A7 – PBIS in Early Childhood: A State and District Example

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- **Topic: Early Childhood PBIS**
- **Keywords: Implementation, Alignment, Behavior**

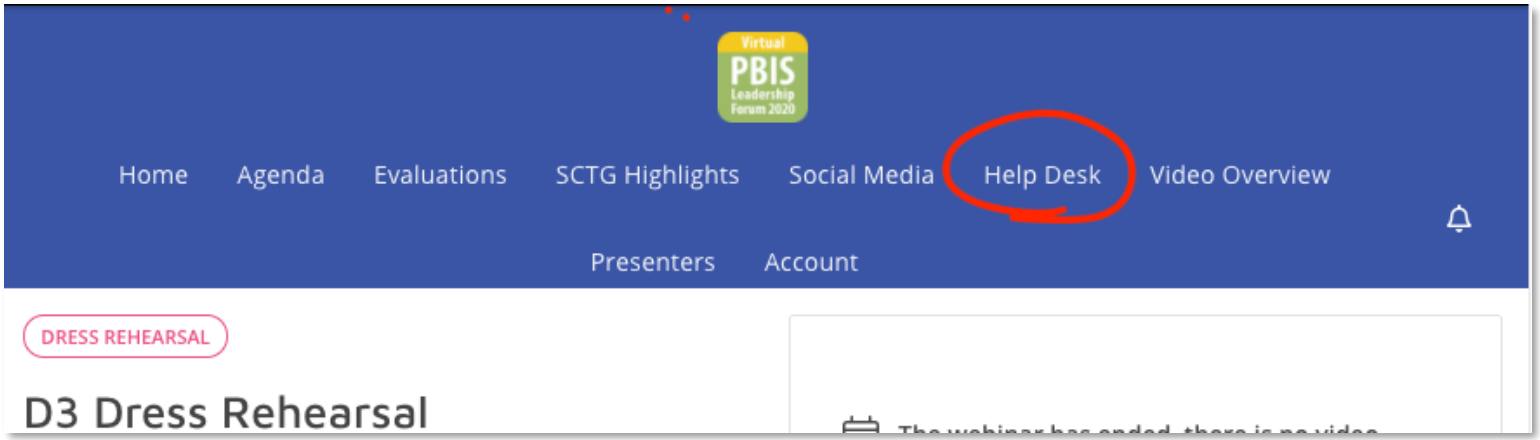
Virtual Forum Expectations

EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
BE RESPONSIBLE	✧ Use a **shared action plan** for your team ✧ Complete session **evaluations**	✧ Post positive **on-topic** comments ✧ Questions for the presenters go in the **POLLs tab** ⇨	✧ **Add questions** before and/or during session
BE RESPECTFUL	✧ Limit **distractions** ✧ **Follow up** on your assigned action items	✧ Use **inclusive** language	✧ Use **sincere** phrasing ✧ Complete additional polls **when prompted**
BE SAFE	✧ Take **movement breaks** ✧ Be aware of your **stress level**	✧ Engage in **productive** dialogue	✧ Ask **solution-oriented** questions
For Presenters	✧ *Ensure **Files Tab** has current materials and related weblinks*	✧ ***Monitor** and remove inappropriate comments*	✧ ***Identify common Qs** to address in final 15 minutes*

Tips for Participants

Support is Available

If at any time you need support as a participant, use the **Help Desk:**



Learning Objectives

Participants will be able to:

- Identify differences of PBIS implementation in early childhood settings
- Understand scale-up in early childhood within a state
- Understand scale-up in early childhood within a district
- Identify resources for implementation of PBIS in early childhood classrooms/programs

Agenda

- Overview of PBIS and Pyramid Model
- Scaling up PBIS Statewide
- Scaling up District-wide
- Questions and Answers

Before we get started….

- What is your current role with supporting PBIS or Pyramid Model implementation?
- Rate your level of experience with supporting early childhood classrooms or programs.

Positive Behavior Interventions and Support

1. Aims to **build effective environments** in which positive behavior is more effective than problem behavior
2. **Collaborative, assessment-based** approach to developing effective interventions for problem behavior
3. Emphasizes the use of **preventative, teaching, and reinforcement-based strategies** to achieve meaningful and durable behavior and lifestyle outcomes

In early childhood settings:
Similarities?
Differences?

How Early Childhood Is Different…

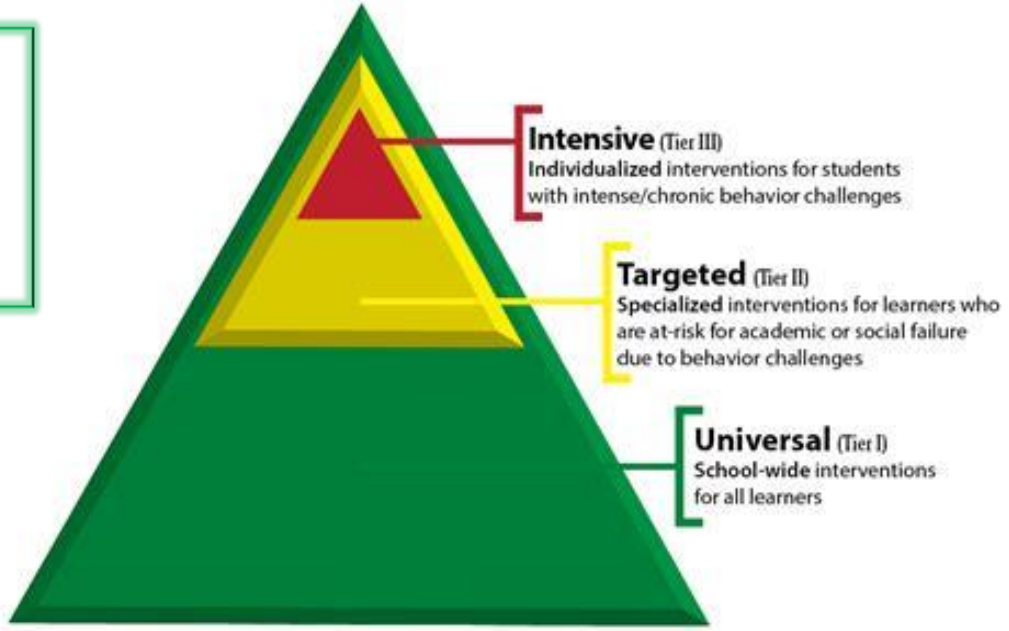
Differences in children -

- Developmental ages of young children
- Meltdowns are expected
- Learning through play, planned activities, and routines
- Young children come to school with very limited social and emotional skills

Differences in Environment –

- Physical structure – typically open with different centers
- Different activities – nap, circle, etc.
- Different qualifications and PD expectations for teachers and staff
- Different expectations for family involvement and complementary activities for home use
- Reinforcement systems are often different in early childhood

PBIS and Pyramid Model



Tertiary Intervention *Few*

Secondary Prevention *Some*

Universal Promotion *All*

The Goal of the Pyramid is to Promote Children's Success By:

- Creating an environment where EVERY child feels good about coming to school
- Designing an environment that promotes child engagement
- Focusing on teaching children what **To Do**!
  - Teach expectations and routines
  - Teach skills that children can use in place of challenging behaviors

Big Picture

What traditionally happens

- Early childhood classrooms are on a campus but operate in isolation of other school initiatives

The goal of alignment of PBIS

- All classrooms are using a multi-tiered system of support to address behavior
- All classrooms have access to the same supports within the building and districts

PBIS and Pyramid Model

SW-PBIS: A Collaborative Approach

1. School-Based Problem-Solving Team
    a. Multi-disciplinary team representing all stakeholders - ***including PreK representation***
    b. Reviews all Tier 1 data for behavior and academics - ***including PreK***
2. Data-based problem-solving for behavior
    a. How are we collecting behavioral date for Pre-K and Kindergarten?
    b. How do we reconcile different definitions for what constitutes "challenging behavior?"
3. PBIS Team Responsibilities
    a. Develop the school's core curriculum for behavior with adapted lesson plans for Pre-K
    b. Design and oversee Tier 1 implementation
        a. Consider developmentally appropriate practices
    c. On-going evaluation and progress monitoring
    d. Train staff, students and families on Tier 1 PBIS
    e. Coaching that includes all teachers and staff

Getting Preschool Classrooms on Board with School-Wide Positive Behavioral Intervention and Supports (SW-PBIS)

August 2

Lise Fox & Denise Perez Bin
University of South Flor

In the last decade there has been tremendous growth in the number of young children enrolled in publicly funded preschool programs with 41.5 percent of 4-year-olds and 14.5 percent of 3-year-olds served in publicly funded preschool, Head Start, or early childhood special education programs (Barnett, Carolan, Squires, Brown, & Horowitz, 2015). While many of these services are provided within community early care and education programs, increasingly preschool classrooms are being located on school campuses.

The location of preschool classrooms on the elementary school campus offers a wonderful opportunity for providing high quality early education programs and a seamless transition to kindergarten. However, the inclusion of preschool classrooms can pose challenges for school-wide initiatives. In this brief, we discuss some of the issues related to implementing School-Wide Positive Behavioral Intervention and Supports (SW-PBIS) and offer some tips for achieving the successful inclusion of preschool classrooms in your efforts.

