

Ready for School Success-NH: Lessons Learned from Successful Implementation of Multi-tiered Systems of Support for Behavior for Dually At-Risk Preschoolers in Head Start Programs

*Howard Muscott, Ed.D, Director
NH Center for Effective Behavioral Interventions and
Supports at SERESC
603-206-6891; hmuscott@seresc.net
www.nhcebis.seresc.net*

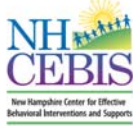
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Outcomes

1. To learn the expected outcomes for RSS-NH
2. To learn the Tier II and Tier III features
 1. Systematic screening process for assessing social-emotional behavior
 2. TCCE & Social-emotional group interventions
 3. Parent education training program
3. To learn about the effectiveness of the program on social-emotional development
4. To share lessons learned and implications

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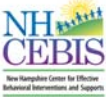


Program-wide Positive Behavioral Interventions and Supports Muscott, Mann & Pomerleau (2008)

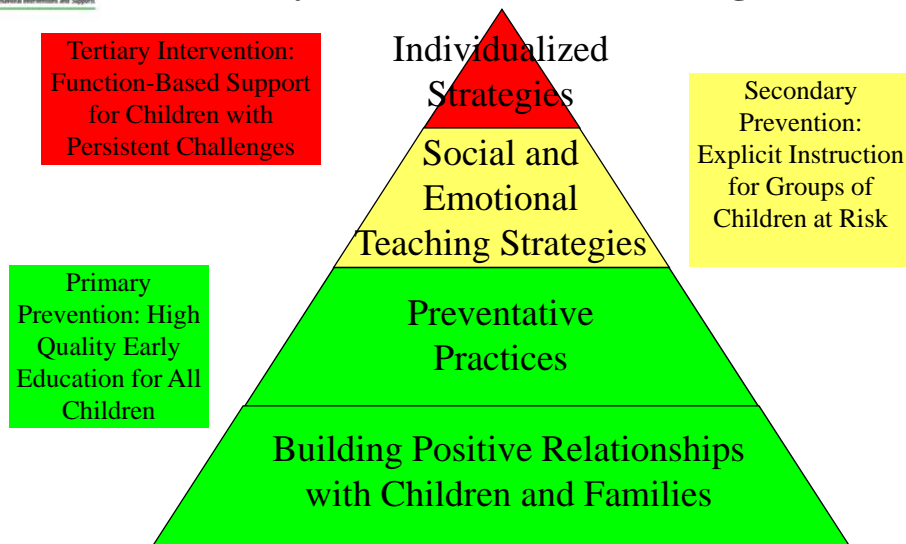
PWPBIS is a systematic framework for improving valued social, emotional, behavioral and learning outcomes for young children in early childhood education programs.

PWPBIS uses a broad set of evidence-based systemic and individualized strategies to effectively prevent and respond to challenging problem behavior and collaborate with families.

PWPBIS is a strategic approach in which collaborative teams use effective group processes and data-based decision-making to achieve desired outcomes.




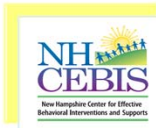


Program-wide Positive Behavior Supports in Early Childhood Education Programs



Muscott, Mann & Pomerleau (2008)

Adapted from the Center on the Social and Educational Foundations for Early Learning

 NH Center for Positive Behavioral Interventions and Supports						
Type of School	Cohort 1 02-03	Cohort 2 03-04	Cohort 3 04-05	Cohort 4 05-06	Cohort 5 07-08	Totals
ECE	4	15	21	0	7	47
Elementary	13	10	10	11	3	47
Middle	6	4	1	2	4	17
High	4	1	0	1	3	9
Multi-Level	4	6	3	2	1	16
Alternative	0	3	1	4	1	9
Totals	31	39	36	20	19	147
Dropouts	2	0	1	0	1	3
Active Totals	29	39	35	20	18	144

A Partnership Between:

- New Hampshire Center for Effective Behavioral Interventions and Supports – Program-Wide Positive Behavioral Interventions and Supports (PW-PBIS)
- NH Head Start Programs: Southern NH Services, Inc. (Manchester & Nashua) & Belknap-Merrimack (Laconia) Head Start Programs
- Support for RSS-NH was provided by the U. S. Department of Education Office of Safe and Drug-Free Schools, under the Foundations for Learning Grants Program

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Southern NH Head Start

Heads Up Program

Children ages 3-5
Attending part-day and
full day programs
Pine Street Center in
Manchester
Alds Street Center in
Nashua



Belknap Merrimack Head Start

Children ages 3-5
Attending part-day or
full day programs
Laconia and Concord
Centers

Ready for School Success-NH The Challenge

- Early childhood educators frequently encounter students who are at risk for school failure because they exhibit challenging behavior or lack the required social-emotional skills for school success.



Ready for School Success-NH The Challenge

- If not provided with high-quality, effective interventions, many of these students, particularly those with externalizing behaviors, continue onward to experience a negative developmental trajectory through their childhood, adolescent, and adult years.



Ready for School Success-NH The Challenge

- Despite the overall success of Head Start programs, providing students who are dually at risk with behavior challenges or social-emotional deficits and one or more additional risk associated with Head Start participation factors (e.g., family poverty, developmental delays) with adequate access to evidence-based interventions and supports has remained a major barrier for many young students and their families

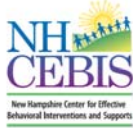


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Ready for School Success-NH

- Improve school readiness of dually at-risk preschoolers attending 2 Head Start programs
- Enhance child and family access to a linguistically appropriate, culturally competent and sustainable multi-tier continuum of program and community-based social, emotional and behavioral supports (PWPBIS)
- Result in measurable gains in student's emotional, behavioral, and social development and increases in targeted and individualized supports.

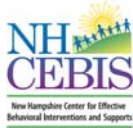
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Southern NH Head Start

- The target population for RSS-NH includes preschool-age children and families identified as being dually at-risk with behavioral challenges or social-emotional deficits and one or more additional risk factors such as poverty, parental depression and substance abuse, domestic violence and developmental disabilities.

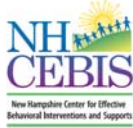
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Ready for School Success-NH Features of PW-PBIS

- Primary Prevention
 - Prevention (Relationships and Strategies)
 - Response (Strategies and Data-based Decision Making)
- Secondary Prevention
 - Teacher Check, Connect, Expect
 - Social-emotional Group Interventions
 - Parent Education Training
- Tertiary Prevention
 - De-escalation strategies (Life Space Crisis Interventions)
 - Function-based Behavior Support Plans
 - Community Linkage Protocols

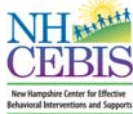
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Belknap-Merrimack Head Start Universal Team Mission Statement

- The Belknap-Merrimack Head Start Universal Team will work collaboratively, respectfully and diligently to support staff and families in implementing and maintaining positive practices that foster pro-social behaviors. An increase in positive school climate and child learning will be achieved through modeling and teaching the behavioral expectations of Be Safe, Be Kind, Be Careful with Our Things, and Make it Better.

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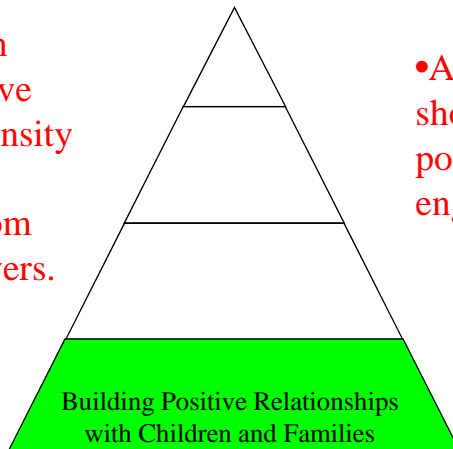


Steps for Implementing Primary Prevention in PW-PBIS: Prevention

1. Building positive relationships with children and families

- All children should receive sufficient density of positive feedback from their caregivers.

- All families should be positively engaged.

