



# Early Childhood Positive Behavior Support: Systems & Implementation

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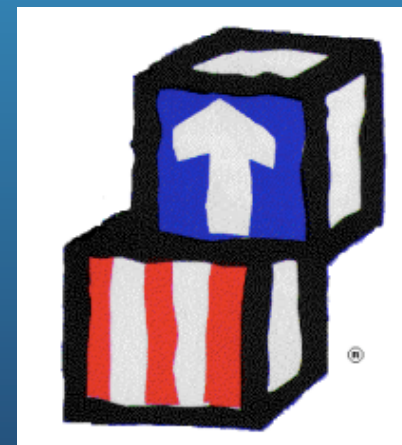
# ECPBS: history

Several initiatives have taken place over the years by working groups from around the state, including:

- Behavior Cadre: Cadre Manual
- Behavior Working Group: BESST Manual
- Dangerous Behavior Working Group: Safety First
- Social Emotional Work Group: ECPBS

# ECPBS Pilot Project 2006-07

- Each region creates a regional team including representation from ECSE and Head Start
- August 2006: Training of trainers
- Each region designates five classroom for implementation

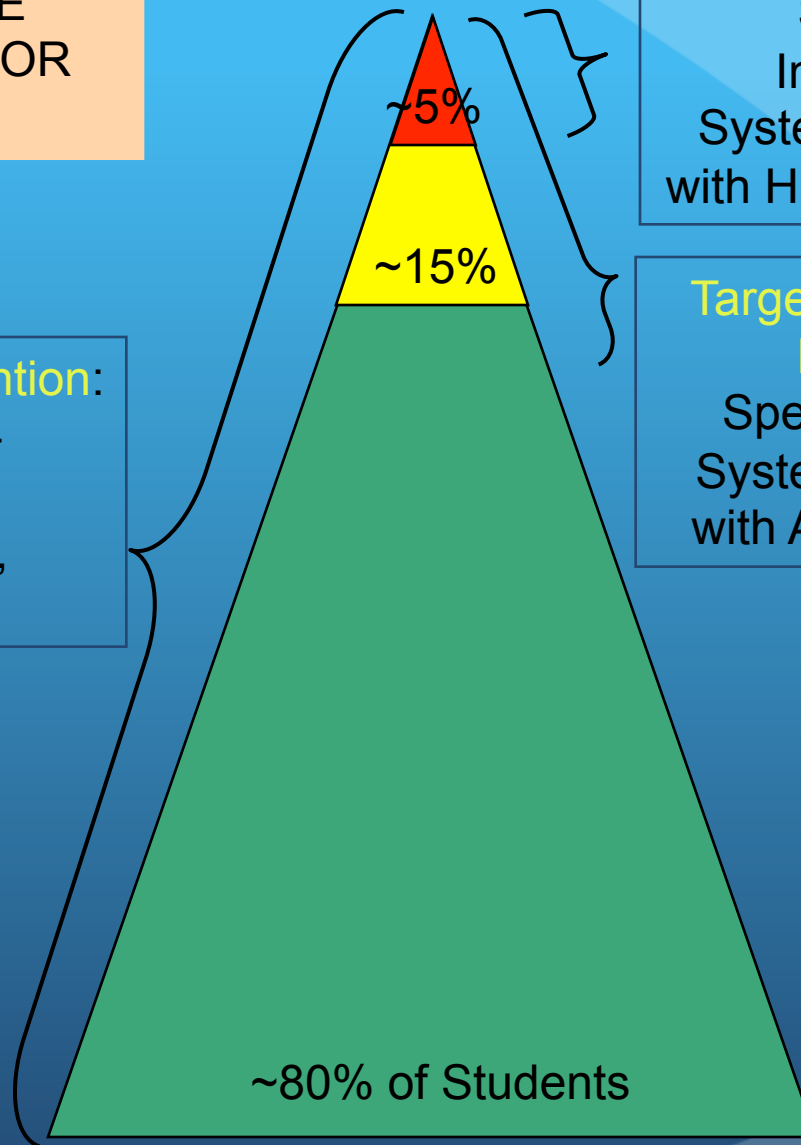


PROGRAM-WIDE  
POSITIVE BEHAVIOR  
SUPPORT

Universal / Primary Prevention:  
Program-/Classroom-  
Wide Systems for  
All Children, Families,  
& Staff

