D12-Bringing PBIS to Preschool: Implementing the Pyramid Model

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Key Words: Early Childhood, Classroom, Social Skills

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 & Blase, 2005

**Exploration & Adoption**
- We think we know what we need so we are planning to move forward (evidence-based)

**Installation**
- Let’s make sure we’re ready to implement (capacity infrastructure)

**Initial Implementation**
- Let’s give it a try & evaluate (demonstration)

**Full Implementation**
- That worked, let’s do it for real and implement all tiers across all schools (investment)
- Let’s make it our way of doing business & sustain implementation (institutionalized use)

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
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

Bringing PBIS to Preschool

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

A Framework of Evidence-Based Practices

Tertiary Intervention

Secondary Prevention

Universal Promotion

Few

Intensive Intervention

High Quality Professional Development

Nurturing & Keupportive Relationships

Effective Workforce
Critical Elements of Program-Wide Implementation Guided by the Leadership Team

- Staff Buy-In
- Family Engagement
- Program-Wide Expectations
- Responding to Challenging Behavior
- Continuous Professional Development & Classroom Coaching
- Data Decision-Making, Examining Implementation and Outcomes
- Leadership Team

How do we know what we have in place?

Early Childhood Program-Wide PBS Benchmarks of Quality — 1

Program Name: __________________ Location: __________ Date: __________
Team Members: __________________________

National Center for Pyramid Model INNOVATIONS

When great efforts come together, amazing things happen.
Pyramid Model/Early Childhood PBIS

Universal Promotion

It’s all about relationships
“Parents need to know that we care before they care what we know”  
(Klass, 1997)

Building Relationships

- Find some friends
- Think *how you build relationships with*
  - Children
  - Families
  - Staff
- Decide who will share

You know, kids don't learn from people they don't like  
- Rita Pierson
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
Bringing PBIS to Preschool

• Find some friends
• Think about teaching social skills and emotional competencies
  • Biggest Challenges
  • Biggest Needs
• Decide who will share

Resources for Relationships and High Quality Environments

Training Modules

Modules and Kits for Trainers

These modules were produced by the Center on the Social and Emotional Foundations for Early Learning (CSEEL) to provide the types and content of training that would be most useful in addressing the social-emotional needs of young children. These modules have been used nationally to provide training on Pyramid Model practices in various settings. Each module package includes a presentation script, slides, videos, activity descriptions, and handouts.
Secondary Prevention

Some

Universal Promotion

All

Pyramid Model/Early Childhood PBIS

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
Behavior Regulation

Teaching Self-Regulation

- Hug Something
- Count to Ten
- Chair Pushups

http://depts.washington.edu/hcenter/classroom-visuals
Emotional Literacy

Emotions

Happy  Sad  Proud  Embarrassed

Loved  Scared

Angry  Frustrated  Lonely  Nervous
Social Problem Solving

Get a Teacher

Wait and take turns.

Sample Solution Kit

What is the Problem?

What Should We Do?
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
4 Steps of Initiating Play

Step 1. I can tap my friend on the shoulder.
Step 2. I can say “let’s play!”
Step 3. I can gently take a friend by the hand.
Step 4. I can give my friend a toy I want to share.

Turtle Technique

Recognize that you feel angry.
Go into shell. Take 3 deep breaths. And think calm, coping thoughts.

Think “Stop”.
Come out of shell when calm and thinking of a solution.
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

The Pyramid Model is comprised of practices that are implemented by teachers and families. Below are ideas, resources, and illustrations of strategies that might be used to implement Pyramid Model practices and promote young children’s social and emotional competence.
Tertiary Intervention
Few

Secondary Prevention
Some

Universal Promotion
All

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

Behavior Intervention

Behavior Intervention Resources

- Systems
- Tools
- Issues/Works
- Videos/Webinars
- General Resources

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

- Addressing Behavior
- Emotions
- Schedules & Routines
- Social Skills
## Importance of Coaching for Practice Change

