

# FROM PRE-SERVICE TO PRACTICE: WHAT EVERY PRESCHOOL TEACHER NEEDS TO KNOW

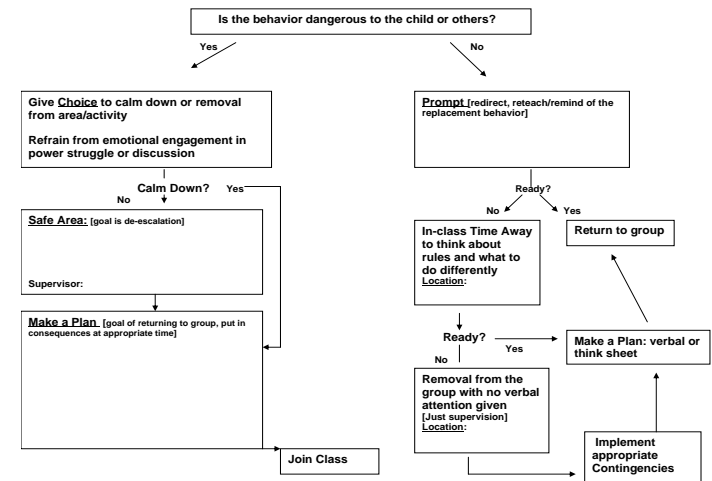
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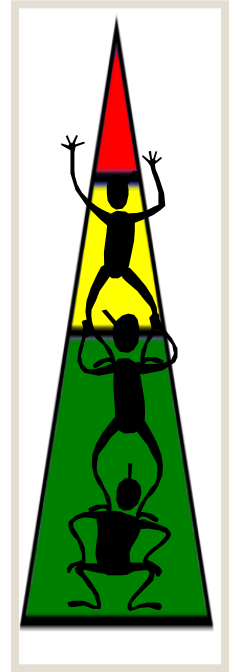
# EC-PBIS-Lessons Learned

- Big differences between SW- and PW-PBIS:
  - Program-wide vs. school-wide language
  - Developmental differences
    - Preschool
    - Infant/toddler
    - Number of expectations/language use
    - Visuals and play
  - Fit with constructivist curricula: formal instruction and praise
    - Use of specific verbal feedback
    - Continuum of incentives
  - Data collection: Office referrals
  - Crisis plans
  - Family component →



# Prevention Foundation: Building Positive Relationships

- Young children exist within a network of relationships with
  - Parents
  - Teachers
  - Other caring adults in their lives
  - Siblings and peers
- Positive relations nurture **resiliency** factors that are shown to be protective for young children.
- Attachment, bonding, and trusting relationships with caregivers during the early years provide the basis for a healthy self-concept, confident exploration, and development of positive relationships with others.



# Teacher-Student Relationships

- Children who have frequent sensitive interactions with caregivers are:
  - more securely attached to these adults
  - more competent in their interactions with peers
  - More eager to please and accept guidance
- Teachers who are:
  - warm and attentive,
  - greet children and parents,
  - engage and encourage children



are both using **and** modeling qualities that build strong relationships.



# Teacher-Parent Relationships

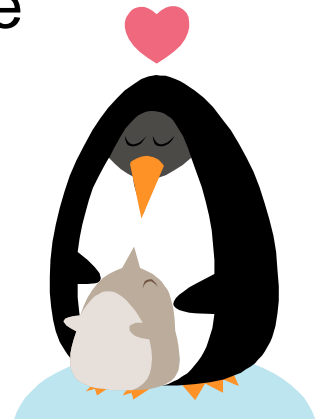
- When staff and parents form warm, respectful relationships, they are better able to **communicate** openly about children's behavior and experiences and to **respond** to individual needs.
- Parents are **more** likely to share information about family and home situations, stressors, their child's development, and concerning behavior.
- They are also more likely to listen to and seek the advice of staff regarding parenting, child management, and discipline issues because they feel connected and supported.

# Relationship Building Practices

- Spending time getting to know families
  - Welcoming parents to observe and participate in program activities
  - Consulting parents about their children's abilities, interests, and preferences
  - Routinely sharing information about children with parents
  - Valuing parent' sharing of concerns
  - Communicating in parents' home language
  - Conducting home visits
- \*\*It is easy to blame home issues (e.g., lack of discipline, little sleep), but this doesn't get us anywhere. **Build partnerships instead.****

# Sharing Concerns with Parents

- Parents need to hear about behaviors as they happen, instead of sharing them at a conference (but not in front of the child).
- **Document, Document, Document** before expecting the parent to do something.
- In order to make it work-the parents must feel as if they are a part of the team. They have the right **AND** the responsibility.