Intensive / Tertiary  
Prevention:  
Specialized  
Individualized  
Systems for Children  
with High-Risk Behavior

Targeted / Secondary  
Prevention:  
Specialized Group  
Systems for Children  
with At-Risk Behavior



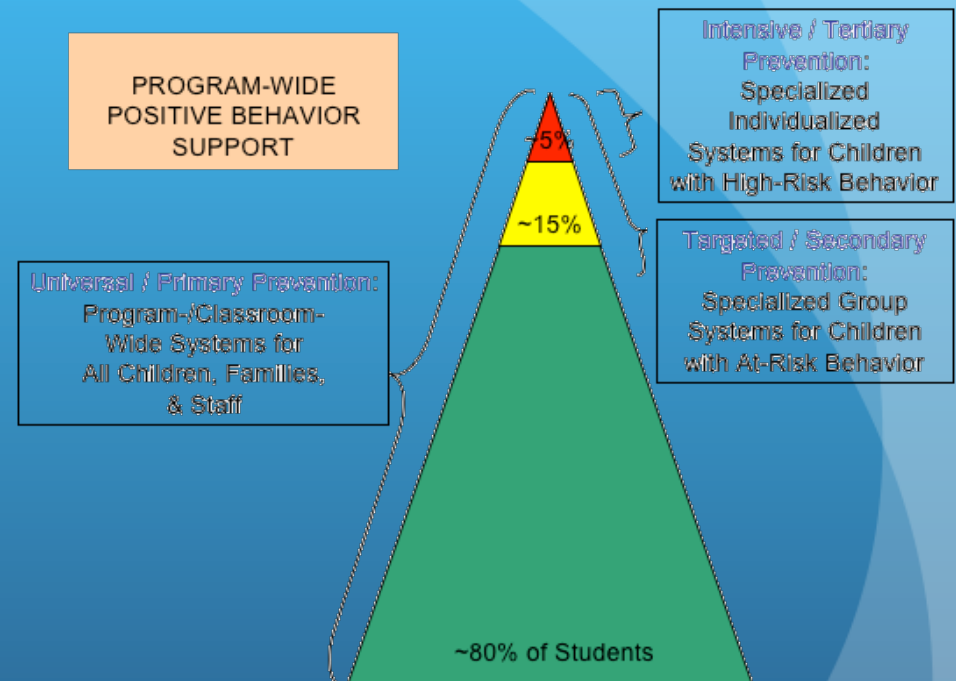
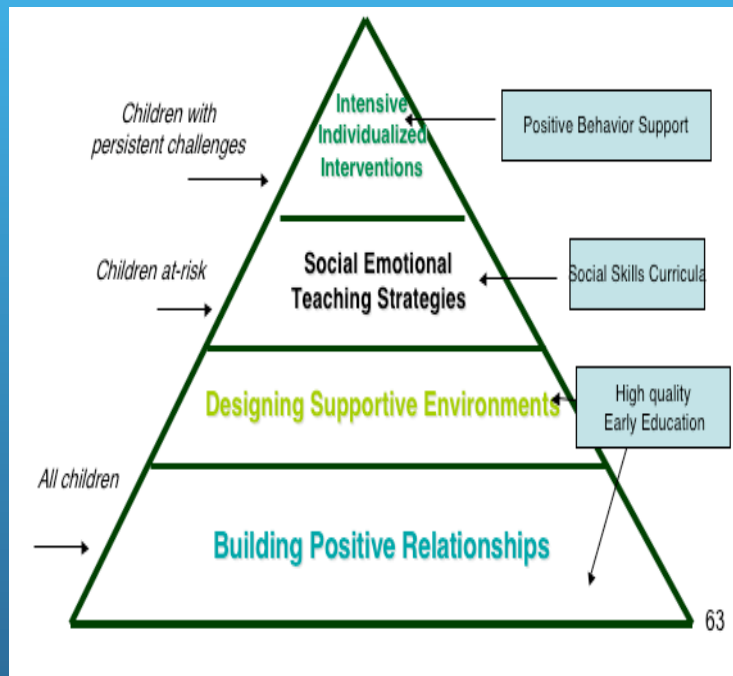
# CSEFEL: A brief overview



