

PBIS Implementation at the Early Childhood Level

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PBIS Implementation at the Early Childhood Level

- This session will describe what PBIS implementation looks like in an Early Childhood setting.
- Examples of developing expectations, teaching, acknowledging, and correcting problem behavior for younger children will be presented.
- Integrating Early Childhood PBIS implementation within the school-wide system will be discussed.

Acknowledgements

Positive Behavior Support Systems: Applying Key Features in Preschool Settings

Melissa Stormont • Timothy J. Lewis • Rebecca Beckner

Teaching Exceptional Children; Jul/Aug2005, Vol. 37 Issue 6, p42-49, 8p

Susan Gasber, Technical Assistance Director, Illinois PBIS Network



In order to support early intervention and prevention efforts, many professionals are working to establish systems of positive behavior support earlier, before children enter elementary school settings.

What the Research Says

- Children with early behavior problems are at risk for peer rejection, teacher rejection, limited opportunities for learning appropriate behavior in school, and continued problems in these areas as they get older (Kauffman, 2001; Stormont, 2001; Walker et al.).
- Many contributing factors—including common school discipline practices that exacerbate and perpetuate negative behavior patterns—can contribute to the stability of problem behavior in children (Kauffman; Lewis & Sugai, 1999; Mayer, 1995; Skiba & Peterson, 2000).

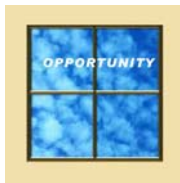
This finding is especially pertinent for early childhood and primary grade teachers, since research suggests the existence of a window of opportunity for affecting these behavior patterns to reduce the likelihood that they become chronic across the children's school experience.

What the Research Says

- ...at-risk children who have not learned more adaptive behavior patterns by the end of the third grade are highly unlikely to ever be successful if continuing and comprehensive external supports are absent (Walker et al.).
- The research on children who enter school with problem behavior demonstrates poor outcomes for children who develop antisocial behavior patterns and indicates that the previous reactionary and punishment-oriented school approaches have negative effects.

What the Research Says

- Most children with severe behavior problems begin to display problem behaviors during their preschool years.
(Kaiser & Hester, 1997; Walker et al., 2003; Webster-Stratton, 1997)
- ...children with such identified disabilities as autism or developmental delays-are at increased risk for problem behavior. Early childhood settings that include these children should be able to teach and support appropriate behavior (Kauffman, 2001).
- ...young children who are at risk because of such factors as poverty, neglect, violence in the home, or other types of family adversity are also more vulnerable for developing problem behavior patterns
(Stormont, Espinosa, Knipping & McCathren, 2003).



We cannot overstate the importance of implementing supportive interventions during the preschool years.

(Kaiser & Hester, 1997; Walker et al., 2003; Webster-Stratton, 1997)

Core Key Features of Positive Behavior Support Systems



- Establish a team for program-wide PBS
- Determine, teach, and support behavior expectations
- Use data to drive decisions

Special Considerations for Early Childhood Programs

Establish a team for program-wide PBS

- Program-wide should replace school-wide for most early childhood preschool programs.
- The program-wide team should represent the diversity that exists in many early childhood preschool programs.
- Teams in early childhood programs may be larger than teams in elementary schools.
- Teams may require more organization, subcommittees and time.

Special Considerations for Early Childhood Programs

Establish a team for program-wide PBS

- The team should include all administrators in the program (e.g., SPED, Title I).
- Programs housed in different locations should have several communication coordinators to share information with staff in different buildings.
- All teachers in all classrooms need to be aware of team decisions and supports.
- When an early childhood preschool classroom is located in an elementary schools that uses school-wide PBS, the preschool teachers should be a part of both the school-wide team and the early childhood program team.

Special Considerations for Early Childhood Programs

Determine, teach, and support behavior expectations

- Because of developmental differences, early childhood preschool programs should select a smaller number of behavior expectations.
- The expectations must include words that children can understand (e.g., words already in children's vocabularies, words already used in classrooms)
- Expectations used in the school-wide system could be used to increase likelihood that children will make connections between the early childhood PBS efforts and school-wide efforts in the feeder elementary schools.

