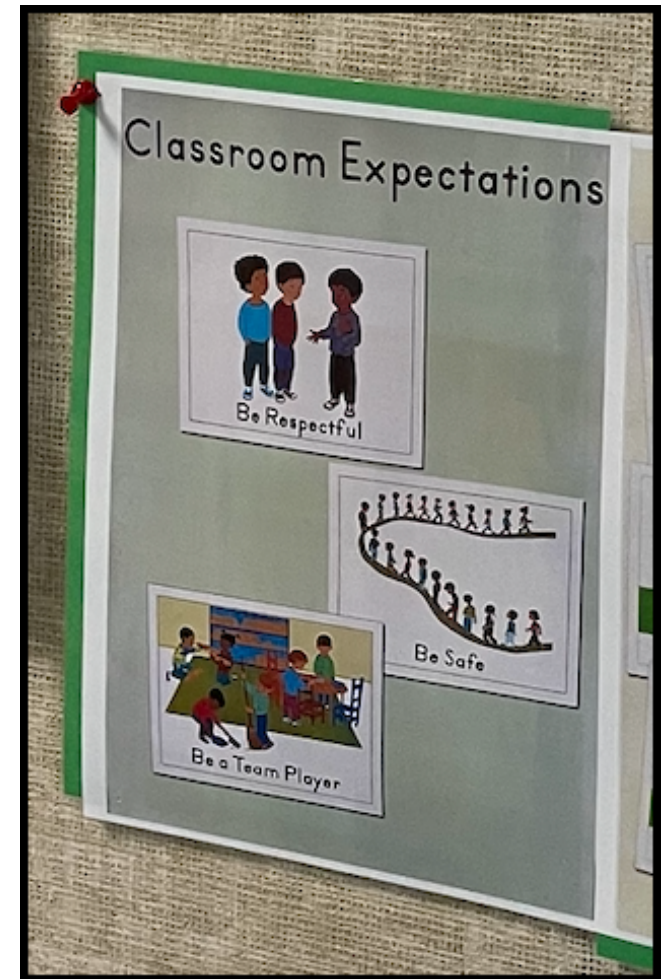
Access	Representation	Meaningful Participation	High Outcomes
Culturally situated and not based solely on dominant cultural norms as the standard to which all learners will be held	Stakeholders representing multiple and diverse perspectives play a significant role in development of behavior expectations	Schools value and use input and feedback from staff, learners, and families representing multiple and diverse perspectives	Behavior expectations reflect the communities in which the school is situated and that all learners are set up for success across all learner identities

(Midwest and Plains Equity Assistance Center; Payno-Simmons, 2021)

Expectations Examples

Common Options:

- We are Respectful
- We are Safe
- We are a Team Player
- We are Peaceful
- We are Polite
- We are Responsible
- We are Honest
- We are Friendly



Expectations vs. Rules

Expectations are:

- General
- Broadly stated
- Applicable to all people in all settings

Rules are:


- Specific
- May apply to limited settings
- Clarify behaviors for settings
- Observable and measurable

Developing Rules

Rules help clarify expectations for specific settings and may only apply in certain settings

Playground Rules

<h3>Be Respectful</h3>  <p>Friendly Touches</p>	<h3>Be Safe</h3>  <p>Stay in your Area</p>	<h3>Be a Team Player</h3>  <p>Check our Environment</p>
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line up

quiet voice

walking feet

Expectation/Rules Matrix

Expectations	Classroom	Playground	Hallway
We are Respectful	Soft touch	Take turns	Inside voice
We are Safe	Walking feet	Sit on bikes, slide, and swings	Walking feet
We are Team Players	Help a friend	Help a friend	Stay together