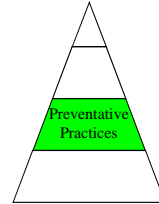


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Steps for Implementing Primary Prevention in PW-PBIS: Prevention

1. Use effective **preventative strategies**

1. Provide a **developmentally appropriate** curriculum
2. Provide frequent **pre-corrections**
3. Maintain a **predictable schedule**
4. Minimize and plan **effective transitions**
5. Provide **choices** where appropriate
6. Maximize **child engagement** to minimize problem behaviors.



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Steps for Implementing Primary Prevention in PW-PBIS: Prevention

2. Use effective **preventative strategies**

7. Define program-wide behavioral expectations
8. Define expectations within routines
9. Create *Teaching Tools* to teach the key expectations within each routine using effective practices
10. Provide visual reminders of expectations and post at student eye level
11. Acknowledge students for exhibiting expectations



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Steps for Implementing Primary Prevention in PW-PBIS: Response

1. **Define** challenging problem behaviors of concern
2. Determine procedures for **responding** (e.g., reteaching) to and **discouraging** (e.g., consequences) problem behavior
3. Create a form for **recording challenging problem behaviors**

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Challenging Behaviors in Early Childhood

1. Physical Aggression
2. Verbal Aggression
3. Self-injury
4. Property Damage
5. Disruption/Tantrum
6. Non-compliance
7. Social Withdrawal/Isolation
8. Inappropriate Language
9. Running Away
10. Unsafe Behaviors

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Challenging Behavior Definitions

- Physical Aggression Towards Others – forceful physical actions directed towards adults/peers that may result in physical contact and injury (e.g., hitting, kicking, spitting, pinching, and throwing objects).
- Verbal Aggression Towards Others – threatening, offensive or intimidating words directed towards an adult/peer (e.g., screaming, name-calling, swearing/profanity, use of threats).

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Challenging Behavior Definitions

- Inappropriate Language – the repeated use of words/phrases which are typically unexpected for the child's developmental age or level (e.g., swearing/profanity, sexually explicit, etc.) despite teacher instruction.
- Non-compliance – refusal to follow a reasonable request/direction or the established routine that persists after multiple requests and a reasonable amount of time.

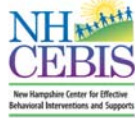
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Daily Behavior tracking Sheet - Group Form

Procedure: Record incidents of challenging behavior in the routine box under the challenging behavior exhibited. Put the child's initials and the motivation code for each incident separately

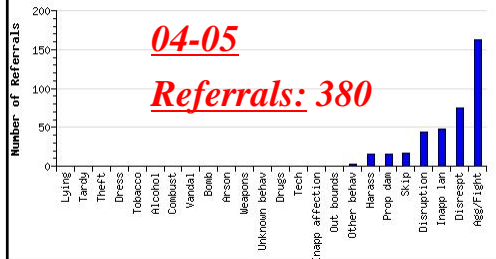
Date: 12/6/10	Physical Aggress	Self-Injury	Disrupt Tantrum	Inap. Lang.	Verbal Aggress	Non-Comp.	Social Withdrawal	Run Away	Property Damage	Unsafe Behavior	Other
Arrival											
Free Play											
Circle	HM-ODA						TP-AP				
Snack/Meals											
Free Play											
Transition			LD-OAA							HM-OSS	
Lge Group											
Project/ Sm. Group						LD-AA		TP-AP			
Book/Puzzle											
Movement											
Outdoor Play											

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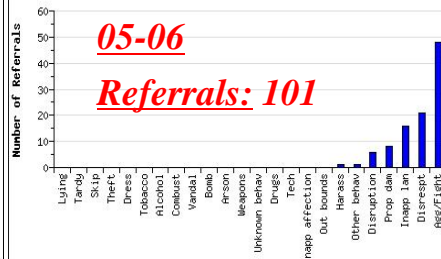


