



AN INTRODUCTION TO PROGRAM-WIDE PBIS

PRESENTED BY RENÉE VAN NORMAN, PHD

OBJECTIVES

1. Problems with reactive strategies
2. Program-Wide PBIS
3. Examples from the field
4. Addressing Challenges
5. Costs & Benefits of Implementation
6. Assessing Readiness



enced in a long time.

Equity



EQUITY LENS

- Ask yourself the following questions around equitable practices:
 - Who might be affected through our adoption of PW-PBIS?
 - What is our goal in implementing PW-PBIS?
 - Who might our PW-PBIS practices include and who may be left out?
- Create a plan to
 - Assess your goals around implementing PW-PBIS,
 - Engage stakeholders in PW-PBIS adoption, and
 - Evaluate the contextual fit of the shared examples in your school/child care environment.



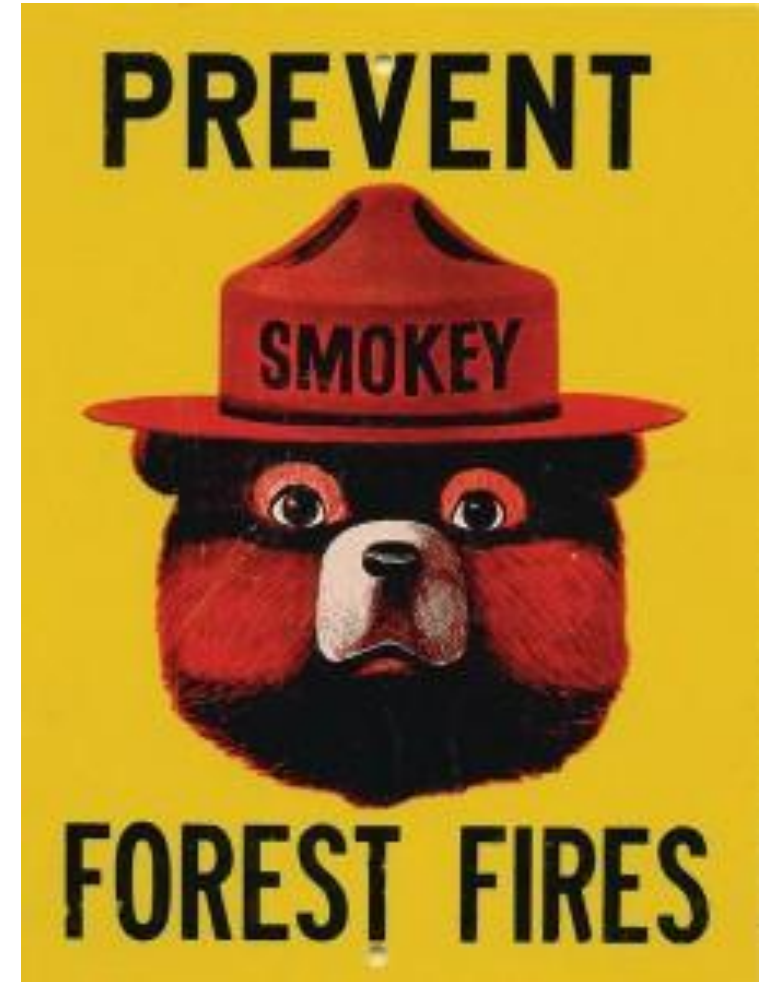
REACTIVE STRATEGIES



EARLY CHILDHOOD TEACHER FATIGUE

PW-PBIS

- Preventative
- For ALL children
- Nurturing
- Builds S&E skills
- Uses a variety of tools

