

Setting up Positive Behavior Interventions and Supports in Early Childhood Settings
 Montana Behavioral Initiative
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Main Training Objectives

- Understand the **rationale** for MBI
- Establish a leadership **team**
- Build working knowledge of Program-wide MBI/PBS **practices & systems**
- Develop an **action plan** for the upcoming year
 - Presentation for school
 - Develop core universal components
 - Discuss data collection for problem-solving



References and Resources

- National Center for Positive Behavior Interventions and Support (www.pbis.org)
- Center on the Social and Emotional Foundations for Early Learning (www.vanderbilt.edu/csefel)
- Technical Assistance Center on Social Emotional Intervention (www.challengingbehavior.org)
- TTYC – Teaching Tools for Young Children (full version w/ toddler) (<http://www.ecmhc.org/TTYC/index.html>)



Poll of Kindergarten Teachers

Expect certain behavioral skills:

- Capacity to develop relationships with others
- Ability to communicate emotions
- Ability to follow directions
- Ability to be attentive



How do we know when a preschool-aged child doesn't have these skills?

- Behaviors of frustration
- Displayed tantrums
- Issues with personal space
- Aggression toward others
- Miss out on instruction
- Does not complete expected tasks/work



What happens if we do not intervene?

- Children who have behavior problems at age 3 or 4 have approximately a 50% chance of continuing to have problems into early adolescence.
- About 6% of **all** boys appear to follow an 'early starter' developmental pathway for conduct problems characterized by violence and serious antisocial behavior in adolescence.

Educational Response

“If antisocial behavior is not changed by the end of **3rd grade**, it should be treated as a chronic condition much like diabetes. It cannot be cured, but can be managed with the appropriate supports and continuing intervention.”

(Walker, Colvin and Ramsey, 1995)

Rational for Program-wide MBI

- 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.

Children Who are At-Risk



- There is a **disconnect** between the student's learning history and what we say and expect at school.
- Students don't know their language is negative until they get to school and try it!

**What do we do?
Correct them for using the only language and social strategies they know! (Hart & Risley, 1995)

Observed in Many Classrooms...

- A focus on student behavior (the problem child)
 - Reprimands
 - Lectures
 - Ineffective use of time-out
- A goal to stop undesirable behavior through the use of punishment
 - Loss of privileges
 - Student isolation
 - = Cycle of escalating behavior



Results:

- Lack of a sense of community
 - Negative relationships with students
 - Reduced classroom control
 - Frustrated and burnt out staff
 - Unhappy students
 - Concerned parents
 - Limited learning
- IF* problem behavior ceases, it is unlikely that appropriate behavior replaces it

Risk Factors

- Look at from a new viewpoint:
Problem behavior = a learning error
- Our job is to **teach** and **acknowledge** the use of appropriate school behaviors and to give **feedback** as part of the learning process (just as we do for academics and other skills).



Educational Response

- Reviews of the literature indicate that 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.

MBI BELIEF STATEMENTS

- ◆ Students should be **taught** all the skills necessary for success: academic, social, behavioral and emotional.
- ◆ Schools are places where students can **learn and practice** positive interpersonal, cross-cultural and citizenship skills.
- ◆ A caring school climate and **positive relationships** between students and staff are critical to student success and provide an environment where academics flourish.
- ◆ Schools are places where youth have access to many significant adults to help them feel collectively and individually valued.
- ◆ Schools and communities must work together to meet the diverse needs of students and honor the traditions and contributions of both family and community members.
- ◆ All students are entitled to be treated with dignity and respect.
- ◆ Successful schools gather and use a variety of information to improve teaching and learning.
- ◆ Effective use of a **team approach** involving all school staff working together provides a consistency which enhances student success.
- ◆ Positive, proactive and preventative efforts of schools and communities can create a school climate free of stereotyping, harassment and violence-filled with a concern for justice and fairness.

