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Early Childhood PBIS:
Fidelity Measures ,Self-evaluation tools, and Coaching strategies…Oh My!

Early Learning P-3 Conference
Tracy Branscomb & Meredith Villines

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Learning Outcomes

1. Identify similarities and differences between School-Wide PBIS and EC-PBIS

2. Identify data tools used to assess EC-PBIS implementation

3. Identify strategies to increase staff capacity

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Who we are - MECP
Multnomah Early Childhood Program

- Early Intervention / Early Childhood Special Education (EI/ECSE) provider in Multnomah County for children birth to 5 years of age.

- Services are provided in a variety of settings. Our program strives to support children in their natural environments and least restrictive environments – we start where the child is—home, childcare, pre-schools (private and publically funded).

Location	Birth - Three	Three - Five
Home	80%	23%
Preschool/childcare	20%	63%
ECSE classroom	n/a	6%
Speech Clinic	n/a	7%

+ Definitions – common language

- PBS (Positive Behavior Supports)—Began in the 1980's as an approach to address problem-behaviors with individuals with disabilities. It is used to describe the PBS approach as a whole, not tied to a particular context or application.

- PBIS—Introduced in the 1997 version of IDEA. Commonly used when talking about the implementation of PBS in schools. It is not generally used to describe the application of PBS principals in non-school settings (i.e. homes, juvenile justice)

- School-Wide PBIS—Multi-tiered model of intervention and supports in a K-12 system with a focus on prevention at all levels

- Program-Wide PBIS—Multi-tiered application of PBS in early childhood programs. Sometimes referred to as EC-PBIS and the Pyramid Model Framework

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+ Similarities of SW and EC-PBIS

"The Pyramid Model: PBS in EC Programs and it's Relation to SW-PBS"
Glen Dunlap and Lisa Fox

- Evidence-based

- Multi-tiered prevention and intervention systems

- Data-based leadership teams

- On-going teaching and reinforcing of behavioral expectations

- Systematic approach for responding to challenging behavior

- Promotion of family engagement

+ Slight (and important) Differences

"The Pyramid Model: PBS in EC Programs and it's Relation to SW-PBS"
Glen Dunlap and Lisa Fox

- Developmental Stages of Children

- Family Engagement

- Role of the Office

- Acknowledgment Systems

- Teaching practices

- Data Decision-Making Tools

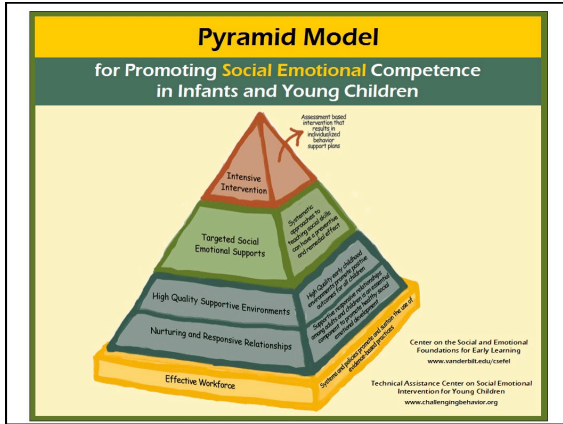## Pyramid Model
for Promoting Social Emotional Competence in Infants and Young Children

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing and Responsive Relationships

Effective Workforce

Center on the Social and Emotional Foundations for Early Learning
www.vanderbilt.edu/csefel

Technical Assistance Center on Social Emotional Intervention for Young Children
www.challengingbehavior.org

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

Tertiary Prevention:
Specialized Individualized Systems for Students with High-Risk Behavior

~5%

~15%

Secondary Prevention:
Specialized Group Systems for Students with At-Risk Behavior

Primary Prevention:
School-/Classroom-Wide Systems for All Students, Staff, & Settings

~80% of Students

+ Bridging the Gap

"Getting Preschool Classrooms on Board with SW-PBIS"
Lisa Fox and Denise Binder USF

- Provide opportunities for collaboration

- Acknowledge differences

- Adapt expectations to match developmental differences

- Provide training/support for implementation

- Use assessments that are appropriate for the preschool classroom

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Turn and Talk

- Think about your school / program

- Find someone from a different school / program

- Share successes and challenges in applying School-Wide PBIS approach in your preschool classrooms?