<table>
<thead>
<tr>
<th>TRAINING COMPONENTS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Skill Demonstration</td>
</tr>
<tr>
<td>Theory and Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>...+ Demonstration in Training</td>
<td>30%</td>
</tr>
<tr>
<td>...+ Practice &amp; Feedback in Training</td>
<td>60%</td>
</tr>
<tr>
<td>...+ Coaching in Classroom</td>
<td>95%</td>
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</tbody>
</table>
Bringing PBIS to Preschool

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

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, 205KB]
- What Do We Know About Coaching? [PDF, 199KB]
- Teachers Learning & Collaborating (TLC) Process [PDF, 153KB]
- 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


Continuous PD and Coaching

Training Packages available for download from www.challengingbehavior.org

Introducing ePyramid

Promoting Social Emotional Competence

sign up now! to assess behavior, Functional and Adaptive Skills. ePyramid provides insight into development and supports transitions to meaningful lives supported from within.
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
Continuous PD and Coaching

Training Packages available for download from www.challengingbehavior.org

Using Culturally Responsive Practices

Addressing Implicit Bias
Behavior Incident Report System

- The Behavior Incident Report System (BIRS) collects and analyzes behavior incidents in early childhood settings – similar to tracking of Office Discipline Referrals; BUT DIFFERENT!
- Initially developed in 2010 (TACSEI); revised by the Pyramid Equity Project
- NCPMI BIRS Materials
  - Excel spreadsheet (requires MS Excel 2010 or newer)
  - Data entry guide
  - On-line teacher training
  - Will be available on www.challengingbehavior.org, October 2018

Behavior Incident Report (BIR)

- Form for recording serious behavior incidents and child demographics
- Generate graphs reviewed by the leadership team
- Analyze across children, across teachers, individual children, identify potential issues of disproportionality
- Goal is to support the child, teacher, and consider actions needed for program improvement
Tracking Behavior Incidents

- **Behaviors**
  - Physical aggression, Tantrums, Inconsolable crying, non-compliance, etc.

- **Activities**
  - Centers, circle, diaper, snack, nap, etc.

- **Motivations**
  - Obtain item, obtain attention, avoid activity, avoid sensory, etc.

- **Responses**
  - Verbal reminder, move in group, provide comfort, remove from area, physical guidance, etc.

- **Administrative Actions**
  - Not applicable, family meeting, sent home for the remainder of the day, behavior consultation, etc.
**BIR Analytic Elements**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Analysis</th>
<th>Factors</th>
</tr>
</thead>
</table>
| Behavior incident frequency | • Program  
• Classroom  
• Child | • Type of Problem Behavior  
• Activity  
• Others involved  
• Possible motivation  
• Strategy/Response  
• Administrative follow-up |
| Disproportionality       | • BIR Composition  
• BIR Risk  
• Risk Ratio | • Race/Ethnicity  
• Gender  
• IEP status  
• DLL |

**Includes Tracking Suspension and Expulsions**

- Expulsion/Dismissal
- In School Suspension
  - Temporary removal from classroom
  - Time in different classroom or adult outside the classroom
- Short Term Suspension
  - Sent home for remainder of day - Child is sent home for some part of the school day.
- Suspension
  - Sent home for one or more days - Child is sent home and not allowed to return to school for one or more days.
<table>
<thead>
<tr>
<th>Month</th>
<th># of BIRs</th>
<th>% of Total BIRs</th>
<th># of Children w/ BIRs</th>
<th>Average # of BIRs per Child w/ a BIR</th>
<th>% Enrolled w/ a BIR</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>September</td>
<td>28</td>
<td>3.9%</td>
<td>10</td>
<td>2.8</td>
<td>4.37%</td>
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<tr>
<td>October</td>
<td>103</td>
<td>14.3%</td>
<td>14</td>
<td>7.4</td>
<td>5.96%</td>
</tr>
<tr>
<td>November</td>
<td>53</td>
<td>7.3%</td>
<td>13</td>
<td>4.1</td>
<td>5.58%</td>
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<tr>
<td>December</td>
<td>38</td>
<td>5.3%</td>
<td>11</td>
<td>3.5</td>
<td>4.72%</td>
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<tr>
<td>January</td>
<td>54</td>
<td>7.5%</td>
<td>13</td>
<td>4.2</td>
<td>5.31%</td>
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<tr>
<td>February</td>
<td>78</td>
<td>10.8%</td>
<td>10</td>
<td>7.8</td>
<td>4.24%</td>
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<tr>
<td>March</td>
<td>81</td>
<td>11.2%</td>
<td>10</td>
<td>8.1</td>
<td>4.24%</td>
</tr>
<tr>
<td>April</td>
<td>102</td>
<td>14.1%</td>
<td>7</td>
<td>14.6</td>
<td>2.97%</td>
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<tr>
<td>May</td>
<td>148</td>
<td>20.5%</td>
<td>3</td>
<td>49.3</td>
<td>1.27%</td>
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<tr>
<td>June</td>
<td>37</td>
<td>5.1%</td>
<td>3</td>
<td>12.3</td>
<td>1.30%</td>
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<tr>
<td>July</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>0%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>722</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
% of Total Incidents by Problem Behavior

