



MO SW-PBS in the Early Childhood Setting

Tips, Tricks and Tools of the Trade

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FOR STUDENT ENGAGEMENT

Does Positive Behavior Support Look Different in an EC Setting?

Comparison of Schoolwide and Programwide PBIS

Stronger in Schoolwide	Stronger in Programwide
Focus on public areas like hallways, cafeteria, etc.	Focus on classrooms
Emphasis on tangible reinforcement for meeting behavior expectations	Usually some combination of tangible and social reinforcement for meeting behavior expectations
Consequences for undesired behavior are specific and predictable	Importance of family involvement is stressed
Specific social skills instruction is often provided as targeted group support. Depending on age of students, it may or may not be part of universal instruction.	Specific social skills instruction is part of universal instruction. Children needing targeted supports usually get additional instruction and/or practice rather than new content.

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Questions to ask...

- What do we need to know for our setting, and what will be the least intrusive means to get that data?
- What types of data do we need to collect so the staff can monitor programwide efforts and classroom behavior as well as ID students needing additional support?
 - Big 5 for Early Childhood
 - Classroom Behavior Incident Report



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Behavior Incident Report

Early Childhood Data Collection Tool Behavior Incident Report

Child's Name: _____ Classroom Teacher: _____

Person Reporting: _____ Date: _____ Time: _____

LOCATION	ROUTINE	PROBLEM BEHAVIOR	OTHERS INVOLVED
<input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Common Area <input type="checkbox"/> Hallway/Breezeway <input type="checkbox"/> Cafeteria <input type="checkbox"/> Restroom <input type="checkbox"/> Gym <input type="checkbox"/> Library <input type="checkbox"/> Bus Loading Zone <input type="checkbox"/> Parking Lot <input type="checkbox"/> Bus <input type="checkbox"/> Special Event/Field Trip Other: _____	<input type="checkbox"/> Arrival <input type="checkbox"/> Classroom Jobs <input type="checkbox"/> Circle time <input type="checkbox"/> Large group activity <input type="checkbox"/> Small group activity <input type="checkbox"/> Individual activity <input type="checkbox"/> Free Play <input type="checkbox"/> Centers <input type="checkbox"/> Meals <input type="checkbox"/> Nap <input type="checkbox"/> Outdoor Play <input type="checkbox"/> Special Activity/Field Trip <input type="checkbox"/> Restroom <input type="checkbox"/> Transition <input type="checkbox"/> Clean up <input type="checkbox"/> Dismissal/Departure <input type="checkbox"/> Therapy Other: _____	<input type="checkbox"/> Defiance/Non-compliance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption/Tantrum <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Physical Contact <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Property Misuse/Destruction <input type="checkbox"/> Self-Injury <input type="checkbox"/> Verbal Aggression <input type="checkbox"/> Social Withdrawal/Isolation <input type="checkbox"/> Running Away <input type="checkbox"/> Unsafe Behaviors Other: _____ INTENSITY LEVEL <input type="checkbox"/> I-(non-problem) <input type="checkbox"/> II-(minor problem) <input type="checkbox"/> III-(moderate/chronic problem) <input type="checkbox"/> IV-(major problem)	<input type="checkbox"/> None <input type="checkbox"/> Peer(s) <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown Other: _____
INITIAL TRIGGER FOR BEHAVIOR	MOTIVATION FOR BEHAVIOR	CONSEQUENCE FOR BEHAVIOR/STAFF RESPONSE	CONSEQUENCE FOR BEHAVIOR/ ADMINISTRATIVE DECISION
<input type="checkbox"/> Adult request/redirection <input type="checkbox"/> Peer provoked <input type="checkbox"/> Difficult task <input type="checkbox"/> Adult not in close proximity <input type="checkbox"/> No peer attention Other: _____ -	<input type="checkbox"/> Gain Peer attention <input type="checkbox"/> Gain adult attention <input type="checkbox"/> Obtain desired item <input type="checkbox"/> Obtain desired activity <input type="checkbox"/> Obtain sensory <input type="checkbox"/> Avoid task/activity <input type="checkbox"/> Avoid peers <input type="checkbox"/> Avoid adult attention <input type="checkbox"/> Avoid sensory <input type="checkbox"/> Don't know	<input type="checkbox"/> Verbal Reminder <input type="checkbox"/> Reteach/Practice <input type="checkbox"/> Removal from activity <input type="checkbox"/> Physical Guidance <input type="checkbox"/> Curriculum Modification <input type="checkbox"/> Family Contact <input type="checkbox"/> Loss of item/privilege <input type="checkbox"/> Move within group <input type="checkbox"/> Time with Support Staff/other teacher <input type="checkbox"/> Remove from activity <input type="checkbox"/> Physical Hold/Restraint Other: _____	<input type="checkbox"/> Principal/Student conference <input type="checkbox"/> Parent contact <input type="checkbox"/> Parent Conference <input type="checkbox"/> Time out in other class <input type="checkbox"/> Time out in office <input type="checkbox"/> Loss of Recess <input type="checkbox"/> Counselor Referral <input type="checkbox"/> Referral to Behavior Specialist <input type="checkbox"/> Behavior Plan <input type="checkbox"/> Suspension <input type="checkbox"/> Reduce hours in Program <input type="checkbox"/> Arrange Behavioral Consult. Other: _____