Safe

Responsible

Team
Player

Classroom

Hallway

Outside
OR
Playground

- Walking feet
- Safe hands
- Listening ears

- Walking feet
- Hands to yourself

- Down the slide
- Stay in play area

- Pick up your toys
- Clean up after yourself
- Follow directions

- Quiet voice
- Take care of own things at locker

- Clean up toys

- Share
- Compliment
- Play together

- Help a friend open their locker or zip their coat

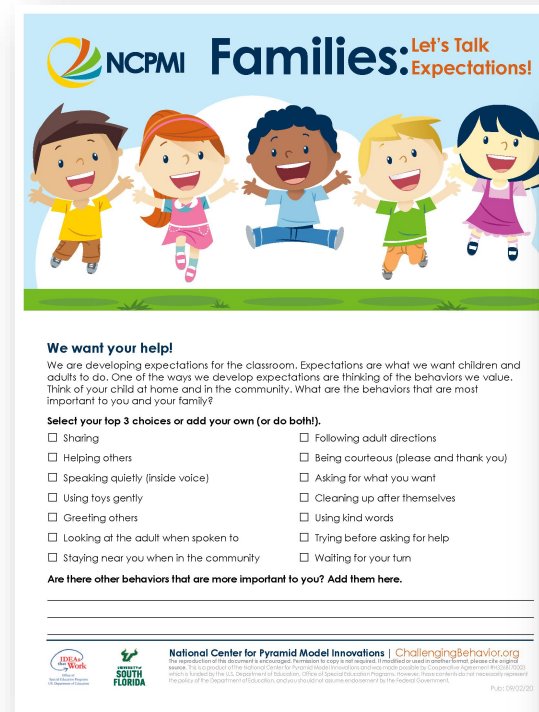
- Ask friend to play
- Use kind words

Staff and Family Input

- Obtain and value input from staff, children, and families ensuring that voices from marginalized groups are heard
- Use existing behavior data to determine if there is a specific need (i.e., social-emotional skills)

Resources:

- [Developing Expectations: The Happiest Child](#)
- [Families: Let's Talk Expectations!](#)



Activity 1.2

- Locate the **Program-Wide Expectations Brainstorming** document in your training materials
- We'll be using this document to jot down ideas that can support action planning during the team time later in the session
- Individually, take 60 seconds to write down any thoughts you have related to **Developing Expectations and Rules**
 - Connections to things you already do
 - Examples that you liked and may want to replicate in your setting
 - Any other thoughts

Teaching the Expectations

1. Define them with words children will understand
2. Provide examples and non-examples
3. Check for understanding
4. Model, practice, and rehearse (create songs, rhymes, visual supports)
5. Use gestures, pictures or graphics frequently to remind children
6. Provide clear expectations for behavior during each activity

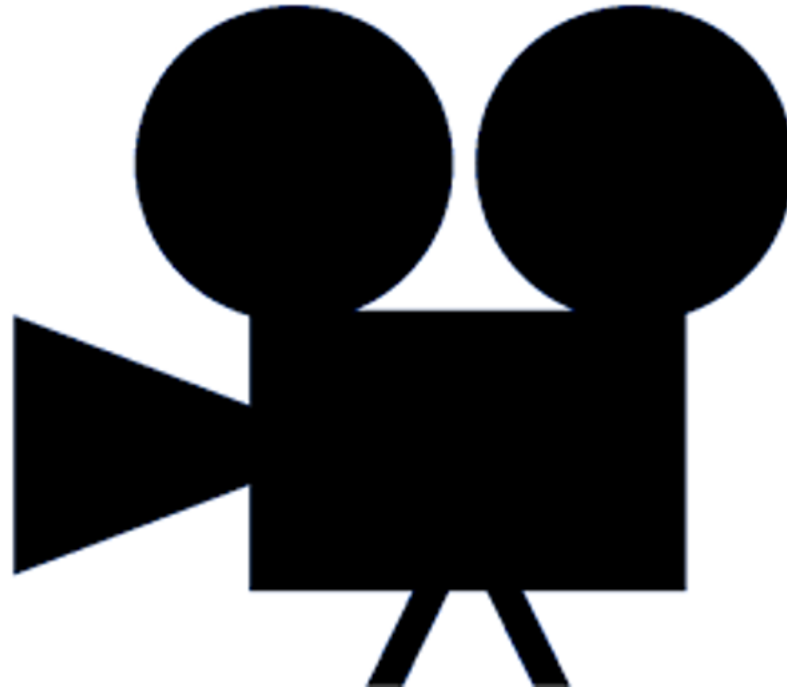
You Must Teach Them!

- Develop a variety of teaching strategies for embedded instruction
- Consider whether the teaching strategies are culturally responsive
 - Include children's home language in teaching
 - Find songs from a child's culture representing the expectation – remember to represent all children's cultures
 - Use materials (e.g., puppets, books) that are representative of children's cultures
 - Ask families for a story idea that represents their culture for a social story



Teaching Example

Video: Expectations Song



Activity 1.3

- Locate the **Program-Wide Expectations Brainstorming** document in your training materials
- We'll be using this document to jot down ideas that can support action planning during the team time later in the session
- Individually, take 60 seconds to write down any thoughts you have related to **Teaching Expectations**
 - Connections to things you already do
 - Examples that you liked and may want to replicate in your setting
 - Any other thoughts

Acknowledging Expectations

- Provide **positive descriptive feedback** to children when they meet the expectations
- Public acknowledgement:
 - Includes ALL staff and children
 - Keeps expectations “visible”
 - Communicates the shared focus to everyone
 - Creates additional opportunities for family engagement