Early Childhood Positive Behavior Support...The Pyramid Model... Program-wide MBI

- A proactive **systems** approach to put strategies in place for ALL children while building in support for those at-risk and/or those who receive mental health or special education services for behavior problems.
- School-wide Positive Behavior Support is a response to the reauthorization of IDEA 1997.

Program-Wide MBI: Overview

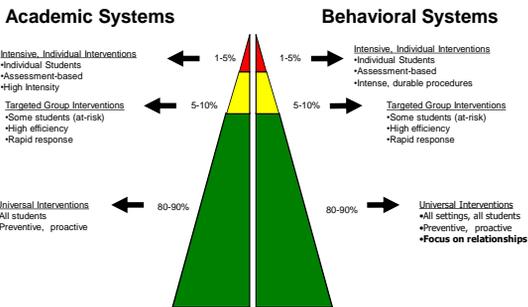
- Three-tiered system of support to train school personnel **and** provide behavioral services that are consistent, proactive, and preventative.
- Focus on establishing school environments that support long-term success of effective practices.

Program-Wide MBI: Overview

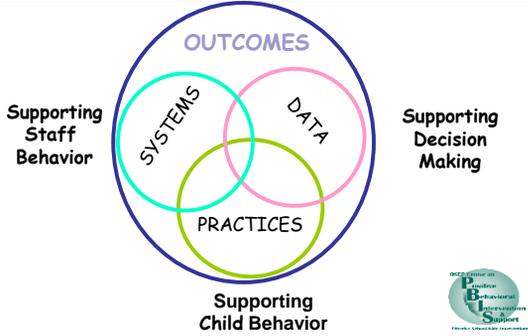
- Not new...based on a long history of behavioral practices and research validated effective instructional design and strategies.
- Program-wide MBI focuses on the use of a continuum of behavioral supports. We can resolve **80%** of school difficulties with universal, program-wide strategies!



DESIGNING PROGRAM-WIDE SYSTEMS FOR STUDENT SUCCESS



BEST PRACTICE: Supporting Social Competence AND Academic Achievement



PRACTICES



PBIS Model Dr. Tim Lewis University of Missouri

SYSTEMS



DATA



How We Make Decisions



DISCIPLINE IS....

The actions caregivers take to increase student success

PREVENTION

Rules, Routines and Arrangements

REACTION

Positive and Negative Consequences

(Charles, 1980)



What Does MBI Look Like?

- **>80%** of students can show you what is expected of them because they have been taught and actively supervised, they have practiced & they have been acknowledged.
- **Positive** adult-to-student interactions exceed negative ones.
- **Data-based** action planning and implementation are operating.
- **Administrators** are active participants.
- It is a **team-based** process.



Getting Started

- ◆ As a participating team, your **first year** will focus on:
 - **Securing** staff and administrative support
 - **Implementing** universal approaches and proactive strategies for effective program-wide discipline.
 - **Team** training & planning
 - **Data** collection and analysis
 - **Individualized** school plan



ROLE OF MBI GREEN UNIVERSAL TEAM (3-5 YEARS)

- Meet as a **Building Team** with set agenda
- Complete **MBI Blueprint** as Team & portions w/ building staff
- Develop 2 to 4 **Program-wide Expectations**
- Create visuals to **advertise** Program-wide Expectations
- Develop Program-wide **Teaching Matrix**
- Create & distribute "**lesson plans**" to staff
- Set up & maintain **Data** Management System
- **Share** data with building staff
- Address staff **acknowledgement** of student behavior
- Inform school audiences of MBI activities (parents, community members, Administration, Board of Education)
- Develop **continuum** for managing inappropriate behavior
- Identify Yellow & Red students for additional behavioral support
- Be "**cheerleaders**" for MBI process in program



- The **Blueprint** guides schools in the implementation and evaluation of MBI. It is a **map** that describes the **Key Indicators** and procedures for accomplishing the goals of MBI.
- The MBI Blueprint is designed to be a **working document** to help teams understand the MBI process and monitor their progress on various components.