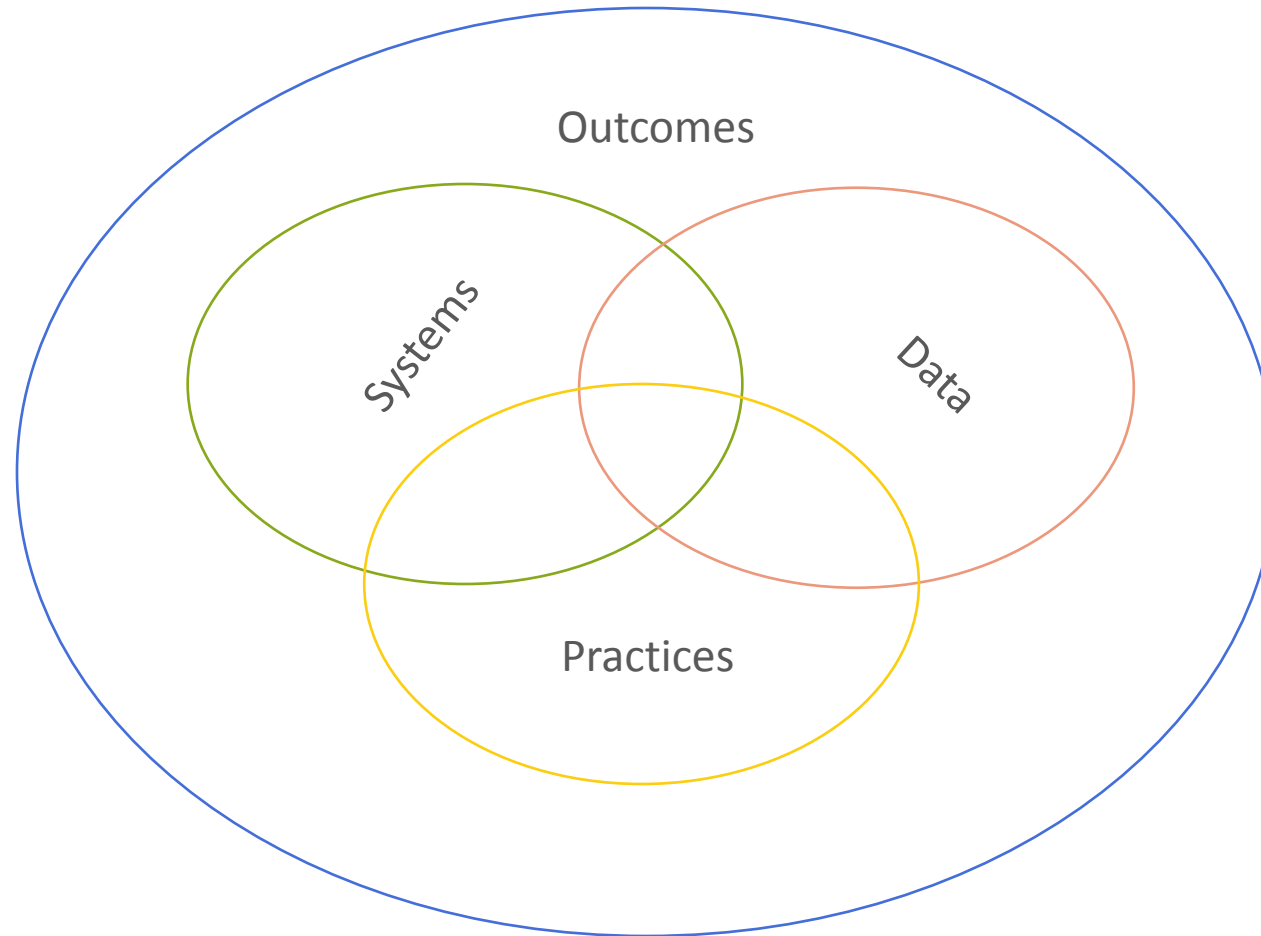


PW PBIS IS...

- A framework to implement effective practices
- Proactive and data driven
- A match of needs and resources
- A collaborative effort
- Uniquely designed for each program
- A focus on systems change

Supporting Important **Culturally**
Equitable Academic & Social Behavior Competence

Supporting **Culturally**
Knowledgeable Staff
Behavior



Supporting
Culturally Valid
Decision Making

PYRAMID MODEL





PW-PBIS FOCUSES
ON FIXING
ENVIRONMENTS,
NOT PEOPLE

PW-PBIS: SOME THINGS TO CONSIDER

- Staff Buy-In
- Resources
- Stakeholder Involvement
- Informed Decision Making

PW-PBIS MAIN LOGIC



- Prevention
- Teaching
- Nurturing Systems

PW-PBIS MAIN LOGIC

- **Prevention**

- All children need behavior support, especially in social and emotional development
- Less likely to experience challenging behavior through prevention

PW-PBIS MAIN LOGIC

- **Intentional Teaching**
 - Teaching and supporting social, emotional & approaches to learning skills is the most powerful behavior support intervention
 - Combine effective teaching with clear continuum of consequences for challenging behavior

PW-PBIS MAIN LOGIC

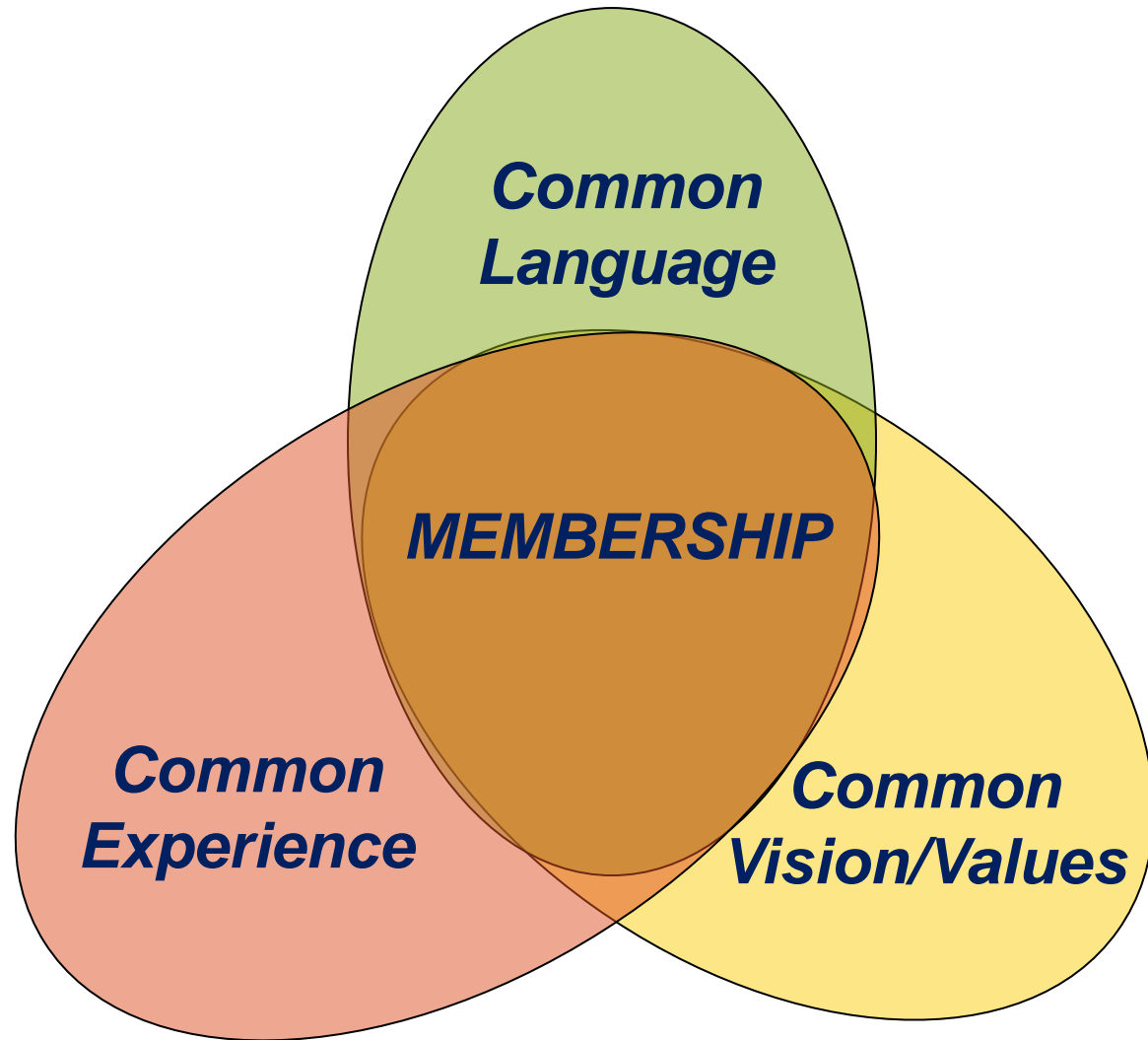
- **Effective practices need nurturing systems**
 - Information gathering and use for decision-making