***Center on the Social  
and Emotional Foundations  
for Early Learning***



# CSEFEL & PBS



# Universal/Primary: Module 1

## Promoting Children's Success: Building relationships and creating supportive environments

- Building positive relationships with children and families
- Designing environments, schedules and routines
- Establishing rules
- Implementing activities that promote child engagement
- Modifying and adapting materials and activities to meet individual needs of children
- Providing encouragement and descriptive praise to children

## Universal/Primary: Module 2

### Social Emotional Teaching Strategies

- Identifying teachable moments
- Facilitating the development of friendship skills
- Teaching problem solving
- Teaching children to recognize and express emotions
- Teaching anger management



## Targeted/Secondary: Module 3a

### Individualized Intensive Interventions: Determining the Meaning of Challenging Behavior

- Identifying the function of challenging behavior
- Identifying behaviors and social skills to target for intervention

## Targeted/Secondary: Module 3b

### Individualized Intensive Interventions: Developing a Behavior Support Plan

- Developing a plan for supporting social-emotional development and preventing challenging behavior
- Using a team approach to addressing challenging behavior and social-emotional needs

# Preschool-wide Evaluation Tool (Pre-SET)

- Adaptation of School-wide Evaluation Tool (SET) for K-12 educational settings
- Items informed by current research on program-wide PBS in early childhood settings and developmentally appropriate practice

# Preschool-wide Evaluation Tool (Pre-SET)

- A. Expectations Defined
- B. Behavioral Expectations Taught
- C. Appropriate Behavior Acknowledged
- D. Organized and Predictable Environment
- E. Additional Supports
- F. Family Involvement
- G. Monitoring & Decision-Making
- H. Management
- I. Program & District-Wide Support

# ECPBS Pilot Project 2006-07

- For each classroom, the Trainer/Consultant completes the Pre-SET

Evaluation Question	Data Source (P = product, I = interview, O = observation)	Score: 0-2
<p>1. Is there documentation that teachers have agreed to 5 or fewer positively stated classroom rules? (0= no; 1= too many/negatively stated; 2= yes)</p> <p><i>Rules:</i></p>	<p>Classroom handbook, Instructional materials     <b>P</b> Other _____</p>	
<p>2. Are the agreed upon classroom rules publicly posted in at least 1 classroom location with a combination of words and visuals? (0= no; 1= posted, no visuals; 2= yes)</p>	<p>Wall posters Other _____     <b>P</b></p>	
<p>3. Is there documentation that teachers have agreed to positively stated routine-specific rules (e.g., “clean up toys”) for each classroom routine (e.g., arrival, free play, circle, snack) (0= no, 1 = 1-2 routines=; 2= all routines)</p>	<p>Matrix of classroom rules Other _____     <b>P</b></p>	

# ECPBS Pilot Project 2006-07

- The classroom teachers, consultants, and others form the site team

**Step 1:** If there is not a team to address behavior support issues, create a team or embed behavior support into an existing team's agenda. The team should include all stakeholder groups (e.g., classroom teacher, speech and language pathologist, behavior consultant, and **parents**).

