# Overview of Early Childhood PBIS

mimtsstac.org

Acknowledgments

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

- National Center for Pyramid Model Innovations (NCPMI)
- National Center on PBIS

Thank you to the Michigan schools that provided examples for today's session!

MiMTSS
Technical Assistance Center

Creative Commons License Information
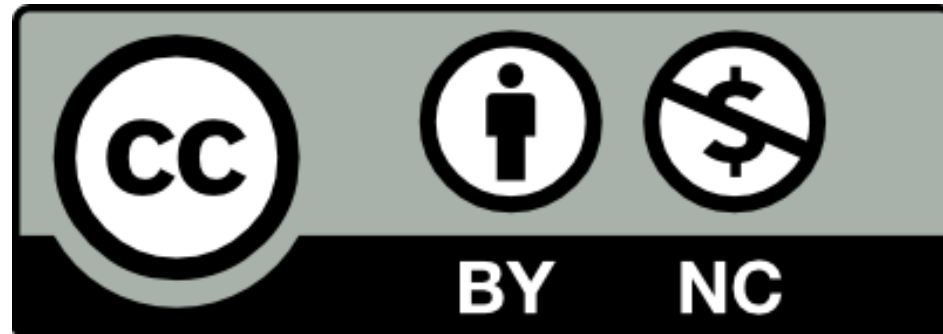
You are free to share or adapt the resources for non-commercial purposes. We ask that you always attribute MiMTSS TA Center. All publications, materials, and resources on this site are licensed under a Creative Commons Attribution-NonCommercial 4.0 International License

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

MiMTSS
Technical Assistance Center

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)

MiMTSS
Technical Assistance Center

Purpose

This training provides information about the data, systems, and practices necessary for the implementation of early childhood positive behavioral interventions and supports (EC PBIS). Implementation with fidelity can lead to improved outcomes for ALL children, families, providers, and programs.

MiMTSS
Technical Assistance Center

Intended Outcomes

- Explain why the implementation of EC PBIS is important for early childhood programs
- Understand the data, systems, and practices needed to implement early childhood PBIS
- Determine any next steps for implementation of EC PBIS