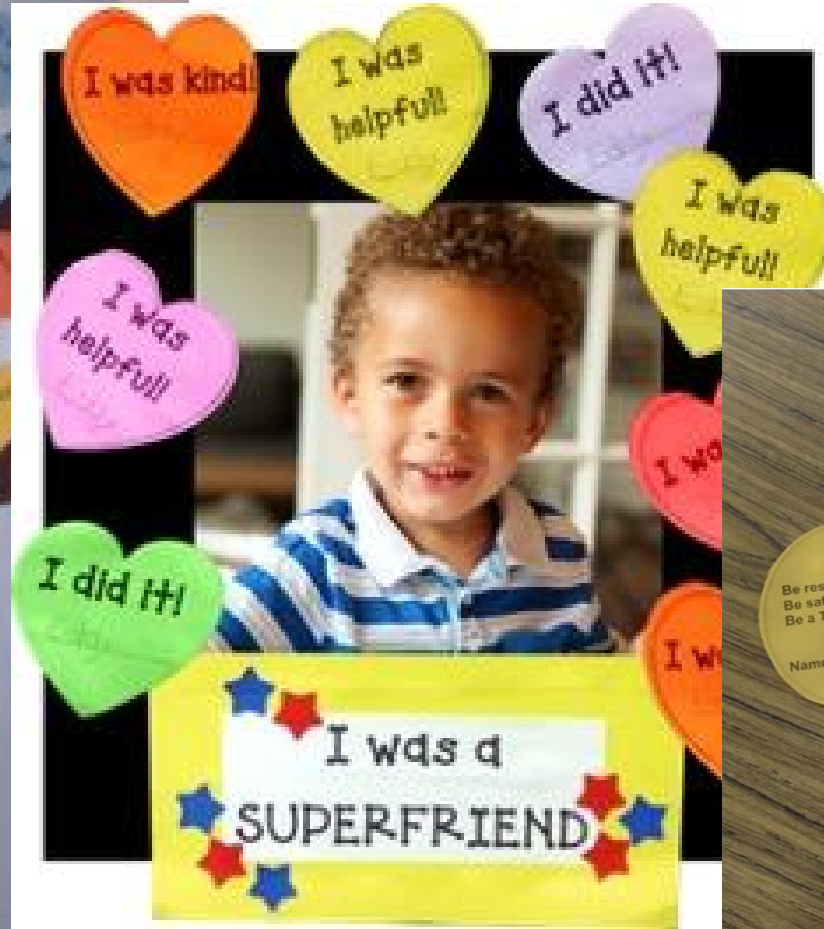
Considerations for Acknowledgement

- Provide reinforcement for demonstration of program-wide expectations that are culturally responsive
- **Acknowledgement is for every child**, and children are always eligible to receive acknowledgement
- Developmentally appropriate
- Used by all program staff, including administrative and support staff (e.g., clerical, bus, kitchen staff)
- Schools proportionately acknowledge appropriate behavior

Educational Equity in Monitoring and Acknowledging Behavior

- Historically, teachers are more likely to look for signs of challenging behavior in Black boys compared to White boys as early as preschool (Gillam, 2016)
- Teachers can intentionally work to “shift their gaze” in order to proportionately monitor groups of children
- Teachers can work to equalize their response to behaviors, both positive and corrective

Public Acknowledgement Examples



Activity 1.4

- Locate the **Program-Wide Expectations Brainstorming** document in your training materials
- We'll be using this document to jot down ideas that can support action planning during the team time later in the session
- Individually, take 60 seconds to write down any thoughts you have related to **Acknowledging Expectations**
 - Connections to things you already do
 - Examples that you liked and may want to replicate in your setting
 - Any other thoughts