CREATING SUPPORTIVE ENVIRONMENTS: HIGH QUALITY EDUCATION

- Builds Nurturing & Positive Relationships
- Promotes child engagement
- Focuses on teaching children what To Do!





ESTABLISHING
A POSITIVE
CULTURE

BUILDING THE FOUNDATION = NURTURING RELATIONSHIPS



Deposits:

Active Listening
Wait Time
Observation
Mirroring
Self Talk
Parallel Talk
Reflection
Expansion
Modeling

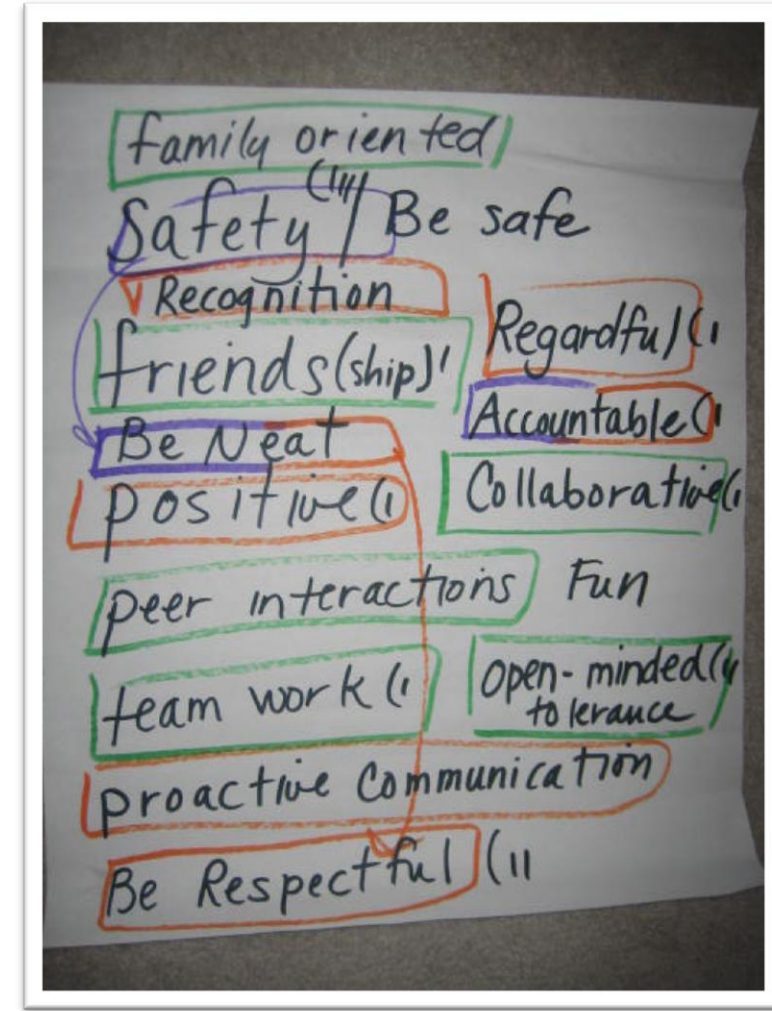
Withdrawals:

No
Don't
Stop
Demands - directions
Using a loud voice
Intimidating request

4 Deposits : 1 Withdrawal!

DESIGN AN ENVIRONMENT TO PROMOTE ENGAGEMENT: EXPECTATIONS & AGREEMENTS

- Three to 4 simple classroom expectations/agreements
- Involve the children
- Post visually
- Teach the agreements/expectations systematically





We are safe!



We are fun!



We work together!



We are respectful!





(Mary Go Round Child Care Center, copyright TACSEI)

MARY –GO-ROUND-CHILD CARE CENTER



Respect

Mary Go Round has Great Expectations!

Safety



We know how to be "Good Friends"



We are responsible for our actions



We are always "Team Players"



We listen with our ears



We use our "Indoor Voices" when we talk to our friends

Turkey Turtle (Where's a Question?)

Turkey Turtle, Turkey Turtle
He's our friend, He's our friend
When he's angry or disappointed
He huffs, he huffs so

Turkey Turtle, Turkey Turtle
He huffs so, he huffs so
The he huffs, if unhappy, that he huffs a
huffler
To huff, huff, huff, to huff, huff huff

Turkey Turtle, Turkey Turtle
He huffs so, he huffs so
How he huffs a huffler away, how he huffs a
huffler away
To huff and play and what he do



We keep our hands to ourselves



Our gentle touch keeps us safe



We use walking Feet



We wash "Our Hands" to keep the germs away



We are responsible for keeping our space clean



We are responsible to make safe choices



We use nice
words while
we play with
our friends.



