E13 - Implementing Tier II in an Early Childhood Center

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Key Words: Early Childhood, Tier II, 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)
Agenda

• Pyramid Model Overview
• Moving From Tier I to Tier II at the Early Childhood Level (Kirksville Public Schools)
• Closing comments, Q&A
Pyramid Model

A Framework of Evidence-Based Practices
The Pyramid Model

Promoting Social Emotional Competence

The Center on the Social and Emotional Foundations for Early Learning

Video (26 min.)

csefel.vanderbilt.edu
Research Related to PBIS and ECE

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
What else do we know?

Challenging behavior usually has a message.
Children often use challenging behavior when they don’t have the social or communication skills they need to engage in more appropriate interactions.

Developmental ages of young children are important.

I’m bored
I’m sad
You hurt my feelings
I need attention

Meltdowns are expected.
Behavior that persists over time is usually working for the child.

Family partnerships are crucial!
Moving From Tier I to Tier II at the Early Childhood Level

Kirksville Public Schools (MO)
Moving From Tier I to Tier II at the Early Childhood Level

*Tier I practices must be solid*

- All staff use PBS language
- Reinforcement system in place
- Staff know difference between minor and major behaviors
- Re-teaching is the norm
- Staff recognition
- Family involvement
Classroom Practices

*Educators cannot “make” children learn or behave, but we can create the environment to increase the likelihood.*

**Classroom expectations**

- Teach and review expected behaviors routinely
- All children, families and adults should know the classroom expectations (4:1 at very minimum)

**Classroom procedures and routines**

- Visual schedules
- Reduce lengthy transitions
- High engagement
Classroom Routines
Teaching Expectations
Positive feedback is...

- Immediate
- Specific, directly related to rules & procedures
- Genuine
- Clean
- Private

Classroom Practices

- Encouraging expected behavior
  - Catch children being successful by providing immediate feedback
  - Keep child development practices in mind
Respectful Correction should be:

- **Specific**
  - Specify the matrix behavior the child should be exhibiting

- **Private/Quiet/Calm**
  - Body, hands, voice

- **Immediate/Quick**
  - Make the correction, then move to another task
“The single most commonly used, but least effective method for addressing undesirable behavior is to verbally scold and berate a student.” (Alberto & Troutman, 2006)
# Classroom Practices

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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</table>
| Active supervision            | - When adults are present and actively supervising, children's behavior is better  
- Proximity, listening, eye-contact, smiles, pleasant voice tone, touch and use of child’s name |
| Opportunities to respond      | - Focus on developmentally appropriate practices                              |
| Activity sequencing & choice  | - Schedules  
- Differentiated instruction  
- Engaging centers  
- Free choice |
| Task Difficulty               | - Differentiated instruction  
- Developmentally appropriate tasks |
Early Childhood Learning Center Classroom Observation

Teacher: _______________________________ Date: __________ Time: __________

Activity: ______________________________________

Teacher Engagement: 
___ High (above 90%)
___ Moderate (75-89%)
___ Low (50-74%)
___ Disengaged (Below 50%)

Student Engagement: 
___ High (above 90%)
___ Moderate (75-89%)
___ Low (50-74%)
___ Disengaged (Below 50%)

Classroom Essentials:
___ Classroom procedures and routines are clearly established (taught and referred to regularly).
___ Transitions are quick, orderly and well organized.
___ Teacher uses a variety of strategies to give positive, specific performance feedback.
___ Positive, specific performance feedback is at a minimum 4:1.
___ Teacher demonstrates calm, consistent, brief, immediate and respectful error corrections using professional tone and demeanor.
___ A variety of classroom response strategies (prompt, redirect, re-teach, provide choice and conference) are utilized.
___ Lead and assistant teachers actively supervise.