- The **Blueprint** may also be used as a **survey tool** to identify the degree that MBI components are in place, and the degree to which your school should begin or maintain focus on each feature.
- Whole school: Universal section
Team: Entire Blueprint

Work time: Begin the Blueprint

- As a team, complete page 3 of the Blueprint
- **Goal:** to increase the awareness and understanding of effective school practices



PW-MBI Team Process



MBI Leadership Team:

- ✓ Regularly scheduled meetings (at **least** monthly)
- ✓ Structured agenda
- ✓ Team role assignment (facilitator, secretary, communication chair, cheerleader, data manager)
- ✓ Action planning and evaluation

MBI Team Membership

Structure to include representative faculty:

- Representation of types of instructors
- Administrator
- Non-certified staff
- Parent/s
- Community representative
- Faculty with behavioral expertise
- Professional development representative

EC-MBI Team Process



Facilitator's Role:

- Attend facilitator training
- Follow schedule of meeting dates for the year
- Coordinate agenda & facilitate team meetings
- Complete required reports for MBI
- Coordinate MBI and SSARB Survey for staff
- Contact person for MBI team - communicate with MBI Consultant, arrange for Pre-SET
- Coordinate timeline of actions to be completed

EC-MBI Team Process



Administrator's Role:

- Identify and actively promote MBI as a top priority
- Attends MBI training
- Keep informed of MBI Team planning
- Put time on staff meeting agendas for MBI updates
- Integrate MBI with other initiatives/improvement activities
- Insure training for all staff
- Provide funding for training snacks/food, door prizes, materials, etc.
- Provide constructive feedback on use of principles

EC-MBI Team Process

Secretary's Role:



- Take good notes and share them
- Provide a written record of events and decisions for future use
 - for members who missed the meeting
 - and items to carry forward to the next meeting

EC-MBI Team Process

Data Manager's Role:



- Summarize data from previous months
- Present update on standard data (e.g. referrals by behavior, location, time)
- Summarize data necessary for any pending decisions (e.g. effectiveness of new playground routine)

EC-MBI Team Process

Communication Coordinator's Role:

- Staff meetings (share data, updates)
- Bulletin board announcements
- Staff newsletters
- Parent newsletters
- Community agency updates



Communication

From MBI Team to Staff

- Communication “tree”
- Daily bulletins
- “Toilet Talk”
- Monthly staff meetings
- Maintain a MBI bulletin board in the staff lounge
 - Important notices
 - General information
 - Graphic data displays

From Staff to MBI Team

Suggestion box

EC-MBI Team Process

Cheerleader’s Role:



- “Keep the torch lit” for MBI
- Show the team’s appreciation
- Publicly acknowledge work of team and staff who implement MBI
 - Weekly encouraging e-mail messages
 - Chocolates and other treats
 - Friendly thank you notes
 - Special parking spot
 - BUZZ About

Adult Incentive Form

The Buzz about _____

...Active Learning -	• Choice of materials	• Variety of materials available
	• Language from children	• Adult support during activities
	• Opportunities to move/handle/explore with materials	
...Pre-Correction	...Consistent Daily Routine	
...Planned Ignoring	...Supportive Interactions	
...Modeling/Coaching	...Creative/Effective/Smooth Transitions	
...Re-teaching rules/expectations	...High Expectations for Achievement	
...Role-playing	...Direct Instruction of a Skill	
...Reinforcers/Incentives	...T.P. ##### (Teach & Practice)	
...Social Skills Lesson Instruction	...Other:	

Congratulations on utilizing Principles of PBS and High/Scope!