Special Considerations for Early Childhood Programs

Determine, teach, and support behavior expectations

- One program-wide matrix may be better than classroom-specific matrices (as many related service providers' provide services in multiple classrooms).
- The PBS team develops the program matrix, all professionals in the program review and approve it before finalizing.
- The PBS team develops lesson plans to teach the expectations in different settings.

Special Considerations for Early Childhood Programs

Determine, teach, and support behavior expectations

- To encourage the use of expected behaviors:
 - Illustrate the specific behaviors in context so expectations become more concrete and anchored to familiar words and behavior
 - Give immediate and positive recognition to children engaging in the expected behaviors in the setting
 - Use prompts and cues for appropriate behavior in settings that are particularly challenging for a child or for many children in the class (Walker et al., 2003).
 - Use pictures or other visual representations of the expectations.
 - Take photographs of students in their classrooms who are exemplifying an expectation.
 - Send positive behavior reports home to children's families.
 - Have group celebrations in classrooms when several children have exemplified one of the expectations.

Special Considerations for Early Childhood Programs

Use data to drive decisions

- Create developmentally appropriate equivalent to office referral data such as behavior incident form:
 - Problem behavior
 - Setting, class activity, behavior triggers
 - Persons involved
 - Consequences of the behavior
- Could use information to:
 - Communicate to parents and other staff members
 - Provide information about children who need extra support
 - Target areas for professional development for staff
- Team can use additional sources of data to:
 - Determine which children or classrooms need more behavioral support (behavior observations, ratings, surveys)
 - Assess program-wide PBS through interviews and surveys of staff and parents

Special Considerations for Early Childhood Programs

Establish Support for Children at Risk for Chronic Behavior Concerns

- Establish team to support staff members concerned about behavior of specific children – an example:
 - Members represent all professions from program to offer strategies and behavior consultant to develop FBA-based plans
 - Team uses incident report to help track children needing more support
 - PBS team uses data based decision rule (e.g., more than 3 incident reports per month) to bring child to support team
 - Program-wide universal PBS has to be in place in classroom first

Special Considerations for Early Childhood Programs

Establish Support for Children at Risk for Chronic Behavior Concerns

- Support team develops behavior improvement plan with teachers, related services personnel and parents. Behavior consultant supports staff member with intervention strategies through consultation and observations.
- Crisis plan developed including de-escalation strategies, safe classroom location for physical outbursts, strategies to reengage and support the child when needed.

Agenda

- Froberg School
- What is PBIS?
- Components of PBIS
- Universal Practices of PBIS
- Creating the Culture

Froberg School

- Rockford District 205
- Pre-K -2nd Grade
- 5 State Pre-K
- 1 Self-Contained Early Childhood
- 3 Strands of Grades K-2
- 430 Students

PBIS Development

- Universal Team Assigned Fall 2008
 - Representation at all Grade Levels
- Staff Completed Self Assessment Fall 2008
- Action Plan Developed 1/09
- Developed new Mission Statement
- Behavior Matrix
 - 3 Expectations
 - Skill Sets

Our Mission

“ The Froberg School mission is to unite students of all cultures to create a safe, nurturing environment, which promotes each student's abilities to become educated, contributing citizens of a global community.”

How does PBIS support this mission?

- Challenges adults and students to develop and maintain the expectations of responsibility, respect, and safety that promotes a safe and productive learning environment for all.
- Improve academic test scores by maintaining a safe and productive learning environment.

How does PBIS support this mission?

- Increases the positive behaviors through an instruction and acknowledgement system and therefore reduce the number of Daily Office Referrals and Bus Referrals.
- Provides families with consistent information about the system and support ways for families to implement components at home to improve positive behaviors.