MiMTSS
Technical Assistance Center

Agenda

1.0 Introduction to EC PBIS

2.0 Systems

3.0 Practices

4.0 Data

5.0 Wrap-Up & Next Step

MiMTSS
Technical Assistance Center
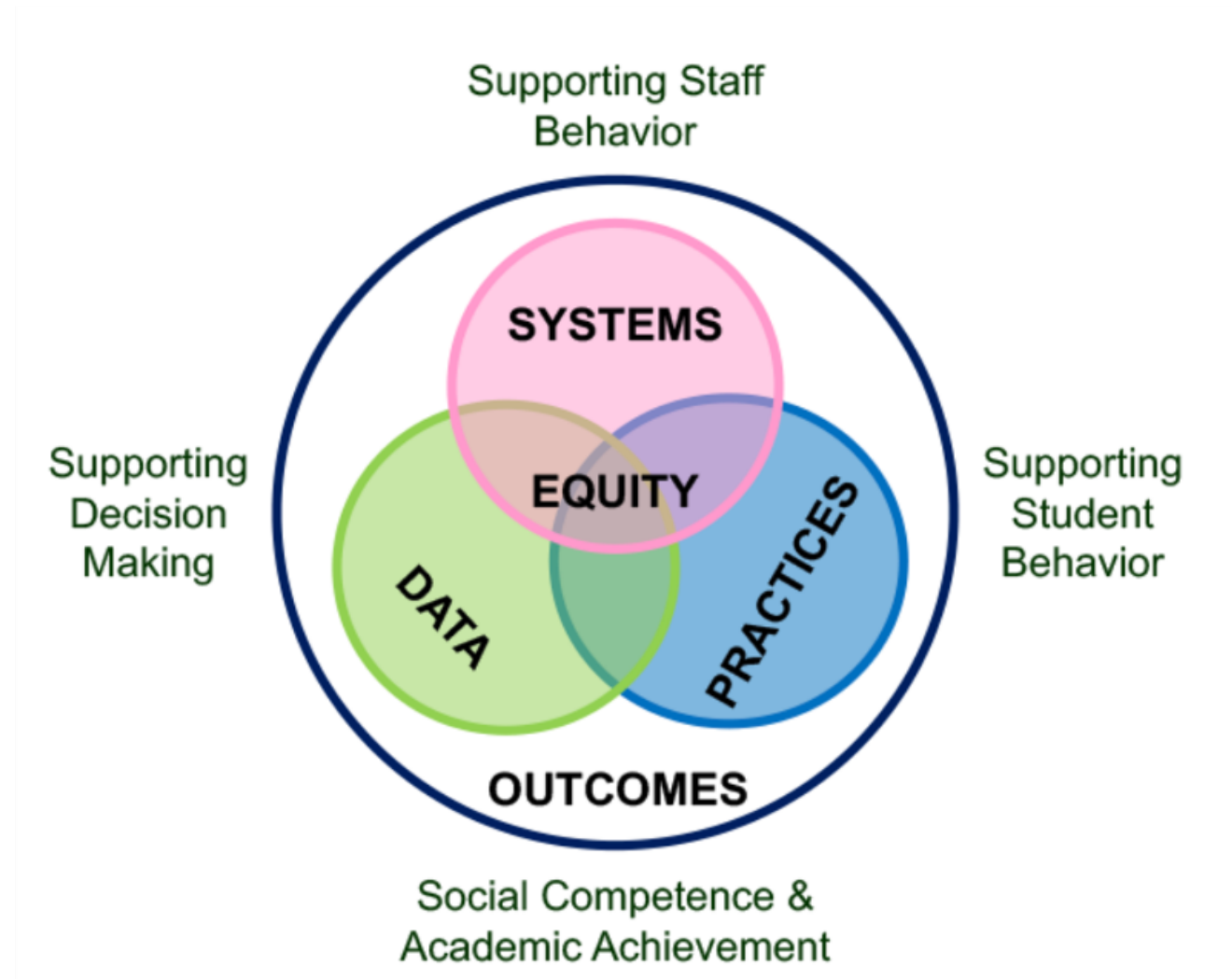
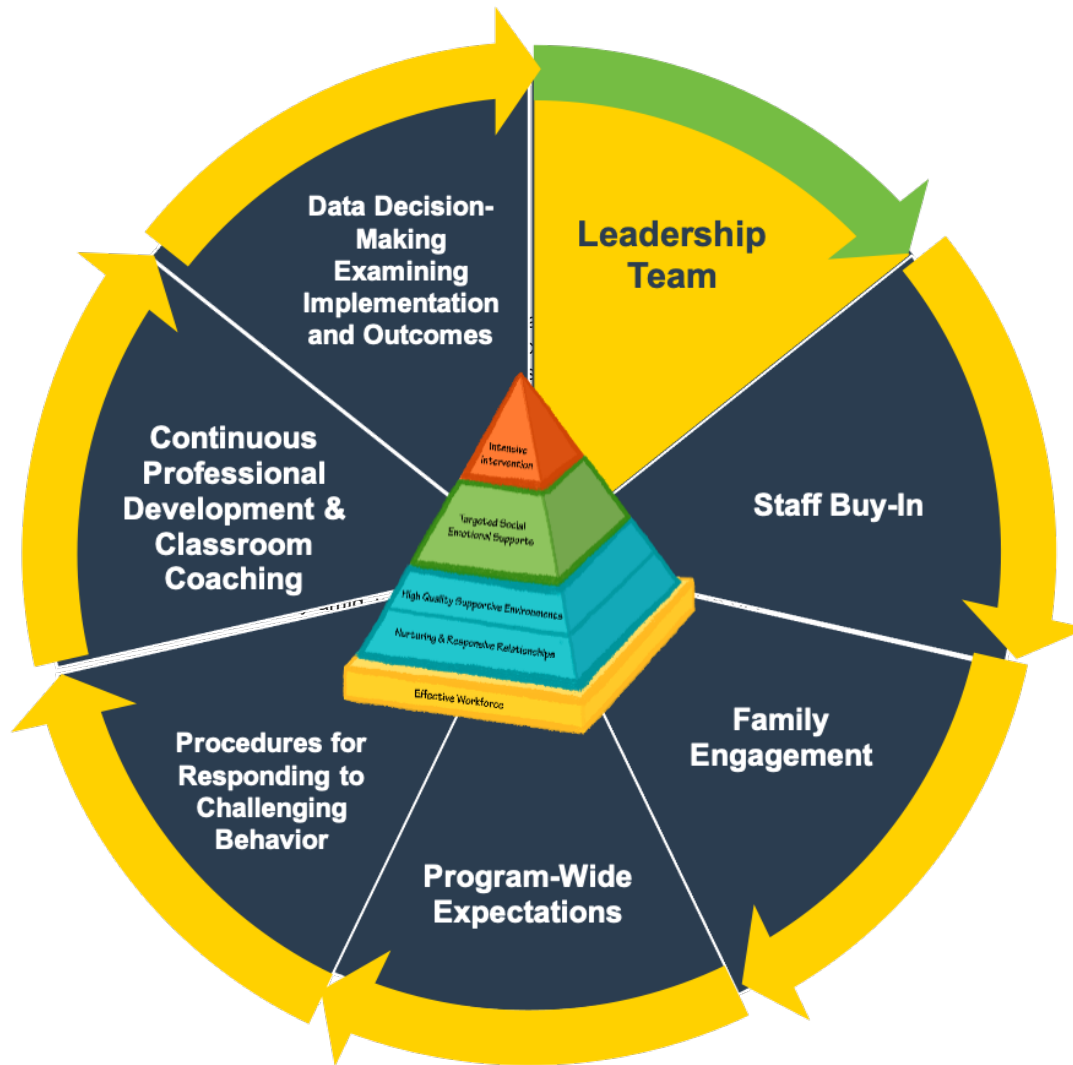# Activity

Who is here today?

- What is your role?

- At which level do you primarily work?

- Is your school/district currently implementing School-wide PBIS?

- How familiar are you with the Pyramid Model?