Crosswalk PBIS/Pyramid

Program-Wide PBS and School-Wide PBIS Crosswalk[1]

Lise Fox, Rob Corso, and Denise Binder

Pyramid Model Consortium

and

Brandi Simonsen, Heather George, Jen Freeman, and George Sugai

Center for Positive Behavioral Interventions and Supports

University of Connecticut

The purpose of this document is to provide a brief description of the similarities and differences between two variations of multi-tiered positive behavior support systems.

The implementation of program-wide positive behavior support in early childhood programs through the Pyramid Model (also referred to as Program-Wide PBS) provides a tiered intervention framework of evidence-based interventions for promoting the social, emotional, and behavior development of infants, toddlers, and preschoolers who are typically developing and who have or are at risk for development delays or disabilities (http://www.pyramidmodel.org).

The ***Positive Behavioral Interventions and Supports*** (PBIS; used interchangeably with School-Wide Positive Behavior Supports or SWPBS) framework is also a multi-tiered system designed to assist school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students (www.pbis.org).

Both Program-Wide PBS and PBIS emphasize evidence-based practices, behavior analysis, prevention and behavioral sciences, learner outcomes, embedded training and coaching, capacity building, explicit teaching and instruction, and continuous progress monitoring and evaluation. They differ primarily with regard to the chronological age and developmental stage, that is, infants, toddlers, and preschoolers versus school-age children and youth.

The following table provides a side-by-side comparison of the similarities and differences by features of the program-wide implementation of the Pyramid Model and the PBIS framework.

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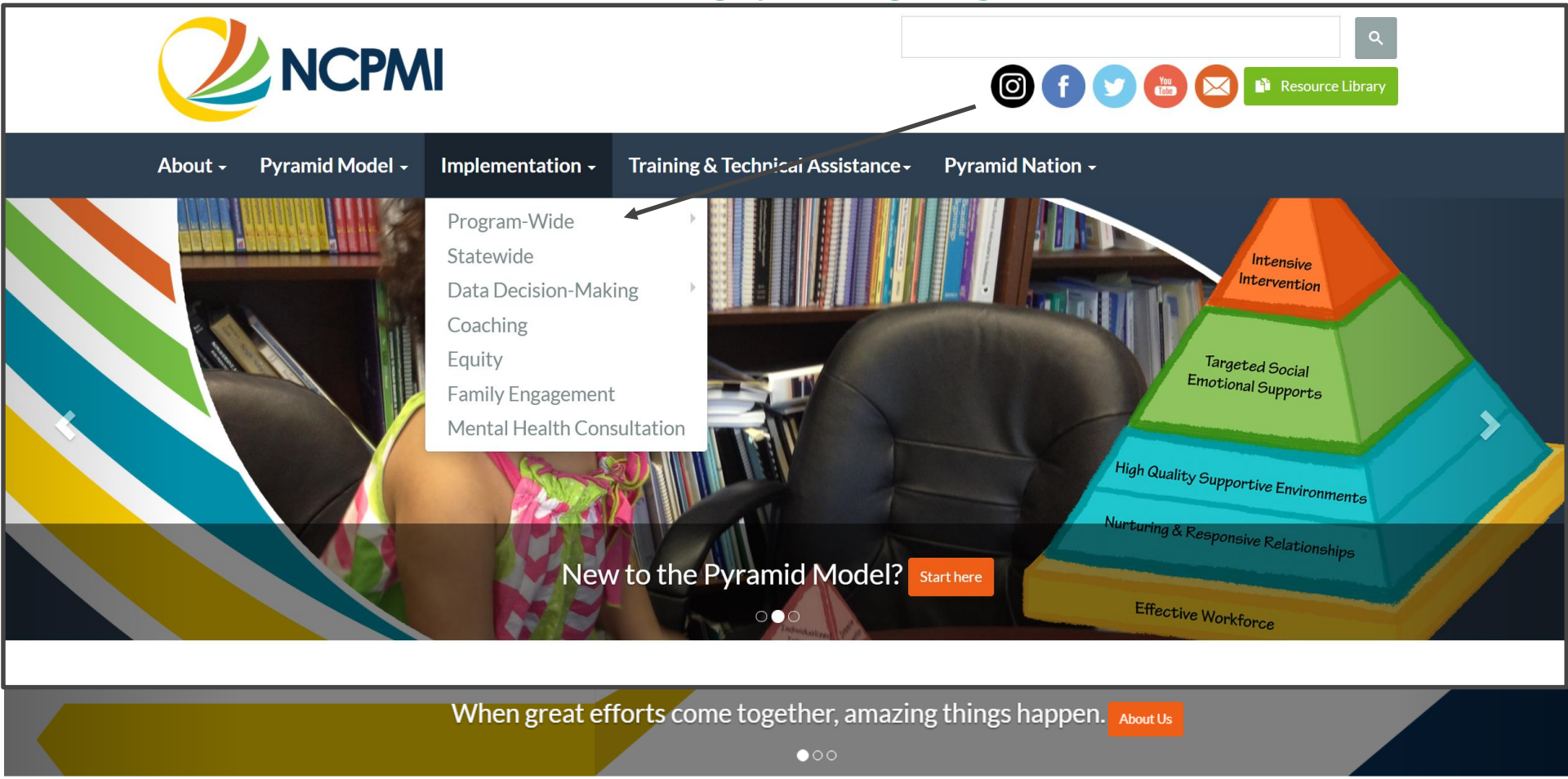
[1] Development of this document was supported in part by a grant from the Office of Special Education Programs, U.S. Department of Education (H029D40055). Opinions expressed herein are the author's and do not reflect necessarily the position of the US Department of Education, and such endorsements should not be inferred. Contacts: Lise Fox (lisefox@usf.edu) or Brandi Simonsen (brandi.simonsen@uconn.edu).

National Center for Pyramid Model Innovations



#EachChildOurFuture

Ohio: Scaling Up Early Childhood PBIS

2020 National PBIS Conference

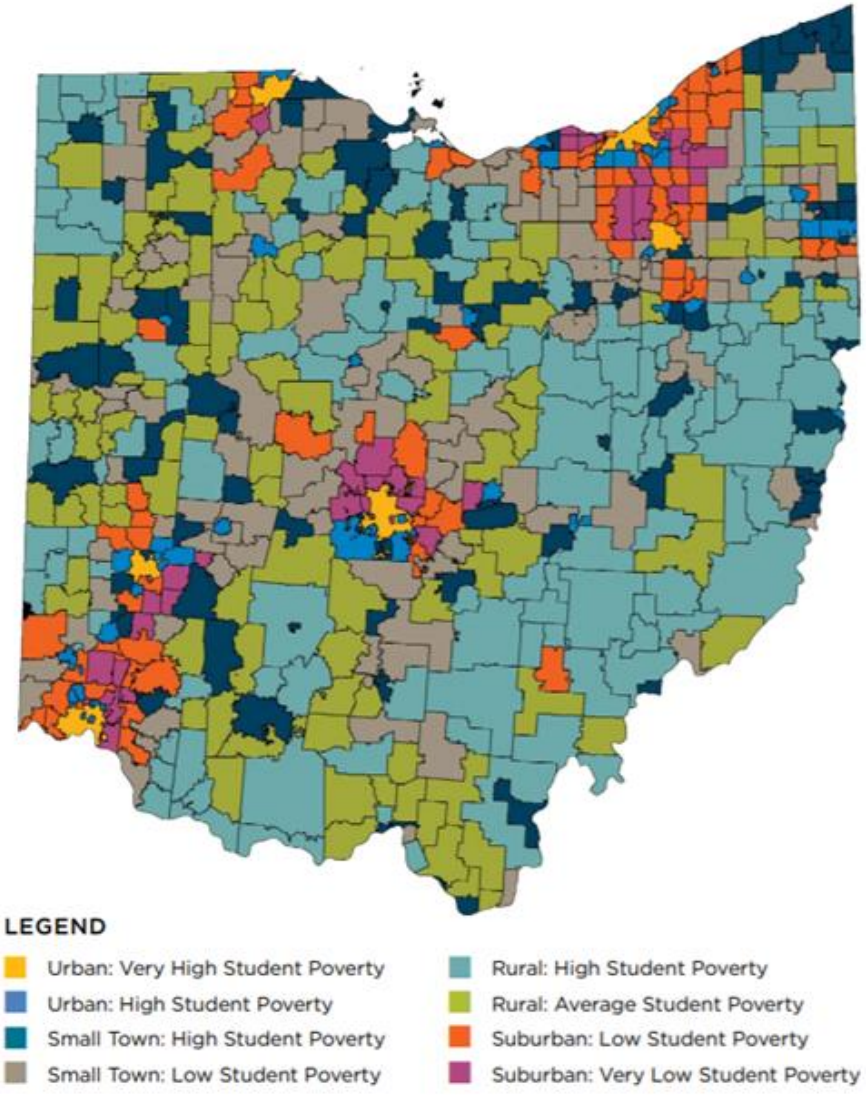
Ohio Department of Education

Ohio?