# Parent Involvement in EC-PBIS

- Initially: share overview information
- Discipline information: provide letter and Behavior Incident Report at orientation
- Add parent representation to PBIS Leadership Team
- Provide parent overview training (Family Night)
- Include information on PBIS in parent handbook
- Community/Parent flyer
- Tier 2 and 3





# PBIS at Home Training

- Positive Behavior Supports: Parent Training for the Home Environment
  - Range of normal behavior
  - What is PBS
  - Choosing whether to use incentives
  - Teaching routines
  - Partnering with teachers
  - Behavior management strategies
  - Teaching replacement behaviors
- 2-hour session or 6 week group
- PAT version

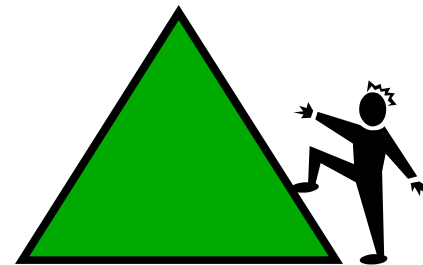


Family Teaching Matrix		SETTING						
		At home	Morning Routine	Homework	Meal Times	In Car	Play	Bedtime
Expectations	Respect Ourselves							
	Respect Others							
	Respect Property							

# In summary...

- “A child is the most precious of all human beings, and the ability to withstand the emotional and social challenges as a teenager, clearly rests upon a caring relationship between parent, teacher, and child.”  
(The Incredible Years)

- THIS is our foundation.



# Rational for Program-wide PBIS

- Preschool is the typical time for learning social skills.
- Goal: keep problem behaviors from becoming chronic ones that will require special services.
- Many students have had limited opportunities to learn school-based social skills and to receive feedback on their use.
- Not all have had access to appropriate models, regular monitoring, academic instruction, and social success.

# Educational Response

- Even though EC providers might work in **different types** of facilities, there are basics of implementing PBS that apply to all of these (i.e., home care, child care center, private preschool, EC public school programs, ECSE).
- Reviews of the literature indicate that early childhood programs can be successful in reducing challenging behavior by implementing a proactive **prevention** and early intervention program.
- **GOAL:** prevent and respond to discipline problems within the school environment ***instead*** of reactive crisis management.

# 1. Establishing Behavioral Expectations



- Determine **program-wide** expectations with rules for classrooms and other settings, teach and practice routines, use common language.

**\*\*Be Safe, Be Kind, Be Responsible\*\***

**\*\*Take care of ourselves, each other, and our school\*\***



**BE SAFE**



**BE KIND**



**BE RESPONSIBLE**

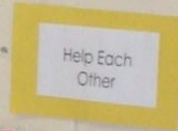
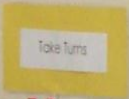
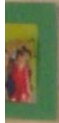