1.0 Introduction to Early Childhood PBIS
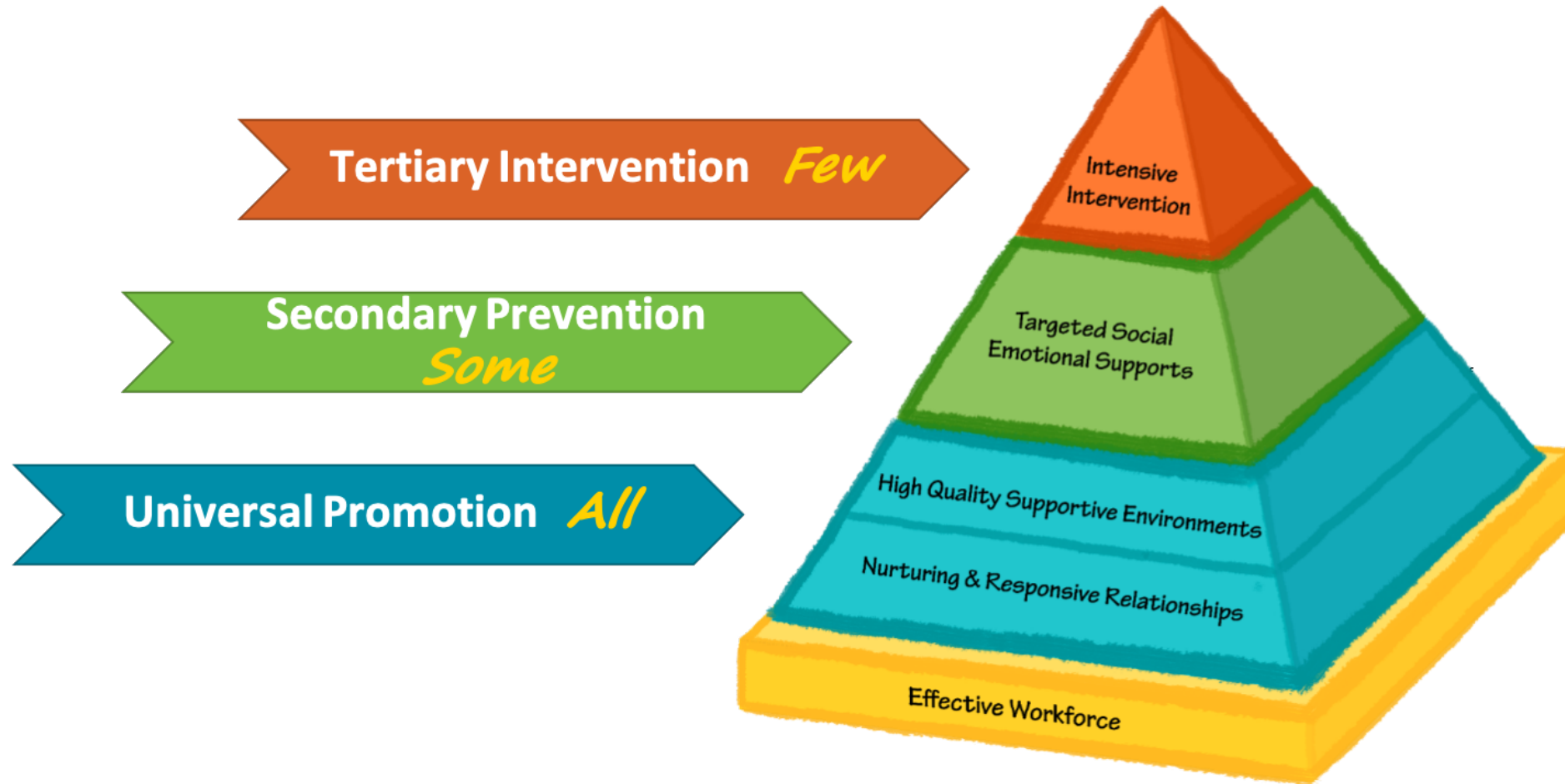
Multi-Tiered System of Support (MTSS)

Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) is a MTSS framework for social, emotional, behavioral health

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

SYSTEMS

EQUITY

DATA

PRACTICES

OUTCOMES

Social Competence & Academic Achievement

MiMTSS
Technical Assistance Center

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

Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children

Tertiary Intervention *Few*

Secondary Prevention *Some*

Universal Promotion *All*

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing & Responsive Relationships

Effective Workforce

MiMTSS
Technical Assistance Center

What Does Research Tell Us?

- Behavior challenges during the preschool years often persist

- 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

https://challengingbehavior.org/wp-content/uploads/2023/11/evidence_summary.pdf

We Can Make a Difference

Children reported to have better social skills such as sharing, cooperating, and helping other children in Kindergarten are:

- More likely to graduate from high school on time
- More likely to get a college degree and have a full-time job
- Less likely to be arrested, engage in substance abuse, or be on a waiting list for public housing

Jones, Greenberg, & Crowley, (2015)

Why Early Childhood PBIS?

- All children improve social-emotional skills

- Teachers work effectively with all children, including those with challenging behaviors and/or disabilities

- Program effectively prepares children for kindergarten

- Program builds responsive relationships with each child and family

- Positively impacts factors connected to teacher retention (e.g., school/program climate, quality of relationships)

Hemmeter, Fox, & Snyder, 2013; Hemmeter, Snyder, Fox, & Algina, 2011).

Goal of EC PBIS

Ensure each and every child has the support, experiences, relationships, opportunities, guidance, and instruction to thrive in their social-emotional development and learning

Activity 1.1

- Take 30 seconds to think about why you are here today:

  - What child needs could be better supported in your program?

  - What enhancements are you hoping to see?

  - What is your "why?"

- Write an "elevator speech" for someone back in your building describing why you are interested in learning more about EC PBIS

- Be ready to share

MiMTSS
Technical Assistance Center

2.0 Systems

A Systems Approach is Powerful!
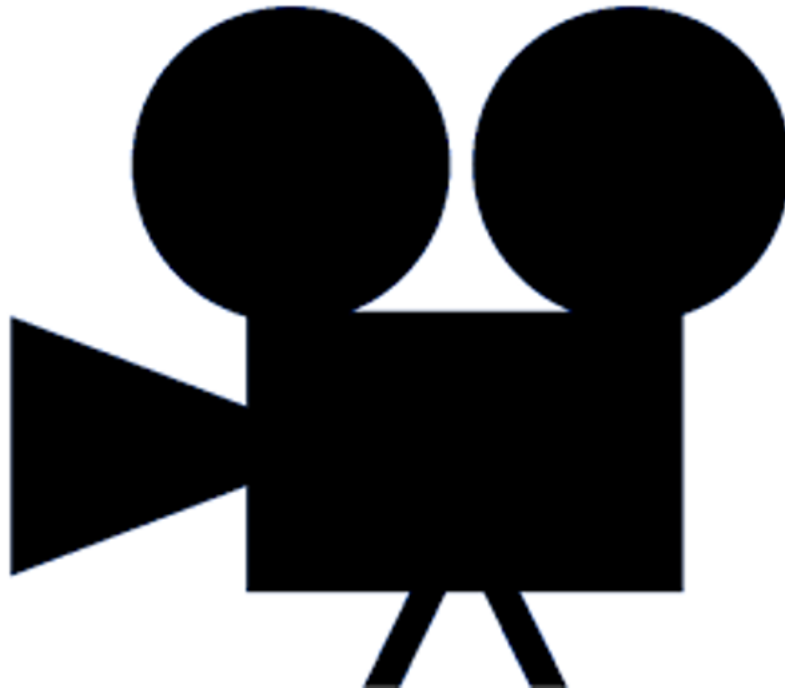
Key Roles for EC PBIS

- **EC PBIS Leadership Team:** Guides implementation of EC PBIS at a site, including building the infrastructure to ensure sustainable use of Pyramid Model practices

- **Leadership Team Coach:** Provides support to EC PBIS Leadership Teams and those serving in specific roles (e.g., Clasroom Coach, Data Coordinator, Behavior Specialist)