PBIS Development

- Creating Staff Consensus
 - 2nd staff meetings
 - Training on Components
 - Review and Discussion of Components
 - Development of Cool Tools
 - Random Teams
 - Discussion teams included grade level representation
 - Changed each meeting

Universal Level Implementation

- Fall 2009-2010 School Year
- 2nd Institute Day-All Staff Training
 - Teachers, Diagnostic Team, Para Professionals, Secretary, and Lunch Aides
- K-2 Expectation Teaching 2nd Day of School
- Pre-K Expectation Teaching 2nd Day of School (2 weeks after K-2 start)

What is PBIS?

- Broad range of proactive, systemic, and individualized strategies
- Approach for achieving social and learning outcomes in safe and effective environments
- Prevention approach to problem behaviors with all children

Components

- Self evaluation of building strengths and needs (SAS)
 - Completed Fall and Spring
- Procedures for on-going monitoring and evaluation
 - District referral monitoring
 - SWIS (School Wide Information System)

Components

- Clearly defined expected behaviors for classroom/non-classrooms
 - Be Respectful
 - Be Responsible
 - Be Safe
 - Froberg Behavior Matrix
 - Purpose-to create a common verbiage

Froberg School Behavior Expectation Matrix

Settings	Be Respectful	Be Responsible	Be Safe
Classroom	<ul style="list-style-type: none"> • Use appropriate voice level • Use kind words • Listen politely • Ask permission appropriately 	<ul style="list-style-type: none"> • Follow directions • Be on time • Have Supplies • Accept consequences • Leave no trace 	<ul style="list-style-type: none"> • Keep hands and feet to self • Use materials appropriately
Arrival	<ul style="list-style-type: none"> • Use appropriate voice level • Use kind words 	<ul style="list-style-type: none"> • Follow directions • Sit in line • Leave no trace 	<ul style="list-style-type: none"> • Walk in and wipe feet • Keep hands and feet to self
Cafeteria	<ul style="list-style-type: none"> • Use appropriate voice level • Use kind words • Use table manners • Ask permission appropriately 	<ul style="list-style-type: none"> • Follow directions • Learn your number • Leave no trace 	<ul style="list-style-type: none"> • Keep hands and feet to self • Eat your own food • Stay seated
Bathroom	<ul style="list-style-type: none"> • Use appropriate voice level • Close staff door 	<ul style="list-style-type: none"> • Flush toilet • Use paper appropriately • Leave no trace • Report problems 	<ul style="list-style-type: none"> • Keep hands and feet to self • Face forward • Walk slowly





Froberg School Behavior Expectation Matrix

Settings	Be Respectful	Be Responsible	Be Safe
Hallway	<ul style="list-style-type: none"> • Voice off • Respect others' space • Respect hallway decorations 	<ul style="list-style-type: none"> • Follow directions • Pay attention • Stand and wait patiently • Leave no trace 	<ul style="list-style-type: none"> • Keep hands and feet to self • Face forward • Walk slowly
Library	<ul style="list-style-type: none"> • Use appropriate voice level • Use kind words • Listen politely • Ask permission appropriately 	<ul style="list-style-type: none"> • Follow directions • Return books on time • Leave no trace 	<ul style="list-style-type: none"> • Keep hands and feet to self • Use materials appropriately
Computer Lab	<ul style="list-style-type: none"> • Use appropriate voice level • Use kind words • Listen politely • Ask permission appropriately 	<ul style="list-style-type: none"> • Follow directions • Leave no trace 	<ul style="list-style-type: none"> • Keep hands and feet to self • Use computers appropriately
Playground	<ul style="list-style-type: none"> • Use appropriate voice level • Use kind words • Be a good sport • Ask permission appropriately 	<ul style="list-style-type: none"> • Follow directions • Put equipment away • Line up quickly when whistle blows • Leave no trace 	<ul style="list-style-type: none"> • Keep hands and feet to self • Control emotions • Use equipment properly • Stay in assigned area