Together We Can

Be Safe

Be Respectful

Be A Team Player



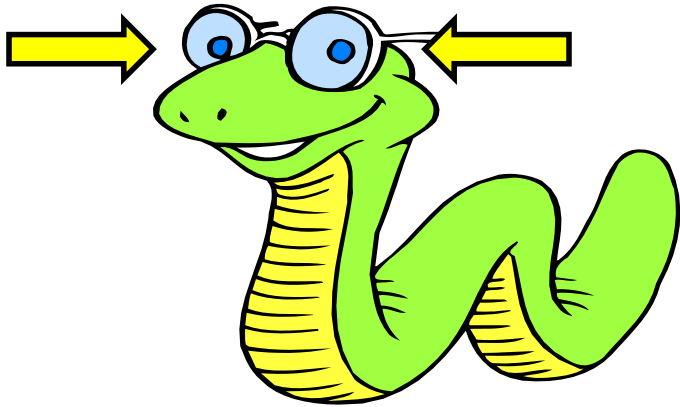
Hall

Playground

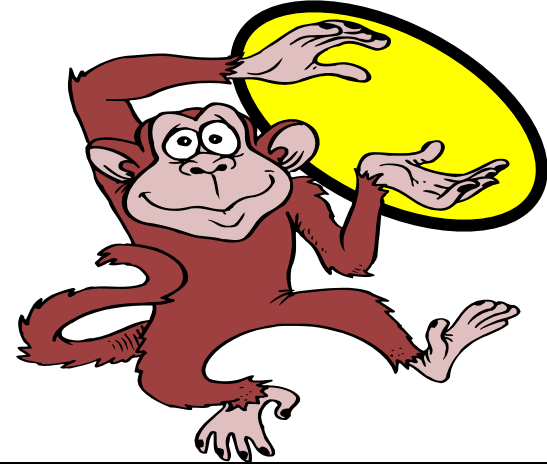


# Toddler Classroom Behavior Rules

Looking Eyes



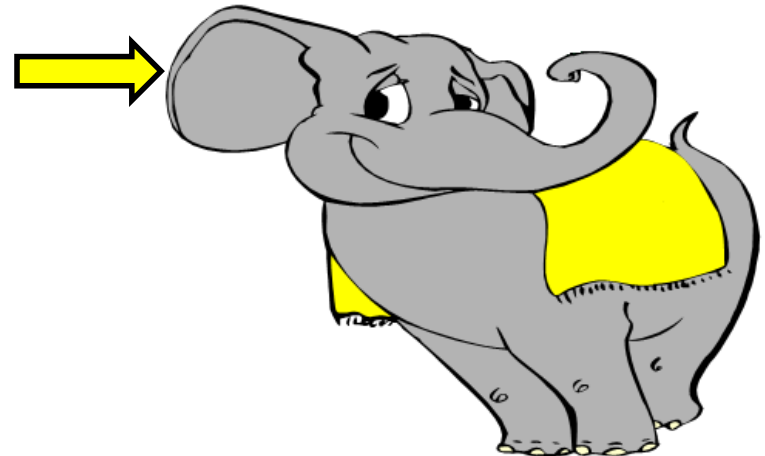
Gentle Hands



Walking Feet



Listening Ears



# PRACTICES: The Teaching Matrix

- **Defines** what your 2 to 4 expectations look like in the common areas of your school

Class Rules Matrix

Sara Stone

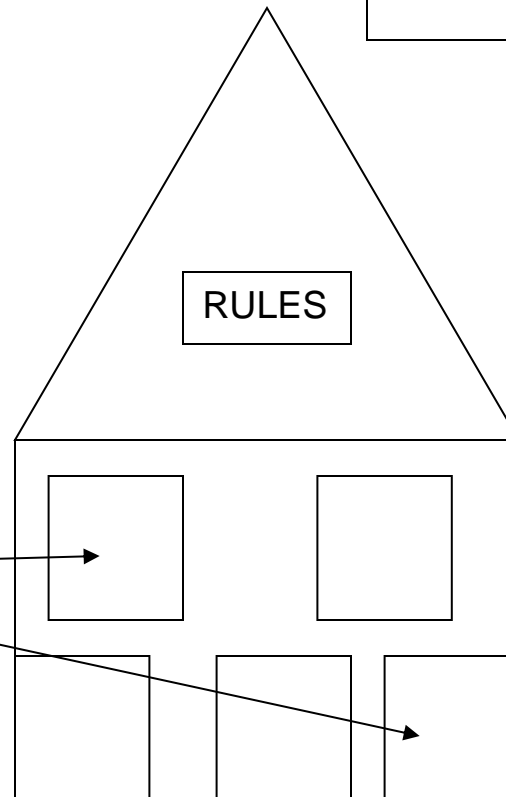
	Classroom	Bus	Hallway	Outside
Be Safe	<ul style="list-style-type: none"> <li>*Use walking feet</li> <li>*Sit on our tickets at circle</li> <li>*Pretzel Legs at circle</li> </ul>	<ul style="list-style-type: none"> <li>*Sit in our seats</li> <li>*Listen to the driver</li> <li>*Wait on the sidewalk (in our square)</li> </ul>	<ul style="list-style-type: none"> <li>*Use walking feet</li> <li>*Hands at our sides</li> <li>*Keep eyes forward</li> </ul>	<ul style="list-style-type: none"> <li>*Listen to the teachers outside</li> <li>*Slide on our bottoms</li> <li>*Watch out when driving tricycles</li> </ul>
Be Kind	<ul style="list-style-type: none"> <li>*Share toys</li> <li>*Quiet hands with friends</li> <li>*Use words with friends</li> </ul>	<ul style="list-style-type: none"> <li>*Say Hi to our bus driver</li> </ul>	<ul style="list-style-type: none"> <li>*Use quiet voices</li> <li>*Smile at friends we meet</li> </ul>	<ul style="list-style-type: none"> <li>*We can't take turns on the slide and swings</li> <li>*We can use kind words</li> </ul>
Be Responsible	<ul style="list-style-type: none"> <li>*We can bring our books to school</li> <li>*Clean up</li> <li>*Wash our hands</li> </ul>	<ul style="list-style-type: none"> <li>*Remember our backpacks when we leave the bus</li> </ul>	<ul style="list-style-type: none"> <li>*Use quiet voices</li> <li>*Stay in our line</li> </ul>	<ul style="list-style-type: none"> <li>*Touch the fence when we hear the bell</li> </ul>