Miss Leticia's
Class

We keep
Our Hands
to Ourselves

(Mary Go Round Child Care Center, copyright TACSEI)

ainan
ren
les



JOJO BIP
Yes Sir
Carmila
Please
Sorry

SOPHIA
Yes mam
Welcome
Alisha

MADHVI
Excuse me
Thank you

RETOBA
ALEKH

We use
Kind
Words

Aysha

Amyla

ALEX



Ms. Marisol's
Class

(Mary Go Round Child Care Center, copyright TACSEI)

opportunities to work with you and be involved in the exciting partnership.
Sincerely,
Rosanne
Rosanne L. Lerner
Project Director
Department of Child & Family Services • Local De La Puente Family Mental Health Services
University of South Florida • 11402 Bruce B. Downs Boulevard • Tampa, FL 33620-5200
http://child.usf.edu

Ms. Andrea's
Class

We use
Walking
Feet



(Mary Go Round Child Care Center, copyright TACSEI)



Our Gentle
Touch Keeps
Us Safe

Ms. Josephine's and
Miss Elizabeth's
Class

(Mary Go Round Child Care Center, copyright TACSEI)

Friendship Art

Nicholas and Bryce

We help our friends.



Warren and Aidan



Friends play together.

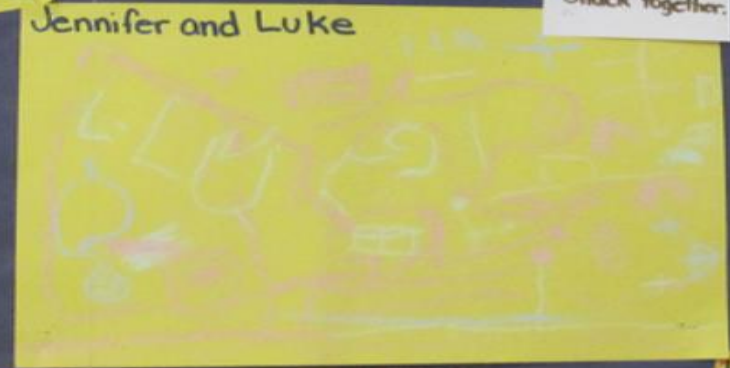
Friends eat snack together.

Emily and Ashley



Friends share toys.

Jennifer and Luke



Lance and Connor



Friends are buddies.

Lilyanna and Abby



(Mary Go Round Child Care Center, copyright TACSEI)

Sophia

Johim



Sylvia -
Thank you
for helping
out today

Ruth,
Thank you for
the start paper
Monday

Thank you
for all the
POS things
bring home.

Thank you
Sylvia for
being a
great!

Thank you
for the
Bagels
Sabine

Everyone
did a great
job with
your release!

Thank you
for being
a great
for us

Thank you
for helping
out today!

Thank you
Josephine
for being a
Team Player

Sylvia
Thank you for
being my
helper Sabine

Thank you
for having
me to be
a great!

Thank
you for
being
here at
6:00.

Thank
you Emily
for the
great start!

Thank you
for being
a
Team Player

Thank you
Sabine
for being
a Team Player

Thank
you Andrea
for being
a
Team Player



Thank
you Mrs. Nicole
for giving us
a ride.
Sylvia

Thank
you
for putting
the mats at
the table
yesterday
Sylvia

Thank
you Mr. Joe
for all your
help yesterday!


Make Deposits Everyday


PEARL BUCK PRIDE!

 _____ was 

Being Respectful Being Safe

Working Together Having Fun!