COMMENTS:

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EC Data Collection Tool

Early Childhood Data Collection Tool

2013/2014

School Set UP

- Set Up
- Student Demographics

Data Entry

- Data Entry

Big 5 Charts

Majors

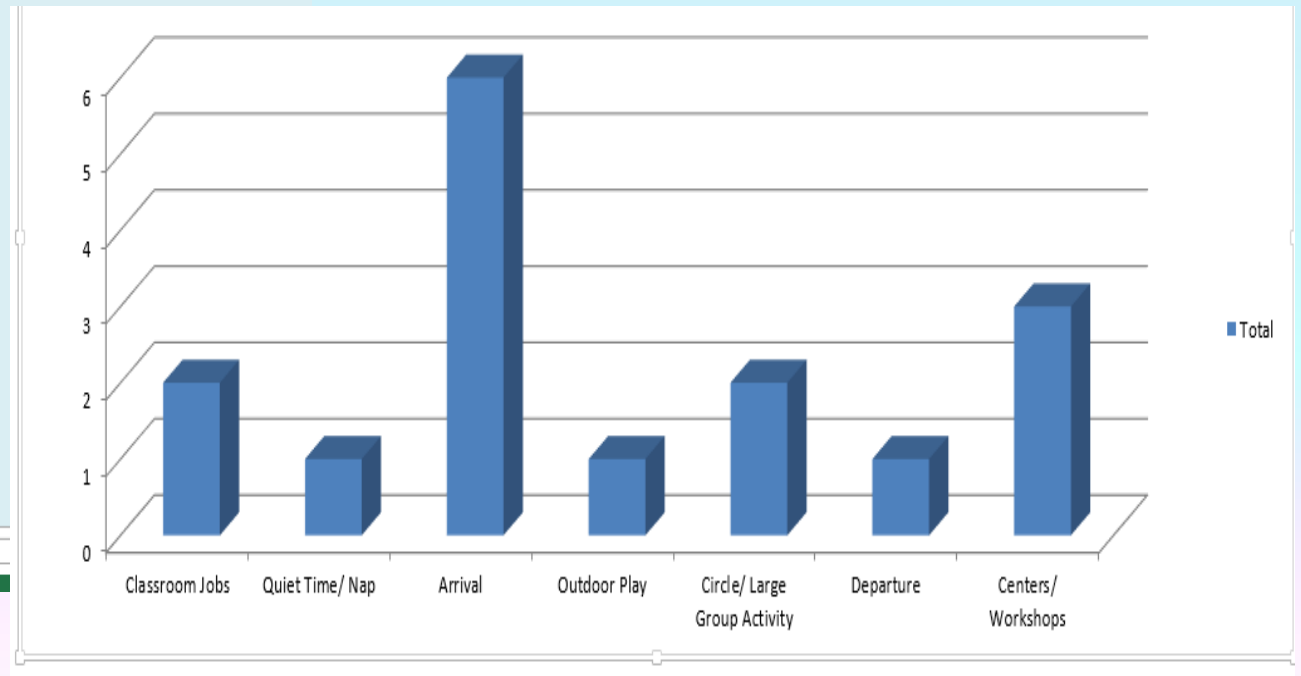
- Quick Big-5
- Behavior
- Per Month Totals
- Location
- Per Day, Per Month
- Major ODR per Student
- Time
- Routine
- Behaviors by Intensity
- Student and Intensity

Triangle Generators

- Triangle Generator

Behaviors: Digging Deeper

Routine



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Universal Support Checklist

BUILDING RELATIONSHIPS WITH FAMILIES

	Implementation Data	Yes	Partially	No
Families are provided with age appropriate information on developing home conditions or environments that support learning.				
An effective, two-way communication system between families and the EC Program has been established that will reach ALL families and is utilized on a regular basis.				
Families are included in the development and revisions of program expectations and have the opportunity to be a part of various decision-making groups within the program.				
Families are encouraged to provide information to the teacher regarding their child's goals, strengths, talents and learning style.				
Flexible opportunities and schedules for volunteering within the program are provided to all families.				

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Self-Assessment Surveys

EC SAS

Level of Implementation			Feature	Available Program Support		
In Place	Partially in Place	Not in Place		In Place	Partially in Place	Not in Place
			1. Rules for the classroom are clearly defined.			
			2. Rules & expected student behaviors are taught directly in the classroom.			
			3. Rules and expected student behaviors are taught for nonclassroom settings such as the playground.			
			4. Continuum of procedures are in place to encourage child use of expected social behaviors.			
			5. Procedures for encouraging expected behavior are implemented consistently by all staff.			
			6. A continuum of clear consequences exists for discouraging/correcting problem behaviors.			
			7. Procedures for discouraging/correcting problem behavior are implemented consistently by all staff.			
			8. Teachers have clear options that allow classroom instruction to continue when a student is disruptive.			
			9. Assistance from the pre-school program is available to manage difficult student behavior during emergency or crisis situations.			
			10. Regular opportunities for teacher assistance for behavioral support in the classroom (e.g., observations, instructional strategies, & coaching) are available from the pre-school program.			