Date: _____ Observer: _____

EC-MBI Team Process



Training and Technical Assistance:

- On-going training for MBI Team members
- Professional development of entire staff (to include bus drivers, secretaries, cooks...)
- FBA (Yellow/Red) Team with support for staff members regarding individual children or classroom management
- Functional Behavior Assessment training

Establish and Confirm Staff Commitment for MBI

- Faculty support for MBI should be **80% or higher**-how will you know?
- Staff needs to make a **3-5 year commitment** of effort



WORK TIME: Define the Team

- Discuss/Complete the **“Planning Team Worksheet”**
- Summarize your discussion by completing the **“Establishing & Confirming Commitment Planning Sheet.”**
- As a team complete page 4 and top of page 5 of the **Blueprint**
GOAL: To increase and improve the use of team processes in educational decision-making and in addressing issues concerning our youth



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 (See Practical Strategies).



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 hitting them with 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.

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)

Prevention: Supportive Environments

- Every time **any** adult interacts with **any** student, it is an instructional moment!
- Children are less likely to engage in problem behavior when they know **what** is expected and **how** to do it.
- **UNIVERSAL STRATEGIES-Program-wide Procedures for:**
 1. Teaching, demonstrating, and practicing expected behaviors
 2. Encouraging expected behaviors with verbal feedback
 3. Discouraging clearly defined problem behaviors with a continuum of corrective procedures
 4. Data collection for record-keeping and decision making

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****

- Should be **general** and **simple** to understand
- Should reflect the **type of climate** you want in your school and what you expect from students and staff
- These will be the **core organizing principals** for your MBI program-wide system



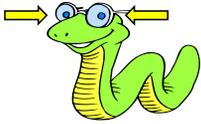




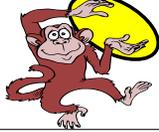


Toddler Classroom Behavior Rules

Looking Eyes



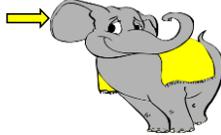
Gentle Hands



Walking Feet



Listening Ears



WORK TIME

- Complete “Getting Started with Your School Rules”
- Review “Gaining Consensus on the SW Rules Worksheet”
 - Jot down ideas for later team planning.



PRACTICES: The Teaching Matrix

- ◆ **Defines** what your 2 to 4 expectations look like in the common areas of your school
- Gives rule **examples** to teach
- Keeps expectations **positive**
- Becomes “**The Behavior Curriculum**” in your program

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



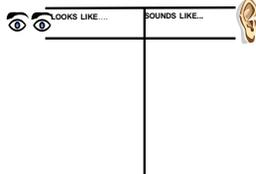
WORK TIME: Tentative Matrix

Using the “Blank Matrix” worksheet, begin/refine your teaching matrix based on your 2 to 4 behavioral expectations.

1. Determine the **nonclassroom settings** of your program.
2. Transform your broad program-wide expectations into specific, positively stated, and observable behaviors:
 - a. List problem behaviors.
 - b. Identify “replacement behaviors” (i.e., **what you want them to do instead**).
 - a. Create a “generic” set of positively stated, teachable behaviors.

Taking the Matrix to Staff and Children

- Pass out matrix to staff members... Get feedback.... Review in staff meeting
- Create T-Charts (with children)





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!

Why Develop a System for Teaching Behavior?

- Social Skills are prerequisites for academics.
- **Repetition** is key to learning new skills.
- Procedures and routines create structure, which leads to more instructional time.
- Teaching social skills is the “**unwritten curriculum**” that, if not addressed, will greatly impede the implementation of the written academic curriculum.
- Teaching social skills is a proactive approach. You would spend the same amount of time (or more) correcting behavior.

Behavioral Errors

- More often occur because:
 - Students do not **have** appropriate skills
 - Students do not **know when** to use skills
 - Students have not been **taught** specific classroom procedures and routines
 - Skills are not taught **in context**
 - Or simply, they have learned that **inappropriate behavior** works **quicker and better!**

Underlying Understanding of Social Skills

- Social Skills are **LEARNED**
- Social Skills are as **IMPORTANT** as Academic Skills
- Social Skills training is for **ALL STUDENTS**
- Social Skills instruction is an **ONGOING** process
- Social Skills can **BE TAUGHT** but don't easily **GENERALIZE...**



Social Skills Instruction-Those Who Can't...