 : _____
, Date: _____
, Teacher's Initials: _____

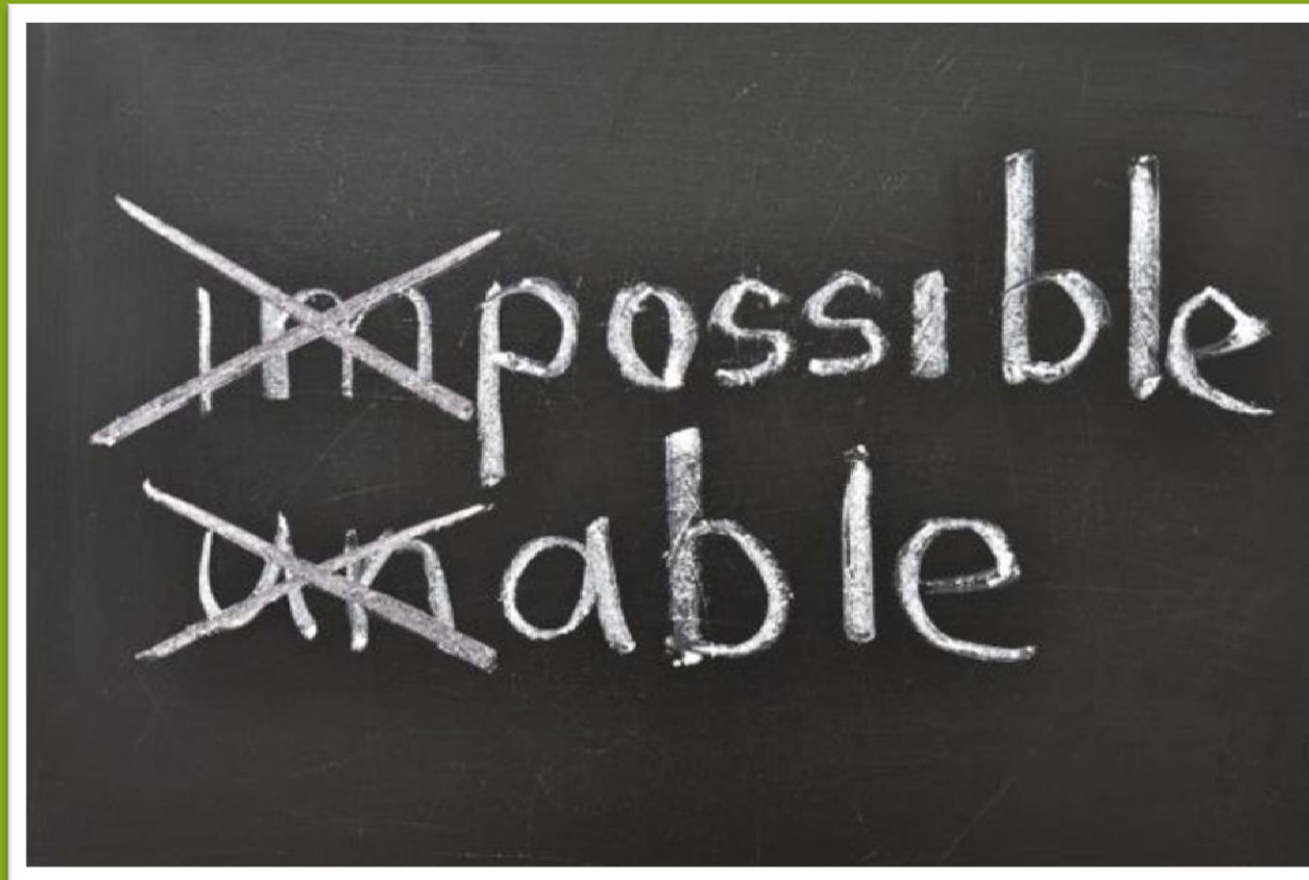


How Do YOU Build Positive Relationships?

- How do you build positive relationships with:
 - Children?
 - Families?
 - Colleagues?
- Brainstorm a list of things you could do to build or strengthen relationships with children, families, or your colleagues
- Make a commitment:
 - Identify 2-3 things you are going to do to build stronger relationships with children, families, and colleagues.

See handout for more ideas!

INTENTIONALLY TEACHING YOUR EXPECTATIONS





Teach Routines = Enhanced Engagement

- Create a predictable environment
 - Show children what to do vs. what not to do
 - Use a variety of methods to communicate your expectations
- Use environmental cues and strategic placement
- Create routines and schedules
- Cue transitions, use pre-correction



PROGRAM-WIDE AGREEMENTS

	We Are Safe	We Are Respectful	We Work Together	We Are Fun
Hallway	Walking feet. Hands to yourself. Stay with an adult.	Inside voices. Kind words. Gentle touches. Listening ears. Give bubble space.	Follow the leader. Keep it clean. Care for our school.	March/parade Look at artwork and bulletin boards smiling/waving/laughing I Spy, Follow the Leader
Gym	Look out for friends Gentle touches Leave with an adult	Gym voices. Kind words. Gentle touches. Listening ears. Give bubble space.	Check on and help our friends. Take turns. Clean up. Follow directions on the signs.	Climb, run, throw balls , Jump/Hop, Build with blocks Sing and dance, Make forts and play hide and seek Yoga Surf (with mats)
Playground	Look out for friends Helmets on bikes Gentle touches Leave with an adult	Kind words. Gentle touches. Listening ears. Bubble Space Help nature to grow.	Check on and help our friends. Take turns. Clean up.	Swing, Ride bikes with helmet, Run, skip, hop, jump Yell/scream, Explore nature (garden, look for bugs, listen for sounds), Sandbox Hide and seek, "Treasure hunting"
Classroom	Walking feet. Stay in the classroom. Leave with an adult. Calm bodies.	Inside voices. Kind words. Gentle touches. Listening ears. Give bubble space.	Clean-up. Take turns. Follow directions on the signs. Be responsible for your belongings.	Sing and dance, Dramatic play, Art projects , Puppets, Instruments, Read books, Parties Joke time/make silly faces