- Physical aggression, 26.26%
- Discourteous/Terse, 15.73%
- Unstable behavior, 13.07%
- Incurable crying, 9.61%
- Other, 3.93%
- Non-compliance, 39.40%
- Imprecise language, 2.44%
- Totally destroying objects or things, 4.22%
- Verbal aggression, 1.52%
- Social interaction/behavior issues, 1.44%
- Other, 2.93%
- Running away, 2.77%

% of Total Incidents by Activity

- Center/Indoor play, 26.63%
- Quiet Time/Meal, 10.12%
- Clean-up, 3.85%
- Outdoor play, 8.34%
- Circle/Large group activity, 13.04%
- Arrival, 5.66%
- Transition, 11.21%
- Self-care/Bathroom, 1.86%
- Departure, 2.22%
- Meals, 6.38%
- Other, 2.77%
- Transportation, 0.14%
- Individual activity, 0.14%
- (bias), 0.00%
- Small group activity, 0.90%
<table>
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<tr>
<th>Month</th>
<th>Child ID</th>
<th>Race</th>
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<tr>
<td>Apr-18</td>
<td>119523</td>
<td>Black or African American</td>
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<tr>
<td>Dec-17</td>
<td>120751</td>
<td>Hispanic/Latino</td>
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<tr>
<td>Feb-18</td>
<td>120930</td>
<td>Two or more races</td>
</tr>
<tr>
<td>Jan-18</td>
<td>122640</td>
<td>White</td>
</tr>
<tr>
<td>Jun-18</td>
<td>122656</td>
<td></td>
</tr>
<tr>
<td>Mar-18</td>
<td>122671</td>
<td></td>
</tr>
<tr>
<td>May-18</td>
<td>122815</td>
<td></td>
</tr>
<tr>
<td>Nov-17</td>
<td>122908</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>IEP</th>
<th>DLL</th>
<th>Problem Behavior</th>
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</thead>
<tbody>
<tr>
<td>Female</td>
<td>No</td>
<td>DLL</td>
<td>Breaking/Destroying property</td>
</tr>
<tr>
<td>Male</td>
<td>Yes</td>
<td>Non-DLL</td>
<td>Disruption/Tantrums</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hurting self</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Inappropriate language</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Inconsolable crying</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Non-compliance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Physical aggression</td>
</tr>
</tbody>
</table>
Program Summary Tab

Equity Alerts

Equity Profile Alerts

- Race/Ethnicity
- Gender
- IEP Status
- DLL Status

- # of Incidents
- # of Incidents resulting in an In-School Suspension Event and
- # of Incidents resulting in an Out-of-School Suspension Event
- # of Incidents resulting in a Dismissal Event

The BIR Data Decision-Making Guide is used by the Leadership Team to identify factors related to disproportionality and develop an action plan.
Thank You

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Office of Special Education Programs

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Addressing Challenging Behavior
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Reknowned speakers
Networking

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