Early Learners: Aligning the Research Practices of the Pyramid Model and School-wide Positive Behavior Interventions and Supports

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Learning Targets

Participants will be able to explain the similarities and differences of the Pyramid Model and SWPBIS.

Participants will understand the barriers to aligning the Pyramid Model with SWPBIS.

Participants will have an understanding on how the Pyramid Model and SWPBIS curricula were blended for Tier 1 training.

Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

– Where are we in our implementation?
– What do I hope to learn?
– What did I learn?
– What will I do with what I learned?

Where are you in the implementation process?

Adapted from Fixsen & Blasé (2005)

LEADERSHIP  
TEAM  
Coordination, Readiness, Priority  
Funding  
Visibility & Dissemination  
Performance Feedback  
Content & Personnel Selection

Profession Development  
Coaching & Technical Assistance  
Evaluation & Performance Feedback  
Local Implementation Demonstrators

Implementation Drivers

– We think we know what we need so we are planning to move forward (evidence-based)
– Let’s make sure we’re ready to implement (capacity infrastructure)
– Let’s give it a try & evaluate (demonstration)
– That worked, let’s do it for real and implement it across all schools (investment)
– Let’s make it our way of doing business & sustain implementation (institutionalized use)
Basic “Logic”

End Outcome

“Organizations are groups of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome”

Skinner, 1953, Science of Human Behavior

Maximum Student Outcomes

Implementation Fidelity

Train + Coaching + Evaluation

Prepare & support implementation

Start w/ effective, efficient, & relevant, doable

Cultural/Context Considerations

PRACTICES

SYSTEMS

DATA

Strategies for Including Preschool

(Fox & Binder, 2015)

• Provide opportunities for input and teaming
• Acknowledge differences
• Adapt participation expectations when developmentally appropriate
• Provide training and support for classroom implementation
• Use assessments that are contextually appropriate and valid for the preschool classroom

George, Davis, Andrews (2015)

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Experimental Research on SWPBIS

**SWPBIS Experimentally Related to:**
1. Reduction in problem behavior
2. Increased academic performance
3. Increased attendance
4. Improved perception of safety
5. Reduction in bullying behaviors
6. Improved organizational efficiency
7. Reduction in staff turnover
8. Increased perception of teacher efficacy
9. Improved Social Emotional competence

Research Related to PBIS and ECE

**ECE Research Related to:**
1. Reduction in problem behavior
2. Increased social emotional skills
3. Improvements in child engagement
4. Improvements in classroom climate
5. Increased perception of teacher efficacy
6. Improved teacher-child relationships

**Schoolwide Positive Behavioral Interventions and Supports**

**ACADEMIC and BEHAVIOR SYSTEMS**
- Tier 1: Core, Universal Instruction & Supports
- Tier 2: Targeted, Supplemental Interventions & Supports
- Tier 3: Intensive, Individualized Interventions & Supports

**Pyramid Model**

**Universal Promotion**

**Secondary Prevention**

**Tertiary Intervention**

**Georgia's Response to the Need for Positive Early Learning Climates**

**“All In”**

**Georgia Department of Education, Metropolitan Atlanta Council of Schools, Georgia Institute of Technology, Georgia Department of Early Care and Learning, Bright Start**

**Pyramid Model Consortium**

**Positive Behavioral Interventions and Supports of Georgia**

**Journal of Positive Behavioral Interventions**

**American Journal of Orthopsychiatry**

**Journal of Emotional and Behavioral Disorders**

**Journal of Positive Behavior Interventions**

**Focus on Exceptionality**

**Pediatric Adolescent Medicine**

**Supports on Bullying and Peer Rejection: A Randomized Controlled Effectiveness Trial**

**Journal of Research Related to PBIS and ECE**

**Richards, D., & Davis, K. (2015).** Use of positive behavior support to address the challenging behavior of young children within a community early childhood program. Topics in Early Childhood Special Education, 30, 68-80.


**Lentini, R. (2010).** Use of positive behavior support to address the challenging behavior of children with severe disabilities. Topics in Early Childhood Special Education, 31, 12-26.


If it does not CHALLENGE you, it does not CHANGE you.

Fred DeVito

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### Professional Development

**PBIS Tier 1 Workshops**
- Tier 1 (3 days)
- Coaches (1/2 day)
- SWIS (1/2 day)
- Classroom (1 day)

**Pyramid Model Training**
- 4 Classroom Practices (4 days)
- Classroom Coaches (2 Day)
- Behavior Specialist (2 Day)
- Site Leadership Team (3 Days)
- Evaluation (4 Days)

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### Alignment of PBIS and Pyramid Model Professional Development

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<thead>
<tr>
<th>PBIS Tier 1 Workshops</th>
<th>Pyramid Model Training</th>
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<tr>
<td>Tier 1 (3 days)</td>
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<td></td>
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### Prototype

**Descriptive Language**

**Alignment**

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### Existing

**Blended Model**

**Existing**

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INTERNAL COACHING FACILITATOR

- Team leader
- Ensures the team meets monthly
- Ensures team uses data for decision making
- Go-to person for school-wide PBIS implementation
- Ensures equal distribution of roles and responsibilities of all members on the team

BEHAVIOR SPECIALIST

- Supports the development and implementation of behavior support planning for children experiencing challenging behavior in PreK-3rd
- Facilitates team planning to determine individualized prevention, intervention and responding strategies

CLASSROOM PRACTICES COACH

- Mentors teachers in implementation of classroom practices
- Works with PBIS school leadership team to ensure ongoing support of the classroom teachers
- Provides classroom technical assistance and coaching (observation + feedback)
- Develops strong relationships with teachers
- Helps teachers develop individual action plans

Acknowledgement

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**Discipline System**

Minor vs. Major Behaviors

Referral Process

Referral Forms

**Data Collection System**

SWIS

BIRS

**Household Rules**

- Encourage families to create household rules.
- Help them make rules that teach their children what TO DO.
- Provide strategies to use for teaching and reinforcing the rules.

**Partnering With Families**

- Encourage families to create household rules.
- Help them make rules that teach their children what TO DO.
- Provide strategies to use for teaching and reinforcing the rules.

**Evaluation Tools**

**Resources**

- Georgia Positive Behavior Interventions and Supports
- Get Georgia Reading Campaign
- Metro RESA
- Bright from the Start
- Michelle Sandrock, Grant Manager Early Climate Manager, MRESA
- Lisa Fox, Ph. D., University of South Florida
- Heather Peshak George, Ph.D., University of South Florida
Maximizing Your Session Participation

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Leadership Team Action Planning Worksheets: Steps

- Self-Assessment: Accomplishments & Priorities
  Leadership Team Action Planning Worksheet
- Session Assignments & Notes: High Priorities
  Team Member Note-Taking Worksheet
- Action Planning: Enhancements & Improvements
  Leadership Team Action Planning Worksheet

Questions?

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