PRIMARY, UNIVERSAL PREVENTION

PEBS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Universal is defined as involving all children, all staff, & all settings			
			Program emphasizes and provides professional development training (e.g., workshops) for establishing high quality, supportive learning environments.			
			Program provides in classroom coaching to support the development of high quality, supportive learning environments.			
			Classroom environment is arranged to prevent problem behavior and support child independence in all classrooms (e.g., orderly environment, uses low furniture to separate play areas and reduce distraction, provides visual cues for where children sit at circle, labels materials with words and pictures).			
			Learning centers include engaging materials and are well-defined in all classrooms.			
			Program has defined a small number (3-5) of positively & clearly stated expectations/classroom rules.			
			Agreed upon classroom rules are publicly posted at children's eye level with a combination of words & visuals in each classroom.			
			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).			
			Teachers have planned teaching of classroom rules in large and/or small group lessons.			
			Expected child behaviors are taught directly and reviewed in each classroom.			
			Classroom schedules with visuals are posted			

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Online Learning Modules

Missouri Schoolwide Positive Behavior Support

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Home About Tier 1 Tier 2 Tier 3 STI 2016 Exemplars

Tier 1 Resources +

Early Childhood SW-PBS -

[Early Childhood: Setting Expectations and Rules \(Module\)](#)

[Early Childhood: Data Collection and Analysis \(Module\)](#)

[EC Summit](#)

[EC Newsletter](#)

[Bully Prevention](#)

[Secondary SW-PBS](#)

[Student, Family & Community](#)

Resources +

Early Childhood: Setting Expectations and Rules (Module)

Narrated EC Setting Expectations and Rules

Early Childhood Positive Behavior Support

Setting Program Expectations and Rules

MU Center for SW-PBS
College of Education
University of Missouri

Missouri EDUCATION
DEPARTMENT OF ELEMENTARY & SECONDARY

Missouri Department of Elementary & Secondary Education

Missouri Schoolwide Positive Behavior Support

About Tier 1 Tier 2 Tier 3 STI 2016 Exemplars

Early Childhood: Data Collection and Analysis (Module)

Narrated EC Data Collection

Early Childhood Positive Behavior Support

Data Collection and Analysis

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Shared Google Folder

EC Data Collection

Missouri ECCs - Photos and Documents

Online Learning Modules

Transition Tips

Family Engagement Strategies

Printed Stories

Coming Soon - Videos; Tier 2 and 3 Resources

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The Pyramid Model and MO SW-PBS



Behavioral Systems

Tier Three

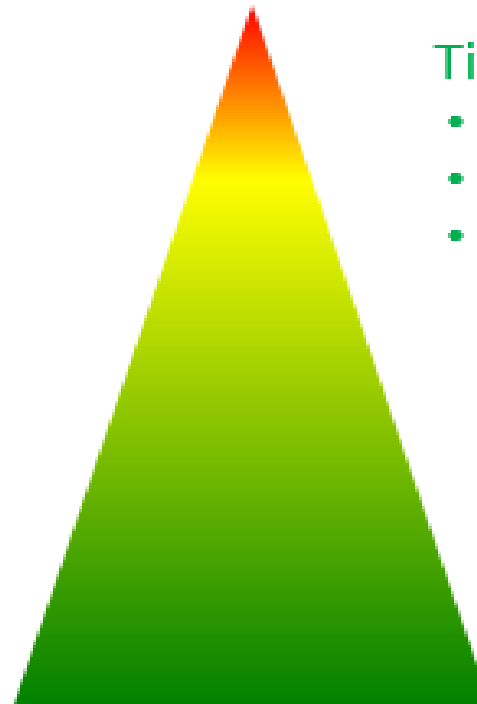
- Individual Students
- Assessment-based
- Intense, durable procedures

Tier Two

- Some students (at-risk)
- High efficiency
- Rapid response

Tier One

- All settings, all students
- Preventive, proactive




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CSEFEL Resources

- Book Nook
- Scripted Stories
- Solution Kit
- Positive Solutions for Families Workbook
- Visual Strategies
- Family Routine Based Support Guide



Center on the Social and Emotional Foundations for Early Learning



Home | About | Contact

Resources by Type:

- Chat Sessions
- Decision Making Guidelines
- En Español
- Family Tools
- Research Syntheses
- Practical Strategies
- State Planning
- Training Kits
- Training Modules
 - Infant/Toddler
 - PreSchool
 - Pre-K Parent Modules


Resources: PreSchool Training Modules/Módulos de Capacitación

Promoting Social and Emotional Competence: These modules were designed based on input gathered during focus groups with program administrators, T/TA providers, early educators, and family members about the types and content of training that would be most useful in addressing the social-emotional needs of young children. The content of the modules is consistent with evidence-based practices identified through a thorough review of the literature.

Modules last updated: December 2013
View Module Archive for Modules from 2010. The Archive has Spanish and HTML versions available. Módulos actualizados en español se presentarán dentro de poco!


View Ordering Information (PDF)

Presenter
Facilitator's Guide PDF | HTML / Guía del presentador HTML

 PowerPoint Viewer le permite ver presentaciones 97 v versiones posteriores





Quicklinks:


- Module 1



Promoting Social Emotional Competence in Tennessee's Young Children

Positive Solutions for Families Workbook





 The Center on the Social and Emotional Foundations for Early Learning

Family Routine Based Support Guide

Early Elementary-4 to 8 years olds

Team Tennessee Project B.A.S.I.C.