- Skill deficit:** Some children do not have school appropriate behaviors.
- Various reasons: never taught, attention deficit, language deficit, over stimulated.
 - Direct teaching approach: Identify the error, teach and practice, give feedback and generalize the skill to less restrictive environments.

...and Those Who Won't

- Performance deficit:** It could be a lack of opportunity to practice or motivational in nature (the child knows the skill, but gets the want/need met better with problem behavior).
- Teach skills to these children, too and then prompt, cue, and reinforce until self-control.
 - Incentive based approach while reviewing skills.

Sample 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.

Social Skills Lesson Plan Playground	
Skill: Be Safe – Go down the slide on your bottom	
Steps: 1. Ask students to list playground equipment. Show a picture of a slide. (Most playgrounds have a slide somewhere.) 2. Ask students how to be safe on a slide. Ask students how some people are unsafe on a slide. List their ideas with pictures, words, or photos. 3. Show a small slide, dollhouse slide, a “cheese wedge,” or ramp. Use a stuffed animal or toy to show how to be safe. Ask a student to use the doll to show how to go down the slide in a SAFE way. Use doll to show how accidents can happen on a slide. 4. Take pictures or draw pictures of children or props using the slide properly.	
Modeling/Role Play: 1. Practice in the classroom by pretending to climb up a ladder, sit down, get ready, slide! 2. Ask students how to be safe on a slide. Ask students how some people are unsafe on a slide. List their ideas with pictures, words, or photos. 3. Use props to show how going up the slide while someone else is going down can cause students to “crash.”	Possible Materials: 1. Cheese wedge, mini slide 2. Stuffed animal, doll, or dollhouse people 3. Magazine pictures of people/animals sitting and standing 4. Paper plates sit-upons
Homework: *Today we will be watching to see who can go down the slide on their bottoms.* Allow students to take their paper plate “sit-upons” out to the playground to remind them to sit as they slide. Send a note home to parents telling them to ask their child how to use a slide at school.	
Other information: * Take pictures of sitting properly on the slide to put into a “Paws Laws” procedure book. * Make “sit-upons” (paper plates would be small enough, yet fit on bottoms) to slide on.	

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



Systems for Teaching Social Skills

- Divide responsibility for writing and distributing the weekly social skills lessons
- Organize a "training camp"—intensive, first 6 weeks
- Teach a new lesson every week, all year
- Announce daily the "Skill of the Week"
- Distribute lessons to teachers on Thursday to plan for the next week
- Keep lessons in a binder in the teacher workroom or provide for each classroom
- Recycle skill throughout the year

WORK TIME: Social Skills Instruction

- Begin a discussion that you will continue at a later date about the regular use of such lessons.
- Consider how, who, what, when, and where.
- How does this interact with programming you already have in place?

Booster Trainings

- There will be times when we all need a refresher “course”
 - After breaks, new children
 - How will you introduce/teach new children and staff?
 - What will the booster training look like?



Establish Setting Routines

- Establish procedures that allow students to demonstrate appropriate skills & minimize problem behavior
 - Student routines
 - Adult routines, to include monitoring

“The number one problem in the classroom is not discipline; it is the lack of procedures and routines. A vast majority of the behavior problems in the classroom are caused by the failure of students to follow procedures and routines.”
 -Harry Wong

Give Precorrects



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

Visual Infant/Toddler Object Schedule

Change Diaper

Wash

Breakfast

Music



Use photos of the real objects or the actual objects.

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



2. Encourage Expected Behavior-Why?



- New skill acquisition
- Student learning history (“They should know what to do by now!”)
- 4:1 ratio of positives to correctives
(Walker, Colvin, & Ramsey, 1995)
- Inappropriate behavior simply works better!

Encourage Expected Behaviors

- **Increasing Positive Interactions:** All children seek our approval. Adult attention is a powerful reinforcer.
- Early Childhood literature discusses a goal of internal motivation and control for children. This is our goal, too!
- Focus on teaching students to get attention through responsible behavior rather than misbehavior.
 - **Identify/point out** when expectations are met and specific behavior is displayed (specific and descriptive verbal feedback at a minimum).