# AMY'S HOUSE

The overall **theme** in our house is to  
Be SAFE,  
Be RESPONSIBLE, and  
Be RESPECTFUL

In our house we have general **rules**.  
Use your walking feet, keep your  
hands and feet to your self, etc...

In our house we have rooms, each  
room has separate **expectations**.  
e.g. in the bathroom we go, flush,  
wash, put paper in the trash; at  
snack we....



# Infant Room: A Bit Different...

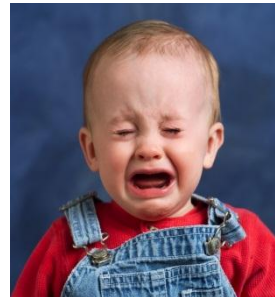
## • Be Safe

- Have safe toys, no broken toys
- Divide room for differing ages/stages
- Implement poison control measures
- Use seat fasteners
- Provide constant supervision
- Disinfect objects/areas
- Use good hand washing techniques



## • Be a Friend

- Role model, set good examples
- Interact through play, song, reading, talking
- Hold and cuddle
- Use positive phrases
- Praise desired behaviors
- Respond to children in a timely manner





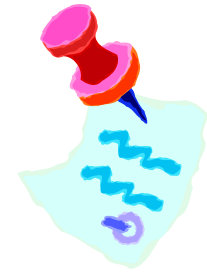
## My School's Expectations...

1. Be Safe
2. Be Responsible
3. Be Respectful

**Once you have developed program-wide expectations, it is not enough to just post the words on the walls of the classroom...**

**YOU MUST TEACH THEM!**

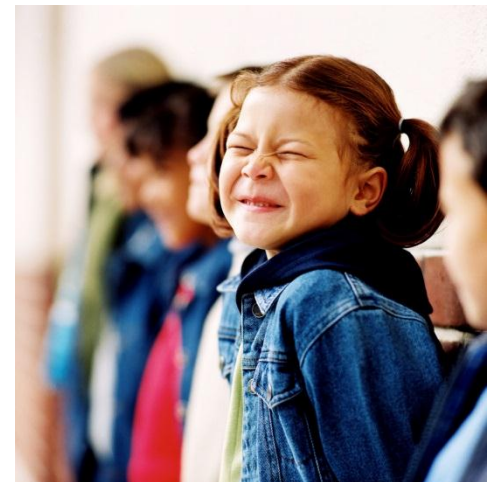
# Sample EC Lesson Ideas



- Behavior examples on your matrix
- Routines of the day
- Conversation skills-facial expressions that fit specific emotions, personal space, turn taking, body language
- Play skills-interactive and cooperative
- Responding to conflict and stress
- Body Check

# Body Check

- Teach what the physical expectations are for each setting.
- As a reminder, and throughout instruction, ask children to do a Body Check.
- Allows you to avoid direct individual attention to students who crave adult attention.



# Other Things to Teach

- Sharing and taking turns
- Getting a friend's attention
- Being helpful/a team player
- Giving compliments
- Apologizing: when and how
- Accepting disappointment
- Identify emotions
- Empathy/caring
- Controlling anger
- Problem solving
- Calming down






# Give Precorrecs


- Precorrecs function as reminders and are especially helpful **before** the teacher anticipates behavior learning errors.
- Precorrecs prompt children for expected behavior. “We are going to the playground. How can we be safe on the way?”
- They provide opportunities for children to practice school appropriate behaviors.