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TACSEI Resources



Technical Assistance Center
on Social Emotional Intervention
for Young Children

Home | About | Contact

What do you want to do?

Browse Resources

Learn about the Pyramid Model

Understand Program-Wide Adoption

Find a Consultant

Locate Training Opportunities

What do you want to explore?

Archived Presentations

Center Faculty Publications

Individualized Interventions

Systems & Procedures

Helpful Links

Glossary

Communities to Visit...

TACSEI States

Browse Resources

TACSEI Resources

[View All TACSEI Resources](#)

View Resources by Type

- [Articles](#)
- [Brochures and Booklets](#)
- [Backpack Connection Series](#) **New!**
- [Handouts](#)
- [Issue Briefs](#)
- [Let's Talk! Conversations with TACSEI Specialists](#)
- [Making Life Easier Series](#)
- [Make and Take Workshops](#)
- [Papers](#)
- [Photos](#)
- [Roadmap to Effective Intervention Practices Series](#)
- [Tools](#)



Backpack Connection Series

About this Series

The Backpack Connection Series was created by TACSEI to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

The Pyramid Model

The Pyramid Model is a framework that provides programs with guidance on how to promote social emotional competence in all children and design effective interventions that support young children who might have persistent challenging behavior. It also provides practices to ensure that children with social emotional delays receive intentional teaching. Programs that implement the Pyramid Model are eager to work together with families to meet every child's individualized learning and support needs. To learn more about the Pyramid Model, please visit challengingbehavior.org.

More Information

For more information about this topic, visit TACSEI's website at www.challengingbehavior.org and type "understand behavior" in the Search Box in the upper-right corner of the screen.



This publication was produced by the Technical Assistance Center on Social Emotional Intervention (TACSEI) for Young Children funded by the Office of Special Education Programs, U.S. Department of Education #E220070002. The views expressed do not necessarily represent the positions or policies of the Department of Education, July 2013.

As a parent or caregiver, you may see your child behave in a way that doesn't make sense and ask yourself, "Why does she keep doing that?" It can be very frustrating, especially when it seems like it should be easy for your child to figure out on her own a more appropriate way to behave. In children continue to use a behavior because it works! Your child's behavior is a powerful communication tool that she uses to tell you what she needs or wants. Sometimes, when a child does not know the appropriate way (such as words, sign language or pointing to pictures) to express her needs or wants she may use challenging behavior (such as hitting, screaming or spitting) to communicate. Challenging behavior gives children the ability to send a message in a fast and powerful way. Children will use challenging behavior to communicate until they learn new, more appropriate ways to express their wants and needs. To change the behavior, it is important for you to first discover what is causing the behavior. If you know why your child is choosing a behavior, you can then teach her to communicate her wants and needs in a new way that everyone feels good about. Children use challenging behavior to either:

- 1) get something, such as attention, a toy or a nap, or
 - 2) get out of doing something, such as going to bed, eating a new food or getting buckled in the car seat.
- The first step you must take to help your child learn a new behavior is to determine if she wants something or wants to avoid doing something.

Try This at Home

- **Observe.** Pay careful attention to what is happening when your child displays challenging behavior. Keep a chart to see repeated patterns in behavior. What happens before the behavior starts? What happens after?
- **Track.** Keep track of when the behavior occurs. Do you always see the behaviors just before nap time? Perhaps your child is tired and you can change your routine to include errands in the morning and quiet, at-home activities before nap time.
- **List.** Brainstorm ideas about what your child is trying to get, or avoid doing, by using challenging behavior. The more you watch your child, the more you will be able to narrow your list down to a few possible reasons why the behavior is occurring.
- **Teach.** Once you have an understanding of why your child chooses to use a challenging behavior, you can teach him a new way to behave in that situation. Pick a time outside of the situation when you can:

Alyson Iron, Brooke Bragle & Jill Giacomo

Role play: Use puppets, trains, dolls or other toys to act out the new skill with your child. For example, you can make the doll say, "I really want to play outside. I want to open the door and run, but Mommy says I need to wait for her. I won't scream. I will say 'Hurry up Mommy. I am ready to play!'"

Read books: Children often tell you how they are feeling when they are trying to guess how others are feeling. Ask your child questions about a character in a book as a way to start to talk about your child's own behavior. For example, "That little girl doesn't want to go to bed. I wonder why?"

Talk about the situation ahead of time: Sometimes, children simply want to know about what is planned ahead of time or to be included in the planning. Parent schedules are busy and you often need to get things done quickly. However, quick transitions can feel overwhelming to young children. If you take a few minutes to include your child in the plan, you will likely see a dramatic decrease in challenging behavior. For example, you could say, "We are going to get in the car and go to the store when you finish this puzzle. Would you like to pick a special toy to bring with you to the grocery store?"