Promoting the Expectations

- Bulletin boards
- T-shirts
- Plays
- Songs
- Roll-out rally



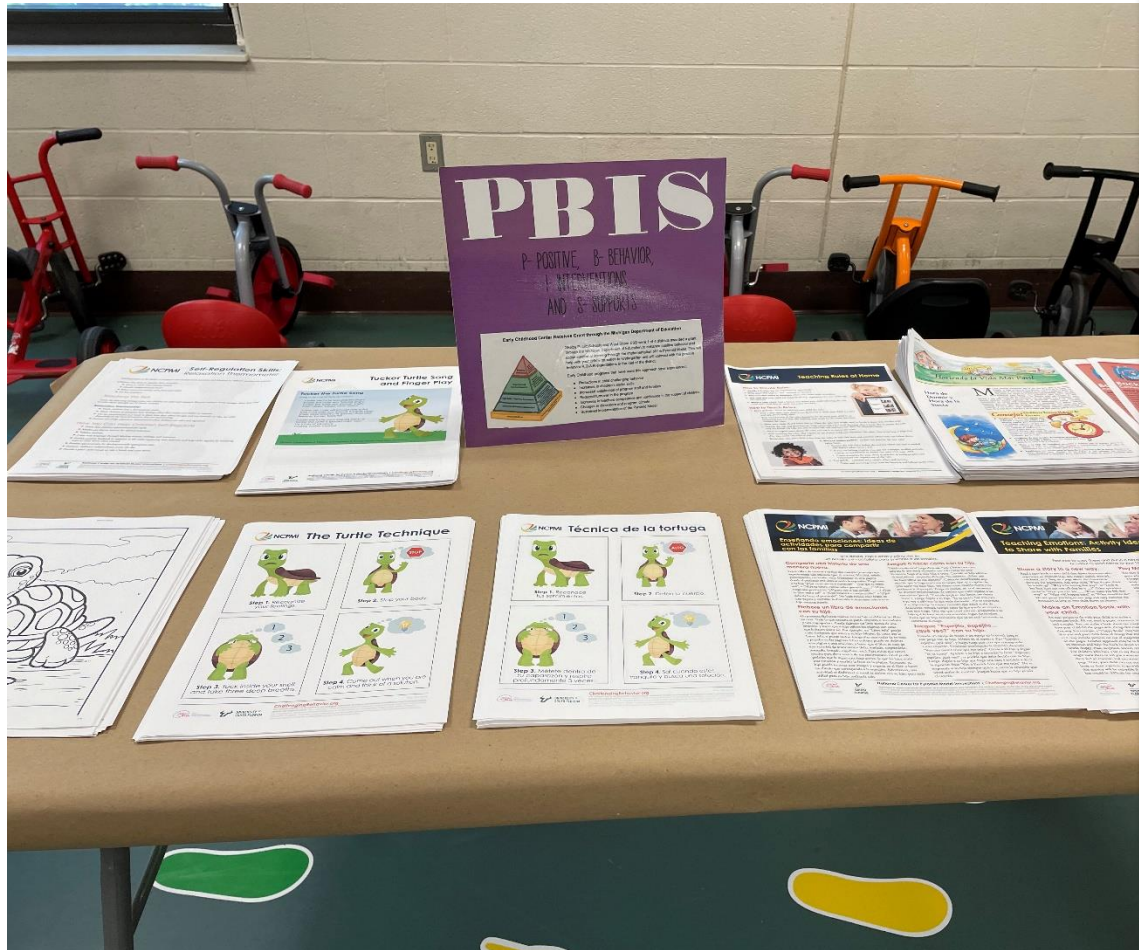
- Classroom celebrations
- Classroom books
- Photo displays
- Family lesson plan
- Playground party
- Video production
- Family newsletter
- Staff acknowledgement
- Invite the mayor!



Communicating With Families

- Include expectations in the parent manual; review with parents during conferences
- Create a family-friendly storybook that introduces and explains expectations and rules
- Create parent posters to send home
- Send home “Good News Postcards” about how a child met an expectation
- Take a photo of a child and include it on a handout that identifies the expectation
- Host an open house and have children introduce their parents to the expectations
- Make a video of children answering a question about the expectations
- Display a banner at the program entrance

Family Events



Family Books

- Scripted stories can be shared with families before school even begins
- This example uses the expectations Respectful and Safe
- “Going to School” can be found on the NCPMI website



Activity 1.5

- Locate the **Program-Wide Expectations Brainstorming** document in your training materials
- We'll be using this document to jot down ideas that can support action planning during the team time later in the session
- Individually, take 60 seconds to write down any thoughts you have related to **Promoting Expectations**
 - Connections to things you already do
 - Examples that you liked and may want to replicate in your setting
 - Any other thoughts

Planning Time: Program-Wide Expectations

- How will you get input from staff and families to develop expectations and rules?
 - If your expectations already exist (e.g., in your curriculum), how will you seek out family input about what these expectations mean to them?
- How will your program teach and acknowledge expectations?
 - What teaching strategies can you encourage across classrooms?
 - How will you ensure acknowledgement of expectations by ALL early childhood staff?
- How will your program promote your program-wide expectations to develop a shared language among staff, children, and families?

Activity 1.6

- Begin action planning based on the BOQ items 14-20
 - What next steps will you make as a team?
 - What do you want to take on first?
 - Who can do what?
- **Recorders:** Make sure these action items go into the Implementation Plan under the heading Program-Wide Expectations
- Remember, your Implementation Manual provides additional information and examples

2.0 Family Engagement

Components of EC PBIS

1. Establish a leadership team
2. Ensure staff buy-in
3. **Promote family engagement**
4. Establish program-wide expectations
5. Develop and implement a plan for professional development and staff support
6. Develop procedures to identify and respond to individual children's social, emotional, and behavioral support needs
7. Monitor implementation and outcomes



Activity 2.1

- Locate the **Early Childhood Benchmarks of Quality (BOQ)** in the materials provided
- Independently, review the items under the heading Family Engagement (Items 10-13)
- We'll be discussing them in more detail as we go through this section