- **Preschool Classroom Coach:** Provides direct coaching to teaching teams to guide the implementation of Pyramid Model practices within classrooms

MiMTSS
Technical Assistance Center

Activity 2.1

- Locate the **EC PBIS Key Roles** document in your materials

- As you read, consider who from your area might fulfill each of these roles and what additional conversations might be needed

- Put one key takeaway from the document into the chat when you are done

Role of the Leadership Team

Meet monthly to focus on:

- Building an implementation infrastructure to support staff in the use of EC PBIS (i.e., program-wide Pyramid Model)
  - Maintaining an implementation plan
  - Implement through an equity lens and work to eliminate bias
  - Create a system for supporting staff and children when challenging behavior occurs
- Continuous data analysis and action planning
- Communication with staff, families, and the community

MiMTSS
Technical Assistance Center

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

Connections to School-Wide PBIS

- If your school is implementing school-wide PBIS, you may have many of these components in place

- There are key differences to keep in mind:

  - Developmental stages of children

  - Family engagement

  - Role of the office

  - Acknowledgement systems

  - Teaching practices

  - Data decision-making tools

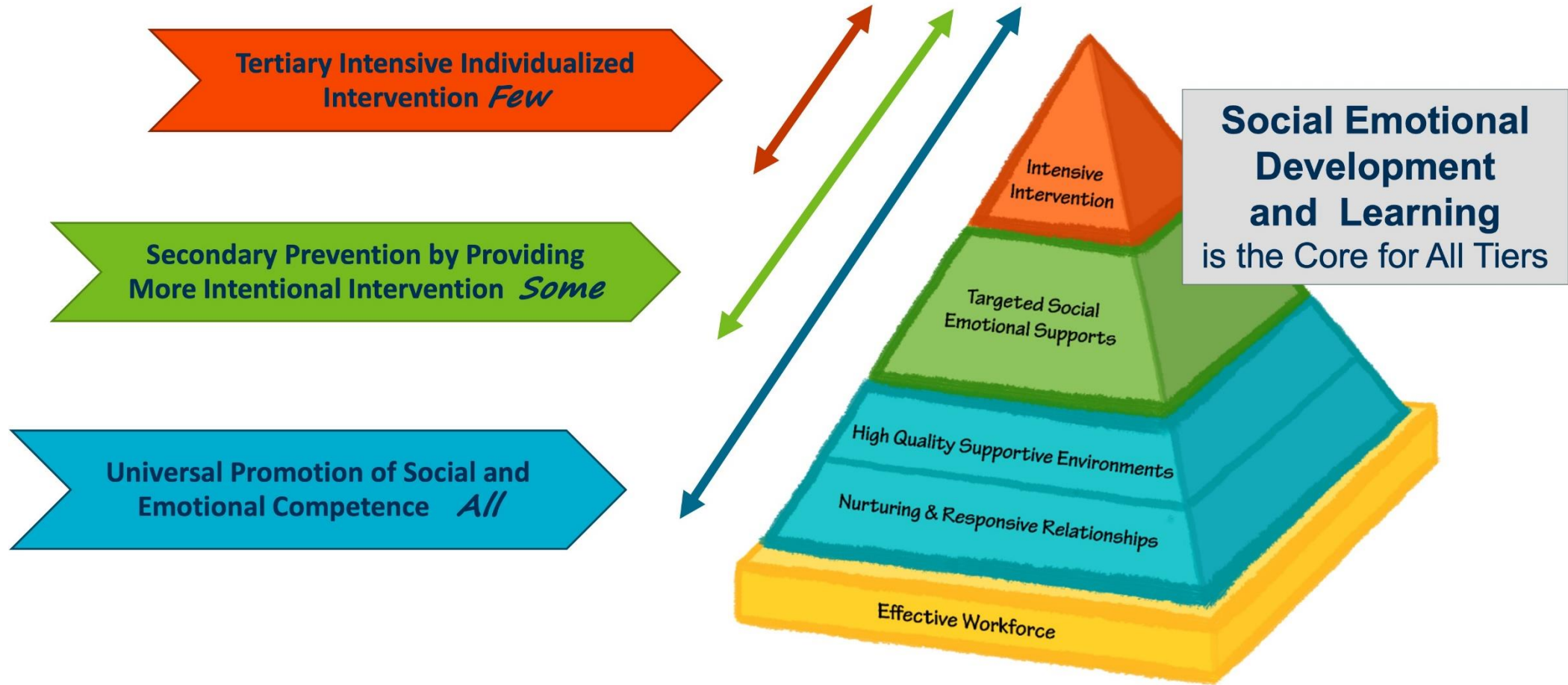The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS, Dunlap & Fox, November 2015)

MiMTSS
Technical Assistance Center

Activity 2.2

- Locate the document titled **Components of the Program-Wide Approach** in your materials

- Think about your current setting and what supports already exist
  - Which of these components do you already have in place?
  - Which components might you be able to meet by enhancing your existing system?
  - Which components would be new to your school/center?

- Be ready to share your responses

MiMTSS
Technical Assistance Center

3.0 Practices

Pyramid Model Practices

Tertiary Intensive Individualized Intervention *Few*

Secondary Prevention by Providing More Intentional Intervention *Some*

Universal Promotion of Social and Emotional Competence *All*

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing & Responsive Relationships

Effective Workforce

Social Emotional Development and Learning is the Core for All Tiers

28

MiMTSS
Technical Assistance Center

Tier 1: Universal Promotion

- Nurturing and Responsive Relationships
  - **It's all about relationships and establishing a caring community!**
  - Between children, between staff & families, and between staff & children
- High Quality Supportive Environments
  - **The power of prevention!**
  - 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

MiMTSS
Technical Assistance Center

Program-Wide Expectations

We are a School Family

When we are safe, kind, and curious we have a classroom that is ready to learn and grow.

