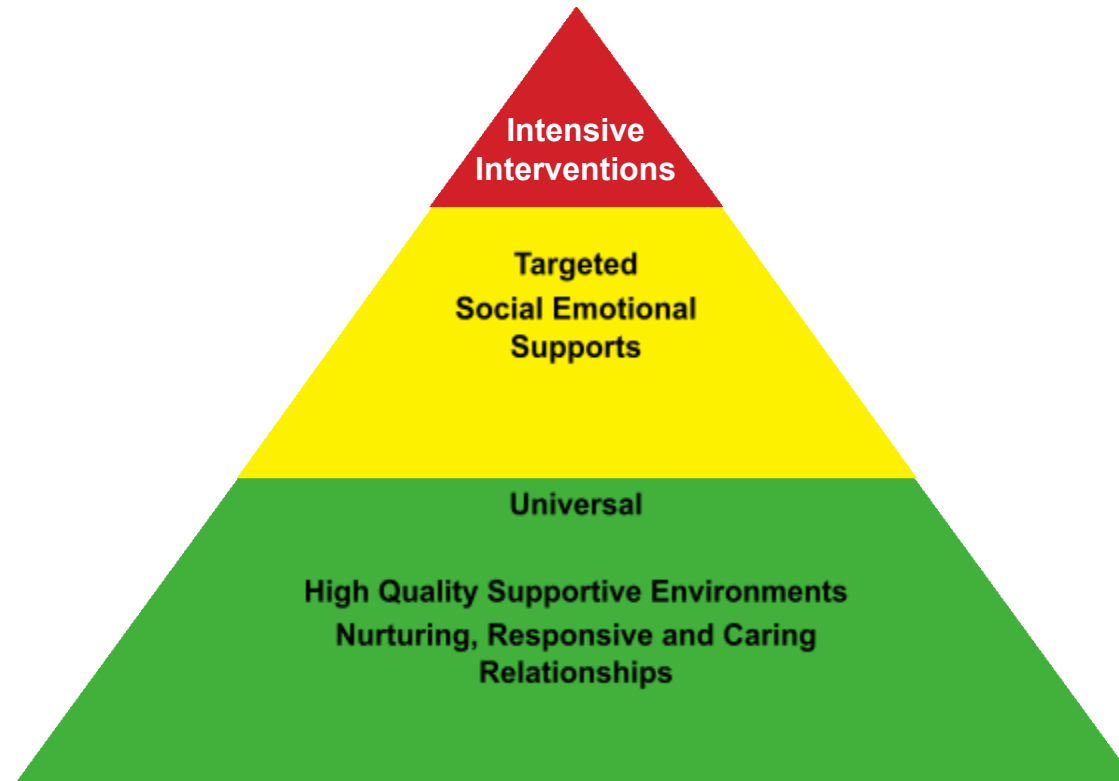


Positive Behavior Intervention and Support: Early Childhood Framework



The Early Childhood model of Positive Behavior Intervention and Support (PBIS) represents three levels of prevention and intervention designed to meet the needs of all young children. The foundation for all practices embedded in the early childhood framework of PBIS lies in building level policies which support staff in the implementation of the framework. A leadership team representing administrators, educators and families guides and monitors the process. Initially, the team develops a program wide action plan with input from administrators, staff and families. The following components are addressed within the plan: identification of team structures which support the process, procedures for developing, teaching and reinforcing social-emotional competencies at all levels using culturally responsive practices, and identification of data to support the process at each level. The plan reflects a focus on building positive relationships among children, families and staff as well as maintaining safe, organized and predictable environments.

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Tier 1: Universal Support

At the universal level of prevention, support for all children is established through the development and maintenance of nurturing, responsive relationships and high quality environments. Positive, supportive relationships among staff, families and children are emphasized. Attention is focused on scheduling, classroom organization, differentiated lesson planning and explicit instruction of (1-3) behavioral expectations. Effective practices and systems are supported by Ohio's Step Up To Quality Program Standards emphasizing high quality instruction and well-structured learning environments and as well as Ohio's Early Learning and Development Standards which include a focus on social-emotional development.