Ohio's Education Landscape

612 Traditional School Districts

Preschool NOT compulsory



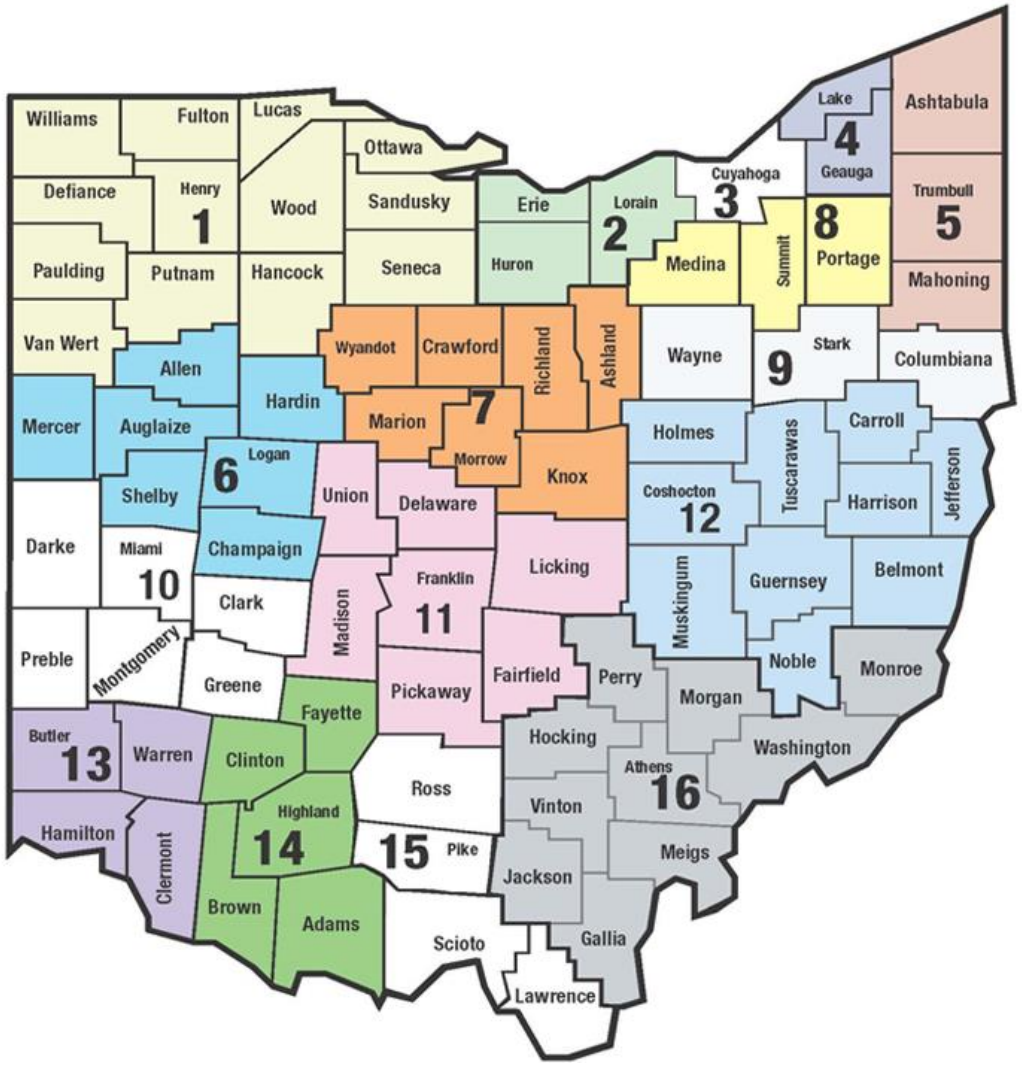
Licensed Preschool Programs

Ohio | Department of Education

Ohio | Department of Job and Family Services

- School District
- Educational Service Center
- County Board of Developmental Disabilities
- Head Start
- Community Child Care
- Parochial/Faith Based

16 State Support Regions



Ohio Department of Education

Agencies Supporting Children

Ohio Governor's Children's Initiative

Ohio Department of Education

Ohio Department of Job and Family Services

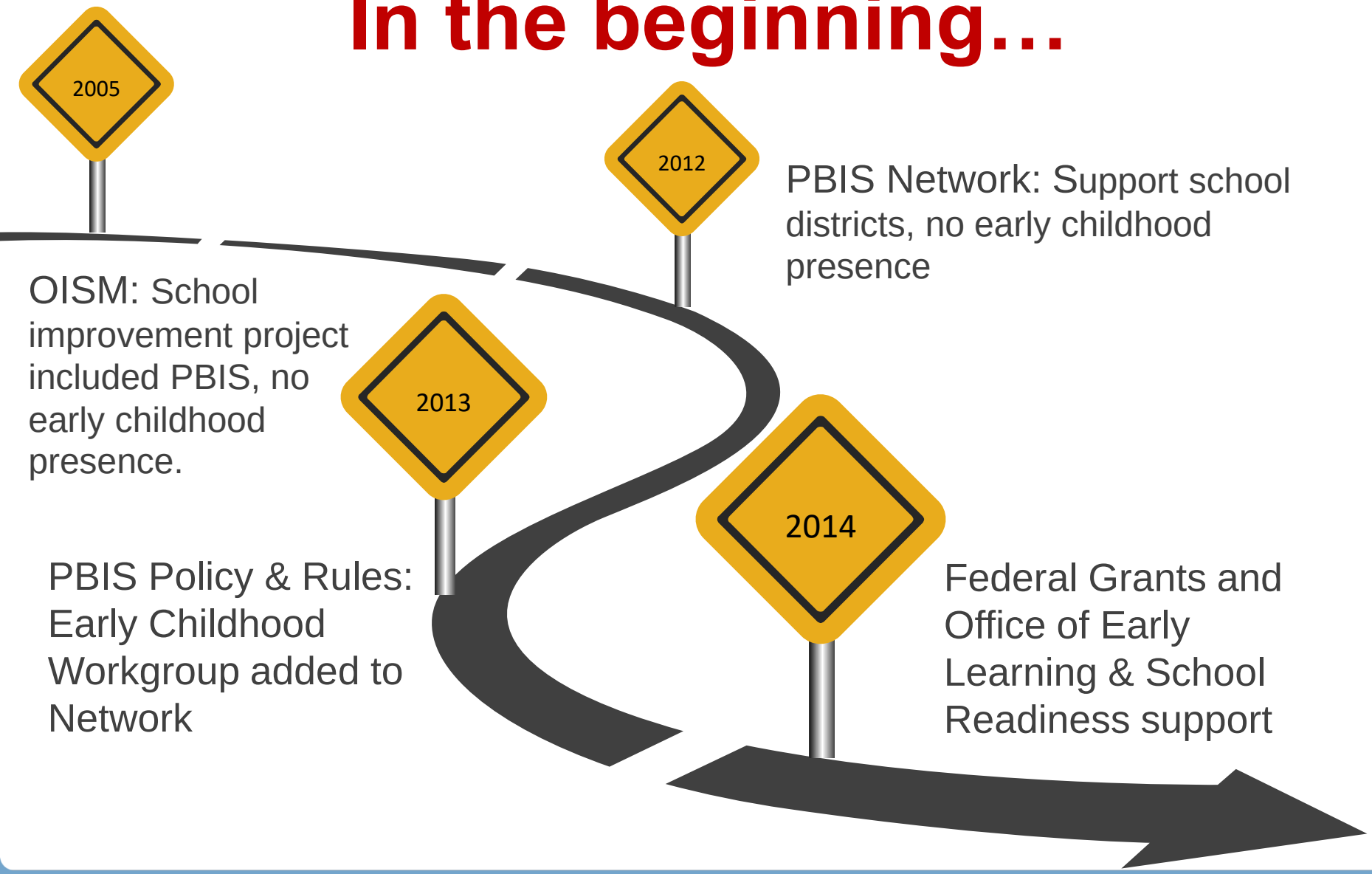
Ohio Department of Medicaid

Ohio Department of Developmental Disabilities

Ohio Department of Health

Ohio Department of Mental Health & Addiction Services

In the beginning…



Early Childhood and PBIS?