4:1 Ratio of Interactions

- Change the ratio of adult to student interactions from primarily negative to primarily positive.
- Each time you have a negative interaction with a student, tell yourself that you owe the student 4 positive interactions.
- Scan the classroom, "searching" for appropriate behavior and opportunities to interact.
- Engage in frequent noncontingent positive interactions. Greet by name, converse at eye level, play with the child, listen and reflect, show your emotions.

Guidelines...



- Recognize frequently in the beginning
- Acknowledge contingent on desired behavior
- Refrain from threatening the loss of incentives as a strategy for motivating desired behaviors
- Refrain from taking earned items or activities away from a student
- Verify that all staff understand they are expected to deliver acknowledging feedback and how to properly do so

PBS Language (everyone should use)



"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 (seasonal, beehive)





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?

Encourage Expected Behaviors: 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.

Individual Incentives

- 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

- Always use VERBAL acknowledgement:
"Wow! That was really kind! Thanks for sharing your cars with Josie."
- Do the least that works:
 - Verbal
 - 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
- Defined 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

Active Supervision

- Increased number of supervisor interactions with students results in decrease in problem behaviors. An increased number of supervisors, who are not using active supervision will **not** result in a decrease in problem behavior
- Movement strategies:
 - Circulate continually and unpredictably
 - Determine areas of circulation among supervisors
- Scanning techniques:
 - Frequently and intentionally visually sweep the area to look for:
 - Students who may have questions or need assistance
 - Students engaging in responsible behavior
 - Students engaging in inappropriate behavior
 - Other supervisors



Active Supervision: Stop Sign Tips



- Use as a visual cue
- Indicates an area is closed or to stop at a certain point
- Can be used on
 - exit doors
 - the front of the computer when not in use
 - cabinets
 - in centers that are closed
 - on equipment, etc.



Develop A Schedule... Down Time Causes Problems



- Scheduled time is one of the basic proactive variables that is under teacher control.
- Transitions should be short and activities are part of lesson plans.

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.”





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.
- Preplan transition implementation. Transitions should be short activities which are part of lesson plans and should be structured so there is little wait time.



Transition Warnings

- Signal and tell students they will have a brief amount of time (3-5 minutes) to finish what they are working on before the next activity, or to clean up. Set a timer for that amount of time.
- Follow transition routines consistently.
- Give individualized warnings as needed.
- Provide regular and frequent acknowledgement for successful transitions.

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
- Other ideas?

After the Transition:

- Provide positive attention or feedback to children following smooth transitions

- 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

Questions for Success

- What is your job?
- Can you do it?
- Do you need help practicing?
- Can you show me?



****KEY: All strategies must instruct on behavior**
 “Your job is to walk in the hallway. You can show me or I can help you practice.”

(**NOT a punishment)

Continuum of Corrective Procedures Continued...

- **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

Provide a Way to Say It

- 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 language skills to make their wants and needs known through speaking.
- Symptoms are often behavioral.

“Meet Them Where They Are”

- When a misbehavior occurs, calmly state the expected behavior.
- 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**
- Use classroom “safe spot” if dangerous to self or others
- Call parents (don’t just threaten to)
 - If you call parents regarding inappropriate behavior, call about appropriate behavior too!



WORK TIME: Discouraging Problem Behavior

- What will the language of discouraging problem behavior be?
 - Feedback should be:
 - Accurate, specific, and descriptive
 - Contingent
 - Age-appropriate
 - Given in a manner that fits your style
- What will your continuum of consequences look like?
- As a team complete pages 7-8 of the **Blueprint**
Goal: To support the implementation of best practices procedures in Montana’s schools and foster beliefs which hold that all children are valued and that positive and proactive approaches to problems produce the most satisfying results.