Safe

Kind

Curious

- Developed in partnership with the Leadership Team, staff, and families

- Stated positively

- Posted

- Example:
  - We are Safe
  - We are Kind
  - We are Ready

MiMTSS
Technical Assistance Center

Tier 2: Social Emotional Learning

- **All** young children require adult guidance and instruction with:
  - Friendship skills - developing social relationships
  - Emotional literacy - expressing and understanding emotions
  - Self-regulation
  - Problem-solving skills
- **Some** will need additional intentional teaching
  - Increased opportunities for instruction, practice, and feedback
  - Family partnerships
  - Progress monitoring and data decision-making

Teaching Social-Emotional Skills

Tucker Turtle Takes Time to Tuck and Think

A scripted story to assist with teaching the "Turtle Technique"

By Rochelle Lentini, Li... and Mary Lo...
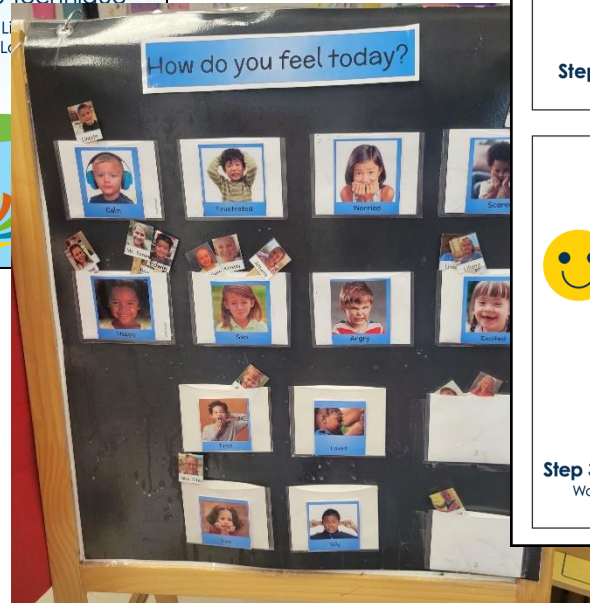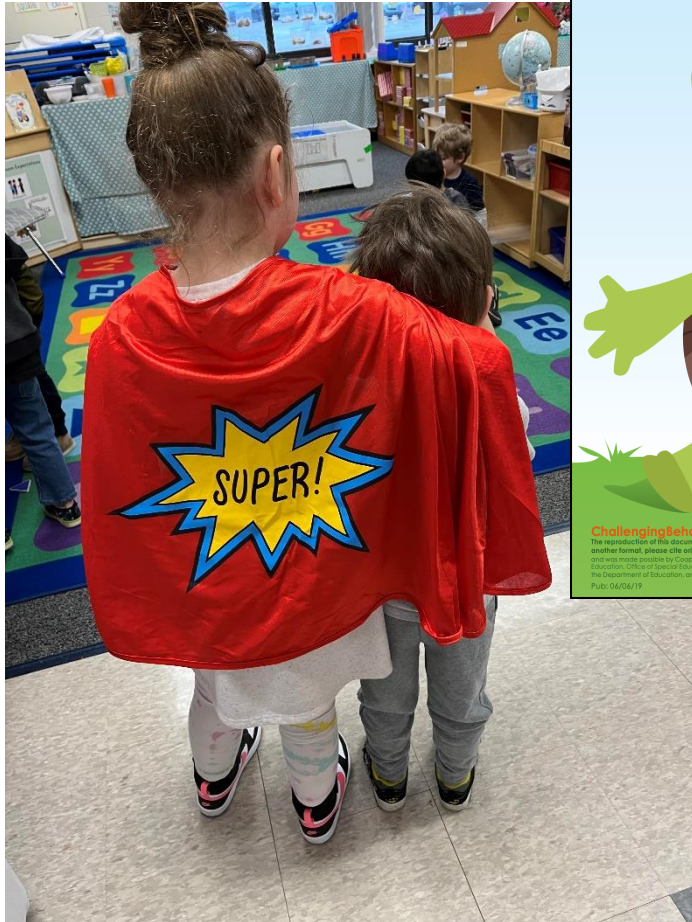
Problem Solving Steps

Step 1. What is my problem?

Step 2. Think, think, think of some solutions.

Step 3. What would happen if...? Would it be safe? Would it be fair? How would everyone feel?

Step 4. Give it a try!

How do you feel today?

MiMTSS
Technical Assistance Center

Activity 3.1

- Think about all the ways that social and emotional competencies are already taught in your preschool programs

  - Friendship skills

  - Emotional literacy

  - Self-regulation

  - Problem solving

- For the next 30 seconds, write as many of these strategies as you can into the chat – but don't hit Enter yet!

- When prompted, hit the Enter key, then review all the teaching strategies provided in chat

MiMTSS
Technical Assistance Center

Embed Instruction All Day, Every Day!

- Within all activities
  - To ensure multiple opportunities for meaningful instruction
- Over time
  - To meet the instructional needs at each learning stage (acquisition, fluency, generalization)
- With precision
  - To meet the individualized instruction needs of children who need more

MiMTSS
Technical Assistance Center

Tier 3: Individualized Positive Behavior Support

Prevent, Teach, Reinforce for Young Children (PTR-YC)

- Early childhood model of individualized positive behavior support

- **Manualized, team-based process** for the design and implementation of individualized interventions

- Focuses on developing a hypothesis, prevention strategies, replacement skills, and responses
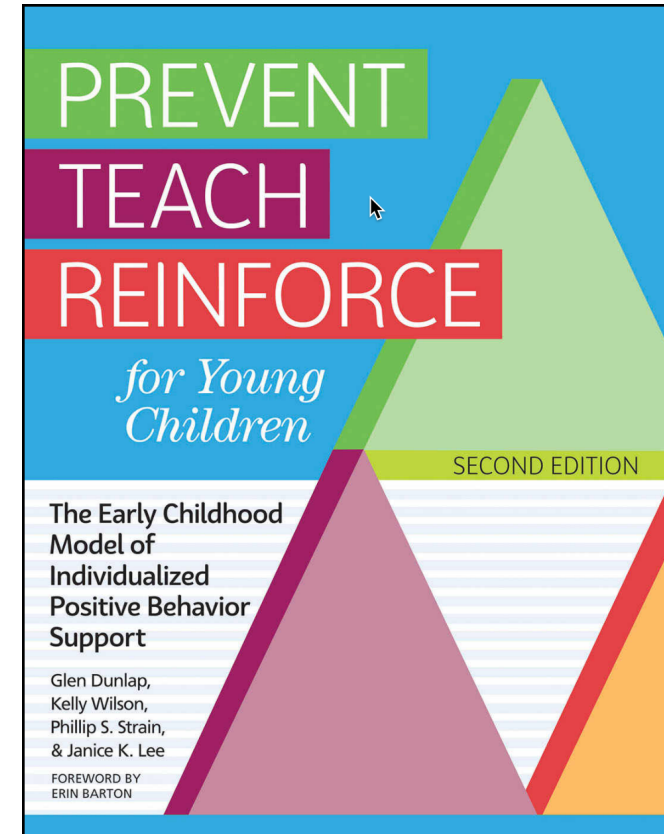
The Goal: High Fidelity Implementation of Pyramid Model Practices