# HALLWAY


 **BE SAFE**

 Use walking feet.


 Keep hands and body to yourself.





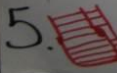
 **BE KIND**

 Use a quiet voice.

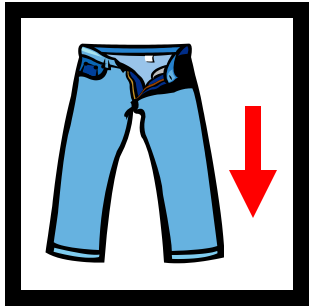
 Respect others art work.

 **BE RESPONSIBLE**

 Stay with your class and in line.

-  Put on a smock.
-  Get paper
-  Get a pencil, crayon, or marker and put name on paper
-  Put paper on easel to paint
-  Put paper on drying rack or ask for help.

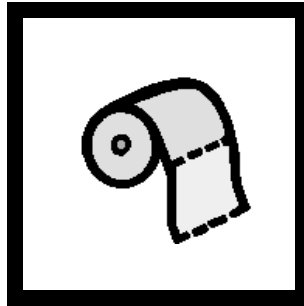
-  Flush the toilet!
-  Wash your hands with soap.
-  Dry your hands with a paper towel.
-  Throw away your paper towel.



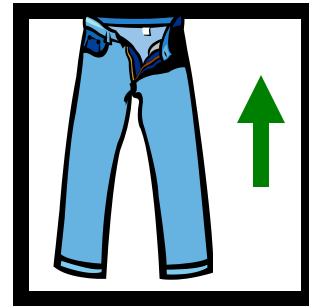
Pull down  
pants &  
underwear.



Go  
Potty.



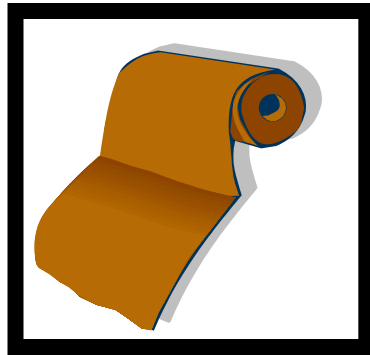
Wipe &  
flush.



Pull up  
pants &  
underwear.



Wash  
hands.



Dry hands.



Go Play.

Teaching Tools For Young Children (TTYC):

[http://www.challengingbehavior.org/do/resources/teaching\\_tools/ttyc\\_updated\\_zip.htm](http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc_updated_zip.htm)

# Circle Time Rules

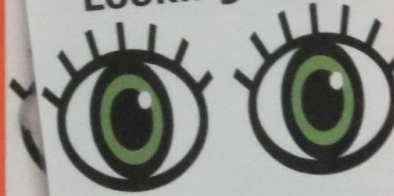
Quiet voices



Raise your hand



Looking eyes



Listening Ears



Sit

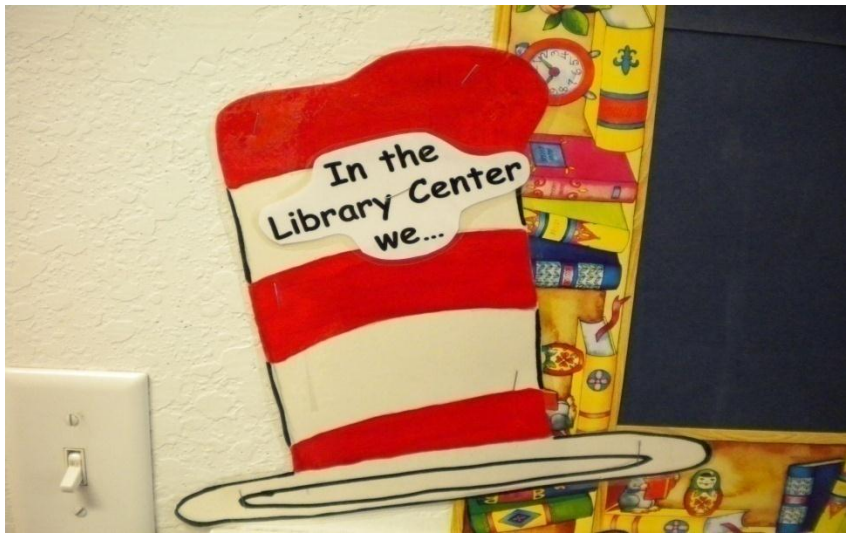


# Playground Rules

- Look 
- Wait Your Turn 
- Nice Hands 
- Listen 
- Feet First 
- Climb By Teacher 



# Library Center Rules



# Encourage Expected Behaviors

- **Increasing Positive Interactions:** All children seek our approval. Adult attention is a powerful reinforcer.
- Focus on teaching students to get attention through responsible behavior rather than misbehavior.