Systems: The PBIS implementation plan includes a process to develop, post, and teach behavioral expectations in all classrooms. Scheduling decisions support staff in collaborating to develop program wide expectations and strategies or lesson plans to teach and promote behavioral expectations. An acknowledgement system includes staff and families. The implementation plan is shared with staff and families through multiple mechanisms. Professional development regarding mental health and social-emotional development of young children is emphasized. Program-wide developmental screening, Ohio's Early Learning Assessment, and social-emotional screening data are used to identify children who are at risk for developing emotional or behavioral challenges. The leadership team determines strategies for collecting data regarding the incidence of challenging behavior. Challenging behavior is defined clearly and monitored. Data sources provide information regarding the quality of PBIS implementation as evidenced by characteristics of the environment, teacher child interactions and consistency of practices. Lesson plans include a focus on social-emotional development and learning. For sites housed in elementary schools, program expectations are linked to the school age culture and expectations.

Practices:

- A program leadership team is established, meets monthly, and develops an action plan to guide PBIS implementation.
- A process to document behavior incidents is developed and implemented. The leadership team collects and analyzes data to support decision-making and monitoring.
- Staff and families are encouraged to provide feedback and participate in the planning process.
- Developmentally appropriate, positively stated, expectations for behavior are established, posted, and taught.
- A behavior matrix further defines behavioral expectations within the context of the classroom/building routines.
- Strategies for teaching behavioral expectations are developed, shared with families and implemented consistently.
- A program wide acknowledgement system provides feedback to children for displaying desired behaviors.
- The program curriculum includes a focus on social-emotional learning.
- Evidence-based strategies for responding to problem behavior are developed, shared with families, and implemented.
- Positive relationships among families, children, and staff are promoted through respectful and caring interactions.
- Child engagement is maximized through structured routines, differentiated instruction, interesting materials and meaningful activities.
- Ongoing observation and self-reflection is used to monitor the quality of implementation within the classroom setting.

Possible Data Sources:

Guide & monitor PBIS implementation:

- [Tiered Fidelity Inventory](#)
- Self Assessment Survey
- Challenging Behavior Data Collection System
- Program created implementation documents
- Program professional development calendar

Measure quality of PBIS implementation in the classroom:

- EC PBIS Classroom Implementation Tool
- Building Environments That Encourage Positive Behavior: The Preschool Behavior Support Self-Assessment. Christine L. Hancock & Deborah R. Carter
- Program created implementation documents
- [Inventory of Practices for Promoting Children's Social Emotional Competence](#)

Screen social-emotional development:

- [Devereux Early Childhood Assessment \(DECA\)](#)
- [Student Risk Screening Scale, Early Childhood \(SRSS- EC\)](#)
- [Behavior Assessment System for Children \(BASC\)](#)

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- [Ages and Stages Questionnaire /Social Emotional \(ASQ: SE2\)](#)

Measure quality of environment & instruction:

- [Early Childhood Environment Rating Scale, Revised Ed. \(ECERS-R\)](#)
- [Classroom Assessment Scoring System \(CLASS\)](#)
- Walkthrough data (TFI & Program created)

Measure learning and development:

- Ohio's Early Learning Assessment (ELA)
- Curriculum Based Assessment Measures
- Social Skills Curriculum Assessment

Tier 2: Targeted Support

The targeted level of support is characterized by an emphasis on the development of social-emotional competencies. Intervention at this level is focused on small groups of children who are in need of additional support in order to engage in program wide expectations. Children that may benefit from Tier 2 support may lack a social skill(s), or may not have the ability to use a particular skill to meet their needs/wants. Intervention incorporates explicit and focused instruction targeting skills such as expressing emotions, developing empathy, self-regulation, social problem solving, and interactions with peers and adults. Families are informed and active participants. Small group activities may incorporate the use of commercially available curricula and/or teacher designed lessons and strategies that use evidence-based strategies.