Froberg School Behavior Expectation Matrix

Settings	Be Respectful	Be Responsible	Be Safe
Bus	<ul style="list-style-type: none"> Use appropriate voice level Use kind words Listen to driver Ask permission appropriately 	<ul style="list-style-type: none"> Follow directions Be on time Go directly to seat Report problems Leave no trace 	<ul style="list-style-type: none"> Keep hands and feet to self Remain in your seat Keep aisles clear
Field Trips	<ul style="list-style-type: none"> Use appropriate voice level Use kind words Ask permission appropriately 	<ul style="list-style-type: none"> Follow directions Leave no trace 	<ul style="list-style-type: none"> Keep hands and feet to self Stay with group Do not talk to strangers




Poster-Cafeteria

Expectation	Cafeteria
Be Respectful	<ul style="list-style-type: none"> Use appropriate voice level  Use Kind Words  Use table manners  Ask permission appropriately 





Poster-Cafeteria






Expectation	Cafeteria
Be Responsible	<ul style="list-style-type: none"> Follow directions  Learn your number  Leave no trace 

Poster-Cafeteria



Expectation	Cafeteria
Be Safe	<ul style="list-style-type: none"> • Keep hands and feet to self  • Eat your own food  • Stay seated 

Poster-Classroom

Expectation	Classroom
Be Respectful	<ul style="list-style-type: none"> • Use appropriate voice level  • Use kind words  • Listen politely  • Ask permission appropriately 

Expectation	Classroom
Be Responsible	<ul style="list-style-type: none"> • Follow directions  • Be on time  • Have supplies  • Accept consequences  • Leave no trace 

Poster-Classroom

Expectation	Classroom
Be Safe	<ul style="list-style-type: none">• Keep hands and feet to self • Use materials appropriately 

Early Childhood

- Center Expectations
- Developed for each area
- Teach expectations as the centers open
- Make a book of area expectations for book area
- Develop expectations for Daily Routines

Listening Center



Quiet voice



Two friends



Take Care of Materials

Developed by Teresa Ward, Early Childhood Teacher
Rockford Early Childhood Program, Rockford Public Schools #205

Block Area Expectations



Quiet voice



Take care of materials



Take turns

Developed by Teresa Ward, Early Childhood Teacher
Rockford Early Childhood Program, Rockford Public Schools #205

Small Group Expectations



Eyes Watching
the Teacher



Listen to the Teacher



Sit Appropriately

Small Group Script

- For Teachers Ask Students:
- What does it mean to watch the teacher?
 - Eyes on the teacher, not looking around the room or at the window, door or a friend.
 - Can you show me what it looks like to watch the teacher?
- What does it mean to listen to the teacher?
 - Eyes looking at the teacher and ears open and awake.
 - Following directions from teacher.
 - Can you show me what it looks like when you are listening?

Small Group Script

- What does it mean to sit appropriately?
 - Eyes and ears doing their work, hands either on the table quietly or under the table (not rubbing or tapping), feet on the floor (not kicking or on chairs), sitting up in the chair and mouths closed.
 - Teacher Says: “WE NEED TO KEEP OUR HANDS AND OUR FEET TO OURSELVES.” (Students repeat)
 - Can you show me with your body how to sit appropriately?

Components

- Establish procedures for teaching expected behavior
 - “Cool Tools”
 - Used to teach expectations in settings (hallways)
 - School-Wide PBIS Lesson Plans
 - Used to teach specific skills (leave no trace)
 - Kick-off activities

Teach/pre-correct

- If we can predict the behavior, we can prevent it!
- Cool Tools
 - Just a lesson plan
 - Used to pre-correct behavior
 - These are the tools we will use to kick off the program and for follow up activities.