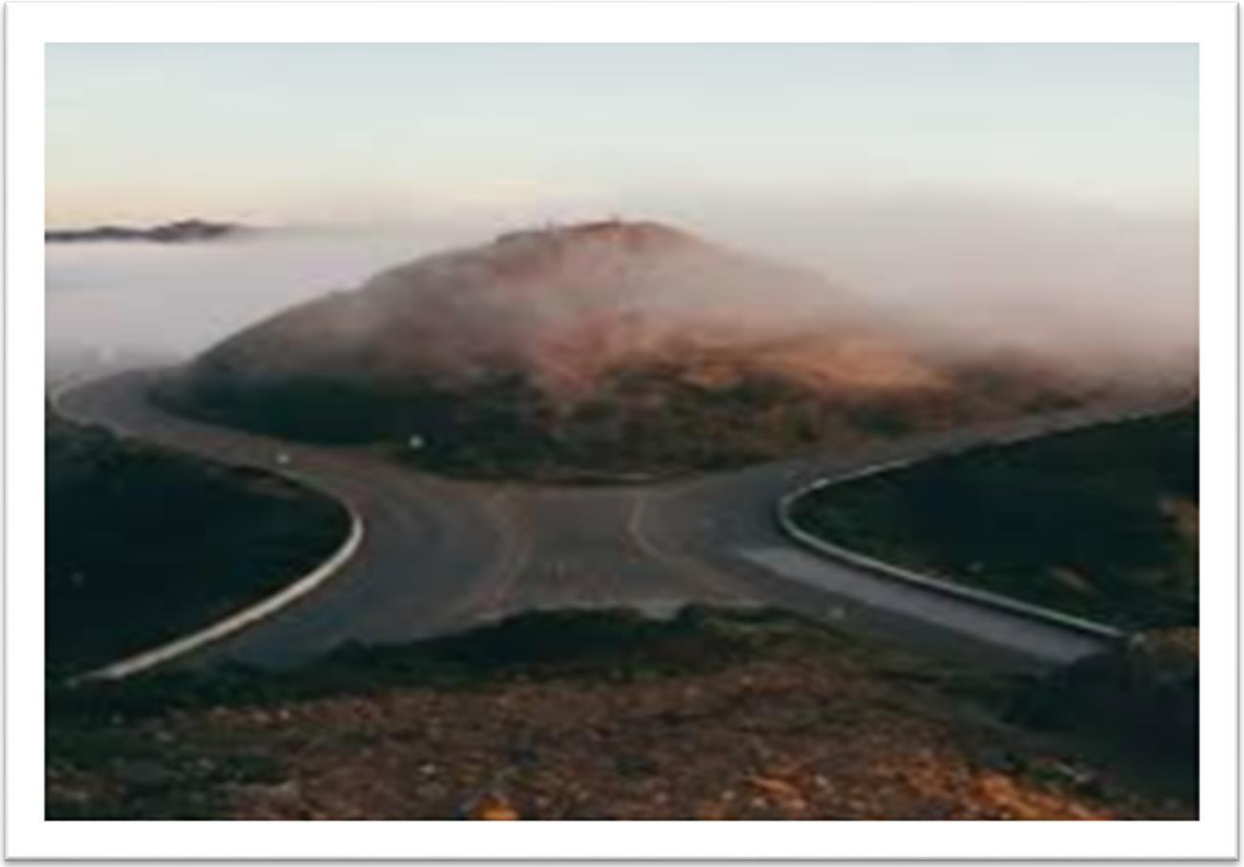
Districts asked PBIS Network

Network asked Early Childhood workgroup

Early Childhood workgroup had no answers

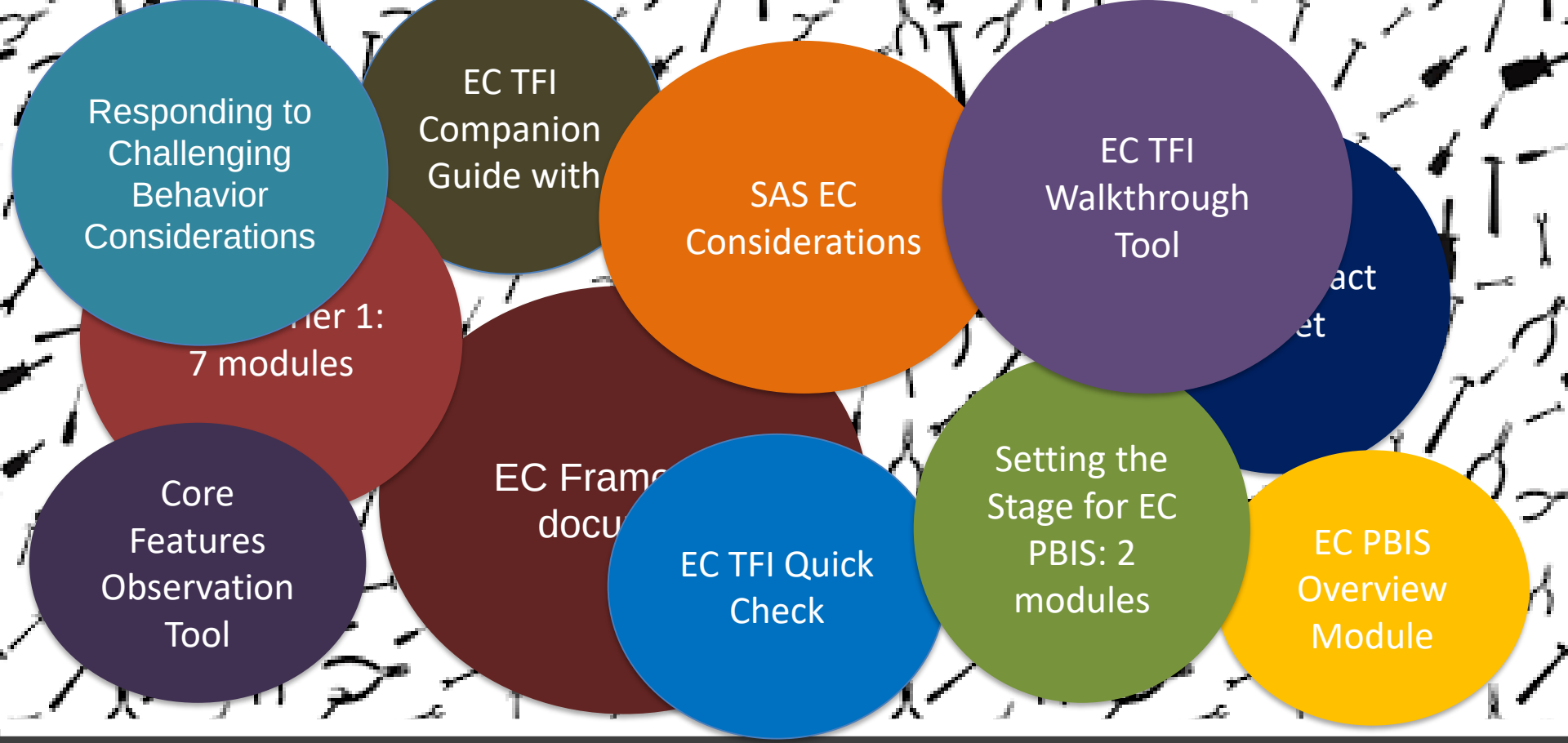
What does it mean to "do Early Childhood PBIS?"

What is EC PBIS in Ohio?