Increasing Family Voice

- Including multiple and diverse stakeholders as a part of the process of developing your EC PBIS system creates a common language that centers the lived experiences of the community in which the program is situated
- Family engagement considerations:
 - Solicit, value, and use family input as a part of planning and decision-making
 - Inform families of the initiative in multiple ways
 - Ask for feedback from stakeholders representing multiple and diverse perspectives

Consider Family Surveys

- Assess the quality of your support to families and provide an opportunity for families to provide input
- Administer surveys in the fall and spring when you have in-person opportunities with families (e.g., open house, conferences, family nights)
- Ensure there are multiple ways that families can participate in the survey (e.g., QR code in a newsletter, texting a link, paper/pencil versions sent home or available at drop-off)
- **Recommendations for possible questions to include in a family survey are available in your materials**

Family Engagement Strategies



- “Look at me” notes with photo of child engaging in expectations
- Newsletter that includes a section on EC PBIS
- Provide children’s books that teach social skills
- Family activities to practice social skills (e.g., give each person in your family 3 compliments)
- Host classroom and program celebrations of success and invite family members
- 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
- Have families submit about their child using the expectations at home
- Collect stories and create a newsletter to share with all or create a collage and post

Family Strategies, cont.



- Share information on EC PBIS and the progress of the child at every parent-teacher conference
- Have children make books about the skills they are learning to take home; include photos of child in the book
- Send home tip sheets on how to promote the expectations at home
- Provide personal notes that comment on the families' 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

Family Engagement Resources

Helping programs inform and engage families

- [What to Expect: Prevent Teach Reinforce for Young Children](#)
- [Calm Down Strategies](#)
- [Positive Strategies for Families](#)
- Articles
- Check the [NCPMI website](#) for additional resources!

Help Us Have a Good Day!
Positive Strategies

What to Expect from the Prevent-Teach-Reinforce for Young Children (PTR-YC) Process
Jaclyn D. Joseph & Elizabeth A. Steed

As you know, our program implements the Pyramid Model, which is a framework of evidence-based practices for promoting young children's social and emotional competence. The Pyramid Model is a tiered model, so our program uses universal supports as well as more targeted or individualized approaches for children who need them. In our program, we use individualized social-emotional supports when children have more severe and persistent behavior that makes things like classroom transitions, communication, or making friends in the classroom difficult. *Prevent-Teach-Reinforce for Young Children* (PTR-YC; Dunlap, Wilson, Strain, & Lee, 2022) is what we use to provide this individualized support. We think your child may benefit from individualized social-emotional supports in our program. In collaboration with you, we would like to start the PTR-YC process. This document outlines how PTR-YC works and how you'll be involved. If you have any questions or concerns, please ask or let us know!

Why would your child benefit from PTR-YC?

The goal of PTR-YC is to provide more support for your child so they are successful at our school. PTR-YC allows us to better understand exactly how your child is currently communicating their needs, what is challenging for your child, and what might help your child going forward. After completing the first steps in the PTR-YC process, your child will have an intervention plan that will provide guidance to your child's teachers and to you about strategies that will help prevent challenging behavior, teach new skills, and reinforce skills you'd like to see increased.

What is PTR-YC?

PTR-YC is a team-based model of individualized positive behavior support. The team is made up of you, teachers, and anyone else who is currently supporting your child (e.g., occupational therapist, speech pathologist). The team will collaboratively go through a set of steps to end up with a plan to support your child's social-emotional competence. The plan, called a behavior intervention plan, will include strategies that:

- ▶ **Prevent** challenging behavior from occurring and promote the likelihood that your child will use other, more desirable behaviors, instead.
- ▶ **Teach** your child how to use more desirable behaviors in the classroom.
- ▶ **Reinforce** your child's use of more desirable behaviors so that they are more likely to keep using them.