- Fidelity of implementation that leads to positive outcomes for children, families, providers, and programs
  - Fidelity: Are we doing what we said we would do?
  - Measures changes in adult behavior
- Implementing Early Childhood PBIS helps us get there!
- **Classroom Coaches** are the bridge between hearing about it in training and implementing it in daily practice in the classroom

MiMTSS
Technical Assistance Center

Practice-Based Coaching Framework
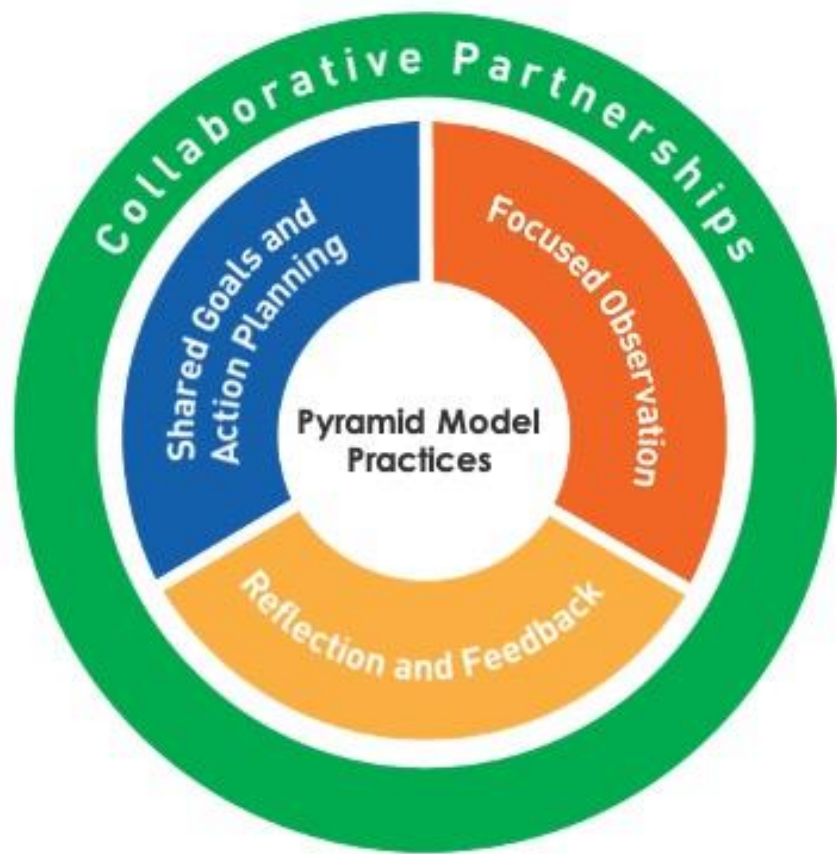
- Focused on evidence-based teaching practices (Pyramid)
- Based on collaborative partnerships
- Guided by goals and a plan for refinement and action
- Assessed through focused observation
- Supportive of teacher growth through reflection

MiMTSS
Technical Assistance Center

Activity 3.2

Mark the following items as True or False

- Universal promotion (Tier 1) is focused on nurturing and responsive relationships and high-quality supportive environments

- Tier 2 involves pulling small groups of children out of the classroom for intervention

- Individualized support is provided through a team-based process called Prevent, Teach, Reinforce for Young Children (PTR-YC)

- Practice-Based Coaching does not need to be provided in order to reach fidelity with the Pyramid Practices

MiMTSS
Technical Assistance Center

4.0 Data

Why is Data Important?

- Goal is to improve implementation of EC PBIS and child outcomes

- Helps answer the following questions:

  - How well are we implementing, and how could we improve?

  - What outcomes are we seeing, and what are the contributing factors?

  - What next steps can we take to reach our goal?

Data Helps Us Focus on Prevention and Promotion

- Implementation (Fidelity) Data
  - **Early Childhood Benchmarks of Quality (BOQ)**
  - **Teaching Pyramid Observation Tool (TPOT)**
  - Coaching Logs
- Impact (Outcome) Data
  - **Behavior Incident Reports (BIRs)**
  - Rating scales
  - Curriculum-based progress monitoring
  - Behavior or skill progress monitoring
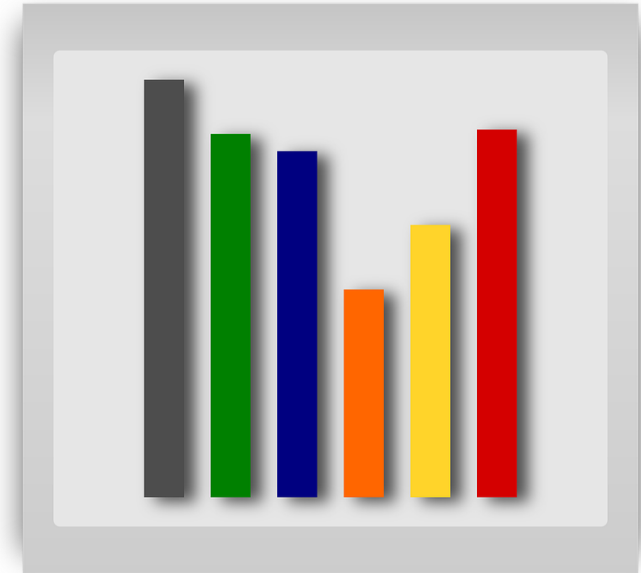
Early Childhood Benchmarks of Quality (EC-BOQ)