**Behavior Support Team:**

Name:

Role:

Name:

Role:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

# ECPBS Pilot Project 2006-07

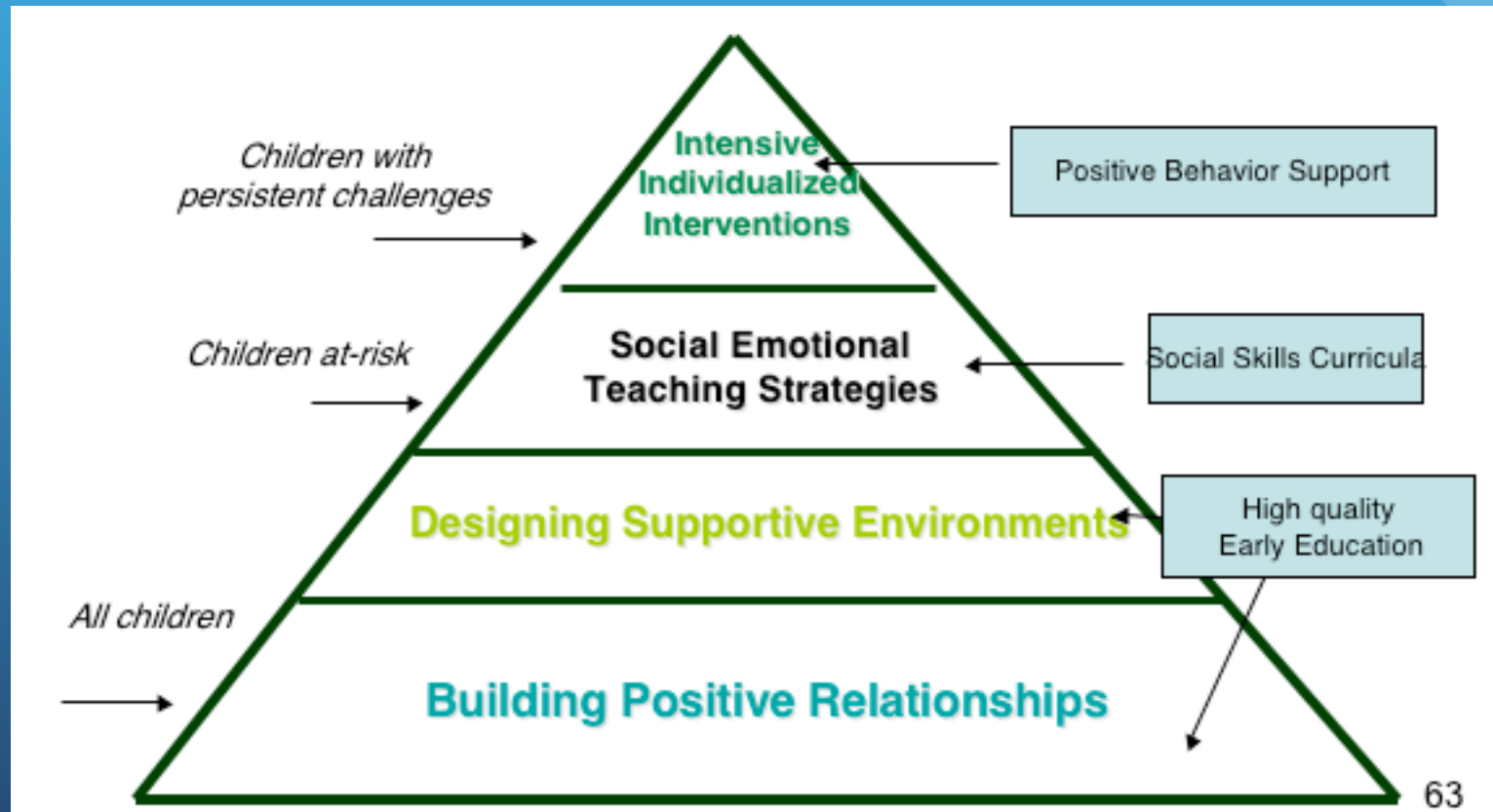
- An Action Plan is developed from the Pre-SET to establish goals and timelines

**Step 2:** Transfer the mean score for each feature from the most recent Preschool-Wide Evaluation Tool (Pre-SET). For those features that are in progress or not started, identify the quarter (1, 2, 3, 4) in which specific skills and supports will be targeted. Note “ACH” if already implemented.