Practice at School

Teachers are detectives too! When a child uses challenging behavior at school, teachers watch to see what caused the behavior and then teach the child a new way to communicate. For example, Ethan is playing with cars alone when Jacob tries to grab a car from him. Ethan hits Jacob and grabs his toy back. Jacob cries. Ethan was frustrated that a friend was taking a toy from him before he was done and used hitting as a way to tell Jacob that he wanted his toy back. The teacher might say to Ethan, "You looked frustrated when Jacob took your toy. Next time, you can use your words and tell him 'I'm busy. I'm still using this toy.'" Teachers can also use puppets to reinforce the skill of saying "I'm busy" during circle time or during other activities throughout the day.

The Bottom Line

It can be fun and rewarding to figure out what your child is thinking and why! The more familiar you are with how your child reacts to everyday situations, the easier it is for you to teach him appropriate ways to deal with challenges like frustration, stress and fatigue. Children who learn how to manage these situations feel more confident and are less likely to use challenging behavior to communicate their needs.



www.challengingbehavior.org
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TACSEI Tool Kit



Creating
Teaching Tools
for **Young Children**
with Challenging Behavior

Routine Based Support Guide

Rochelle Lentini
Bobbie Vaughn
Lise Fox
Kwang-Sun Blair

TEACHER'S SUPPORT PLANNING SHEET

What _____ (child's name) does during _____ (routine):

Why I think he/she does it:

What can I do to prevent the problem behavior?

What can I do if the problem behavior occurs?

What new skills should I teach?

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The IRIS Center



- ABOUT IRIS
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- PD HOURS

THE IRIS CENTER > RESOURCES > IRIS RESOURCE LOCATOR

Search Resources for

Enter keyword

SEARCH RESET

Topics

- Accommodations
- Assessment (includes Progress Monitoring)
- Assistive Technology
- Behavior and Classroom Management
- Collaboration
- Content Instruction
- Differentiated Instruction
- Disability
- Diversity
- Early Intervention/Early Childhood
- Learning Strategies

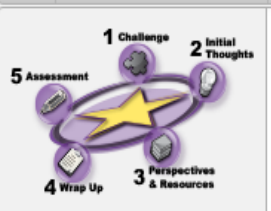
IRIS Resource Locator

SORT BY: TOPIC RESOURCE TYPE MODULE ELEMENT

Early Intervention/Early Childhood (97)

- Modules (5)
- Case Studies (1)
- Activities (12)
- Information Briefs (7)
- Interviews (3)
- Video Vignettes (62)
- CONNECT Modules (7)

- HOME
- MODULE
- CHALLENGE
- INITIAL THOUGHTS
- PERSPECTIVES & RESOURCES
- WRAP UP
- ASSESSMENT



Early Childhood Behavior Management: Developing and Teaching Rules

This Module includes information on how to create developmentally appropriate behavior rules for early childhood classrooms so that they link to a given school's behavior expectations. The importance of communication with families about rules and expected behaviors is also stressed.

- Challenge
- Initial Thoughts
- Perspectives & Resources
- Wrap Up
- Assessment

We want to hear from you. Please [complete our brief Module Feedback Form.](#)



Work through the sections of this Module in the order presented in the STAR graphic above.

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Zero To Three Resources



EARLY EXPERIENCES MATTER



Get Connected

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Sub

or

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why should I register?

FOLLOW US!



HOME BEHAVIOR & DEVELOPMENT MALTREATMENT CARE & EDUCATION PUBLIC POLICY ABOUT US

Behavior & Development

- Brain Development
- Challenging Behavior
- Early Childhood Mental Health
- Early Development
- From Baby to Big Kid
- Health & Nutrition
- Mental Health Screening & Assessment
- Promoting Social Emotional Development
- Play
- Sleep
- Temperament & Behavior

Challenging Behaviors Tips and Tools

[Home](#) > [Behavior & Development](#) > [Challenging Behavior](#)

Toddlers and Challenging Behavior: Why They Do It and How to Respond - Explores the developmental foundation underneath many challenging behaviors and how parents and caregivers can set age-appropriate limits. [Read More](#)

Aggressive Behavior in Toddlers - Learn why toddlers can be aggressive at times, and how best to respond. [Read More](#)

Aggressive Behavior: One Page Handout - Download this one-page (front/back) resource on aggression in the first three years and strategies for responding. [Read More](#)

Why Do Toddlers Bite? Finding the Right Response - Explores the many possible reasons for biting and identifies a range of strategies for addressing this behavior. [Read More](#)

Helping Young Children Channel Their Aggression - Zero to Three journal article providing tips on helping toddlers cope with their strong feelings. [Read More](#)

When a Child is Inconsolable: Stay Near - Essay from the Zero to Three Journal exploring how, when a child is upset, "all" a caring adult can do is be there—and that is plenty. [Read More](#)

FIND IT FAST

Select a Key Topic

RELATED INFORMATION

When my 2-year-old gets really angry and has a tantrum, she bumps her head against the wall. [Read More](#)

My three-year-old son has started to play with his penis. How should I handle this? [Read More](#)

Sometimes, when I try to explain to my 35-month-old the reason why we have certain rules she seems to understand and accept it, while other times she has a

Resources for Families

- Supporting Your Child's Relationship Building Skills
- Supporting Your Child's Confidence
- Supporting Your Child's Communication Skills
- Love, Learning, and routines
- Teaching Your Child Discipline and Self Control
- Toddlers and Challenging Behavior: Why They Do It and How to Respond