“You are being safe, you are using your walking feet.”

“That was so responsible. You picked up all the blocks.”

“Your friend likes it when you are kind and share the crayons.”

# Positive Feedback Ideas (CSEFEL)

- “You have really learned how to...”
- “You must feel proud of yourself for...”
- “Excellent idea for...”
- “You have worked so hard...”
- “That’s a cool way to ...”
- “Thank you for...”
- “It really pleases me when you...”
- “You are a real problem solver for...”
- “Give me an EXTRA HUGE high five for...”
- “I really appreciate the way all of you have your eye on the story and are listening so carefully. It’s like you have eye-ball glue!!!”



# Group Contingency

- Visual aid for skill and community building
- Used for the **WHOLE** group during teaching phases
- **Not** contingent on ALL demonstrating the behavior
- Incentives are never taken away
- You may not need it!
- Can be any format (beehive)





**WE FILLED OUR  
BEE HIVE TODAY!**



**WE ARE:  
BEING SAFE, KIND  
AND RESPONSIBLE**

## **Do You Like to Buzz?**

**(sung to the tune of ‘Do Your  
Ears Hang Low?’)**

**Do you like to buzz?**

**Are you covered in fuzz?**

**Do you call a hive a home**

**In the garden where you roam?**

**Do you know how to make  
honey?**

**Are your stripes a little funny?**

**Do you like to buzz?**

# Students with Performance Deficits

- We are competing with the success of inappropriate behavior: it gets a need met quickly and easily.
- There must be a '**buy-in**' by the child that can be faded out as he begins to be internally motivated to perform appropriately.
- **Remember:** behavior is a learning error-an opportunity to teach, we can proactively use reminders and redirection.

# Staff Concerns About Bribery

- Using a reward system is not the same as bribing a child to behave appropriately.
- A bribe is something offered or given to a person in a position of trust to influence or corrupt that person's views or conduct.
- PW-PBIS acknowledges children for following program-wide expectations and routines. Appropriate behavior is acknowledged **AFTER** it occurs.
- Our ultimate goal is for children to be naturally motivated.
- The reality is that society and schools give many tangible items for success in academics, sports, music, theater in the form of grades, trophies, medals, etc., yet we continue to struggle with the idea of giving tangible items or verbal feedback for success in social behavior skills.

# Individual Incentives

I WAS CAUGHT  
"BEEING"  
SAFE TODAY!



Classroom rule #1: Be Safe

- Incentives *may* be used if needed-yet are more restrictive. (They also remind adults to increase positive interactions with children.)
  - \*\*At least: state the expectation and specific behavior observed.
- **Continuum of Least Restrictive Acknowledgement-**  
Do the least that works:
  - Verbal- Always use VERBAL acknowledgement
  - Verbal paired with thumbs up, high five, wink, smile
  - Verbal paired with sharing with other (staff, parent)
  - Verbal paired with group incentive
  - Verbal paired with special privilege
  - Verbal paired with individual incentive: stamp, sticker, coupon; base on child's interests (computer time, cleaning job) and function of behavior (adult attention, escape an activity)

# Strategies for **IMPROVING** Student Behavior

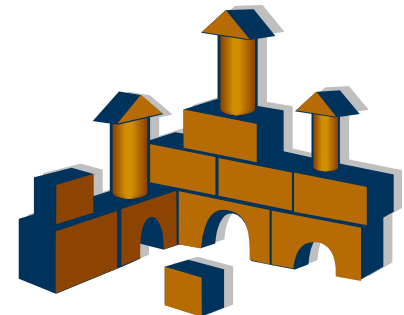
Regardless of how well a classroom is organized, a teacher is positive, and preventative strategies are employed--problem behavior **will** occur.

- Is it developmental? Environmental?
- Is he hungry?
- Is she tired?
- Is she getting sick?
- Did he hear the instructions?
- Is the environment too chaotic?
- Am I too stressed???