Help Us Calm Down
Strategies for Children

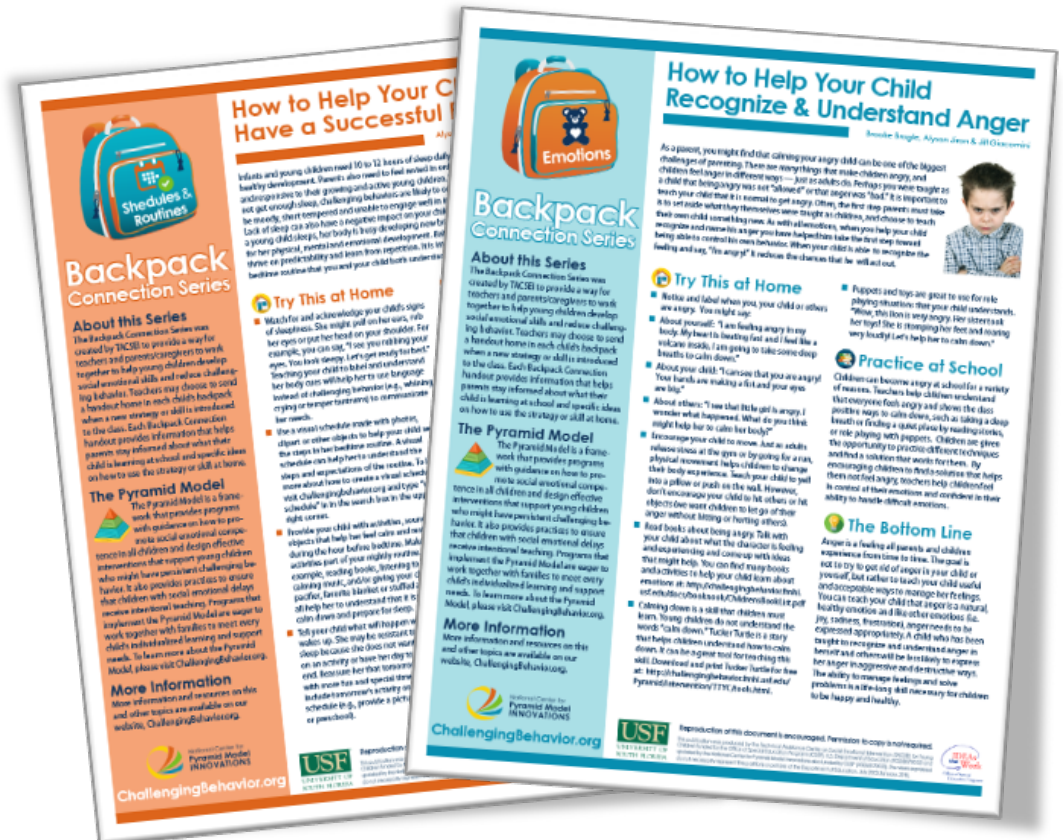
I can...

- 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

National Center for Pyramid Model Innovations | [ChallengingBehavior.org](#)
NCPMI

Backpack Connections

- Newsletters that provide information about a variety of topics, including:
 - Addressing behavior
 - Emotions
 - Schedules and routines
 - Social skills
- Available in English and Spanish
- Located on [the Family Engagement Page](#) of the NCPMI website



Books and Materials for Home

- We Can Be Problem Solvers at Home!
- Tucker Turtle Takes Time to Stop and Think at Home
- Solution Kit: Home Edition



October 28, 2021

5:00pm-6:00pm

Preschool Family Night

Join us before carving your pumpkin to learn about Tucker the Turtle, a calming and problem solving technique we use in the classroom that you can try at home. Grown ups will learn about Tucker and together with your little people, will create a turtle puppet, eat pizza and hear the story of Tucker the Turtle.

.....



Date: October 28, 2021

Time: 5:00-6:00pm

Place: SES Preschool
Hallway Room 35



Please sign up if you plan to attend on the attached form and send back to your teacher.

Tucker the Turtle Family Night

Planning Time: Family Engagement

- Develop ideas for initially **getting input** into the development of your EC PBIS plan and decision-making process
- Develop ideas for **sharing your plan and getting feedback** on the components
- Develop ideas for **sharing Pyramid Practices** with families on a regular basis and maintaining family engagement



Activity 2.2

- Begin action planning based on the BOQ items 10-13
 - What next steps will you make as a team?
 - What do you want to take on first?
 - Who can do what?
- **Recorders:** Make sure these action items go into the Implementation Plan under the heading Family Engagement
- Remember, your Implementation Manual provides additional information and examples

3.0 Procedures for Responding to Challenging Behavior

Components of EC PBIS

1. Establish a leadership team
2. Ensure staff buy-in
3. Promote family engagement
4. Establish program-wide expectations
5. Develop and implement a plan for professional development and staff support
- 6. Develop procedures to identify and respond to individual children's social, emotional, and behavioral support needs**
7. Monitor implementation and outcomes



Activity 3.1

- Locate the **Early Childhood Benchmarks of Quality (BOQ)** in the materials provided
- Independently, review the items under the heading **Procedures for Responding to Challenging Behavior (Items 28-34)**
- We'll be discussing them in more detail as we go through this section

Equity Considerations in Responding to Behavior

- Ensure **supports across the tiers** are culturally responsive, leverage the strengths of the child and family, and use instructional practices to address behavioral concerns
- Ensure **all children are benefiting from supports** and are advancing from intensive supports to universal supports in a timely manner, especially children from non-dominant identities
- Interrogate **systems and practices** to identify barriers to children's success
- Monitor children who receive behavior support plans to ensure children from non-dominant identities **are not overrepresented**

Developmentally Appropriate Responses to Challenging Behavior

Three essential practices:

