# Implementing Program-Wide Positive Behavior Supports

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## Readiness for Program-Wide PBS

- Positive Behavior is the goal
- Leadership Team is formed and includes:
  - Administrator(s)
  - Person(s) with behavioral expertise
  - Teachers
  - Teaching Assistants
  - Training and Technical Assistance Provider
  - Family Members
- Program commits to 2-4 year process to achieve full implementation (systems change)

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## Readiness (continued)

- Program commits to evaluating outcomes in classrooms
- Leadership team commits to meeting regularly, monitoring progress, and using data for decision making
- Leadership team commits to
  - Facilitating ongoing training and technical assistance
  - Supporting teachers to implement the pyramid
  - Developing and promoting program-wide expectations
  - Developing plan to provide individualized PBS

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## Change…

The only person who really likes change is a baby with a dirty diaper…

Never doubt that a small group of committed people can change the world, indeed, it is the only thing that ever has.

Margaret Mead

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## Issues to Consider when Implementing Program-Wide PBS

- Range of service delivery systems
- Training and expertise of teachers
- Program philosophy, curriculum practices
- Age and developmental level of children
- Resources for expertise in behavior support
- Policies and procedures in place related to behavior support and guidance
- Systematic way to measure effects and impact

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## What Makes Program-Wide Work?

- A champion(s)
- Administrative leadership
- Ongoing support for those working directly with children and families
- Clearly articulated policies and procedures related to behavior
- Commitment to long term process - systems change
- Collaboration between ECE and mental health and/ or behavior consultants

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## Critical Elements: Benchmarks of Quality

1. Establish Leadership Team
2. Program-wide expectations
3. Staff buy-in, ownership
4. Strategies for teaching & acknowledging expectations
5. Family involvement
6. Implementation of the teaching pyramid
7. Professional development and staff support plan
8. Plan for responding to challenging behavior
9. Monitoring implementation and outcomes

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## Critical Elements: 1. The Leadership Team

- Establish a Team
  - Broad representation
  - Administrative support
  - Regular meetings
  - Implementation plan (use critical elements)
  - Review and revise plan at-least annually

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## Critical Elements: 2. Program-Wide Expectations

1. Creates a shared focus and continuity for Program, school, classrooms
   - Gives School/Program a shared language
2. Communicates positively what is desired
3. General enough for all settings, but specific enough to lead to the generation of rules for targeted settings.

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## Program-Wide Expectations

- Small number (3 to 5)
- Apply to staff and children
- Developmentally appropriate
- Staff are involved in the process
- Posted in classroom and common areas

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## Sample Expectations

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## Critical Elements: 3. Staff Buy-In, Ownership

- Staff Ownership
  - Important to establish early in project
  - Staff need professional development on topic
  - Leadership team maintains buy-in by inviting input and feedback

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**Please take a moment to give us input on how you feel about starting Program-Wide PBS**

☐ I feel very confident about adopting program-wide PBS. Let's commit to doing this.

☐ I like the idea of program-wide PBS, but believe that I need more training around this topic before feeling like I can be on board with this.

☐ I like the idea of program-wide PBS, but do not feel I can make a commitment to it at this time.

☐ I don't feel that program-wide PBS will be beneficial and would rather not participate in this process.

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## Critical Elements: 4. Teaching & Acknowledging Expectations

- Strategies developed for embedded instruction
- Variety of teaching strategies
- Strategies for acknowledging use of expectations

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| Expectation | Playground | Hall | Classroom | Bus |
|---|---|---|---|---|
| **Be Respectful** | Help each other<br><br>Take turns | Use inside voices<br><br>Use helping hands | Share<br>Listen to others<br><br>Be aware of others' feelings | Stay in your own space |
| **Be Safe** | Play where you can see your teacher<br><br>Sit on bikes, roller racers, and swings | Use walking feet<br><br>Stay together | Use walking feet<br><br>Play safely<br><br>Follow directions | Stay seated<br><br>Use inside voices |
| **Be A Team Player** | Share outdoor toys.<br><br>Work it out with words. | Help each other | Help each other<br><br>Work it out with words | Help each other |

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## Promoting the Expectations

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## Critical Elements: 5. Family Involvement

- Input at the beginning
- Multiple mechanisms for sharing the initiative
- Multiple mechanisms for home implementation
- Family partnerships in developing and implementing individualized support

## Announcing Program Wide PBS to Families

- Letter written in the child's voice
- Brochure to send home
- Include in parent manual, review with parents during conferences
- Create a family friendly storybook that explains the initiative
- Create parent posters to send home --- or fridge magnets, chore charts, etc.
- Put a banner up that announces the effort (e.g., "Together We Can") in the center.
- Adopt a symbol (e.g., star, heart, hands). Send a symbol home and describe the initiative on the back.