- Measures the critical features of EC PBIS

- Completed by EC PBIS Leadership Team as a self-assessment

- Used to determine the current level of implementation to develop an **Implementation Plan**

- Coaching around the items is provided by an EC PBIS Leadership Team Coach

https://challengingbehavior.org/docs/BoQ_EarlyChildhood_Program-Wide.pdf

EC-BOQ Data: Measuring Systems

Early Childhood Program-Wide PBS Benchmarks of Quality
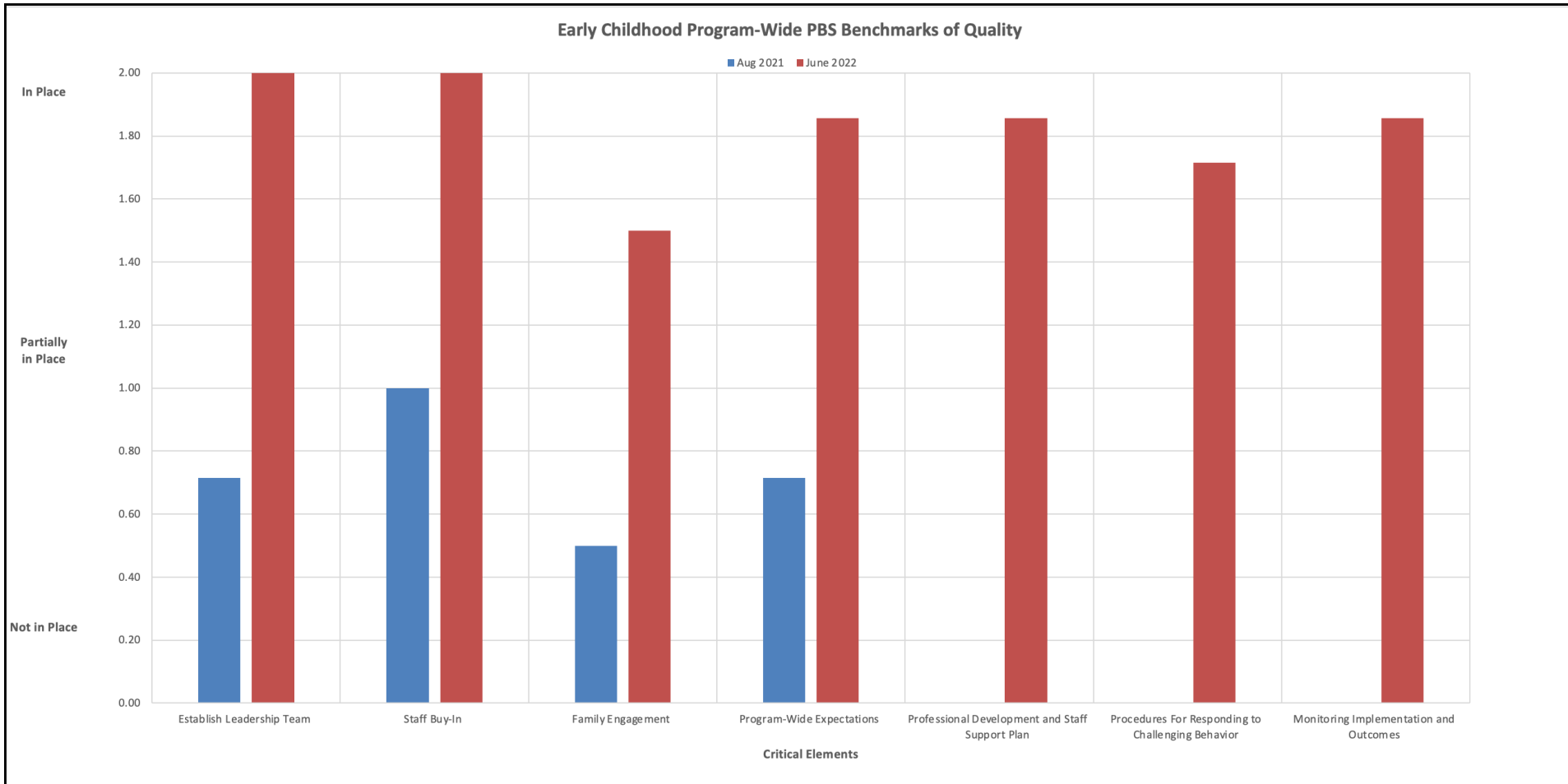
Teaching Pyramid Observation Tool (TPOT)

- Observation and interview-based classroom assessment

- Used to measure fidelity of Pyramid Model practices in the classroom

- Administered at least annually to monitor progress and identify areas of strength and needs for coaching

- Coaching around items provided by a Preschool Classroom Coach
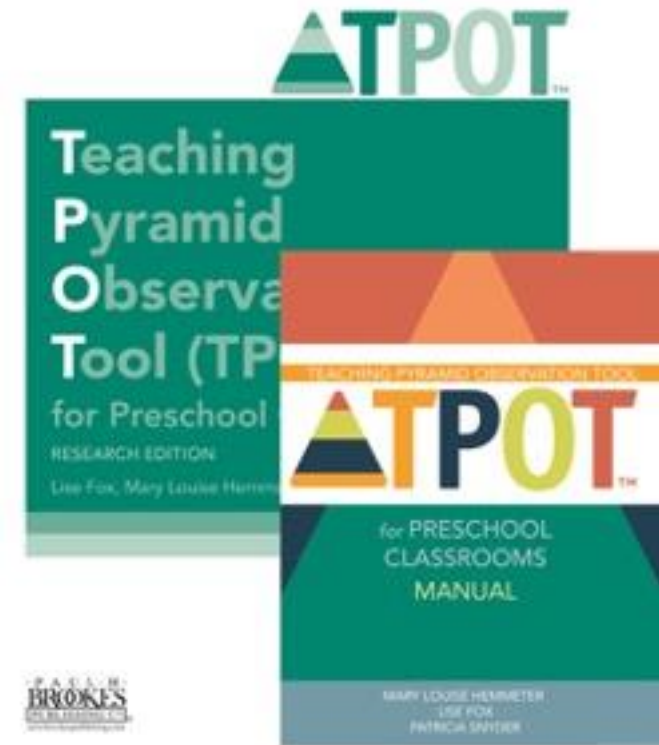
TPOT Provides Data About Key Practices