Comments:
________________________________________________________________________
________________________________________________________________________
Tier II Referral Process

Data Driven

- 4 majors in a two week period
- 6 minors = 1 major

Team assists staff in completing Tier II Referral Form
Observation completed

Tier II Team meets within one week and makes decision

Teacher Nomination Problem Solving Team Referral Screening

- Document behaviors and interventions

Teacher/Team completes Tier II Referral Form
Observation completed

Tier II Team meets within one week and makes decision
## Tier II Meeting Process

<table>
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<tr>
<th>Step</th>
<th>Description</th>
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<tbody>
<tr>
<td>Child is referred.</td>
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<tr>
<td>Teacher/team ensures universals, including classroom, are in place.</td>
<td>Referral paperwork is completed.</td>
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<tr>
<td>Observation of child is scheduled.</td>
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<tr>
<td>Student records are reviewed. Problem behavior identified.</td>
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<tr>
<td>Mini FBA to determine function of behavior if necessary.</td>
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<tr>
<td>Behavior goal written, including actions, resources and timelines.</td>
<td>Tier II Implementation and Monitoring Form completed.</td>
</tr>
<tr>
<td>Behavior goal evaluated and decision made.</td>
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<tr>
<td>Review of process every four weeks.</td>
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Tier II Interventions at the ECLC

- Social Skills Groups
- Check In/Check Out
- Environmental Changes
Small Group Social Skills

Small Group Social Skills is a Tier II intervention that is used to help children develop and apply social skills.

Tiger Talk

• Second Step
• Skillstreaming
• Ages and Stages

Perspective Taking

• Social Thinking Curriculum
Check In/Check Out

Check In/Check Out is a research supported Tier II Intervention utilized for students who use problem behavior to obtain adult attention.

- An adult who has a positive relationship with the student follows a check in/check out schedule
- Sets the student up for success with positive interactions
- Provides student with increased and specific feedback
# Environmental Interventions

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<th>Intervention</th>
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<tr>
<td>Change in classroom placement</td>
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<tr>
<td>Additional adult support</td>
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<tr>
<td>Referral for ECSE services</td>
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<tr>
<td>Occupational Therapist intervention (sensory strategies)</td>
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<tr>
<td>Early Intensive Behavior Intervention Supports</td>
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Sensory equipment and strategies can be offered universally to aid in calming, reduce overstimulation, and to improve focus for instruction.

We use sensory “quiet corners” as another tool to work towards self-regulation of behaviors.

Sensory intake occurs constantly throughout the day, but each child may have a different response.
Quiet Corners
Quiet Corners
Quiet Corners
Resources

• Technical Assistance Center on Social Emotional Intervention
  http://challengingbehavior.fmhi.usf.edu/

• Center on the Social Emotional Foundations for Learning
  http://csefel.vanderbilt.edu/
Creating Teaching Tools for Young Children with Challenging Behavior is a FREE product developed by the Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) that gives teachers practical strategies, developed from TACSEI’s research activities and experiences in Positive Behavior Support, to create a plan to support young children who are having challenging behavior. There are two versions of the

The Teaching Tools provide:

1. easily accessible ideas and materials such as handouts, worksheets, techniques, strategies, and visuals to support children in the classroom and other learning environments
2. ideas of effective intervention approaches for children who do not need a functional assessment to determine the function of the child’s problem behavior or a team-based process to address persistent challenging behavior.

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How are the Teaching Tools Organized?
The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.

The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children. We have developed extensive, user-friendly training materials, videos, and print resources which are available directly from this website to help early care, health and education providers implement this model.

State Partnerships

Visit our states page to find more information about any of our state partners or new resources and information for all states.

State Partners: California, Colorado, Hawaii, Iowa, Maryland, Massachusetts, Nebraska, North Carolina, Tennessee, Vermont, and Wisconsin.

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Questions?

So often, children are punished for being human. Children are not allowed to have grumpy moods, bad attitudes, disrespectful tones, or bad days, yet we adults have them all of the time. None of us are perfect, and we must stop holding children to a higher standard of perfection than we can attain ourselves.
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