# Assess the Environmental Physical Characteristics **FIRST**

- Determine which environmental factors contribute to the problem.
- Determine which environmental factors can be modified.
- If factors cannot be modified, what supervision is required?



# Environmental Set-up

- Traffic patterns (no wide, open spaces or obstacles)
- Room for multiple children in play areas
- Define boundaries of areas
- Variety of materials of interest provided and rotated regularly
- Provide an area for self-calming with paper (for writing letters, to shred, or for scribbling) and modeling clay. Teach their use.





# Make Curricular Modifications

## SECOND

- Important step when students are exhibiting behaviors resulting from frustration with the curriculum.



- Examples: restate or rephrase directions, shorten assignments, break large tasks into segments, provide a different medium for doing the same lesson, provide a peer buddy, give 1-on-1 assistance

# Classroom Visual Schedule

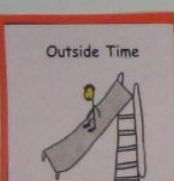
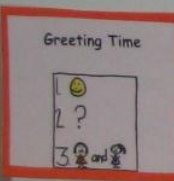
- Have a routine established for “checking in” with the schedule throughout the day.
- Children communicate and understand at **different symbolic levels**. Developmentally younger children may need a photograph version to understand the schedule.
- Pictures can be cut out, laminated, and placed on a poster board to form a horizontal or vertical sequence of steps for children to follow.
- As the class completes activities, pictures can be turned over/removed to indicate that the activity is “all done.”



# Daily Schedule



# DAI LY SCHED ULE



# Visual Infant/Toddler Object Schedule

**Change Diaper**



**Wash**



**Breakfast**



**Music**



Use photos of the real objects or the actual objects.

# Attend to Transitions

- Staff should not assume students know what behaviors are expected during transitions.
- Teach clear expectations for student behavior. Transitions are opportunities for intentional ***and*** incidental teaching.
- Establish clear expectations for staff behavior during transitions (active supervision).
- Preplan transition implementation. Transitions should be short activities which are part of lesson plans and should be structured so there is little wait time.

# During the Transition:

- Sing songs, play word or guessing games, recite rhymes, or do finger plays with children
- Plan something for those children who finish an activity quickly so they are not waiting without something to do
- Provide positive attention or feedback to children following smooth transitions

# After the Transition:

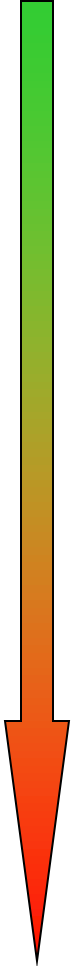
- Make the feedback very specific: “Wow! This whole class cleaned up their work and hopped to small group tables as quietly as rabbits!”

# When Delivering Consequences

## **Step One: Staff trained to immediately correct/offer a behavior choice:**

- When a misbehavior begins, give a choice to either change the behavior or understand there is a consequence.
  - Name problem behavior
  - State program-wide expected behavior
  - Model expected behavior
  - Ask student to demonstrate behavior
  - Provide acknowledgement to student

# Continuum of Corrective Procedures

- 
- **Reteach** expectations—always return to tell, show, practice, and reinforce!
  - **Practice** routines until the students “get it” and reinforce them when they do
  - **Increase** precorrects/reminders
  - **Increase** acknowledgement and possibly incentives for appropriate behavior
  - **Change** incentives for appropriate behaviors



# Say What You Want to See, Not What You Saw

When redirecting let children know what you want to see

- Say, "Walk" instead of "Don't run"
- Say, "Feet on floor" instead of "Stop climbing"
- Say, "Quiet voice" instead of "No yelling" (and model what a quiet voice would sound like)

# Provide a Way to Say It-Meet Them Where They Are

- Many young children who do not comply or demonstrate a requested behavior do so because they do not **understand** what is being asked of them.
- Others struggle to get along with peers because they don't have the **expressive language skills** to make their wants and needs known through speaking.
- Symptoms are often behavioral-give the words to say.
- A child may require adult proximity or hand over hand support to change the behavior.
- Teach children how to ask for a break, for help, or for your attention in appropriate ways so they won't need to misbehave to get what they desire.
- Once the student changes the behavior, provide positive attention for this, **instead** of focusing on the inappropriate behavior.