Percentage of Indicators Observed by Key Practice

Fall Spring

MiMTSS
Technical Assistance Center
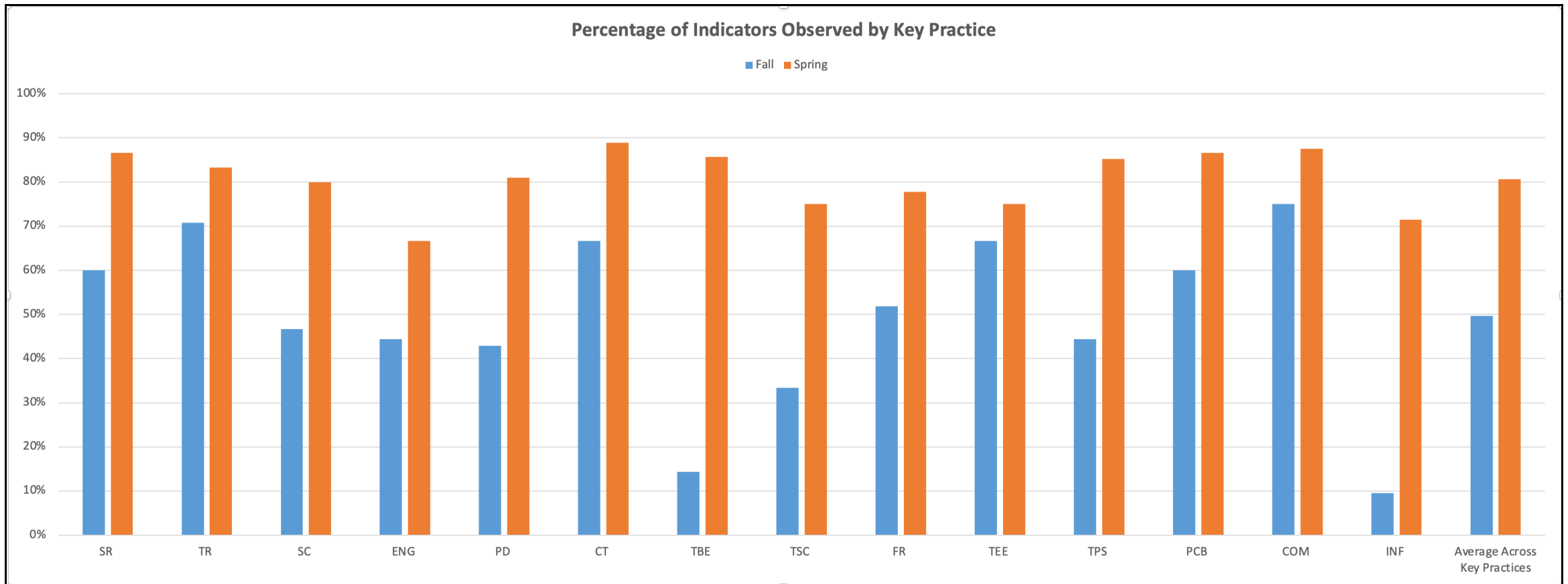
Behavior Incident Reports (BIRs)

- Teachers complete a BIR form when:
    - A child hurts self or others or runs away from the classroom
    - A child is unresponsive to guidance procedures or redirection in the classroom
- Data is analyzed to:
    - Guide decisions related to behavior prevention and response at the program, classroom, and child-levels
    - Identify concerns related to discipline responses, including disproportionality
    - Help identify staff and children in need of support

MiMTSS
Technical Assistance Center

Which is More Likely to Lead to Effective Intervention?

Instead of:

- We have a major problem with behavior

We can get precise:

- The program overall had 32 incidents of **physical aggression** in September across classrooms and involving multiple children
- Most occurred during **center time** and involved **peers**
- The most common motivation was to **obtain desired item**
- The most common response was a **verbal reminder** with no administrative follow-up

MiMTSS
Technical Assistance Center

5.0 Wrap Up and Next Steps

Activity 5.1

- Look at the words below and think about how they apply to your new learning about early childhood PBIS

- When prompted, write one word or phrase associated with each word in the chat

  - Systems

  - Practices

  - Data

Readiness for EC PBIS

- What additional information do you need, or what conversations do you need to have to move this work forward?

- Who might serve in some of the key roles (e.g., Leadership Team, Leadership Team Coach, Classroom Coach)?

- What practices for teaching social and emotional skills are you currently using, and are you getting the results you want?

- Are you currently implementing school-wide PBIS at your school, and how can you start to make connections?

- How can you include staff and family input from the beginning?

MiMTSS
Technical Assistance Center

Activity 5.2

- Independently review the document titled **Getting Ready for EC PBIS** in your materials

- Take a moment to think about your current context and the considerations on the previous slide

  - Record any questions in the chat

  - Identify 1 or 2 next steps that you can take after leaving today's session

- Be ready to share

MiMTSS
Technical Assistance Center

Need Additional Information?

- Visit the Early Childhood MTSS page on [the MiMTSS Technical Assistance Center's webpage](https://mimtsstac.org) (mimtsstac.org)

- Visit the [National Center for Pyramid Model Innovation's website](https://challengingbehavior.org) (challengingbehavior.org)

Stay Connected to the MiMTSS TA Center

Facebook

@MiMTSSTACenter

facebook.com/MiMTSSTACenter

#MiMTSS

Listserv

tinyurl.com/MiMTSSListserv

TA Offering, updates

YouTube

@MiMTSSTACenter

youtube.com/@MiMTSSTACenter

Videos & Playlists

Instagram

@MiMTSSTACenter

instagram.com/MiMTSSTACenter

#MiMTSS

MiMTSS
Technical Assistance Center