Cool Tools

- Universal Expectation
 - Be Responsible, Be Respectful, or Be Safe
- Name of Skill/Setting
 - Catchy name
 - Where the behavior happens/taught
- Purpose of the Lesson/Why is it important

Cool Tools

- Teaching examples
 - From student perspective
 - What is the procedure-keep it positive about what the student should do
- Student Activities/Role Plays
- Follow up/reinforcement of Activities
 - Additional practice activities

Cool Tool-“Arrive At the Hive”

- **UNIVERSAL EXPECTATION: Be Responsible, Be Safe, Be Respectful**
- **NAME OF SETTING: Arrival-“Arrive At the Hive!”**
- **SOCIAL EMOTIONAL STATE STANDARD: 1A.1b Demonstrate control of impulsive behavior. 2C1b. Demonstrate appropriate social and classroom behavior.**
- **PURPOSE OF THE LESSON/WHY IS IT IMPORTANT.**
 - To maintain an environment that is safe, quiet, and orderly.
 - To get from bus to class lines or tables quickly and quietly.
 - To be respectful of other children who are lining up.

“Arrive At the Hive”

- **TEACHING EXAMPLES**

- You are coming in from the bus and you see someone you know. You quietly wave.
- You come in and walk quietly to your classroom line, table, or breakfast line keeping your hands to yourself.
- You are walking to the breakfast line and your friend wants to get in front of you. You remember that he/she needs to go to the end of the line. You quietly point to the end of the line.

- **STUDENT ACTIVITIES/ROLE PLAYS**

- Role-play walking in the door quietly while keeping hands and feet to self. Walk to and join the breakfast line.
- Role-play quietly pointing to the end of the line when a peer wants to get in front of you.

“Arrive At the Hive”

- **STUDENT ACTIVITIES/ROLE PLAYS (Continued)**

- Role-play walking to the table.
- Role-play walking to the class line coming in from the door and after throwing away trash from breakfast.

- **FOLLOW UP/REINFORCEMENT ACTIVITIES**

- Pre-correct morning arrival manners.
- Reinforce with Honey Money.
- Praise verbally.

Cool Tool-Hallway

- **UNIVERSAL EXPECTATION: Be Responsible, Be Safe, and Be Respectful**

- **NAME OF SETTING: Here We Come Just A Walking Down the Hall**

- **SOCIAL EMOTIONAL STATE STANDARD: 3B. Apply decision-making skills to deal responsibly with daily academic and social situations.**

- **PURPOSE OF THE LESSON/WHY IS IT IMPORTANT.**

- To maintain an environment that is safe, quiet, and orderly.
- To be respectful of other classes by using responsible behavior.

Hallway

- **STUDENT ACTIVITIES/ROLE PLAYS**
 - Have small groups of students walk down the hall communicating non-verbally then verbally. Discuss which is the appropriate way to communicate in the hall and why.
 - Practice walking down the hall while keeping hands and feet to selves (hands behind backs) and staying to the right.
 - Practice waiting for a class to leave before entering as well as allowing another class to pass by, while waiting patiently.
- **TEACHING EXAMPLES**
 - You see your friends or sisters or brothers in the hallway. You want to say hi but you know you shouldn't make noise. You wave and smile. "Quiet Wave"
 - Your class is waiting in the hall to go to lunch. There are other classes in front of you. It is frustrating but you know you need to be patient, wait quietly and deep your hands and feet to yourself and stay to the right.

Hallway

- **TEACHING EXAMPLES (continued)**
 - Classes have worked hard on their art projects. They are displayed on the walls in the hallway. You are very proud of your work. You want others to walk by and look at your project without touching just like they would in a museum.
 - You are walking in line with your class. It is getting crowded and you want to make more space for yourself. You think about bumping or pushing the friend in front of you but then you remember you need to be safe and respectful. You keep your hands to yourself and are patient when the halls get crowded.
- **FOLLOW UP/REINFORCEMENT ACTIVITIES**
 - Pre-correct; Before students walk down the hallway ask, "what are our hallway expectations?"
 - Reinforce Honey Money
 - Praise Verbally

Lesson Plans

- **Used to Teach or Re-Teach Specific Skills**
 - Introduces the expectation/skill
 - Provides a rationale for the skill
 - Brief scenario of modeling behavior
- **Use based on school wide or classroom data**