## Critical Elements: 6. Implementation of the Teaching Pyramid

- Positive relationships
- Supportive environments
- Teaching social emotional skills
- Initiate the development of individualized supports for children with persistent challenging behavior

## Implementation Issues Associated with the Teaching Pyramid

- Unfounded belief that the bottom three levels are already in place – relationships, environment, teaching strategies
- Lack of understanding about the relationship between environment and social development and problem behavior
- Tendency to want to jump to the top of the pyramid
- Desire for a quick fix

## Critical Elements: 7. Professional Development & Staff Support

- Staff Support Plan
  - Ongoing technical assistance and coaching
  - Behavior support facilitators are trained
  - Needs assessment for pyramid implementation
  - Individualized professional development plans
  - Group and individualized training strategies
  - Incentives and acknowledgment

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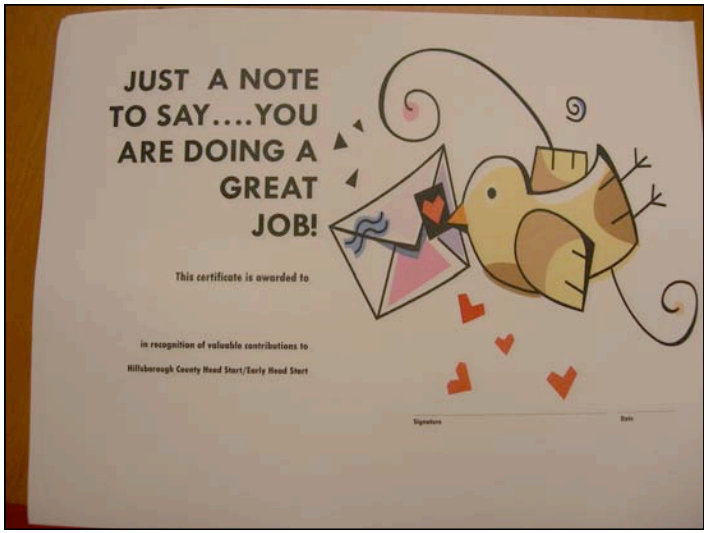


## Stages of Implementation

- Implementation is not an event
- A mission-oriented process involving multiple decisions, actions, and corrections
- Implementing an evidence-based approach takes 2 to 4 years

## Professional Development

- Implementation Fidelity is the Goal!
- Ongoing Process
- Include All Staff
- Focus on Coaching – Avoid Train and Hope!

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# Coaching Impact
## Joyce and Showers, 2002

| | OUTCOMES<br>% of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom | | |
|---|---|---|---|
| **TRAINING COMPONENTS** | **Knowledge** | **Skill Demonstration** | **Use in the Classroom** |
| Theory and Discussion | 10% | 5% | 0% |
| ..+Demonstration in Training | 30% | 20% | 0% |
| …+ Practice & Feedback in Training | 60% | 60% | 5% |
| …+ Coaching in Classroom | 95% | 95% | 95% |

# Critical Elements:
# 8. Responding to Challenging Behavior

- Responding to problem behavior
  - Developmentally appropriate, classroom strategies
  - Crisis responses
  - Problem solving and support
  - Team assessment-based process for tertiary level
  - Partnerships with families

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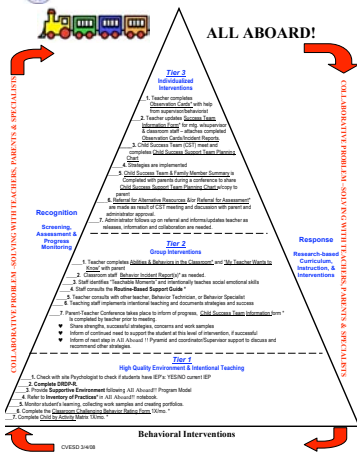
CHULA VISTA ELEMENTARY SCHOOL DISTRICT

Behavior Support Track Pyramid

ALL ABOARD!