Belknap-Merrimack Head Start Major ODRS 04-05 vs. 05-06

Referrals By Problem Behavior



Referrals By Problem Behavior



The PBIS Difference
279 Fewer Referrals
73% Reduction

Data reflects November to June each year

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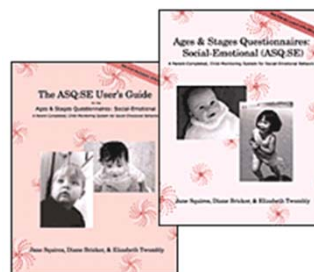


ASQ:SE Screening – Determining the Need for Additional Supports

An easy-to-use, research-validated screening system that helps home visitors, educators, caregivers, and service providers assess children’s social-emotional development

Addresses self-regulation, compliance, communication, adaptive functioning, autonomy, affect, and interactions with people

With the results, professionals can quickly recognize young children at-risk for social or emotional difficulties, identify behaviors of concern to caregivers, and identify any need for further assessment or intervention.



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Ready for School Success-NH Screening

- Each fall, the students were screened for risk by both teachers and parents using the ASQ-SE
- Fall 2011 indicated 26% (66 of 257) of students at SNHS and 41% (23 of 56) of students at BMHS were screened at risk by either their teachers or parents.
- Parents generally rated their children as more at risk. For example at BMHS, three times as many children were rated at risk by their parents than their teachers. ²⁶



ASQ:SE Results Fall 2010 BM-HS DATA

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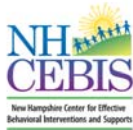
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Total # Children Screened: 56

Total Elevated: 23 (41%)

Total Typical Risk 33 (59%)

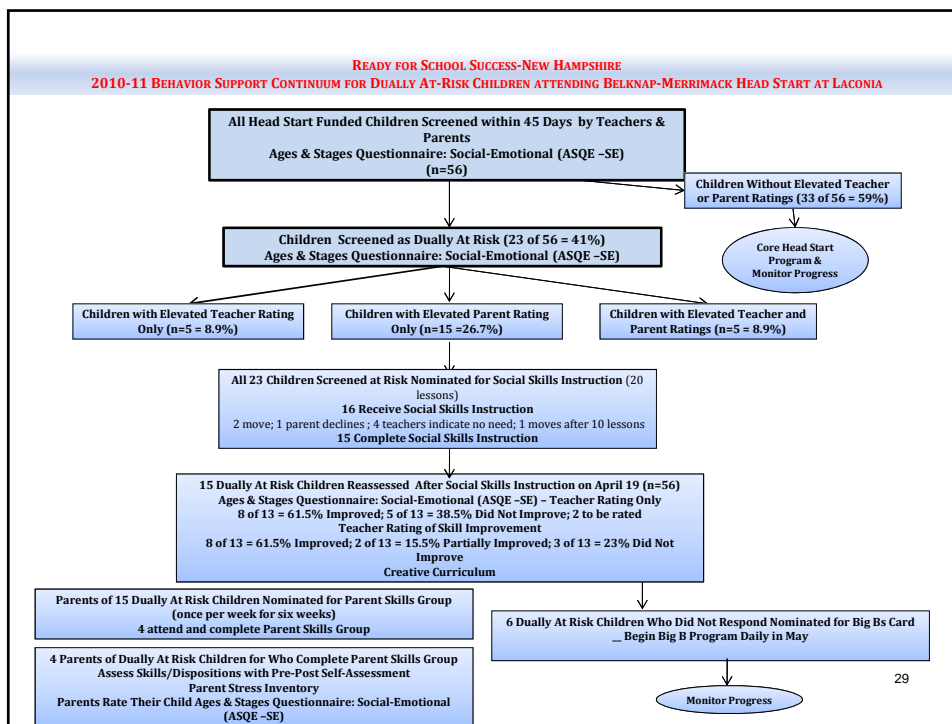
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Ready for School Success-NH Supporting Dually-At-Risk Children

- Dually at risk if (a) qualified for Head Start participation, as indicated by enrollment in one of the participating Head Start locations, and (b) fell within the at-risk range on the ASQ-SE.
- The project was very successful in providing additional services to students who were identified as at-risk
 - 88% having received Tier II and/or Tier III interventions depending on need and response to interventions (Some parents refused services or supports).