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[Devereux](#) > [Preschoolers](#) > [For Families](#) > [Activities To Do With Your Preschooler](#)

- > [Resilience And Social And Emotional Health](#)

- > [Tips And Strategies That Promote Resilience](#)

- > [Activities To Do With Your Preschooler](#)

- > [Useful Weblinks](#)

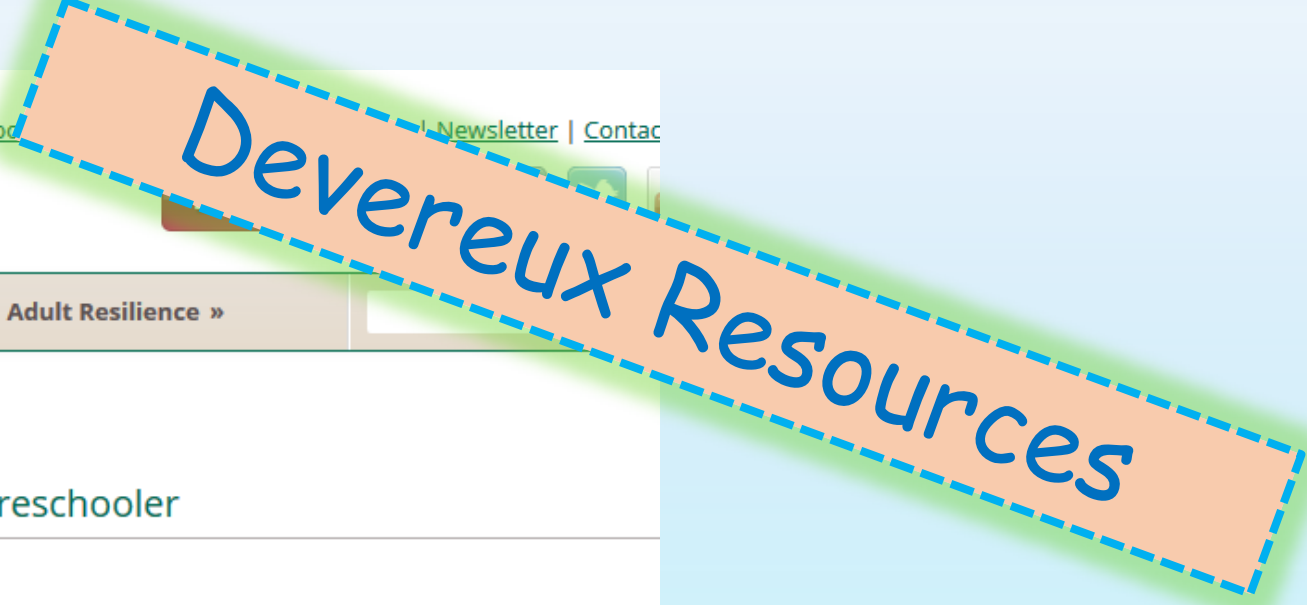
Activities To Do With Your Preschooler

Promoting Protective Factors with Your Child – Selected from [Promoting Resilience For Now & Forever \(Preschool Edition\)](#)

- [PDF of All Preschool Activities](#)
- [Attachment-Relationships](#)
- [Self-Regulation](#)
- [Initiative](#)

Upcoming Live Webinars

Title	Age Range	Date	Register
Promoting Resilience in Vulnerable Children and Families	Infant, Toddler, Preschool, & Adult Family Members	Friday, February 26, 2016, 1-2pm, East Coast Time	Register
FLIP IT: Transforming Challenging Behavior	Preschool and School-age (ages 3-8)	Tuesday, March 8, 2016, 1-2pm, East Coast Time	Register
Building Your Bounce: Promoting Resilience in Adults Who Care for Children	Adults	Wednesday, March 16, 2016, 1-2pm, East Coast Time	Register
Promoting Resilience in Children Birth through Five	Infant, Toddler, & Preschool	Tuesday, March 29, 2016, 1-2pm, East Coast Time	Register
Promoting Resilience in Vulnerable Children and Families	Infant, Toddler, Preschool, & Adult Family Members	Tuesday, April 5, 2016, 1-2pm, East Coast Time	Register
Promoting Resilience in School-Age Children through the Use of a Universal Screener and Assessment	School-age	Thursday, April 14, 2-3pm, East Coast Time	Register
Using Conscious Discipline and the eDECA Assessment and Strategies in Partnership	Infant, Toddler, and Preschool	Tuesday, April 19, 2016, 1-2pm, East Coast Time	Register
FLIP IT: Transforming Challenging Behavior	Preschool and School-age (ages 3-8)	Thursday, May 5, 2016, 1-2pm, East Coast Time	Register



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Head Start and ECTA Center Resources



HEAD START

An Office of the Administration for Children and Families
Early Childhood Learning & Knowledge Center (ECLKC)

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Parent, Family, and Community Engagement

T/TA System
Early Head Start
Cultural and Linguistic Responsiveness
Program Management and Fiscal Operations
Quality Teaching and Learning
Health
Parent, Family, and Community Engagement
Family Engagement and School Readiness
Father Engagement
Strengthening Outcomes
For Families

[ECLKC Home](#) » [T/TA Resources](#) » Parent, Family, and Community Engagement

Tell Me a Story Book Guides

When Sophie Gets Angry— Really, Really Angry...



