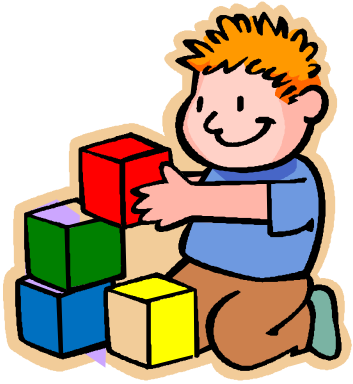


PBIS Goes to Preschool

Julie Betchkal

WI Pyramid Model Training Coordinator

Justyn Poulos

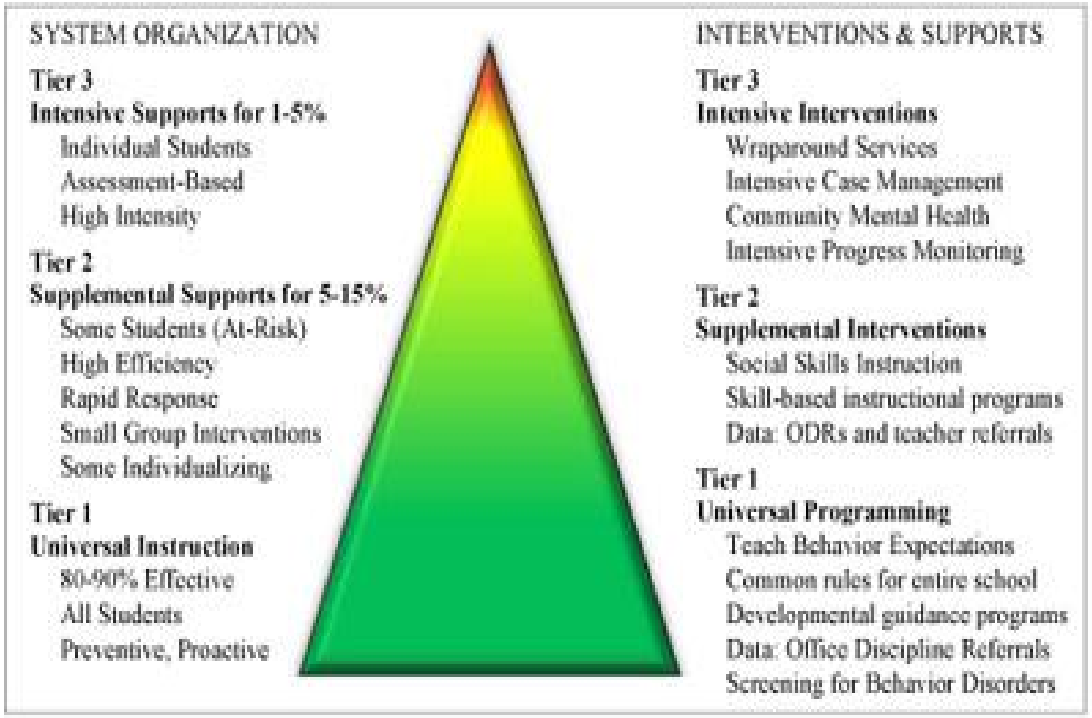
WI PBIS Network Coordinator

Who's Here?

- K-12 Teachers
- Preschool Teachers
- K-12 Administrators
- Parents
- Other?

Tiered Intervention

School-Wide Systems for Student Success:
A Response to Intervention (RtI) Model for
Positive Behavior Interventions and Supports (PBIS)



Shared evidence base that emphasizes prevention

- Administrative leadership as vital
- Teaming as a change agent
- Data based decision making
- Defined positive social expectations
- Explicit teaching
- Acknowledge positive behavior
- Continuum of intervention

Why worry about *pre* school behavior?

- **Preschool expulsion rates are 3 times higher than K-12 expulsion rates.**
- **Boys are 4.5 times more likely than girls to be expelled.**
- **African American children are twice as likely to be expelled than white or Latino children and 5 times more likely than Asian American children.**
- **Expulsion rates for 5 year olds are double rates for 4 year olds.**

[1] Gilliam, Walter, *Prekindergarteners Left Behind: Expulsion Rates in State Prekindergarten Systems*, Yale University Child Study Center, May 4, 2005, pg **1**.