# Continuum of Corrective Procedures

- Use time away or **think space**
- A Crisis Plan may be completed by each classroom team in order to be prepared for violent behavior.
- Use classroom “safe spot” if dangerous to self or others
- Students are taught classroom evacuation
- Call parents (don't just threaten to)
  - If you call parents regarding inappropriate behavior, call about appropriate behavior too!

# DATA: Behavior Incident Report

- Helps determine if the universals are solidly in place. If so-there should be few children with many BIRs (like the triangle). If written on many children-**revisit** universal strategies.
- Use to determine settings of concern, difficult times of the day, and/or behaviors of concern.
- Use in collection of data for individual children (identify those who need more targeted and individualized interventions).
- Helps clearly identify problem behaviors and identify triggers for behavior.

# Behavior Incident Report

- Chronic minor behaviors should be summarized
- Data-decision rules should be made
  - A decision must be made regarding which offenses are recorded and turned in to a central location for analysis.
  - Many teachers use the BIR as a data collection tool with a summary of minor chronic behaviors turned in to the central office and to parents.
  - Example-3 written on a child in a month results in a conference with parents and/or referral to the teachers assistance team

# Data Collection *for Parents*

- Parents are very involved in the education of preschool-aged children. Early childhood teachers typically share information about specific behavior incidents with parents in person or by writing a note. Teachers still need this ability regardless of what type of form is developed.
- It is important to use good judgment when sharing BIRs with parents.
- Teachers do not generally want to send home a BIR for minor, classroom-managed issues. Therefore, the decision-rule must be followed if/when a BIR should be sent home.

# Behavior Checklists

- Used for screening twice per year
- Red-flag children who need more support
- Standardized screening tools:
  - ESP (Early Screening Project; 3-tiered; Walker, Severson, & Feil)
  - DECA (Devereaux Early Childhood Assessment)

# **PRE-SET** (Horner, Benedict, & Todd, 2005)

- Adaptation of the School-wide Evaluation Tool (SET) used in K-12 educational settings to measure critical features of school-wide PBS.
- The Pre-SET assesses classroom and program-wide variables across 9 categories:
  - A. Expectations Defined
  - B. Behavioral Expectations Taught
  - C. Appropriate Behavior Acknowledged
  - D. Organized and Predictable Environment
  - E. Additional Supports
  - F. Family Involvement
  - G. Monitoring & Decision-Making
  - H. Management
  - I. Program & District-Wide Support



# Sustainability: the Team Approach and Training

- Within a SW-PBIS system:
  - It is important for EC representatives on the SW-PBIS team to explain the essential components as described earlier as **differences** between PW-PBIS and SW-PBIS (e.g., developmental appropriateness, use of rewards, etc.)
  - Join forces with **kindergarten teachers** for use of visuals and language with children.
  - EC programs are creating **Community Teams** to include all early childhood programs in the community.
- Purposeful System for Training Staff
  - New staff (universals)
  - Review and updates (all staff)
  - Specific topics (e.g., adult attention seekers, ADHD, sensory/behavior)
  - Targeted interventions

# More on Training

- Access to technical assistance-student and staff mentors/coaches: have teachers or team members observe and give feedback to each other
- Booster trainings should be scheduled based on your data (e.g., lack of strategy implementation, survey results)
- Apply logic of PW-PBS to adult learners
  - Tell-show-practice
  - Performance Feedback
  - Data Decisions

# Training for Staff: Consider Online Modules

- [www.csefel.uiuc.edu](http://www.csefel.uiuc.edu) (The Center on Social and Emotional Foundations for Early Learning)
- [www.challengingbehavior.org](http://www.challengingbehavior.org) (The Center for Evidence-Based Practice: Young Children with Challenging Behavior)

# Assisting Children to Make the Transition to Kindergarten

- Transition to kindergarten is a big step for all students and their parents.
- In particular, those with behavioral difficulties tend to struggle.
- Kindergarten teachers expect certain behavioral skills:
  - Capacity to develop relationships with others
  - Ability to communicate emotions
  - Ability to follow directions
  - Ability to be attentive

# Transition to Kindergarten

- Preschool teachers take parents and children on **school tours** in the spring. At this time they should gather SW-PBIS information in order to prepare students for the new environment-staff can begin to introduce new expectations to transitioning students prior to them leaving preschool.
- Transition Plans can be written for all children who have gone through RTI teams.
- With parental permission, support forms and transition plans are sent to the principal or guidance counselor of the receiving elementary school for dissemination.