BY MOLLY BANG

Share developmentally appropriate books with children to help them learn to define and communicate difficult emotions. Use the Tell Me a Story Book Guides to find strategies for sharing books in classrooms and in other care and education settings. Each Book Guide includes helpful tips for program staff and families, suggested questions to spark thoughtful discussions with children, and follow-up activities.

- [Introduction to the Book Guides](#) [PDF, 128KB]
- [Book Guide: When Sophie Gets Angry – Really, Really Angry...](#) [PDF, 130KB]
- [Book Guide: Jamaica Tag-Along](#) [PDF, 149KB]
- [Book Guide: When My Mom is Sad](#) [PDF, 138KB]
- [Download the book here](#) [PDF, 2.5MB]

ECTA Center

The Early Childhood Technical Assistance Center

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Improving Systems, Practices and Outcomes

[Part C](#) | [Section 619](#) | [Contacts](#) | [Topics](#) | [Events](#) | [Research & Reference](#) | [Publications](#) | [eNotes](#) | [For Families/Para Families](#)

[System Framework](#) | [DEC Recommended Practices](#) | [Implementing & Scaling Up EBP](#) | [Implementation Process](#) | [Outcomes Measurement](#)

Events

Webinars

Conference calls/webinars and materials are archived on our website.



Conferences

Links to detailed information on various upcoming and past Early Childhood conference events.

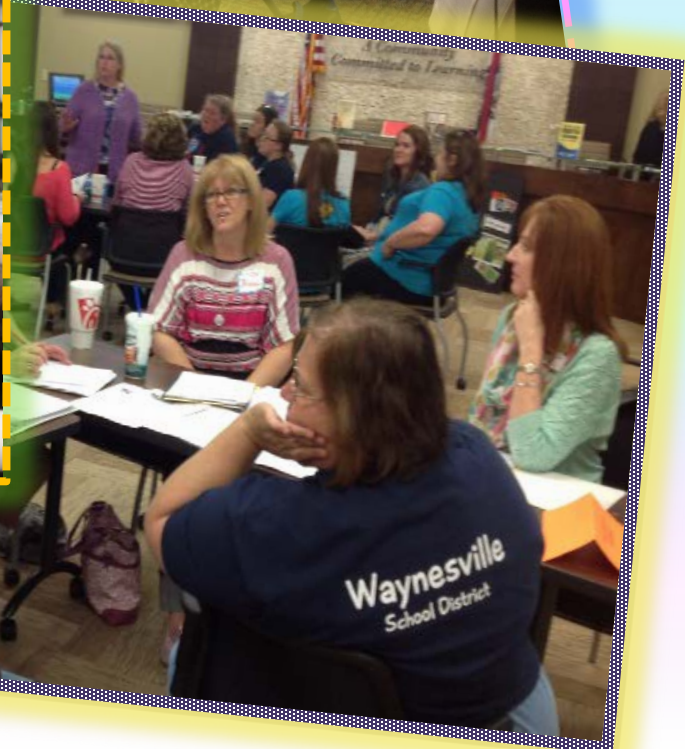
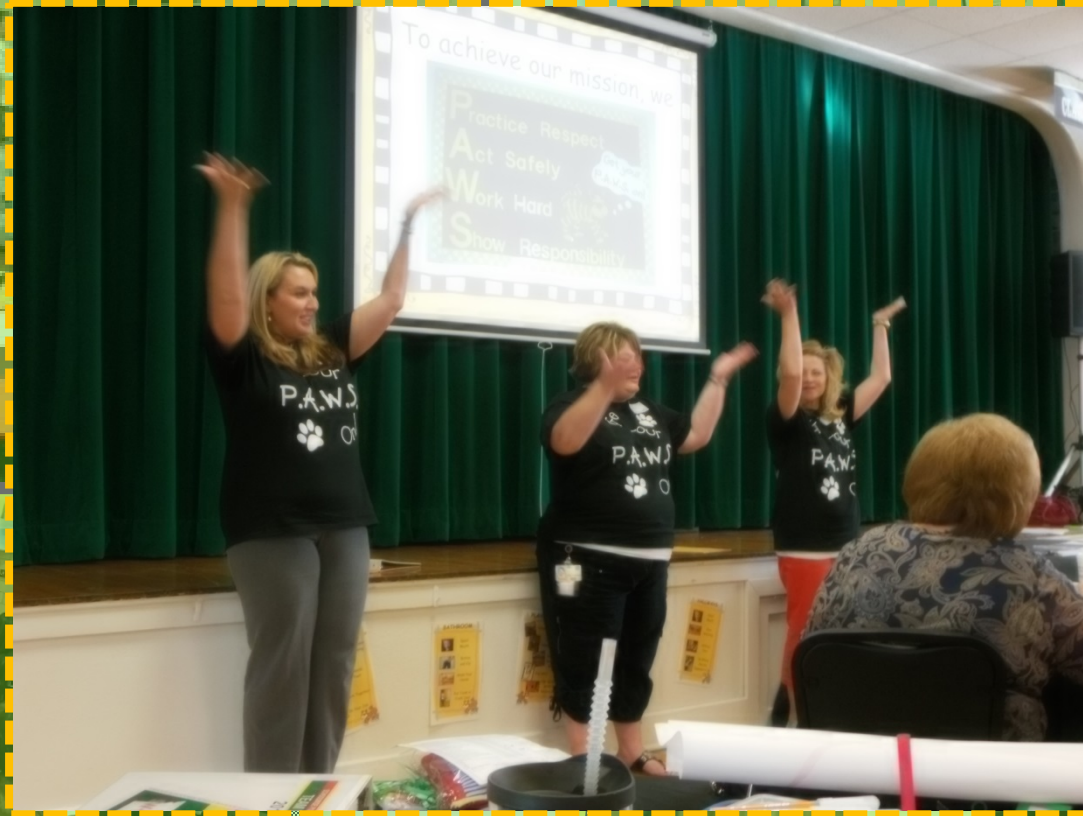