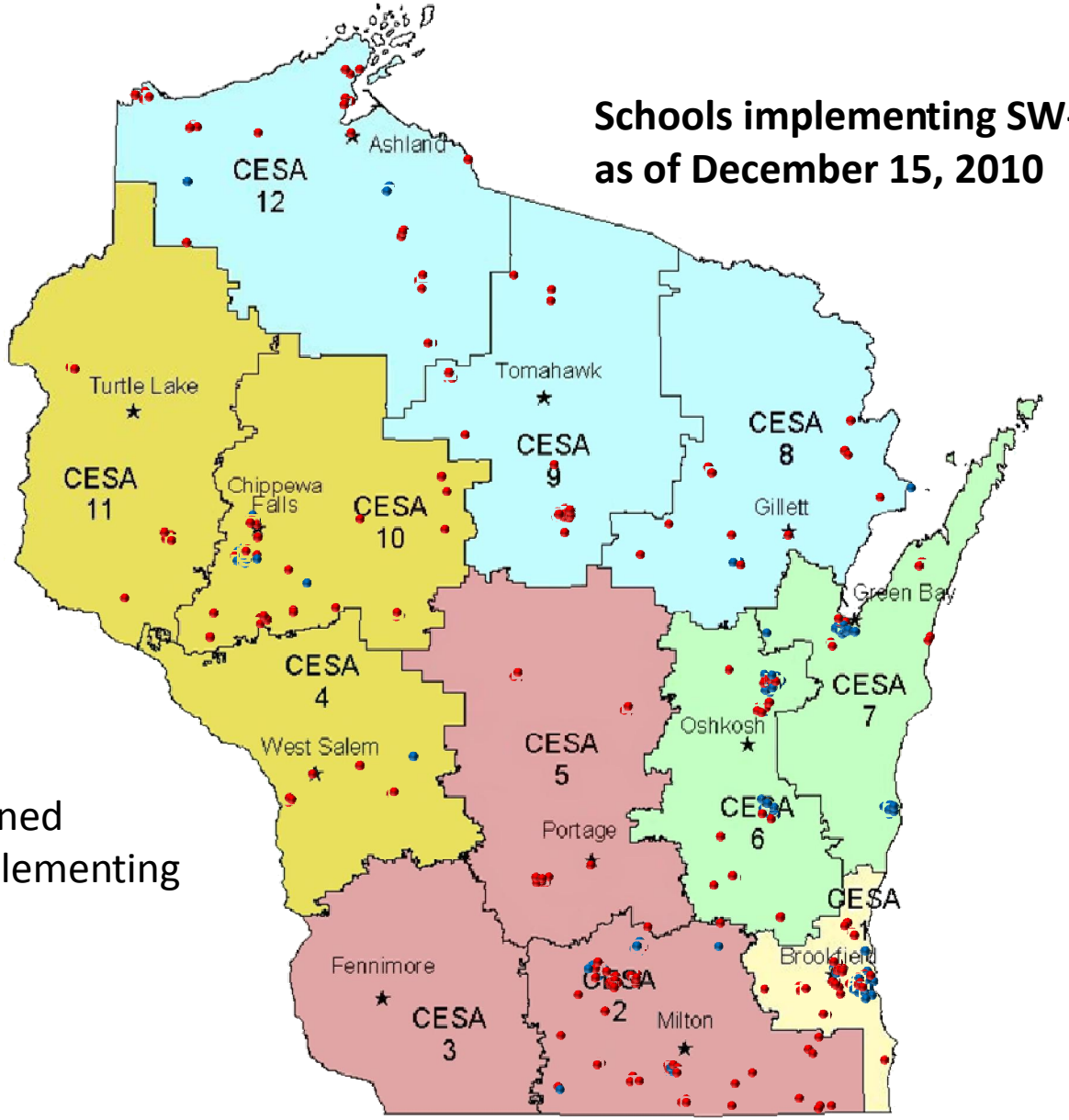
Preschool expulsion: Wisconsin Data

- In WI, over **two-thirds** of child care providers reported that they had expelled a child from their care at some point in their career
- **52%** asked a family to leave within the past two years
- Child and family **behavior** were among the leading causes of expulsion in both group and family child care settings
- **1 in 5** providers reported that they had little or no confidence in their ability to deal with challenging behaviors

Irvin-Vitela, L. (2010). Child Retention in Wisconsin Child Care Settings, Supporting Families Together Association.