4. Reasons to Collect Data

- **Essential** for good decision-making
- Professional **accountability**
- Decisions made with accurate data are more likely to be:
 - a) **implemented**
 - b) **effective**
- Staff **buy-in**



A Guide to Data Collection

1. Determine what questions you want to answer
2. Determine what data will help answer those questions 
3. Determine the **easiest** way to get data
4. Put a system in place to collect and synthesize the data
5. Analyze the data to answer questions

Examples

Questions	Data to Collect
Are all procedures in place?	Staff surveys and observations
What are current "hot spots"?	Location and time of most behaviors (behavior flag), Staff perception/anecdotal
How do we decide who needs more support? How do we know what support they need?	Individual data tools (BIRs and FBA) Screening tools

MBI Data Sources

■ Team/Staff

- Blueprint
- Quarterly Implementation Checklist (4x yr)
- Social Validity Surveys
- Pre-SET

■ Individual Child

- Anecdotal Records/Observations
- Behavior Incident Report
- Behavior Checklists/Screenings
- Referrals for Support



Conduct Staff Surveys

Staff surveys are an efficient way to:

- Create involvement without holding more meetings
- Obtain staff feedback
- Generate new ideas
- Build a sense of staff ownership



Behavior Incident Report-Purposes:

Number of Behaviors	
Behavior	Number
Aggression	12
Defiance	8
Disruption	15
Non-compliance	10
Off-task	20
Physical aggression	5
Self-harm	3
Verbal aggression	7
Withdrawal	4
Total	74

- 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
- Important to use good judgment when sharing with parents
- Data-decision rules should be made (Example-3 written on a child in a month results in a conference with parents and/or referral to the teachers assistance team)

Behavior Checklists

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

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 is conducted by an MBI Consultant
- 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

Using Pre-SET Results

The Pre-SET results are used to:

1. Assess features that are in place in early childhood settings
2. Determine annual goals for program-wide behavior support (Action Plan)
3. Evaluate ongoing efforts toward program-wide behavior support
4. Design and revise procedures as needed, and
5. Compare efforts toward program-wide behavior support from year to year.

Program Climate Surveys

- Sites receiving MBI Initial Team Training are required to conduct the SAFE SCHOOLS ASSESSMENT AND RESOURCE BANK
- Six Main Areas of SSARB
 - Community Involvement
 - Discipline
 - Perceptions of Safety
 - School Services
 - Staff Preparedness
 - Violence and Victimization



WORK TIME: Evaluate your Data Collection System



- Do you have data to evaluate progress on short-term and long-term goals related to behavior?
- What tools is your team interested in creating?
- Examine the “Timelines for Completing Assessment Tools” sheet
- As a team complete the bottom of page 5 and page 6 of the MBI Blueprint.
 - GOAL:** To increase the awareness regarding the value and use of data-based decision-making in education.

WHAT HAPPENS NEXT?

- **Take Things One Step at a Time!!!**
- Decide who will attend Facilitator training
- Use the MBI Blueprint
 - Consider completing the Universal section with **ALL** staff
 - MBI Leadership Team complete pages 9-15



FINALIZE AND GAIN STAFF CONSENSUS:

- Post your 2 to 4 behavior expectations
- Complete the Matrix of nonclassroom settings
- Decide on common PBS language
- Train all staff on MBI Principles and Procedures



Develop Procedures

- Develop a calendar for teaching behavior examples and other social skills lessons
- Develop or review and update your Behavior Incident Report



Use Data To Get Faculty Buy-In

- Share data with staff on a regular basis
- Visuals are a powerful tool:
 - To let staff know the extra work they are doing is paying off
 - To show specific areas that may need a more intense focus



Parent Involvement



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

Where to get more information:

- **Positive Behavior Support Systems: Applying Key Features in Preschool Settings**

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http://journals.sped.org/ec/archive_articles/VOL_37NO.6JulyAugust2005_TEC_Stormont37-6.pdf



If you have questions or concerns...



- Contact an MBI Consultant
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