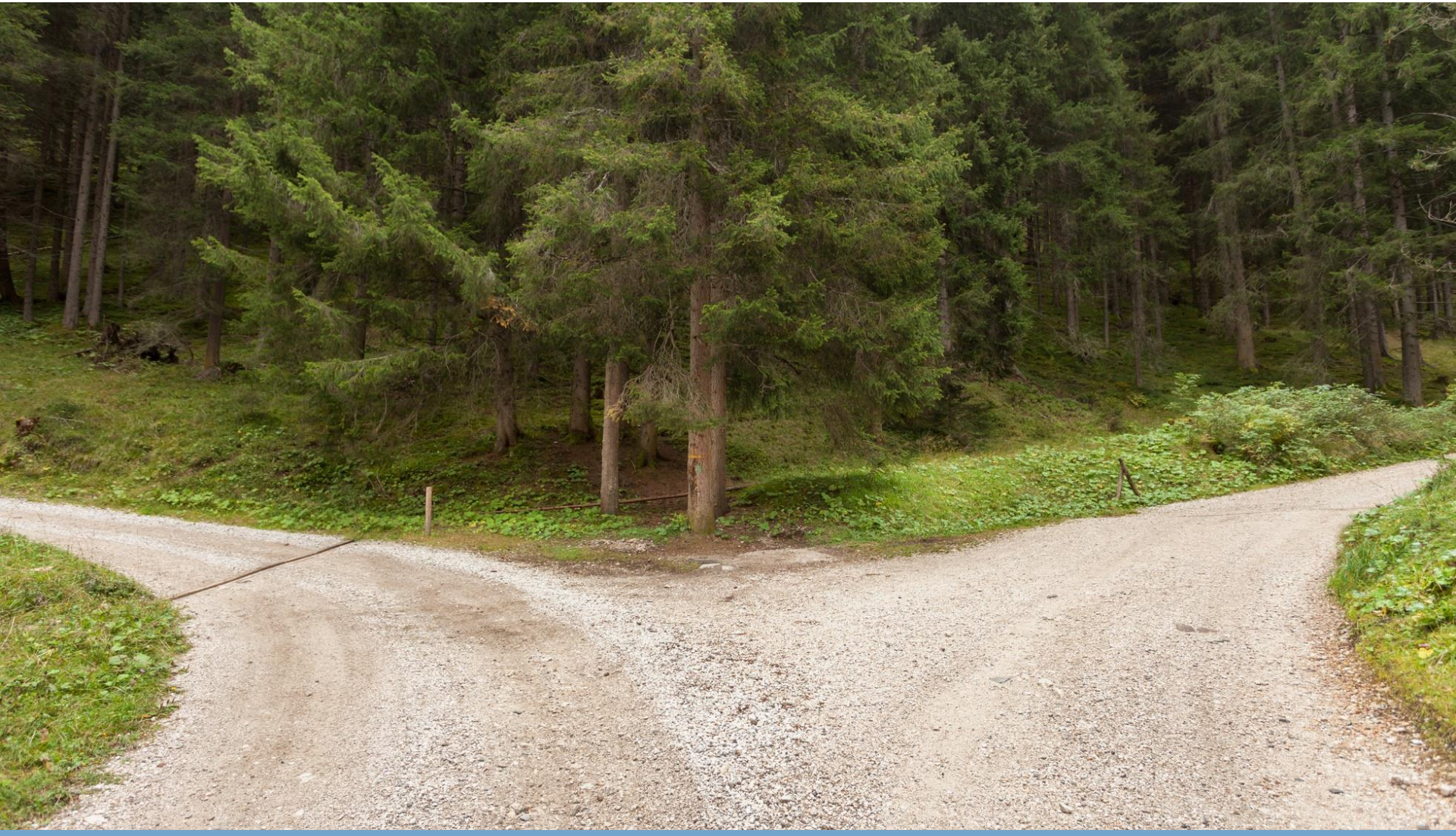
PBIS is for ALL

Preschool-3rd → 12+ grade

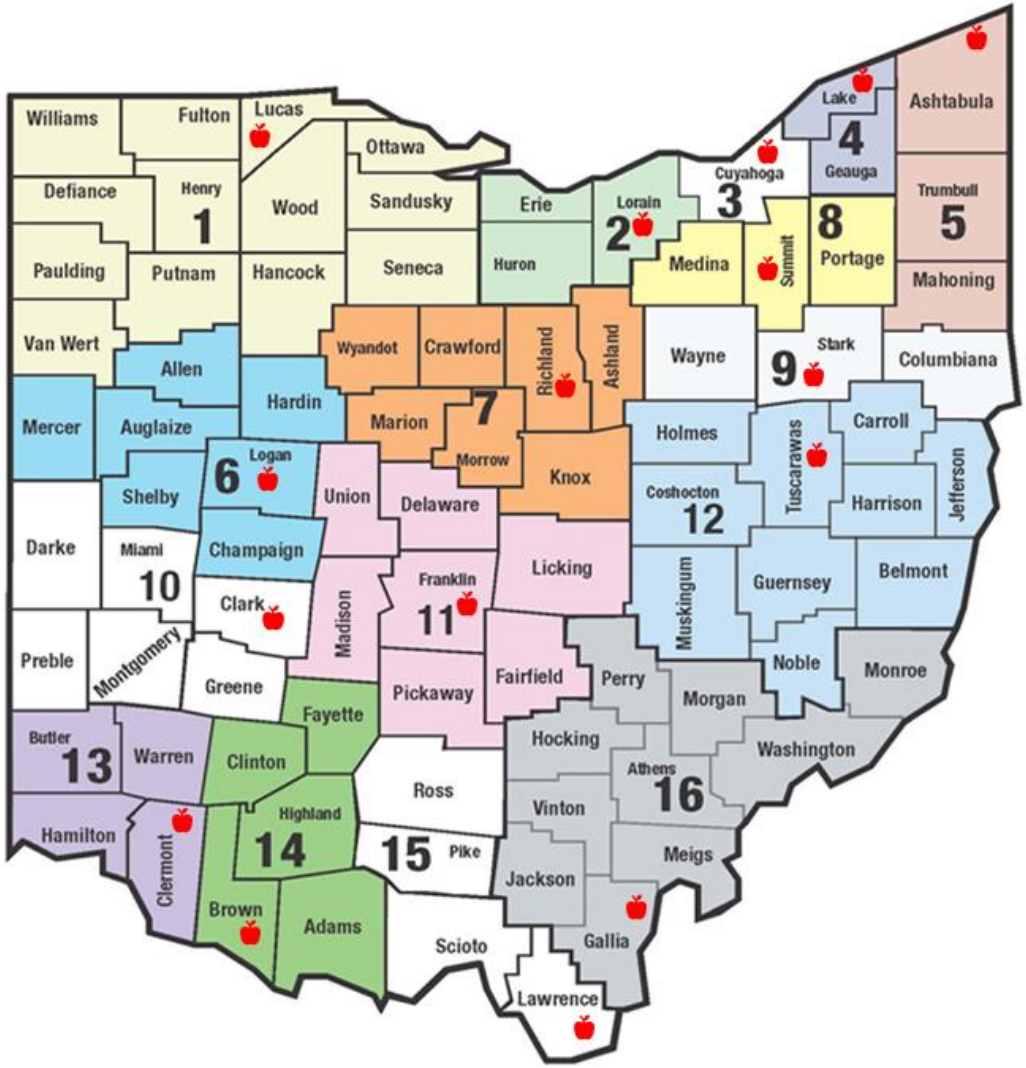


Tools Needed

How will we implement?



16 Demonstration Sites



PBIS and Ohio

Ohio | Department of Education

Using House Bill 318 Requirements to Create Caring Communities

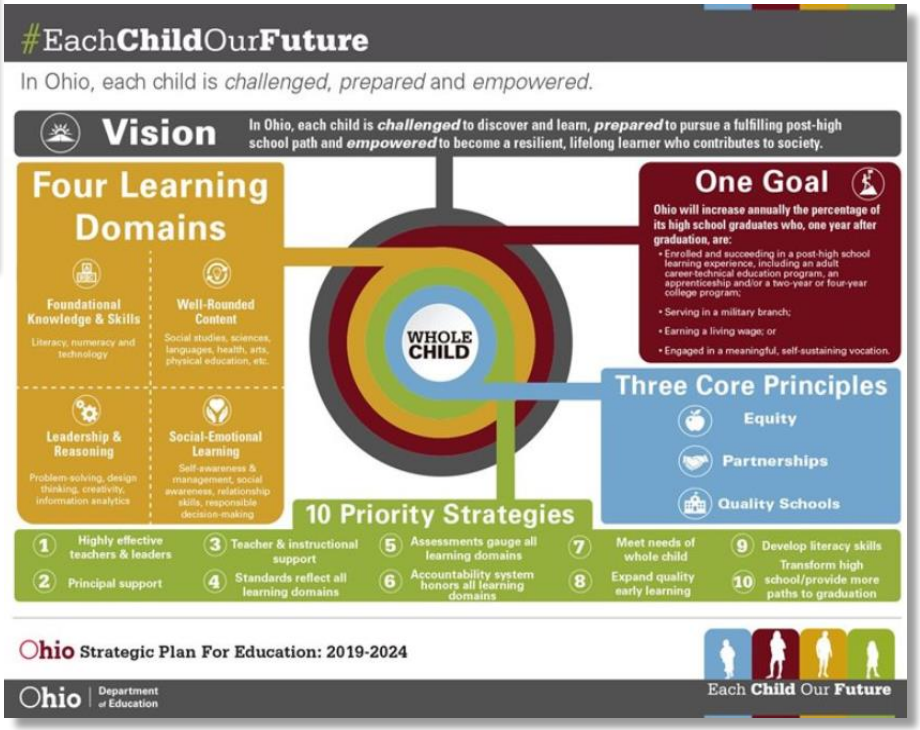
There is tremendous excitement and momentum building in Ohio around Positive Behavioral Interventions and Supports (PBIS) and the importance of school climate to student success. Ohio's recently adopted strategic plan for education, *Each Child, Our Future*, explicitly recognizes the need for a positive climate in every school to support student well-being, academic achievement and future success. Most recently, Ohio enacted the *Supporting Alternatives for Fair Education (SAFE) Act*, House Bill 318. It is one of the strongest state laws in the country addressing multi-tiered behavioral supports in the interest of reducing disciplinary referrals, especially for prekindergarten through grade 3 students. This bill strengthens requirements for school districts to implement PBIS, social-emotional learning supports and trauma-informed practices. Supported by new legislative mandates, the Ohio Department of Education is enthusiastic to continue building statewide capacity to implement PBIS.

Positive Behavioral Interventions and Supports is a framework that guides districts and schools in in developing policies and practices that proactively define, teach and support appropriate behavior. PBIS