https://supportingfamiliestogether.org/uploads/Expulsion_Survey.pdf

Schools implementing SW-PBIS as of December 15, 2010

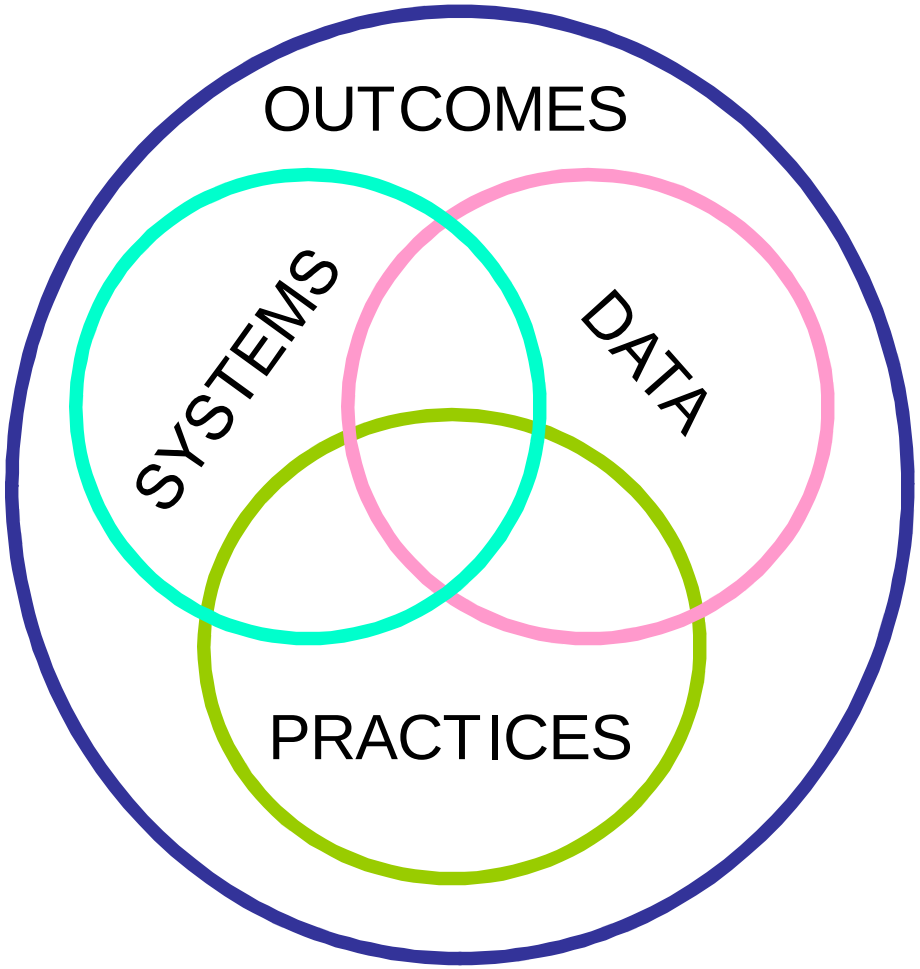


574 Schools Trained
401 Schools Implementing

WISCONSIN PBIS Network

4 PBS Elements

Supporting Social Competence & Academic Achievement



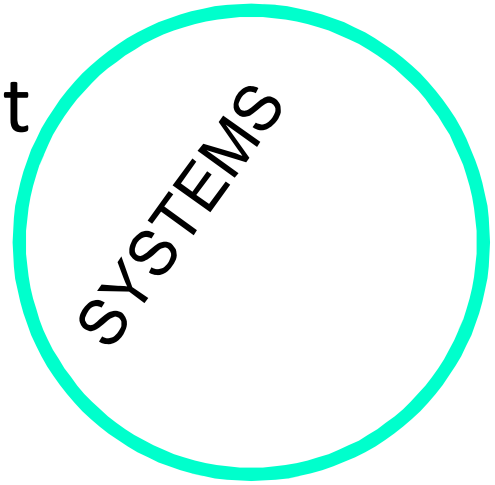
Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

Systems

Å Systems are level of supports that staff experience in the school



- Å Administrative support
- Å Staff buy in
- Å Common language
- Å Continuum of procedures
- Å Environmental changes
- Å Consistent procedures
- Å Coaching

Leadership Team

PBIS

- Includes administration, teacher representation
- Meets monthly
- Guides implementation based on data
- Action plans based on the Benchmarks of Quality
- Review policies, procedures, practices
- Team Implementation Checklist
- Leadership Team Self-Assessment and Planning tool

Pyramid Model

- Includes Behavior Support personnel
- Plans for parent support

Clear Expectations= Common Language

PBIS

Pyramid Model

Å Leopards **RHRS**

- Å **Respect:** Use good manners
- Å **Honesty:** Tell the truth
- Å **Responsibility:** Act responsibly
- Å **Safety:** Engage in safe behaviors

Expectations to rules….PBIS

	Settings							
	All	Hallways	Lunch Room	Playground	Bathroom	Bus	Crosswalk	Classroom
Respect	·Listen to all adults	·Use quiet voices	·Use inside voice ·Be polite and use good manners	·Play by the school rules	·Quietly wait your turn ·Give others privacy	·Listen to the driver ·Use indoor voices	·Listen to the crossing guards	Each Classroom creates their expectations
Responsibility	·Be prepared ·Do your work	·Hands and objects to self ·Wear a badge	·Clean up your area	·Pick up equipment ·Line up when the bell rings	·Use toilet, sink and paper towel correctly	·Keep hands and feet to self ·Face forward	·Stay in the crosswalks	Each Classroom creates their expectations
Honesty	·Tell the truth	·Be where you are suppose to be	·Eat your own food ·Only take the amount of food allowed	·Tell the truth	·Be where you are suppose to be	·Be where you are suppose to be	·Be where you are suppose to be	Each Classroom creates their expectations
Safety	·Keep hands to self	·Face forward ·Walk on the right side of hallway	·Walk carefully with your tray ·Wash hands before eating lunch	·Get help from an adult when needed ·Use equipment as intended	·Wash your hands after using the bathroom	·Stay in your seat	·Cross the street at the crosswalks ·Walk and/or walk your bike in the crosswalk	Each Classroom creates their expectations

Expectations to rules….Pyramid Model

Majors/ Minors

Å PBIS

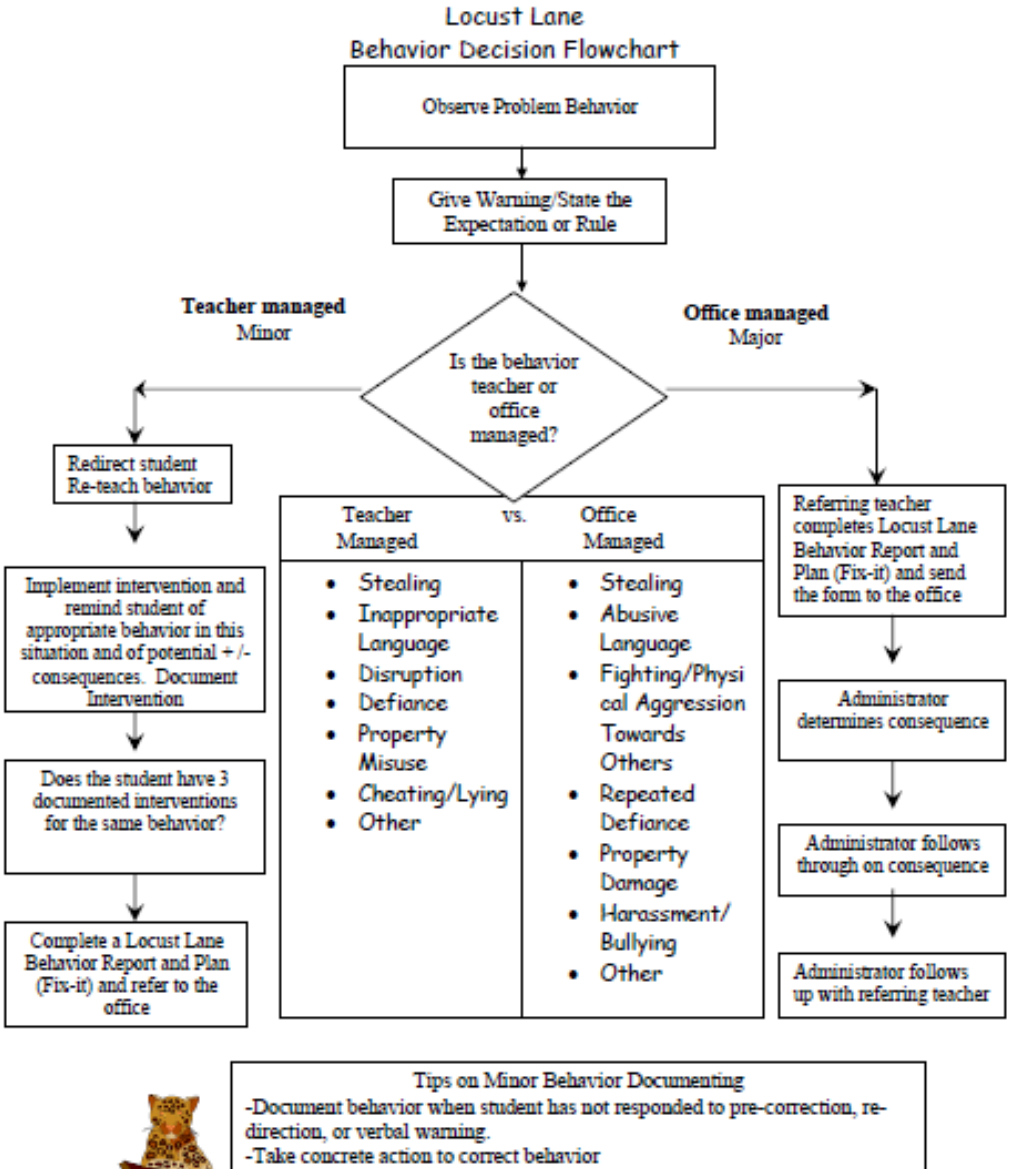
TEACHER MANAGED BEHAVIORS	OFFICE MANAGED BEHAVIORS
Minor	**Major**
• Stealing - Student is in possession of someone else's property. • Inappropriate Language - Student engages in low-intensity instance of inappropriate language. • Disruption - Student engages in low intensity, but inappropriate disruption. • Defiance - Student engages in brief or low-intensity failure to respond to adult requests. • Property Misuse - Student engages in low-intensity misuse of property. • Cheating/Lying - Student delivers message that is untrue and/or deliberately violates a rule. • Other - Student engages in any other minor problem behaviors that do not fall within the above categories.	• Stealing - Student is in possession of someone else's property. Repeated behavior or major offense. • Abusive Language - Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way • Fighting/Physical Aggression Towards Others - Student engages in actions involving serious physical contact where injury may occur(e.g. hitting, punching, hitting with an object, kicking, scratching…) • Repeated Defiance - Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions • Property Damage - Student participates in an activity that results in the destruction or disfigurement of property. • Harassment/Bullying - Student delivers disrespectful messages (verbal or gestures) to another person that includes threats and intimidation, obscene gestures, pictures or written notes. Disrespectful messages include negative comments based on race, religion, gender, age and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters. • Other - Student engages in any other problem behaviors that do not fall within the above categories.