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Systems: The leadership team identifies specific assessment sources to support identification of children who may be in need of additional support. Teachers are trained to utilize observation and ongoing assessment data to monitor behavior and the development of social emotional competencies. Scheduling incorporates time for small group intervention. Staff is supported in researching and implementing effective intervention strategies. Collaboration with mental health consultants may support this process. Data sources are selected to provide information regarding progress in the general curriculum and on identified social-emotional competencies for children receiving additional support. Procedures are in place to support staff when efforts to address challenging behavior are unsuccessful. Families are informed of all assessment activities and included in the development of instructional plans for children. Building continues to monitor overall implementation of PBIS.

Practices:

- The leadership team collects and responds to data measuring the quality of PBIS implementation at the building/classroom level.
- Teachers and/or the leadership team utilize child assessment data, observations and family reports to identify children in need of support.
- If needed, commercial curriculum products are selected based on research regarding the effectiveness of the product.
- Targeted intervention is evidence based and incorporates explicit instruction, modeling, guided practice and immediate feedback.
- Ongoing progress monitoring data is used to plan, adjust and refine instructional decisions, evaluate progress and plan for more individualized intervention as needed.
- A Behavior Flowchart is developed to support staff in responding to problem behavior consistently.

Possible Data Sources:

Guide & monitor PBIS implementation:

- [Tiered Fidelity Inventory](#)
- Challenging Behavior Data Collection System
- Intervention Fidelity
- Building professional development calendar

Identify risk factors, plan intervention:

- [Devereaux Early Childhood Assessment \(DECA-P2\)](#)
- [Social Skills Improvement System \(SSIS\) Rating Scales](#)
- [The Student Risk Screening Scale - Early Childhood \(SRSS-EC\)](#)
- Motivation Assessment Scale (MAS)

Monitor progress:

- Social Skills Curriculum
- Intervention embedded check points
- Observational checklists

Tier 3: Intensive Intervention

Tier 3 is characterized by assessment-based, individualized intervention developed to address persistent challenging behavior and support the development of social emotional competencies and behavioral skills. The family is actively involved in the assessment and intervention process.

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Systems: The leadership team develops a process to support staff in requesting assistance and problem-solving challenging behavior. Staff with expertise in behavioral planning and intervention are identified to support teachers. Identified staff are trained to conduct a Functional Behavior Assessment (FBA) and to create a Behavior Intervention Plan. Teachers are supported in the implementation of the intervention plan. The intervention plan identifies procedures to collect and review progress-monitoring data in order to monitor the effectiveness of the intervention. The leadership team seeks to develop relationships and wraparound services with community agencies that support young children and families. Connections with mental health providers are facilitated for families.

Practices:

- A problem-solving process is in place to support teachers who request assistance in responding to children who engage in challenging behavior.
- The Functional Behavior Assessment (FBA) process is used to collect data describing the setting, frequency, intensity and duration of the behavior, as well as antecedents and consequences. The information is analyzed to develop a behavior intervention plan.
- Parents participate in the assessment and behavior planning process. Staff collaborates with mental health specialists and community support agencies as indicated.
- Behavior intervention plans are based on the FBA and include data regarding baseline levels of behavior and a measurable goal. Plans also include strategies to prevent problem behaviors, teach replacement behaviors, and reinforce the occurrence of the desired behaviors.
- Progress monitoring data collection strategies are defined, collected, and reviewed regularly.
- Interventions are provided within normally occurring contexts and seek to address behavior in the home and community as well as the classroom,
- A process for responding to crisis situations related to the problem behavior is developed as needed.

Possible Data Sources:

Guide & monitor PBIS implementation:

- [Tiered Fidelity Inventory](#)
- Challenging Behavior Data Collection System
- Intervention Fidelity
- Building professional development calendar

Identify frequency/purpose of behavior(s):

- Behavior Incident Reporting System
- Functional Behavior Assessment (FBA) data

Identify needs/plan intervention:

- [Behavior Assessment System for Children, 2nd Ed., \(BASC-2\)](#)
- Motivation Assessment Scale (MAS)
- Individualized behavior intervention plan (BIP)

Monitor progress:

- Individualized behavior plan (BIP) with data-based progress monitoring procedures