	CLASSROOM	BATHROOM/ DIAPER ROOM	OUTDOORS	LENDING LIBRARY	MULTIPURPOSE ROOM	FIELDTRIPS	REST TIME
KEEP BODY SAFE	<ul style="list-style-type: none"> <input type="checkbox"/> walking feet <input type="checkbox"/> feet on the floor <input type="checkbox"/> push in chairs <input type="checkbox"/> quick response to teacher direction 	<ul style="list-style-type: none"> <input type="checkbox"/> walking feet <input type="checkbox"/> wash hands <input type="checkbox"/> adult supervision / adult in bathroom with children at all times <input type="checkbox"/> finish dressing before leaving 	<ul style="list-style-type: none"> <input type="checkbox"/> running feet on grass only <input type="checkbox"/> turn-taking <input type="checkbox"/> wear helmet for bikes and wagons <input type="checkbox"/> gates closed at all times <input type="checkbox"/> quick response to teacher direction <input type="checkbox"/> only adults push blue button <input type="checkbox"/> transition safely 	<ul style="list-style-type: none"> <input type="checkbox"/> walking feet <input type="checkbox"/> turn-taking <input type="checkbox"/> adult supervision 	<ul style="list-style-type: none"> <input type="checkbox"/> walking feet* <input type="checkbox"/> feet on the floor <input type="checkbox"/> push in chairs <p>*unless adult directed</p>	<ul style="list-style-type: none"> <input type="checkbox"/> walking feet <input type="checkbox"/> follow the friend in front of you <input type="checkbox"/> stay behind teacher <input type="checkbox"/> follow directions <input type="checkbox"/> quick response to teacher direction <input type="checkbox"/> transition safely 	<ul style="list-style-type: none"> <input type="checkbox"/> quiet voices (based on child's individual needs) <input type="checkbox"/> calm body on cot or at center
KEEP OUR FRIENDS SAFE	<ul style="list-style-type: none"> <input type="checkbox"/> inside voices <input type="checkbox"/> turn-taking <input type="checkbox"/> silent signals <input type="checkbox"/> soft touches <input type="checkbox"/> "we're all friends" <input type="checkbox"/> help others <input type="checkbox"/> invite friends to play <input type="checkbox"/> follow directions / instructions 	<ul style="list-style-type: none"> <input type="checkbox"/> turn-taking <input type="checkbox"/> privacy 	<ul style="list-style-type: none"> <input type="checkbox"/> soft touches <input type="checkbox"/> turn-taking <input type="checkbox"/> appropriate voices & play <input type="checkbox"/> watch environment & people around you <input type="checkbox"/> invite friends to play 	<ul style="list-style-type: none"> <input type="checkbox"/> turn-taking <input type="checkbox"/> respect your friends <input type="checkbox"/> appropriate voices & play 	<ul style="list-style-type: none"> <input type="checkbox"/> inside voices <input type="checkbox"/> turn-taking <input type="checkbox"/> silent signals <input type="checkbox"/> soft touches <input type="checkbox"/> "we're all friends" <input type="checkbox"/> help others <input type="checkbox"/> invite friends to play <input type="checkbox"/> follow directions / instructions 	<ul style="list-style-type: none"> <input type="checkbox"/> follow directions <input type="checkbox"/> respect friends, keep them safe <input type="checkbox"/> respect for environment, rules, & people at field trip site <input type="checkbox"/> model kind words <input type="checkbox"/> hold hands 	<ul style="list-style-type: none"> <input type="checkbox"/> follow directions <input type="checkbox"/> quiet bodies & voices <input type="checkbox"/> respect others' resting area
KEEP OUR TOYS AND MATERIALS SAFE	<ul style="list-style-type: none"> <input type="checkbox"/> use materials appropriately <input type="checkbox"/> follow directions / instructions <input type="checkbox"/> clean up 	<ul style="list-style-type: none"> <input type="checkbox"/> keep toys in classroom (not in bathroom) <input type="checkbox"/> keep the environment clean <input type="checkbox"/> respect bathroom materials 	<ul style="list-style-type: none"> <input type="checkbox"/> use outside materials appropriately <input type="checkbox"/> clean up 	<ul style="list-style-type: none"> <input type="checkbox"/> no shoes on Hayden's Corner <input type="checkbox"/> respect materials <input type="checkbox"/> clean up <input type="checkbox"/> keep food and drink out 	<ul style="list-style-type: none"> <input type="checkbox"/> use materials appropriately <input type="checkbox"/> watch environment & people around you <input type="checkbox"/> clean up 	<ul style="list-style-type: none"> <input type="checkbox"/> respect for environment 	<ul style="list-style-type: none"> <input type="checkbox"/> keep our cots/mats safe <input type="checkbox"/> keep nap time materials safe

In the Classroom...

We Are Safe!



Walking feet.



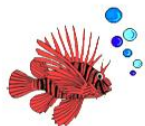
Calm bodies.



Leave with an adult.



Stay in the classroom.



We are Respectful!



Inside voices.



Listening ears.



Give bubble space.



Gentle touches.



Kind words.



We Work Together!



Clean-up.



Take turns.



Be responsible for your belongings



Follow directions on the signs.



**Take Care of
YOURSELF**



**Take Care of
EACH OTHER**



**MEHLVILLE
EARLY
CHILDHOOD**



**Take Care of
YOUR SCHOOL**



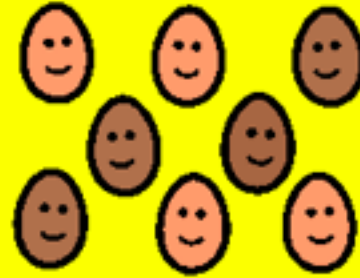
**Take Care of
YOUR WORLD**



Take Care of Yourself



Take Care of Each Other



Our Family



Take Care of Your Home



Take Care of Your World

Teaching New Skills

Prep, Practice, Praise

⇒ Prep for the new skill.

⇒ **Provide examples.**

⇒ **Prompt the expected behavior.**



⇒ Practice.

⇒ **Play.**

Fantastic, you're wearing your helmet on the bike!

⇒ Praise



Area of the School: **Classroom**

Expectation: **We are safe**

Step 1: Identify and describe expected behavior

Walking feet

Step 2: Rationale for teaching the rule

Less chance of injury

Step 3: Identify a range of examples

Positive Examples	Negative Examples
<ul style="list-style-type: none"> Walking around classroom calmly; walking around obstacles, moving between areas calmly. Ask adult for permission to leave classroom. Taking deep breaths; moving slowly; using toys as intended such as cars are for driving, books are for reading, blocks for building etc. 	<ul style="list-style-type: none"> Running; stepping on toys; bumping into things & people Leaving classroom without asking an adult. (run out the door w/o asking) Running between areas; throwing toys or blocks; using toys not as intended; flailing arms/bouncing around (just being hyper)

Step 4: Practice / Role play activities

- **Stop/Go behavior game for walking feet and calm bodies. Model in & out of the classroom at doorways & practice different ways to ask. Do on playground/gym as well.**
- **Use puppets to model calm bodies and teach calming strategies. (role play altercation then show how they calm down.**

Step 5: Prompt and promote expected behavior

- ✓ **Use acknowledgement system to promote expected behaviors as seen. Use verbal praise as well – really strongly during and after teaching.**
- ✓ **Pre-teach at transition times.**
- ✓ **Circle times “refresher” lessons.**
- ✓ **Frequent reminders/check-in.**
- ✓ **“Stop”, who has a clam body right now?”**
- ✓ **General discussions while down & engaged with kids in classroom.**
- ✓ **Always model.**

Step 6: Assess student progress

- ❖ **Less promptings.**
- ❖ **Less challenging behavior instances.**
- ❖ **Less injuries/altercations**

CONCEPTS INTRODUCED, TAUGHT OR ADDRESSED

Directions: Document each time you introduce, teach or address the major concepts from the Expectation Matrix. This form will help you track your instruction and reinforcement of behavioral expectations. For each behavioral concept, you will indicate the level of instruction (e.g., I = individual instruction (one-on-one), SG = small group instruction (two or more students), and WC = whole class instruction) and the date on which the instruction occurred. Instruction can consist of a formal lesson to informal behavioral support that might occur within the natural setting (i.e., classroom, bathroom, playground).