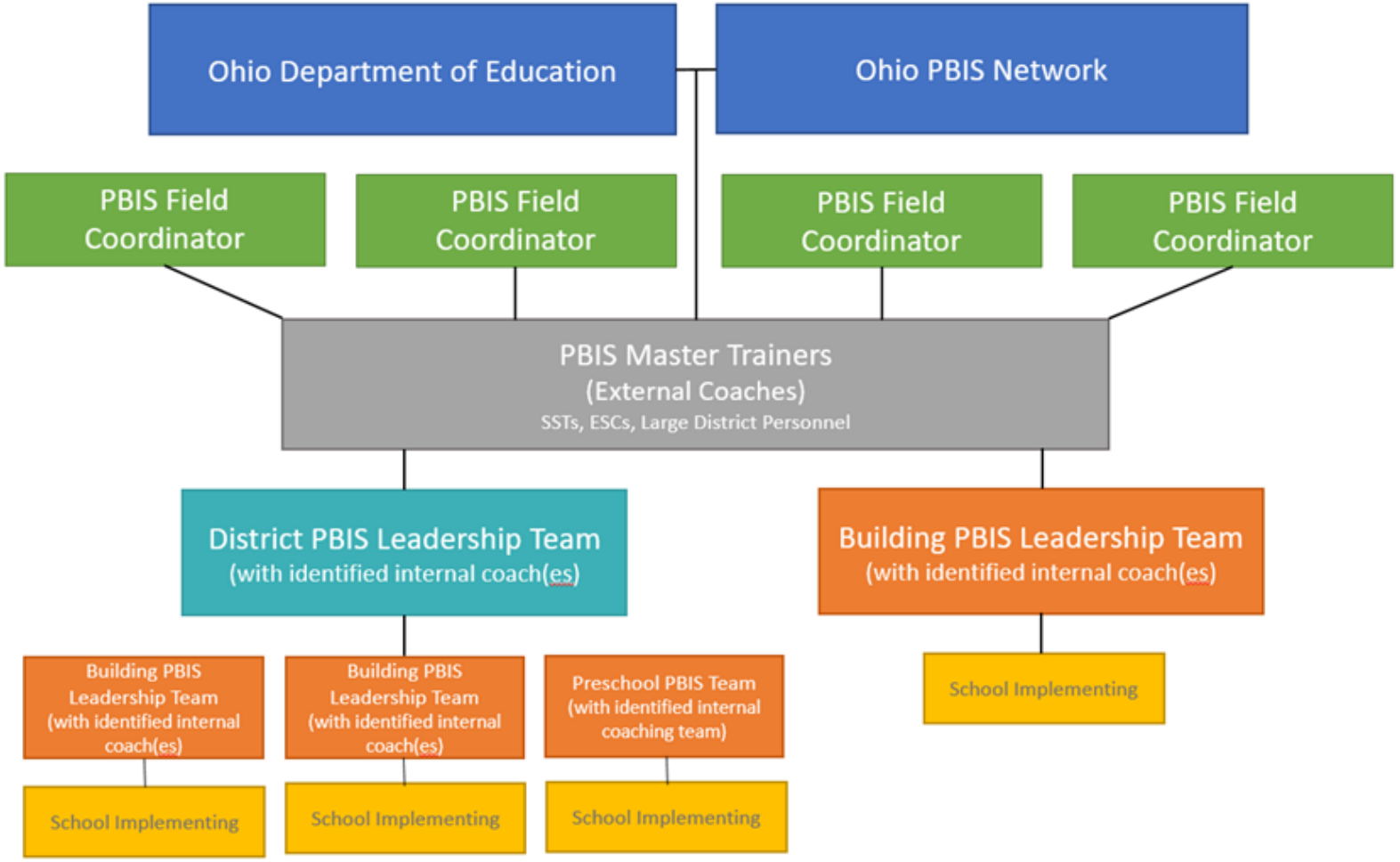
BRONZE

SILVER

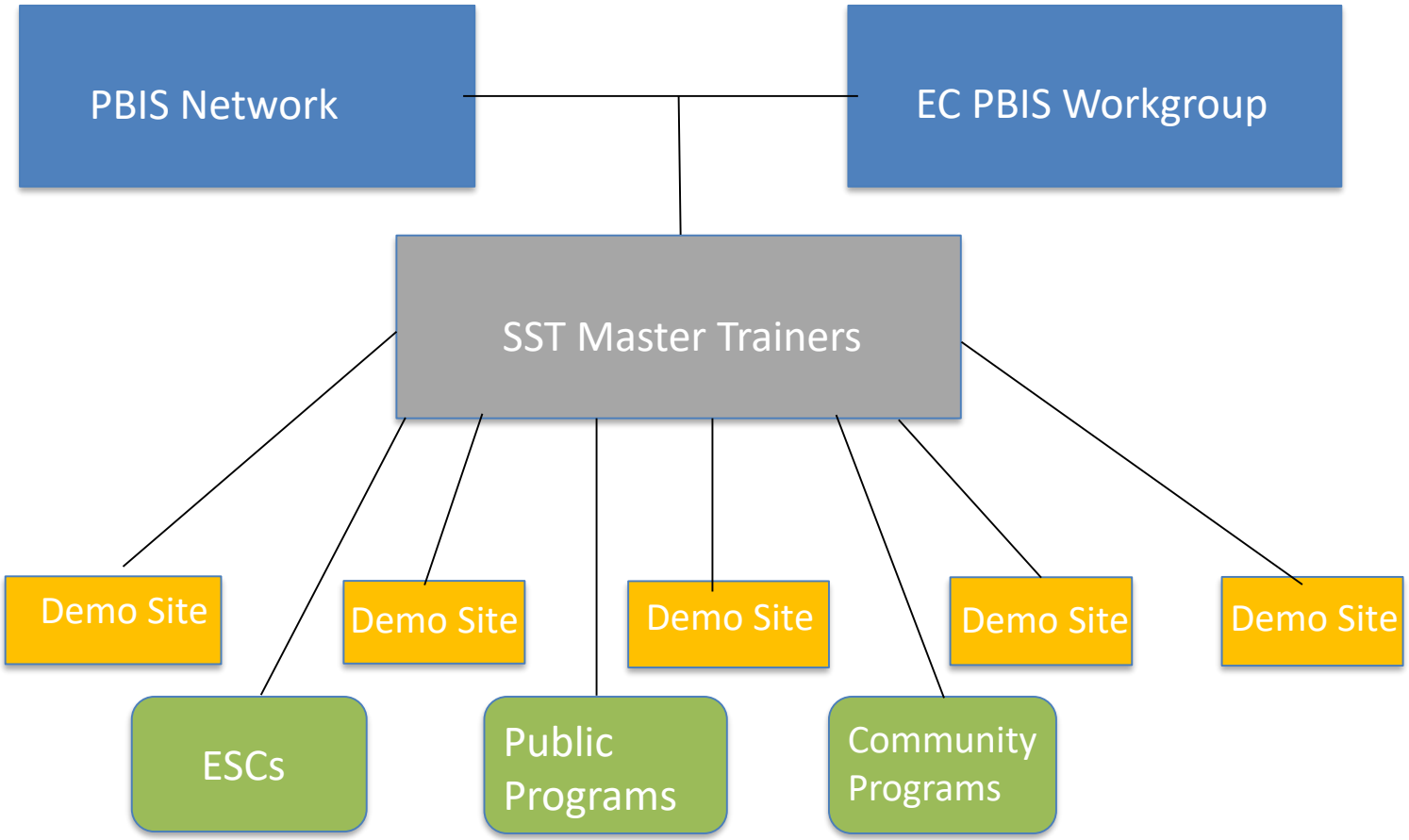
GOLD



Moving PBIS Forward in Ohio



Moving Early Childhood PBIS Forward in Ohio



Avoid Potholes:
Five Things to Know

1. It has to start at the top.
2. You'll need to start slow to go fast.
3. It's going to cost you more than you think.
4. Get ready to get messy.
5. Adopt a growth mindset.

Buckle up and enjoy the ride!

Where to next?

- Early Childhood PBIS Tier II
- Early Childhood PBIS Tier I Revisions
- Demo Site Visitation
- Refine EC PBIS WG Processes
- Continue Early Childhood Contributions to Ohio PreK-12 Practices

Acknowledgements

EC PBIS Workgroup

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Lynn Counts
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Lori Worline
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original members

Office of Early Learning & School Readiness

Office of Integrated Student Supports

Ohio PBIS Network

Let’s stay connected!

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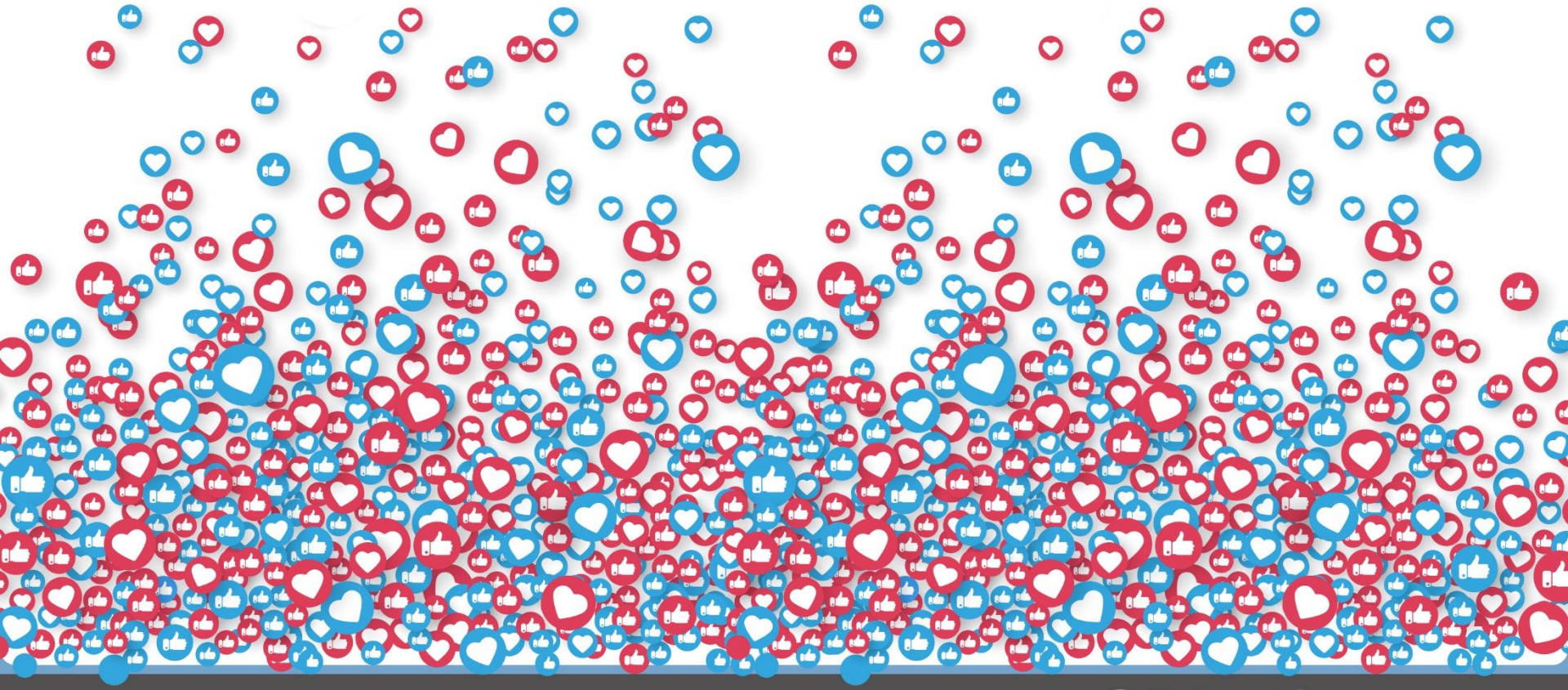
Thanks for including "EC" (early childhood) in the subject line.