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EC-PBIS assessment tools
"Data Decision Making and Program-Wide Implementation of the Pyramid Model" -- Lise Fox, Myrna Veguilla, Denise Perez Binder – March 2014

- Program-Wide Implementation tools
  - Early Childhood Benchmarks of Quality (BOQ)
  - Home-Visiting BOQ

- Classroom Assessments (formal)
  - Teaching Pyramid Observation Tool (TPOT)
  - Preschool-Wide Evaluation Tool (PreSET)

- Classroom Specific Tools (informal)
  - 5 classroom practices – (PTR-YC)
  - Adapted checklist from Red Flags from TPOT

- Child Specific
  - Behavior Incident Report (BIR)
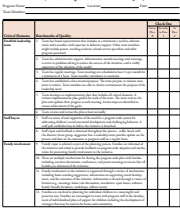
+ Early Childhood Program-Wide PBS Benchmarks of Quality
--Lise Fox, Mary Louise Hemmeter, Susan Jack (2010)

- Designed to help programs evaluate progress toward implementing PW-PBIS

- Updated bi-annually and used for in-going guidance toward fidelity

- Categorized into nine critical elements – establish a leadership team, staff buy-in, family involvement, program-wide expectations, adoption of Teaching Pyramid Model in classrooms, procedures for responding to challenging behavior, staff support plan, monitoring implementation outcomes
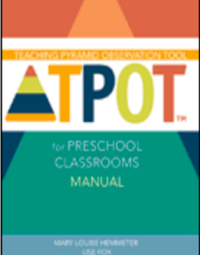
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Teaching Pyramid Observation Tool
Mary Louise Hemmeter, Lise Fox, Patricia Snyder – Brookes Publishing

- Assesses implementation of Pyramid Model Practices in classrooms for children who are 2-5 years old
- Completed 1-2 times/year through direct observation and interview
- Organized into 3 main sections—14 essential practices, red flags, and responses to challenging behavior
- Provided individual teacher information to design coaching plans, as well as program-wide information for staff development information

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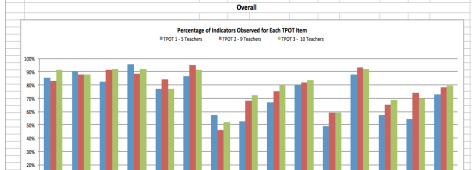
Example: Program Wide TPOT data

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Common TPOT challenges

- Time intensity of assessment
- Inter-rater reliability
- Coaching dosage
- Number of days / hours children attend
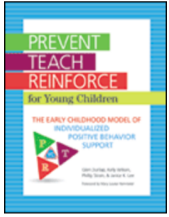- Designated coaching time
- Meeting with whole team

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Classroom-wide Practices Assessment:
Prevent, Teach, Reinforce for Young Children (PTR-YC)

- 5 self-reflection questions to guide a team assess their practice
  - 5:1 positive attention ratio
  - predictability in daily schedule
  - routine within routine
  - teaching and reinforcing behavioral expectations
  - explicitly teaching social skills
- Can be used to develop goals
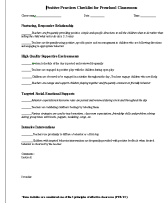- Directly related to TPOT essential practices

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Positive Practices Checklist
Emily Crick, EI/ECSE Specialist, MECP

- Adapted from the Red Flags section of the TPOT and PTR-YC Core Practices – both which identify practices that if not in place are counter to a positive learning environment and associated with increased challenging behavior.
- Practices are arranged in checklist format to match the Pyramid Model Framework
- Could be used in a self-assessment or observation feedback format to identify focus areas for improvement and create goals.

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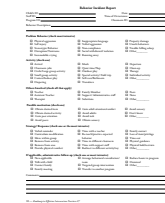## Behavior Incident Reporting System
Lise Fox, Denise Perez Binder, Danielle Liso, and Michelle Duda (2010)

- A common form for teachers to track behaviors that are NOT normative or are a cause for concern
- When summarized monthly-programs can use to assess a particular classroom support need—staffing, training, child-grouping issues
- Can also lead to programmatic training or coaching needs – i.e. if most of the incidents were during transition times, a training or coaching plan could be developed to specifically address Transition

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Takeaways

- PW-PBIS, EC-PBIS, and Pyramid Model practices all describe PBS implementation within preschool classroom settings

- SW-PBIS and EC-PBIS have many similarities, however, there are critical differences to take into account for successful implementation within preschool settings

- A core element in implementation is the use of data to assess fidelity of implementation to inform program development, staff development, and responses to behavioral incidents

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Resources / Websites

- Center for Social Emotional Foundations of Early Learning
  (www.csefel.vanderbilt.edu)

- Technical Assistance Center on Social Emotional Intervention
  (www.challengingbehavior.fmhi.usf.edu)

- The Pyramid Model Consortium
  (www.pyramidmodel.org)

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Questions / Final Comments