1. Use a developmentally appropriate strategy (e.g., redirection, planned ignoring)
2. State the expected behavior in positive terms or provide an acceptable alternative
3. Provide positive attention or positive descriptive feedback when the child engages in the appropriate behavior

Tier 2: Targeted Social Emotional Supports

- Individualized instruction is used to ensure that children who have social and emotional skill delays receive systematic instruction on those important skills
 - Identify what to teach
 - Embed instruction within routines and planned activities throughout the day
 - Use systematic instructional procedures focused on learning targets
 - Provide individualized support and adaptations
 - Increase the number of teaching and practice opportunities
 - Monitor progress

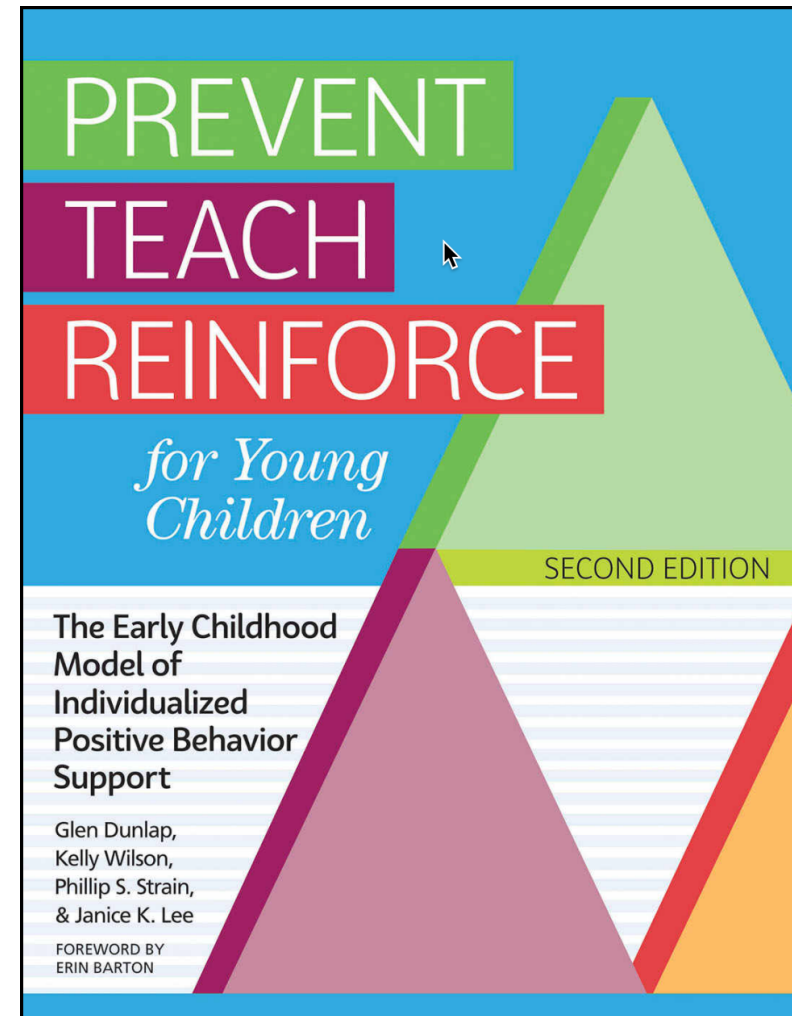
But What If That Isn't Enough Support?

Tier 3: Individualized Positive Behavior Support

1. Establishing a collaborative team and identifying goals
2. Gathering information (functional assessment)
3. Developing hypotheses (best guess)
4. Designing behavior support plan
5. Implementing, monitoring, evaluating outcomes, and refining plan in natural environments

Prevent Teach Reinforce for Young Children

- Early childhood model of individualized positive behavior support
- Manualized process for the design and implementation of individualized interventions
- Training through the MiMTSS TA Center is available



Creating a Process to Address Challenging Behavior

- Expectations for teacher action if a child has challenging behavior (e.g., complete a Behavior Incident Report (BIR))
- Who will assist, how, and when (e.g., behavior coach, observation)
- How decision to develop plan will be determined
- Process for developing a plan
- Role of the family
- Expectation for progress monitoring and plan review



Activity 3.2

- Locate the **Example EC PBIS Process for Individualized Intervention** document in your materials
- This document provides examples of a behavior support process
- As you read through them, think about how they might be similar or different to what you already do
- In the chat, record one thing that you read that you like or that might enhance your current system

Crisis Intervention Plan

- Expectations for staff related to de-escalation
- Permissible responses if the child is in danger or places other children in danger
- Documentation to complete following the incident
- How to communicate with family and include in the intervention process
- Follow-up to the incident (e.g., reviewing existing plan, developing new plan, consultation services)