@OHEducation



Ohio Department of Education

Share your learning community with us!

#MyOhioClassroom

Celebrate educators!

#OhioLovesTeachers

CCSD93 Early Childhood Center

PBIS in Early Childhood

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Who We Are & Demographics:

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Who We Are & Demographics:

CCSD 93 at a Glance
2019 - 2020

Enrollment:

District Enrollment: 3,502
Low Income: 31%
Languages Spoken: 59

Facilities:

1 Pre-School Center
6 Elementary Schools (K-5)
2 Middle Schools (6-8)

Communities Served:

Bloomingdale, Carol Stream, Hanover Park

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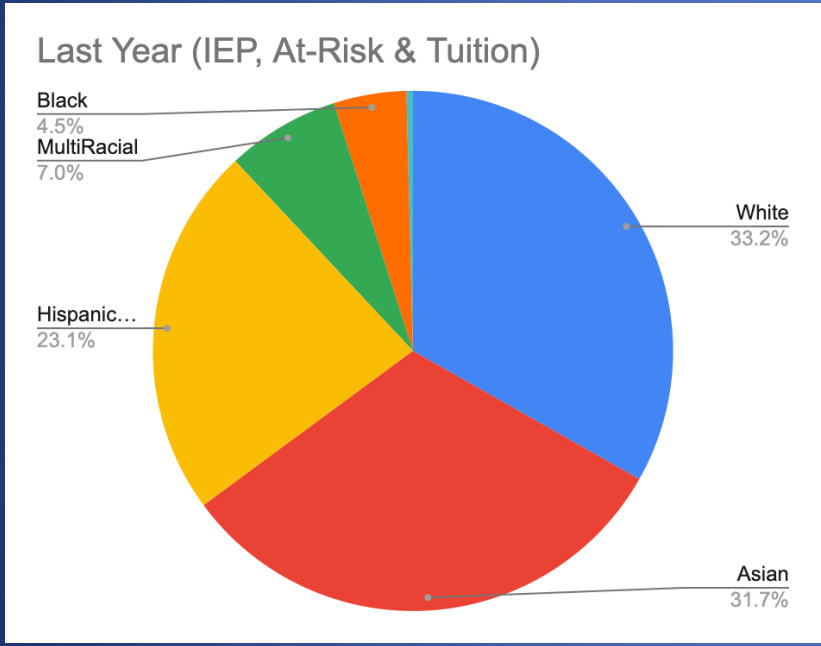
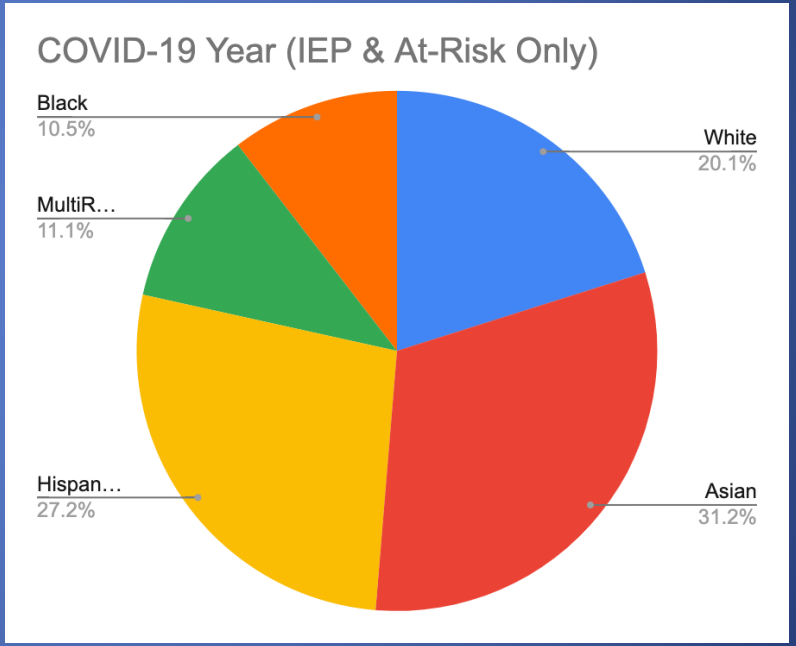
Who We Are & Demographics:

Total Enrollment at the ECC → 219





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Our Tier 2 and Tier 3 Data (2019/2020):

Total Enrollment at the ECC → 219

- CICO → 21 Students (12 AM/9 PM)
- SAIG → 10 Students (6 AM/4 PM)
- FBA/BIP → 3 Students (2AM/1 PM)
- Wraparound → 2 Students (1AM/1 PM)

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Tier 2-Early Childhood Center

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Beginning Challenges...

- Catching enough students or catching the right students?
  - Identifying which students benefit from Tier 2 interventions
  - Problem solving before moving to Tier 2 interventions

- Small building
  - Limited number of staff to implement Tier 2 interventions
  - Limited number of staff to participate in PBIS

- Time management
  - Where do we find the time?
  - Students attend on different weekly schedules (3 days/4 days/5 days) for 2 hours 45 minutes
  - Restrictions of PFA guidelines that regulate when students can be pulled from the classroom

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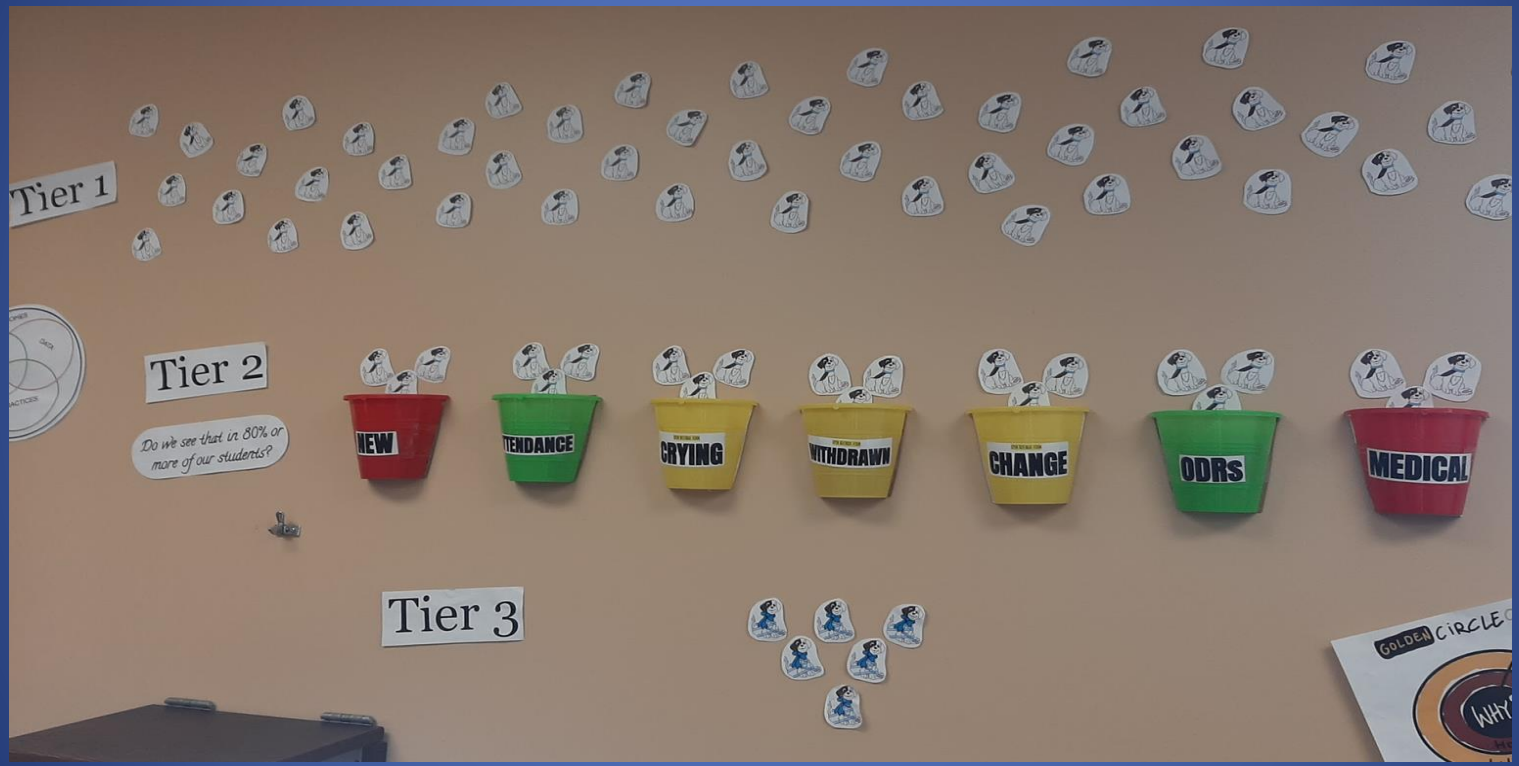
What are we doing now for Tier 2?