Features	Pre-SET Score	Skills and Supports		
			Quarter to Implement	Date Achieved
<b>A. Expectations Defined:</b> Staff have developed 5 or fewer positively stated classroom rules that are publicly posted and routine-specific rules across classroom activities	<input type="radio"/> Achieved <input type="radio"/> In progress <input type="radio"/> Not started	1. Develop 5 or fewer positively stated classroom rules		
		2. Post classroom rules with combination of words and visuals		
		3. Create matrix of routine-specific rules for each classroom activity		
		4. Matrix available to classroom teachers		

# ECPBS Pilot Project 2006-07

- Teachers receive training in positive behavior support





# ECPBS Pilot Project 2006-07

- The site team meets monthly to follow up with implementation

## Step 3: SUMMARY & MEETING PLAN

For the current quarter, note the status (Achieved, In progress, or Not started) for each feature of program-wide PBS and the # of skills achieved. Plan dates for behavior support team meetings and annual Pre-SET.

	Quarter 1		Quarter 2		Quarter 3		Quarter 4	
	Months: _____ to _____		Months: _____ to _____		Months: _____ to _____		Months: _____ to _____	
	Status	# Skills and Supports Achieved	Status	# Skills and Supports Achieved	Status	# Skills and Supports Achieved	Status	# Skills and Supports Achieved
A. Expectations Defined		(6)		(6)		(6)		(6)
B. Appropriate Behavior Acknowledged		(6)		(6)		(6)		(6)
C. Behavioral Expectations Taught		(10)		(10)		(10)		(10)
D. Organized and Predictable Environment		(10)		(10)		(10)		(10)
E. Additional Supports ( <i>optional</i> )		(12)		(12)		(12)		(12)
F. Family Involvement		(6)		(6)		(6)		(6)
G. Monitoring and Decision-Making		(6)		(6)		(6)		(6)
H. Management		(10)		(10)		(10)		(10)

Monthly behavior support team meetings											
Pre-SET										Date: _____	

# ECPBS Pilot Project 2006-07

- Trainer/Consultant provides ongoing coaching and support to the classroom
- Weekly behavior data tracking

## Tally Behaviors:

Aggression to staff	
Aggression to peers	
Biting	
Environmental destruction	
Running away	
Other:	