Walking Feet	"We're All Friends"	Follow Directions/Instructions	Appropriate Voices & Play	Use materials appropriately (inside, outside, or on field trip)
I - SG - WC/Date:	I - SG - WC/Date:	I - SG - WC/Date:	I - SG - WC/Date:	I - SG - WC/Date:

Clean Up	Help others	Invite Friends to Play	Respect for Environment	Turn-Taking
I - SG - WC/Date:	I - SG - WC/Date:	I - SG - WC/Date:	I - SG - WC/Date:	I - SG - WC/Date:

Silent Signals	Soft Touches	Following a Teacher on a Field Trip	Bathroom Privacy and Hygiene	Quick Response to Teacher Direction
I - SG - WC/Date:	I - SG - WC/Date:	I - SG - WC/Date:	I - SG - WC/Date:	I - SG - WC/Date:

Key I = Individual Instruction (one-on-one) SG = Small Group (2 or more students) WC = Whole Class Instruction

USING POSITIVE FEEDBACK AND ENCOURAGEMENT: 4 PRINCIPLES

- Contingent on appropriate behavior
- Descriptive
- Conveyed with enthusiasm
- Contingent on effort

Praise



"You are waiting so patiently!"

"Awesome job keeping your hands to yourself!"

"I love hearing these inside voices."

AND

Help Them



"Let me show you."

"I'm going to help your body be safe."


"Let's practice inside voices.
An inside voice is a quiet voice."



PW-PBIS IN ACTION

Teaching classroom
expectations



 Center on the Social
and Emotional
Foundations
for Early Learning

PW-PBIS IN ACTION

Interactive Circle Time

TIER 2

EXPLICIT INSTRUCTION IN SOCIAL AND EMOTIONAL SKILLS

EXPLICIT INSTRUCTION IN SOCIAL AND EMOTIONAL SKILLS DEVELOPMENT

- For children who experience circumstances known to increase the risk of social and emotional disorders and the development of challenging behaviors
 - Risk factors may include **poverty, exposure to abusive, neglectful or violent home situations, delays or disabilities in learning or communication, maternal depression** and other variables (Campbell, 1995; Huffman, Mehlinger, & Kerivan, 2000; Qi & Kaiser, 2003).
- Variety of parent training, social skills and social & emotional curricula, and multi-component intervention programs have been developed to provide assistance for these children.
 - <http://www.pbisworld.com/tier-2/teach-social-skills/>

TIER 3

INDIVIDUALIZED BEHAVIOR SUPPORT PLANNING

FACING BEHAVIORS THAT ARE DISTURBING TO OTHERS

WHAT DO I DO?

Tips for Talking with Kids

1. **Stop and listen.**



2. **Go over to your child.**

Get down to their level.

Make eye contact.



3. **Calmly state what your child should do.**

Say "use gentle hands" not "don't hit."

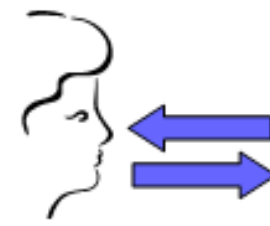
Say "use walking feet" not "don't run."

WHAT IS THE
CHALLENGING
BEHAVIOR
COMMUNICATING?

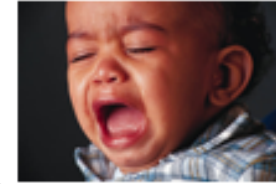
Positive Guidance Tool Kit



WHEN FACING CHALLENGES...



Stay calm



Recognize
their feelings



Remind them
what to do

First _____
Then _____



Give Directions
OR Choices



Praise and/or
help them



PW-PBIS
COSTS &
BENEFITS


SOME COSTS

- Upfront investment
 - May require change
 - Doesn't solve all issues
 - Commitment
- ...but don't worry



BENEFITS

- Proactive & preventative
- Addresses school readiness
- Team approach
 - Child, parents, teachers, specialists
- Efficient and effective for all



"Success is the sum of small efforts, repeated day in and day out."

~ Robert Collier

CHECK YOUR PROGRAM'S READINESS

- See Handout
 - Adapted from Hawaii CSEFEL Pyramid Partnership

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

Early Childhood PW-PBIS Readiness Checklist

Items to Consider	Yes	No	N/A
In your estimation, is there (or will there be) a long term commitment from program leadership? (*)			
Is your current leadership/administration staff stable? (*)			
Does your program currently have policies and/or procedures in place for <u>supporting teachers</u> who, within their classroom, have children with behaviors that are disturbing to others?			
Does your program currently have <u>staff</u> in place to support teaching staff and children with behaviors are disturbing to others?			
Does your program currently have policies and/or procedures in place for <u>supporting children</u> with behaviors that are disturbing to others?			
Does your program currently promote ongoing professional development?			
Is your program part of the QRIS (Quality Rating and Improvement) system?			
Does your program currently have time built in for staff discussions, updates, etc.?			
Does your program currently have policies and/or procedures in place for staff feedback?			
Does your program currently have policies/procedures that encourage active family participation?			
Does your program currently have staff member(s) who can help with the additional workload of a new initiative? (*)			
In your estimation, does your program have a positive climate?			
In your estimation, does your teaching staff have a good understanding of social emotional development for the age that they work with?			
In your estimation, does your teaching staff have a good understanding of <u>how to support</u> social emotional development in the children they work with?			