Presentation Finder

Search and download presentation materials from various national TA events, conferences, and webinars.



EC PBS Networking Summits...



MC
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EC-PBS Newsletters

Highlighting...

Jackson R-2 Early Childhood Center at East Elementary



Our Early Childhood matrix contains visuals of each expectation and a color-coded system.

When you visit the Jackson R-2 Early Childhood Center, Responsible and Respectful is what you will see at East Elementary. The district, located in Southeast Missouri, began implementing PBS in 2005. By 2007 all elementary schools were implementing PBS. In August of 2015, Jackson R-2 moved into a new elementary building which serves students from Pre-K through Fifth grade. There are approximately 700 students in the Early Childhood program. The Jackson R-2 Early Childhood program began using a wide, whole class, and individual recognition system. All Early Childhood classes use the same recognition system as the rest of the building. Teachers and staff for all classes are Safe, Responsible and Respectful. Students earn spirit sticks in an individual pouch in their classroom. Students can exchange for a variety of rewards. The system is differentiated for different ages and abilities. Each class has spirit sticks in order to receive a class reward. The system was voted on before the class begins working toward their goal.

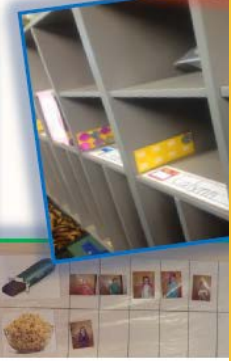


Highlighting...
Kirksville Early Childhood Learning Center!

—Jennifer Meyer, Director at Kirksville ECLC, shares with a group touring the Center about a process her teachers use in their classrooms to identify what behaviors need to be taught and re-taught to their students each day.

"Saying 'Good' is banned in our school. All adults in the building are expected to use positive feedback recognizing student appropriate behavior."

Kirksville Early Childhood Learning Center, Gold Level SW-PBS school, is truly an exemplar of what Positive Behavior Support can look like in an Early Childhood setting. However, this didn't happen overnight as Director Jen Meyer is quick to point out. Systems and practices for Tiers 1, 2 and 3 have been put into place and...using data...are evaluated and updated regularly. One such system is the process for acknowledging appropriate behavior in the building. Students have the opportunity to earn Tiger Tokens both individually and as a classroom. The number of tokens



Highlighting...
Lebanon R-III
Joe D. Esther Elementary!

—Assistant Principal Shalyn Howe celebrates with a student after he receives a Positive Office Referral from his teacher for showing the "3 Bees"

"The kids love it... they are excited to be here!" says Erica York, ECSE teacher at Joe D. Esther Elementary, about Positive Behavior Support and her Pre-K students. "They all know the 3 Bees. Even my three year-olds can say the words. All adults are on the same page—using common language and strategies throughout the building. It's a great way for teachers to be proactive and keep a positive atmosphere in our classrooms!"

Bee Safe, Bee Respectful, Bee a Learner—the "3 Bees" are what you see and hear when you visit Joe D. Esther Elementary in Lebanon. Joe D. Esther Elementary, a SW-PBS Gold Level building, serves over 900 Pre-K through First Grade students and has been implementing SW-PBS—with ALL of their students—for the past several years. The Pre-K students and teachers are



Highlighting...

Northwest Early Childhood Center



Northwest ECC Administrator Cindy Wills stands by the Lego Wall of Block Bucks

Administrator Cindy Wills says that the custodian, Mr. Bill, has a "rockstar" persona about him. The students love to earn the privilege of eating lunch with Mr. Bill. It's evident that everyone in the center is a part of SW-PBS!

In 2010 all of the early childhood programs in the Northwest School District joined together forming the Northwest Early Childhood Center. SW-PBS helped bring consistency to a staff coming from many different programs. This Bronze Level SW-PBS school, filled with 220 preschoolers, is very committed to teaching and reinforcing social behavior skills.

At Northwest Early Childhood Center, the belief is that social skills are as important as pre-academic skills and that both must be taught daily. Students learn to Be Kind, Be Safe, and Be Responsible, and students caught demonstrating these school-wide expectations earn "Block Bucks." After earning five Block Bucks, students earn gold Legos to add to the school Lego wall. Classrooms can also earn Block Bucks from building staff members.



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