CVESD 3/4/08

# ALL ABOARD!

## Teaching Pyramid Checklist

**Tier One:**
**Building Positive Relationships & Supportive Environments**

- Staff are introduced to families at Orientation
- Staff establishes a plan or activities to partner with families (volunteers, leadership, etc.)
- Staff reviews children's files
- **Behavior Expectations** are explicitly taught and integrated into the curriculum throughout the school year
- Staff completes **Inventory of Practices** for Tier 1
- Staff creates & sustains a supportive environment
- Staff creates and sustains supportive relationships
- Staff collects and dates work samples & observations to complete & integrate **DRDP**
- Staff collect and date information on behaviors of concern (**Incident Report Form**)
- Staff completes a monthly **Child by Activity Matrix**

**Tier Two:**
**Group Strategies**

- Classroom staff hold regular team meetings
- Staff intentionally introduce social-emotional skills in the classroom
  - Build conflict resolution skills
  - Build emotional literacy
- Classroom staff consults w/ behavior support staff
- Staff uses **Routine-Based Support Guide** when challenges arise
- Teacher and Parents complete **"My Teacher Wants to Know"** forms
- Teacher completes **Abilities and Behaviors in the Classroom**
- Behavior Support staff documents intentionally taught skills and their positive effects with specific children on the **Child Success Team Information Form**

**Tier Three:**
**Individual Interventions**

- Classroom and Behavior Support staff complete **Behavior Observation Cards**.
- Behavior Support Staff completes the **Functional Assessment Interview Form** with teacher input and collected behavior information
- Family, Teacher and Behavior Support staff discuss the "Functional Assessment" and complete the **Child Success Support Team Planning Chart**.
- Behavior Support and classroom staff collects information on plan's effectiveness, modify, and document as needed.
- All efforts are added to the **Child Success Team Information Form**
- Progress is reviewed at Parent-Teacher conferences

Student Name:_____ School Year:_____ Teacher:_____

## Steps Toward Applying the Teaching Pyramid For An Individual Child

___24. Teaching staff complete BORs
___25. Teacher updates Child Success Team (CST) Information Form for meeting with family, supervisor and classroom staff – attaches completed BORs
___26. CST meets and completes CST Behavior Support Planning Chart
___27. Strategies are implemented*
___28. Focus on positive descriptive acknowledgement
___29. CST meets to review progress
___30. Referrals are made as appropriate.

**Select Strategies**
___17. Use information from the BOR to identify function(s) and patterns of behavior*
___18. Consult the Routines-Based Support Guide for ideas
___19. Implement prevention strategies*
___20. Teach new skills *
___21. Focus on positive descriptive acknowledgement
___22. Continue to collect BORs
___23. Consult with family
♥ Share strengths, successful strategies, concerns and work samples
♥ Inform of continued need to support the student at this level of intervention, if successful
♥ Inform of next step in process and coordinator/supervisor support to discuss and recommend other strategies.

**Social Emotional Strategies**
___10. Friendship Skills*
___11. Emotional Literacy*
___12. Managing Strong Emotions*
___13. Problem-Solving and Conflict Resolution*
___14. Use positive descriptive acknowledgement for 10-13
___15. Collect Behavior Observation Reports (BOR)
___16. Confer with staff who support implementation of the Teaching Pyramid

**Reinforce the Foundation**
___6. Examine the ***Environment*** with this child in mind to determine if it is ***Supportive****
___7. Focus on positive descriptive acknowledgement
___8. Review DRDP
___9. Monitor the child's learning, collecting work samples and creating portfolios.

___1. Maintain Good Early Childhood Practices
___2. Check that you are ***Building a Relationship*** with the child and family*
___3. Review information from enrollment, family
___4. Were there concerns on the developmental screening (ASQ)?
___5. Does the child have an IEP (Individualized Education Plan)?

* Refer to **Inventory of Practices** in Teaching Pyramid notebook

5/31/2010:Brault WestEd Center for Child & Family Studies

## Critical Elements: 9. Monitoring Implementation & Outcomes

- Monitoring implementation and outcomes
  - Measurement of Implementation
  - Measure outcomes
  - Data collected and summarized
  - Data shared with staff and families
  - Data used for ongoing monitoring and problem solving
  - Plan is updated, revised based on data

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## Evaluation Plan

Levels of Data Collection

- Implementation
  - Benchmarks of Quality
  - Teaching Pyramid Observation Tool
- Program
  - Communications (calls to families, dismissals, transfer, requests for assistance, family conferences)
  - Behavior Reports
- Child
  - Desired Results System or other measure (social skills; problem behavior)

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# RESOURCES AND TOOLS

## Module 4

- *Module 4* - Leadership Strategies for Supporting Children's Social and Emotional Development and Addressing Challenging Behavior

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# MORE RESOURCES AND TOOLS

## National Centers - Resources

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

**www.vanderbilt.edu/csefel**

Technical Assistance Center on Social Emotional Interventions (TACSEI)

www.challengingbehavior.org

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## California Resources

California MAP to Inclusion & Belonging
*Making Access Possible*

http://www.cainclusivechildcare.org/camap

Collaborative on the Social and Emotional Foundations for Early Learning (CA CSEFEL)

www.cainclusivechildcare.org/camap/csefel.html

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