Crisis Intervention Procedures

- If a child is in danger of harming self or others, you must first be concerned about safety
- If crisis procedures include holding a child or removing a child to keep children safe, ensure staff are trained appropriately
- Crisis intervention procedures may be planned for children who have a history of dangerous outbursts
- Crisis intervention procedures only keep children safe; **they do not change behavior**
- Crisis intervention procedures are appropriate only when there is also a full behavior support plan or intention to develop a plan



Activity 3.3

Answer the following items as True or False:

- If you respond to a behavior and the child starts doing it correctly, you don't need to provide positive attention
- Including families is an integral part of individualized planning
- Individual teachers might handle the behavior support process in different ways; we don't need a consistent system
- Crisis plans do not change behavior; they only keep children safe

4.0 Wrap Up and Next Steps



Activity 4.1

- Jot down the first word that you think of when you hear the following words:
 - Program-wide expectations
 - Family engagement
 - Responding to challenging behavior
- Be ready to share

Next Steps

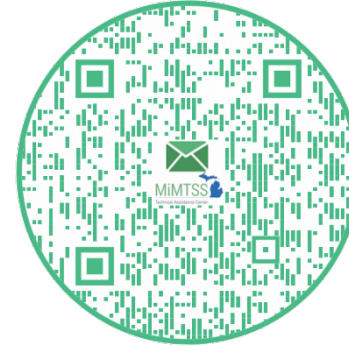
- Begin working on any action items on your Implementation Plan
 - Establishing expectations and rules
 - Gathering family input and asking for feedback on your EC PBIS plan
 - Review current process for addressing challenging behavior and crisis intervention procedures; determine when they will be revisited
- What's in Session 3?
 - Professional development and staff support
 - Monitoring implementation and outcomes
 - Getting ready for implementation

Stay Connected to the MiMTSS TA Center- new QR



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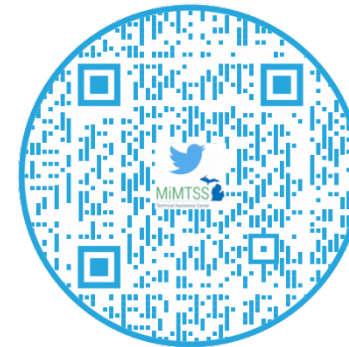
Listserv

- tinyurl.com/MiMTSSListserv
- TA Offerings, updates



YouTube

- @MiMTSSSTACenter
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- Videos & Playlists



Twitter

- @MiMTSSSTACenter
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- #MiMTSS

URLs Used in Today's Session

[Developing Expectations: The Happiest Child](https://challengingbehavior.org/docs/Developing-Expectations_Program.pdf) (https://challengingbehavior.org/docs/Developing-Expectations_Program.pdf)

[Families: Let's Talk Expectations!](https://challengingbehavior.org/docs/Developing-Expectations_Home.pdf) (https://challengingbehavior.org/docs/Developing-Expectations_Home.pdf)

["Going to School"](https://challengingbehavior.org/docs/Going-to-School_Expectations_Story.pdf) (https://challengingbehavior.org/docs/Going-to-School_Expectations_Story.pdf)

[What to Expect: Prevent Teach Reinforce for Young Children](https://challengingbehavior.org/document/what-to-expect-from-the-prevent-teach-reinforce-for-young-children-ptr-yc-process/)

(https://challengingbehavior.org/document/what-to-expect-from-the-prevent-teach-reinforce-for-young-children-ptr-yc-process/)

[Calm Down Strategies](https://challengingbehavior.org/docs/Calm-Down_Poster_EN.pdf) (https://challengingbehavior.org/docs/Calm-Down_Poster_EN.pdf)

[Positive Strategies for Families](https://challengingbehavior.org/docs/Family-Strategies_Infographic.pdf) (https://challengingbehavior.org/docs/Family-Strategies_Infographic.pdf)

[NCPMI website](https://challengingbehavior.org/) (https://challengingbehavior.org/)

[Family Engagement page](https://challengingbehavior.org/implementation/family-engagement/) (https://challengingbehavior.org/implementation/family-engagement/)

URLs Used in Today's Session, Cont.

[We Can Be Problem Solvers at Home!](https://challengingbehavior.org/docs/ProblemSolving_Story_Home_EN.pdf)

(https://challengingbehavior.org/docs/ProblemSolving_Story_Home_EN.pdf)

[Tucker Turtle Takes Time to Stop and Think at Home](https://challengingbehavior.org/docs/TuckerTurtle_Story_Home.pdf)

(https://challengingbehavior.org/docs/TuckerTurtle_Story_Home.pdf)

[Solution Kit: Home Edition](https://challengingbehavior.org/docs/Solution_kit_cards_home.pdf) (https://challengingbehavior.org/docs/Solution_kit_cards_home.pdf)