Å Pyramid Model

Persistence and resistance

Child guidance procedures

Continuum of procedures- PBIS



Continuum of procedures - Pyramid Model

When a child with persistent challenging behavior is identified, these are the step to follow.

Step 1:
Consult with the Behavior Coach and continue with BIRs (week 1)

Step 2:
Collect a few weeks of BIRs and observation cards (week 2-3)

Step 3:
Continue to collect data and observation cards. Complete a FAI with parents and teachers

Step 4:
Team reviews and evaluates observations and develops a Behavior Support Plan

Step 5:
Teachers and parents begin to implement the Behavior Support Plan with coaching support

Step 6: Team members meet periodically to evaluate how the plan is working, refine as needed

Practices

Practices are the supports

Students experience

Å Explicit teaching

Å Reinforcing behavior

Å Consistent consequences

PBIS-
"Cool Tool"
example

Common Areas

Lunchroom

Teaching Examples

Be Safe: You are very hungry. You walk into the lunchroom and another class is ahead of you. Slow down and wait your turn.
Be Respectful: You are in the lunchroom when you notice a classmate sitting alone. Go over and sit by your classmate.
Be Responsible: You finish your lunch and you raise your hand. The lunchroom supervisor dismisses you. First you clean your area, put away your tray or lunchbox and throw garbage away. Then walk quietly to line up for recess.

Student Activity

1. Have 2 or 3 students demonstrate correct walking in the lunchroom and getting their lunch.
2. Have 2 or 3 students practice asking another student to sit with them at lunch.
3. Have 2 or 3 students demonstrate the correct procedure for clean up of hot and cold lunches when excused for recess.

After the Lesson

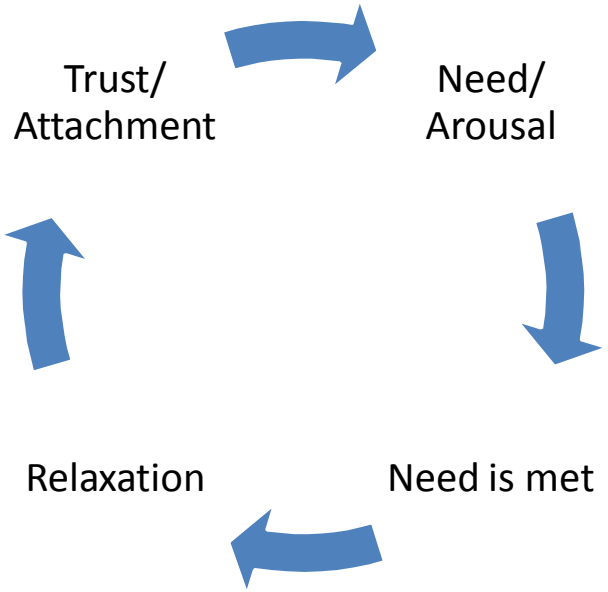
1. Before lunch, ask one student to ask someone to sit with him or her.
2. A staff member demonstrates what can happen if the floor is slippery.
3. The lunchroom supervisors will distribute SMILE tickets to students who follow the lunchroom procedures.