# ECPBS Pilot Project 2006-07

- The Pre-SET is completed at the end of the school year

## Preschool-wide Evaluation Tool (Pre-SET) Scoring Guide

Classroom: \_\_\_\_\_ Date: \_\_\_\_\_

Program: \_\_\_\_\_ City, State: \_\_\_\_\_

Pre: \_\_\_\_\_ Post: \_\_\_\_\_\* Pre-SET data collector(s): \_\_\_\_\_

*\*If conducting a post-assessment, please note the following:*

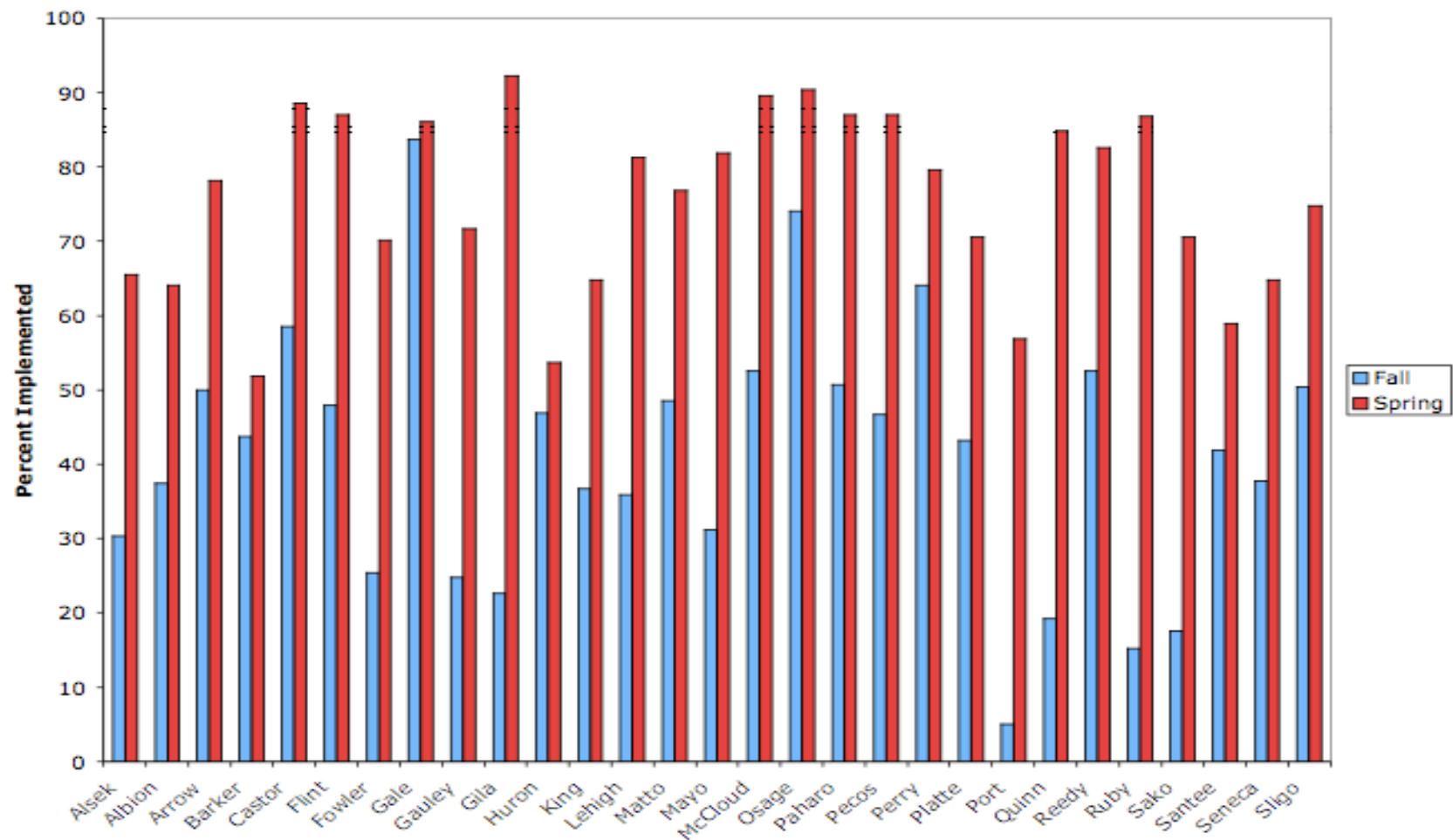
Staff change? Yes No If yes, number of staff who have left: \_\_\_\_\_ Number of new staff: \_\_\_\_\_

Enrollment changes? Yes No If yes, number of children who have left: \_\_\_\_\_ Number of new children: \_\_\_\_\_

Site change? Yes No Classroom change? Yes No

Other changes: \_\_\_\_\_

# Pre-SET data 2006-07



## ECPBS 2007-08

- For each classroom, the Trainer/Consultant completes the Pre-SET
- The classroom teachers, consultants, and others form the site team
- An Action Plan is developed from the Pre-SET to establish goals and timelines
- Teachers receive training in positive behavior support
- Trainer/Consultant provides ongoing training, coaching and support to the classroom
- Behavior data tracking
- The Pre-SET is completed at the end of the school year