Froberg School-Wide PBIS Lesson Plan

Teach-Remind-Celebrate-Correct

- **Expectation:**
- **Setting:**
- **Teach-***(This component provides an introduction of the expectation, the rationale for why we need it, and a brief scenario of modeling behavior.)*
 - State the skill
 - Review reasons for
 - Model and Reinforce appropriate
 - Activity:
- **Rationale-***Why would a student need to know this skill and where will they use it? (Make connections to life beyond school)*
 - Discuss
 - Give
 - Scenarios: Refer to Cool Tools
- **State Goal**

Lesson Plan-Indoor Voices

Teach-Remind-Celebrate-Correct

- **Specific Skill: Use indoor voices. This means that you will: Use an appropriate tone while inside the school building.**
- **Expectation: Respect Others**
- **Setting: School Wide**
- **Teach-***(This component provides an introduction of the expectation, the rationale for why we need it, and a brief scenario of modeling behavior.)*
 - State the skill
 - Review reasons for speaking in a low tone.
 - Model and Reinforce appropriate tone by using an inside voice and recognizing students who do.
 - Activity: Have students demonstrate what they believe is an appropriate inside voice.

Lesson Plan-Indoor Voices

- **Rationale-***Why would a student need to know this skill and where will they use it? (Make connections to life beyond school)*
 - Discuss where in life inside voices are necessary.
 - Give real life examples of appropriate times to use inside voices such as restaurants and school and where it is acceptable to not use an inside voice such as a soccer game or outside.
 - Scenarios: Refer to Cool Tools for specific location examples.
- **State Goal 2: Uses social awareness and interpersonal skills to establish and maintain positive relationships. 2C: use communication and social skills to interact effectively with others.**

Acknowledgement System

- Expectation Rotations-you must teach before you acknowledge
- Acknowledgements (Honey Money/staff and Bee Bucks/students)
 - Often in the beginning
 - Acknowledge demonstration of expectations
 - When emphasizing a specific skill (to be determined by data)

Student Acknowledgement System

- Bee Bucks
- Acknowledge students for demonstration of expectations
 - Fill in students' name
 - Circle the expectation demonstrated
 - Fill in staff
 - Give directly to the student
 - State the expectation being demonstrated

Student Acknowledgement System

- August-September
 - Students are to place forms in the classroom container
 - Teachers move bucks to classroom envelop in the main hallway
 - Weekly drawing for prizes
- October-May
 - Student Choice
 - Weekly Drawing
 - Weekly School Store
 - Staple in groups of 5

Staff Acknowledgment System

- Honey Money for Staff
 - Give often!
 - Grade level and support staff envelopes in the lounge
 - Save to use in the Teacher Store
 - Open once a month

School Wide Celebrations

- Bee Bucks are emptied weekly into clear containers
- Containers are kept near the entrance
- Each trimester there is a school wide celebration
- Names are drawn out of the tubs for additional prizes

First School Wide Celebration

- PBIS Cheer
- 20 names drawn for Bee Charm to put on lanyard
- Made Bird Feeders in the gym
 - Pre-K-Bread
 - Kindergarten-Pine Cones
 - 1st-2nd-Popcorn and Cranberries

School Wide Celebration



School Wide Celebration



School Wide Celebration



School Wide Celebration



School Wide Celebration



School Wide Celebration



PBIS Referrals

- Minor Behaviors
 - Use Parent Contact Form
 - Send white copy to Parents for signature
 - Yellow/pink form to PBIS Internal Coach
 - Entered into SWIS and then returned to teacher
 - Teacher files by student

PBIS Referrals

- Multiple Referrals
 - 3-5 for the same behavior
 - Fill out the district referral form and attach a copy of each minor form
 - Principal Processes
 - PBIS Major
 - District Referral
 - Entered on SWIS

PBIS Referrals

- PBIS Team
 - Reviews data monthly
 - Share with staff
 - Determines the need for additional re-teaching based on data
 - Develops new cool tools/lesson plans
 - Team members may meet with individual students

Creating the Culture

- Froberg DVD

Resources

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