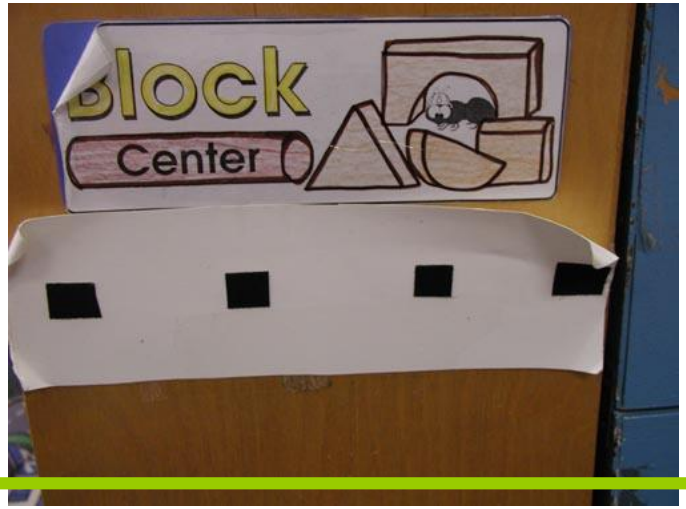
What to do	**Helpful Hints**	What to say
• Ask someone to sit with you • Know when to get help for an unsafe floor. • Empty and stack trays carefully when excused.		ñThanks for sitting with me.ò ñThat could be dangerous.ò ñLet me help you with that.ò ñPlease, may I be excused?ò

We share….

- Pre-corrections
- Reminders
- Redirections
- Reinforcements

Environment as a tool in Pyramid Model





Daily review of rules- Pyramid Model

What Do We Do In Circle?

Reinforcing behavior- PBIS

Golden Sneaker Award

Reinforcing behavior- Pyramid Model

Å Positive descriptive feedback

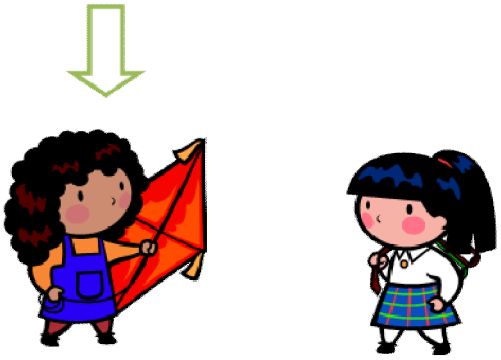
Å Social recognition

Some Starters for Giving Positive Feedback and Encouragement

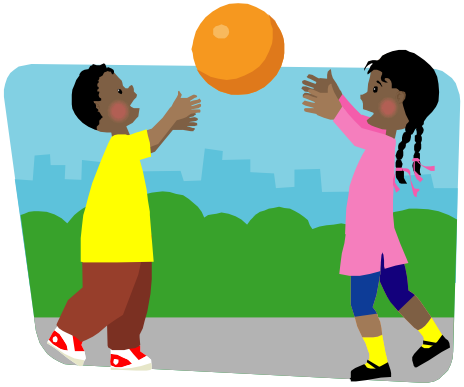
- "You do a dynamite job of…"
- "You have really learned how to…"
- "You must feel proud of yourself for…"
- "Excellent idea for…"
- "You've done a wonderful job at…"
- "See how _____has improved in…"
- "You have worked so hard…"
- "Look how well s/he did at…"
- "That's a resourceful way of…"
- "WOW!! What a fabulous job you've done of…"
- "That's a cool way to …"
- "I'm so appreciative that you…"
- "It really pleases me when you…"

Pyramid Model also emphasizes social "curriculum"

Take turns



Share



Give ideas

Say nice things

Be a helper

Happy

Sad

Proud

Nervous

Scared

Tired

Surprised

Loved

Mad

Frustrated

Lonely

Embarrassed

Å Problem solving

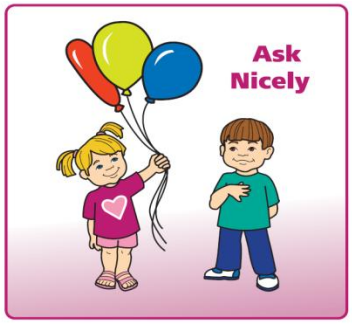
1. What is my problem?

2. Think, think, think of some solutions.

3. What would happen if…?
Would it be safe? Would it be fair?
How would everyone feel?

4. Give it a try!

Social Problem Solving



Consistent Response

What Does NOT Work Well:

Å Repeated suspension of students with behavior problems does little to change anti-social behaviors and often accelerates a negative cycle of school failure and delinquency

Å Primarily punitive disciplinary approaches that neither teach nor reinforce appropriate behavior are not very effective at changing student behavior

Mayer, (2008). Consortium to Prevent School Violence FACT SHEET #1: Overview of School Violence Prevention, Rutgers University.

Data

	PBIS	Pyramid Model
Fidelity of Implementation	Å Benchmarks of Quality (BoQ) Å Team Implementation Checklist (TIC) Å Self-Assessment Survey (SAS) Å School-Wide Evaluation Tool (SET)	Å Benchmarks of Quality Å Teaching Pyramid Observation Tool (TPOT) Å Teaching Pyramid for Infants and Toddlers Observation Scale (TPITOS)
Program Data	Å Attendance, suspension, expulsion Å Office Discipline Referrals	Å Attendance, suspension, expulsion, parent contact Å Behavior Incident Reports
Child Status	Å State academic testing Å Progress Monitoring Å Social emotional screeners	Å Ongoing assessment Å Social emotional screening

Benchmarks of Quality

PBIS	Pyramid Model
PBS Team	Establish Leadership Team
Faculty Commitment	Staff Buy-in
Effective Procedures for dealing with discipline	Family Involvement
Data Entry & Analysis Plan Established	Program Wide Expectations
Reward/ Recognition program established	Strategies for teaching and acknowledging the program wide expectation
Lesson Plans for teaching expectations/rules	All classrooms demonstrate implementation of the Pyramid Model
Implementation Plan	Procedures for responding to challenging behavior
Crisis Plan	Professional development and staff support plan
Evaluation	Monitoring implementation and outcomes