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- Data driven system for implementing Tier 2 interventions
  - ODRs (2 of any type and Adult support calls)
  - Office Reports
    - Absences, Tardies, Nurse visits , >2/month
  - Open Referrals
    - Concerns with emotional well-being
      - Crying coming in, going out, during the day
      - Frequent stomach aches/headaches
    - Change in family routine/dynamic
    - Withdrawn behavior
      - Change in student's disposition
  - New Students

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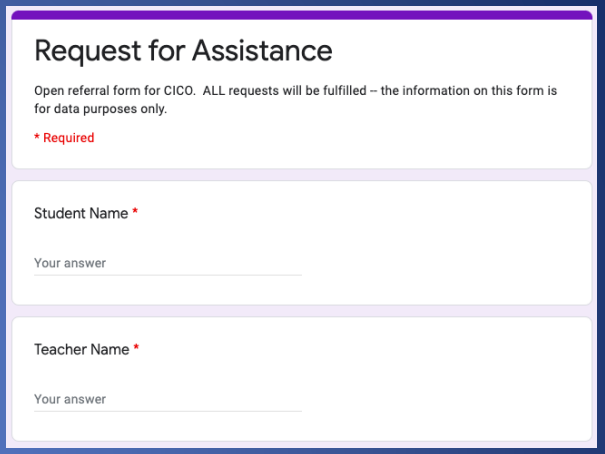
- Streamlining online forms and visuals
  - Easier access to families and staff
  - Allows for more input from staff



- Changed Daily Progress Report to be more focused
  - Looked at data to know which times of day are typically most difficult for students
  - Reduced number of data collection points for staff

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Revised DPR Card:

Student Name_____ Date_____

Goals	1. Be Respectful			2. Be Responsible			3. Be Safe			Total
Large Group										
Small Group										
Centers 0-30 min										
Centers 30-60 min										
Transition										
	ALL	SOME	NONE	ALL	SOME	NONE	ALL	SOME	NONE	

= Great job! (2) = Almost! (1) = Keep trying (0)

Daily Goal ____% Total Points _____ Goal Reached: _____Yes _____No

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Tier 3-Early Childhood Center

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Where Did We Start With Tier 3 Wraparound?

- Building administrators, school psychologist, and social worker were trained in Wraparound process

- Initially invited families to participate that had identified needs on a smaller scale

- Followed 10 principles of Wraparound
  - Focused on **"Family voice and choice":**
    Family deciding on what areas to focus on and how to go about reaching their goals

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Highlights of the 10 Principles of Wraparound:

- Family Voice & Choice: Made it a clear distinction, especially with students who had an IEP
- Team-Based: When staff were asked to be a part of the team by the family, teachers were very willing to be involved and were supportive of process
- Natural Supports: Whoever the parent identified-grandparents, friends, significant others-we made sure to welcome them in person or include by phone
- Community-Based: Held meetings at various locations with corresponding team members such as daycare centers, counseling agencies, special recreation association, etc.
- Strengths-Based: Emphasis on this from the start of the process. For example, using the child's love of books to write a social story together to address an area of need identified by parent

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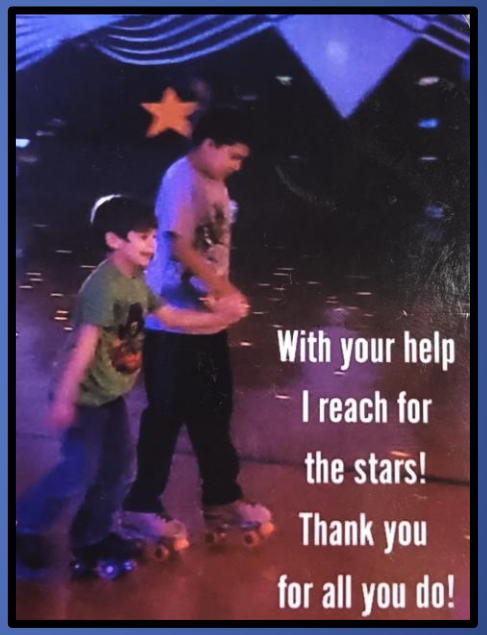
Family Feedback:

- Families felt supported and heard
- Team took an interest in what they needed support with
- Judgment free environment
- Could accomplish goals that individually were difficult to achieve
- Parents felt that they were not alone in working through issues
- Time was well spent because there was always an outcome to each meeting



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Staff Feedback:

- Sharing in the process allowed for improved connection with the family
- Built a stronger relationship with the student as they got to know them better
- Gave clear message of “How can we help you?”
- Families articulated that they felt supported
- Parents and teacher could use shared strategies to assist student in both environments

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Where Are We Now With Tier 3 Wraparound?

- Refined process by looking at district data decision rules and focusing on families with more complex needs
  - **Student Needs:** Data decision rules, Hospitalization, Risk of Change of Placement
  - **Family Needs:** Family Request, Family Crisis, Needs across several life domains
- Continue to use Coffee Chats with parents as the initial meeting
- Continue to focus on 10 Principals, build a strong team, and move through the Wraparound process together

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What's Next For All PBIS Tiers?

- Review the "buckets" criteria as needed based on current data
  - Are we serving ~20% of our school population with Tier 2 interventions?
- More parent involvement
  - How can we better spread the word to parents, families, and the community?
  - How can we take away the negative stigma of needing more support?
- With a hybrid/remote learning model, what needs to be tweaked to help all students and families, including those who are learning from home?

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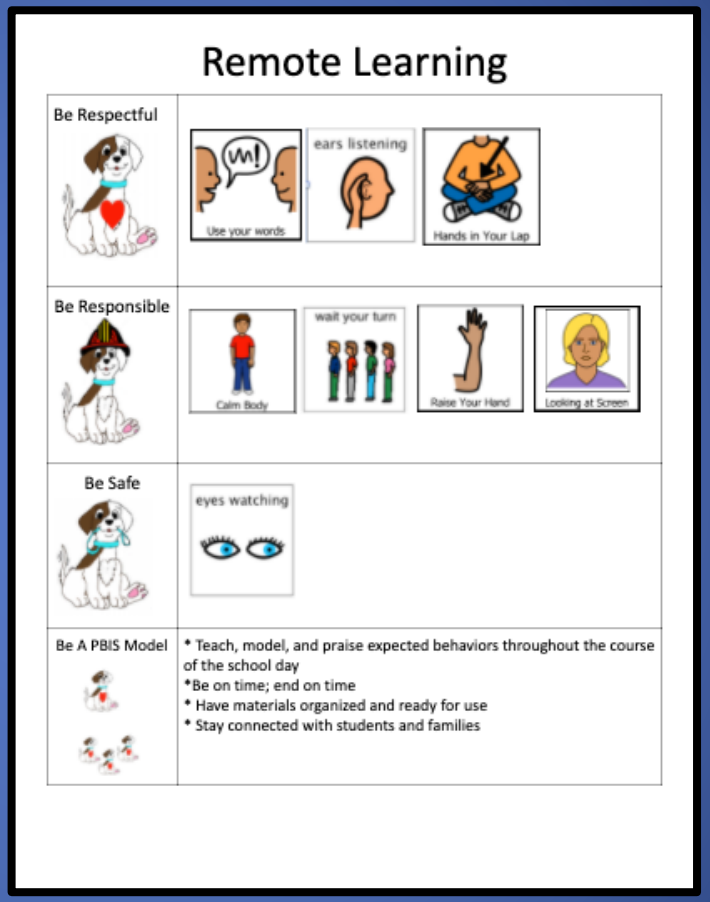
Current Cool Tools Matrix for Tier 1



Remote Learning

Be Respectful	Use your words; ears listening; Hands in Your Lap
Be Responsible	Calm Body; wait your turn; Raise Your Hand; Looking at Screen
Be Safe	eyes watching
Be A PBIS Model	* Teach, model, and praise expected behaviors throughout the course of the school day *Be on time; end on time * Have materials organized and ready for use * Stay connected with students and families

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Questions and Answers

Lead Presenter Contact:
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Session A7

Three Ways to Complete:

1) **Pathable/Mobile App:**
   a. Find the Evaluation Link in the "**Files**" Tab, or
   b. Click on "Evaluations" in the navigation menu

2) **Online:** click on the link in the Pathable **"Chat"**

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