# Behavior Data Tracking

## Behavior Tracking Form

Classroom: \_\_\_\_\_

Date: \_\_\_\_\_

Observer: \_\_\_\_\_

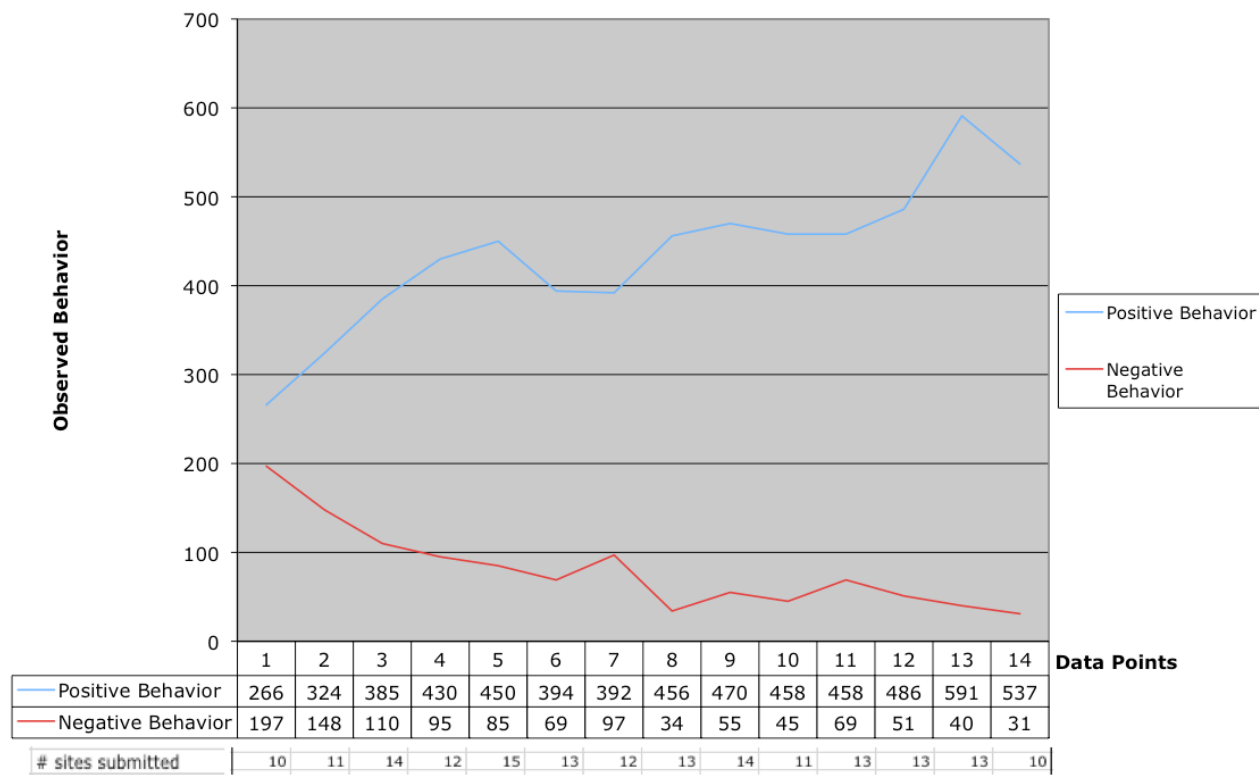
Bi-Weekly 20 Minutes: \_\_\_\_\_

**Child's Name:**

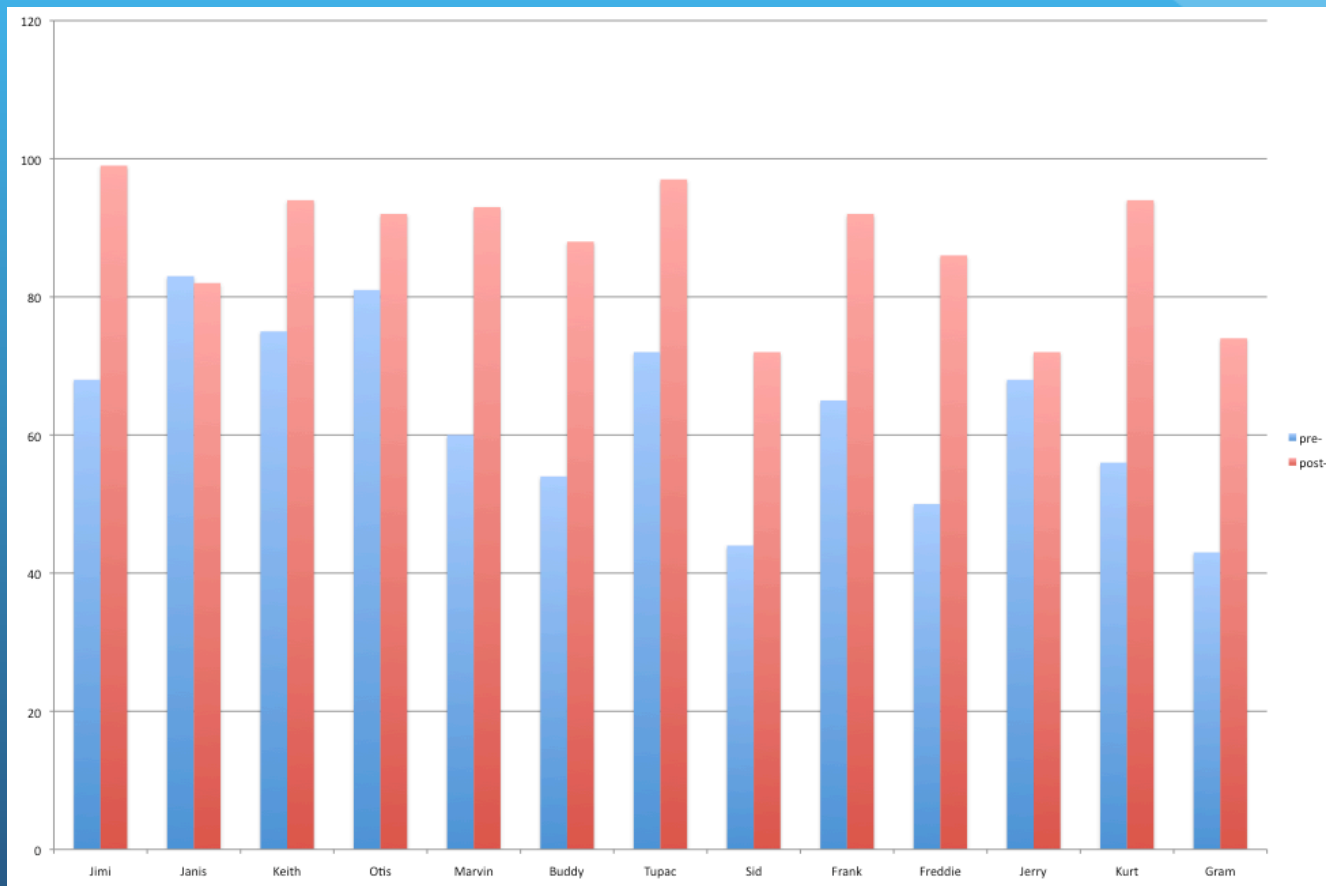
Sharing/Turn Taking						
Follow Directions						
Using a Pro-Social Strategy						
Hurtful Behavior Toward Peers/Staff						
Throwing/Destruction						
Non-Compliance						

# Behavior Data 2007-08

**Behavior Tracking Data 10/07-5/08**



# Pre-SET data 2007-08





## ECPBS 2008-09

- Continuation of model developed over past two years
- Greater emphasis on coaching
  - Includes ongoing development of support materials by CSEFEL and locally
- Building capacity through consultation to consultants and teacher training

# ECPBS Systems & Implementation