ODRs/ BIRS

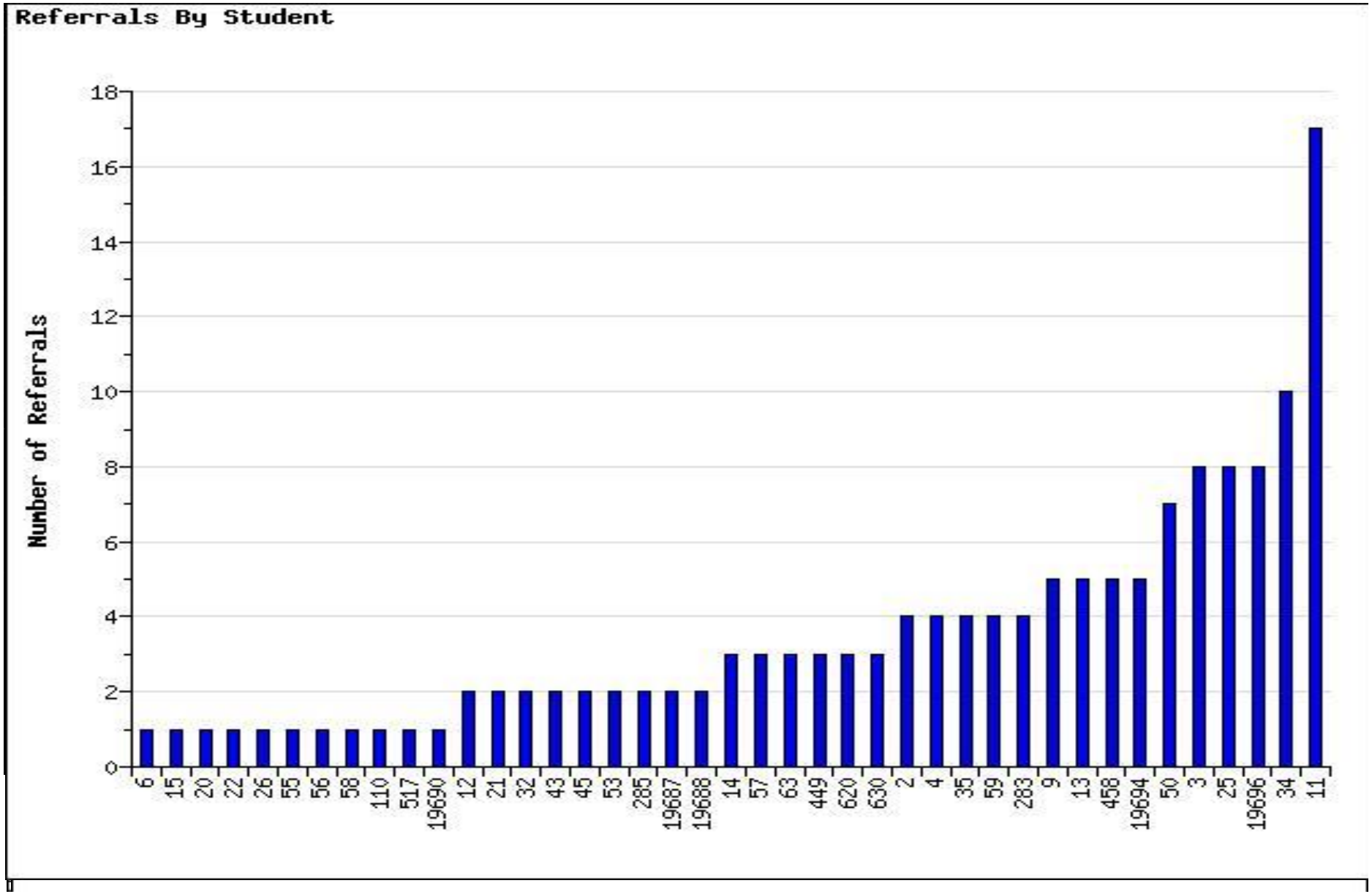
Office Discipline Referrals/Behavior Incidence Reports

- average behavior incidents per day per month
- location
- time of day
- problem behaviors
- number of students
- Staff, consequences, student, motivation-

Other aggregate

- Number of incidents by month
- location
- Activity
- behavior type
- Staff, consequences, child, and/or motivator.