READINESS SELF-ASSESSMENT

Adapted from: Hawaii CSEFEL
Partnership Readiness Assessment

Preschool Behavior Support Self-Assessment

Feature	How Consistently?			Priority
	Always	Sometimes	Never	
I use a predictable, orderly classroom environment to support positive behavior.				After rating all features, star your priorities
I build caring, positive relationships with every child and family to encourage communication and trust.				
My classroom uses visual cues and labels to prevent problem behavior (e.g., pictures that indicate where to sit during circle, signs that represent the number of students per center).				
Different areas in my classroom have clearly defined physical boundaries.				
My classroom does not have wide-open areas where children might run.				
Children and adults can move easily throughout the different areas of my room.				
I can easily monitor students from various places in the room—there are no “blind spots.”				
Activity materials are prepared in advance and adequate for the students per activity.				
Our schedule balances teacher- and child-directed and large and small group activities.				
My classroom has an illustrated schedule posted at students’ eye level.				
My class consistently follows our schedule; I refer to the schedule throughout the day.				
I provide students with a warning prior to transitions (e.g., “5 more minutes until clean up”).				
I use more than a verbal signal to indicate the beginning of a transition (e.g., ring a bell).				
I use transitions to pre-correct behavior (reminding students of expectations for new setting).				
I plan for transitions, including ways to keep students engaged (e.g., finger plays, songs).				
I define and teach expectations to support positive behavior.				
My classroom has 2-5 positively stated behavior expectations (e.g., Be Kind, Be Safe).				
Classroom expectations are illustrated and posted at students’ eye level.				
I use our expectations to establish rules specific to our typical settings (e.g., at circle, “Be Kind” means listen to others and use an inside voice).				
I explicitly teach and review classroom expectations for each of our typical settings.				
After I teach expectations, my students could state them to me if asked.				
I communicate with families about our classroom’s behavior expectations.				
I explain expectations to others who will interact with students (e.g., assistants, volunteers).				
I acknowledge appropriate behavior and respond consistently to problem behavior.				
I provide students with positive feedback 4 times more often than negative feedback.				

SELF-ASSESSMENT

Hancock & Carter (2011)

Taking Action

Celebrate your "Always" answers—list three elements of your practice that support positive behavior.

- 1.
- 2.
- 3.

For the features you identified as priorities, choose 1-3 that are important to you right now and plan next steps.

- Choose your goal. What do you hope to achieve?
- Outline the process you will follow to achieve your goal. Focus on observable and measurable steps.
- Indicate how you will monitor your progress. How will you know you accomplished each step?

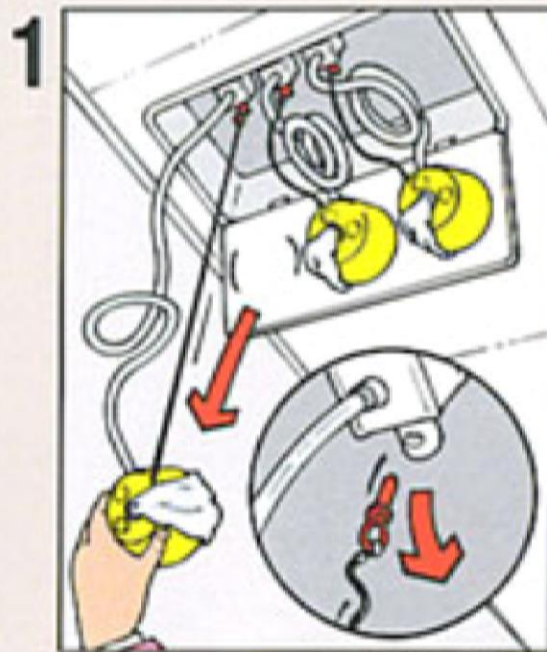
Goal	Steps / Process	Monitoring

SELF-ASSESSMENT

Hancock & Carter (2011)



IN SUMMARY



(Sec.) 0:00



0:05



0:07



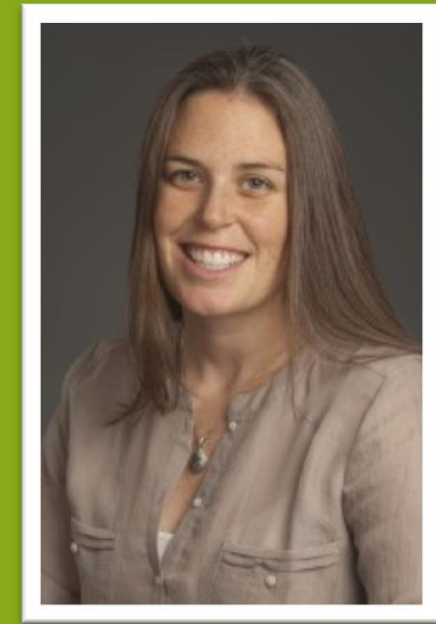
0:10

SNAPDRAGON
Magic Carpet Blend
Antirrhinum majus



water
your
seeds

NURTURE
YOURSELF &
OTHERS AROUND
YOU



HUGE THANK YOU TO
DEB CARTER,
PH.D, BCBA-D!

For sharing tools & slides with me &
being a great friend and colleague.

<https://education.boisestate.edu/sped/ecs/dr-deb-carter/>

&

ANNE HARRIS, FORMER FAMILY
SUPPORT COORDINATOR @ PEARL
BUCK PRESCHOOL

PW-PBIS RESOURCES

- Center for Evidence-Based Practice: Young Children with Challenging Behavior
 - www.challengingbehavior.org
 - View Creating Teaching Tools for Young Children with Challenging Behavior
 - Resources for developing classroom materials!
- Center on the Social and Emotional Foundations for Early Learning
 - www.vanderbilt.edu/csefel
 - View Resources & Practical Strategies
- [Head Start Center for Inclusion](http://headstartinclusion.org) - Visual supports and educational tools for teachers (<http://headstartinclusion.org/resources/teacher-tools>)
- Cainclusion.org – Website offering resources translated in Spanish and Chinese

FOR MORE INFORMATION CONTACT

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