SW-PBIS Data


Referrals By Student
Number of Referrals
0
2
4
6
8
10
12
14
16
18
6
15
20
22
26
55
56
58
110
517
19690
12
21
32
43
45
53
285
19687
19688
14
57
63
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3
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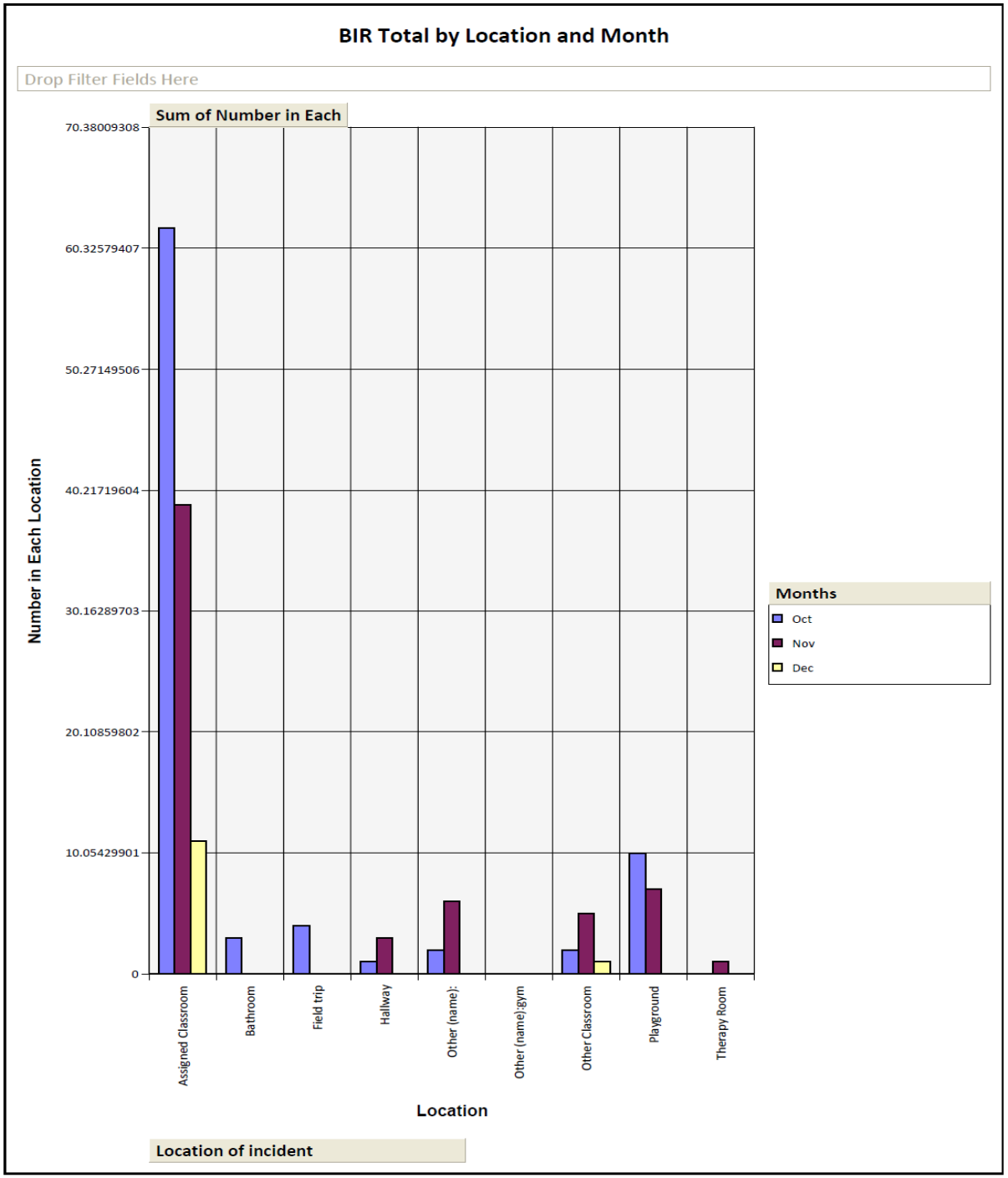
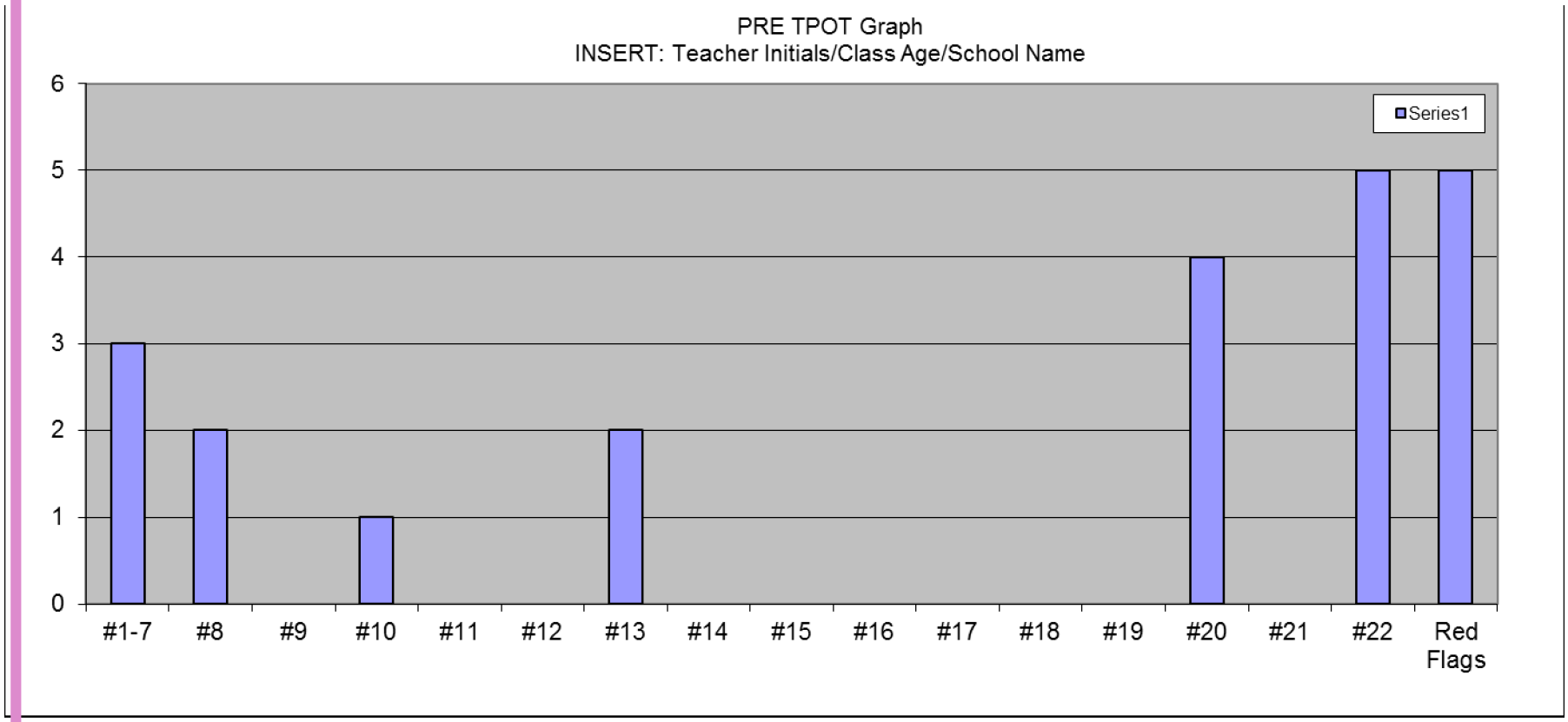


Can pull the Big 5 graphs in the BIR access database…

Teacher level data- Pyramid Model



- **Summary of TPOT Observations**

Strengths

- Schedule and routine are a balance of teacher and child directed activities
- Center time allows kids to have higher rates of engagement. Adults initiate transitions based on engagement of kids.
- Children who aren't yet skilled at group activities aren't forced/required to participate.

Emerging Skills

- Directions tell what to do but are often paired with a "no" or "not" first.
- The visual schedule is referenced with individual children who ask questions related to the schedule.

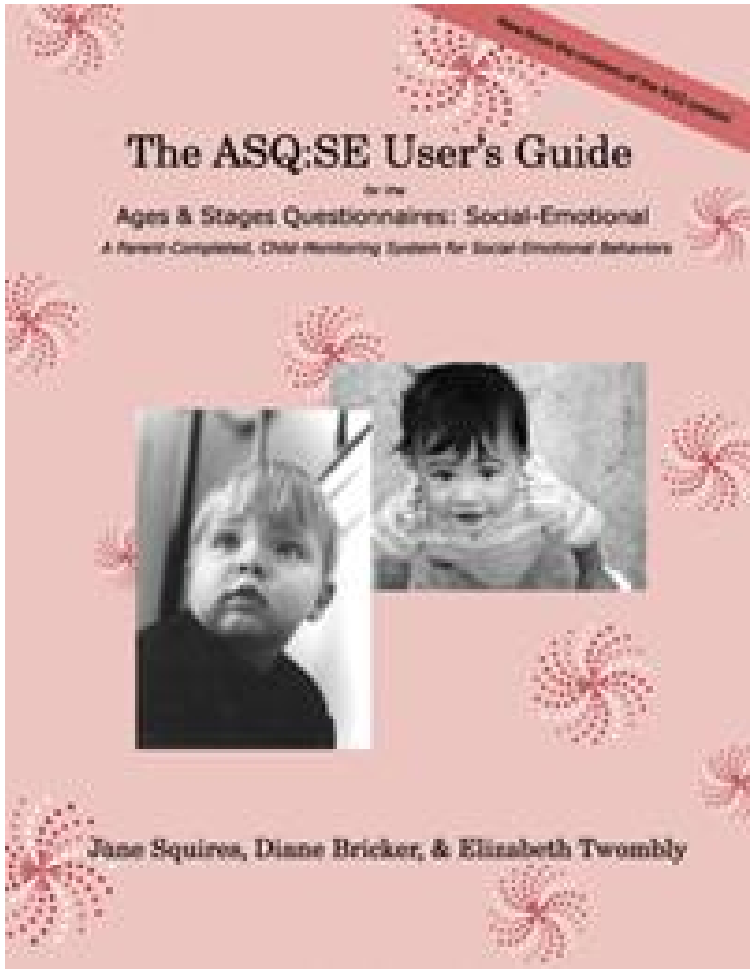
Professional Development Needs

- Structuring transitions to include: warnings, zone defense, descriptive feedback and routines that have a beginning, middle and end.
- Structure for circle time.

Proposed goals for Action Plans

- ***Transitions**
- ***Structure Circle Time**

Child Level Data- Pyramid Model



Number of children:

Above cut off

Near cut off

Below cut off

SEFEL Pyramid Model – Key Components	School Wide PBIS – Key Components
Tiered Model of Interventions	Tiered Model of Interventions
Focus on Birth-5	Focus on K-12
Administration Participation and Support	Administration Participation and Support
Explicitly Teaching Behavior	Explicitly Teaching Behavior
Focus on Prevention	Focus on Prevention
Program-wide Expectations	School-wide Expectations
Systematic Acknowledgement	Acknowledgement System
Adult Managed Behavior	Teacher/Office Managed Bx (T-Chart)
Data-Based Decision Making	Data-Based Decision Making

consin PBIS Network - Windows Internet Explorer provided by CESA #11
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PBIS Network
Positive Behavioral Interventions and Supports
PBIS in Action
Getting Started
Upcoming Events
Jan 5th, 2011
New Coaches Orientation - Pewaukee
Jan 6th, 2011
New Coaches Orientation - Gillett
Jan 6th, 2011
WI FACETS Telephone Workshop -
View All Events
Teach more. Discipline less.
Schools implementing PBIS have seen a decrease in office referrals, detentions and suspensions.

http://www.collaboratingpartners.com/social-emotional-competence-sefel-pyramid.php

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- 4K Community Approaches
- Serving Children with Disabilities
- Curriculum and Assessment
- Screening/Early Identification
- Professional Development
- Social Emotional Competence
  - About
  - SEFEL Pyramid Model
  - UW Certificate Program
  - Competency and Endorsement System
  - Resources
- Family Support/Parent Education
- Homelessness and Poverty
- Health and Medical Home
- Economic Development
- YoungStar WI, Child Care Rating System

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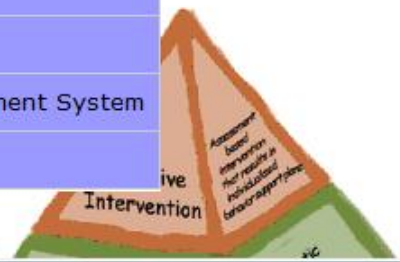
Social Emotional Competence: SEFEL Pyramid Model

About | Implementing Model | Trainers Login | Coaches Login | Find a Trainer/Coach

Our Vision: The State of Wisconsin will have comprehensive, cross disciplinary professionals working to ensure the social and ng children, and their families.



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