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Tier 2: Secondary Prevention in ECE

- Explicit instruction in emotional literacy skills, controlling impulses and anger and friendship-making skills is provided to small groups of children.
- Research indicates that systematic efforts to promote children’s social competence can have both preventive and remedial effects.

Sources: Fox, Dunlap, Hemmeter, Joseph & Strain, 2003; Webster-Stratton & Reid (2004)

Teacher Check, Connect & Expect Mann and Muscott (2007)



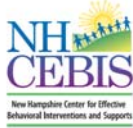
- Offers an immediate and low effort approach whereby teachers:
 - Greet child at the beginning of the day
 - Review their behavior on a daily chart based on classroom schedule & established expectations
 - Provide feedback and encouragement at each checkpoint & the end of the day

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The Potential Benefits of Teacher Check Connect and Expect

1. Provides increased *positive* teacher-child contacts *before* relationship is damaged by repetitious conflict (builds relationship)
2. Provides increased reinforcement to the child for following expectations (builds self-esteem, self-worth)
3. Provides increased home-school communication and partnership (daily feedback to family)
4. Provides an early, effective and efficient response to emerging problem behavior *before* it becomes chronic and engrained

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The Potential Benefits of Teacher Check Connect and Expect

5. Connects logically and easily to program-wide system of behavior support
6. Provides an efficient and measurable assessment of progress that helps determine if interventions are working
7. Provides information that may be useful for identification of predictors of behavior should more supports be needed.
8. Data can be entered in BIRCHIS™

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Belknap-Merrimack Head Start Big Bs Card

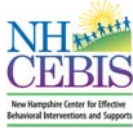
Teacher: _____ Name: _____ Great! Okay Try Again I earned _____ Green Lights

Classroom: _____ Date: _____ (Optional _____ of 28)

Routine	Be Safe	Be Kind	Be Careful with Our Things	Make it Better
Arrival				
Breakfast				
Circle				
Free Choice/Play				
Small Group Activities				
Outdoor Play				
Lunch				

Tomorrow is a new day. I will try again tomorrow.

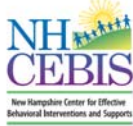
Updated 10-26-11 34



Teacher Check, Connect & Expect: Basic Plus

1. Specific behaviors from matrix are targeted under each expectation
2. Feedback from teacher is more specific and related to target expected behaviors
3. Incentives for meeting goal are included
4. 2-4 week minimum implementation
5. Home-school Connection established

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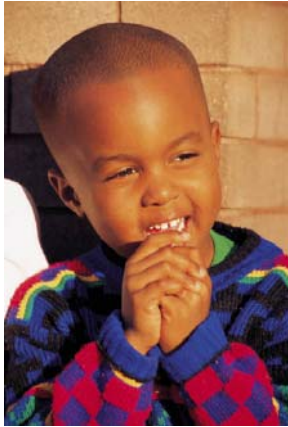


Ready for School-Success-NH Social Emotional Skills Training

- Goals:
 1. Learn to label, express and manage feelings
 2. Learn basic friendship skills
 3. Learn to problem solve
 4. Learn to participate in cooperative play
- 24 lessons
- Groups of 4-7 children
- 20 minutes twice per week for 12 weeks
- Classroom connection

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Key Concepts About Feelings



- Feelings change
- You can have more than one feeling about something
- You can feel differently than someone else about the same thing
- All feelings are valid – it is what you do with them that counts



Ready for School-Success-NH Sample Social Emotional Skills

- Dealing with feeling mad
- Dealing with mistakes
- Ways to be friendly
- When someone is upset
- Sharing
- Giving a compliment

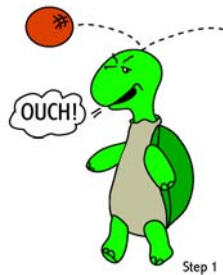
Learning Self Control

- Recognizing that anger can interfere with problem solving
- Learning how to recognize anger in oneself and others
- Learning how to calm down
- Understanding appropriate ways express anger



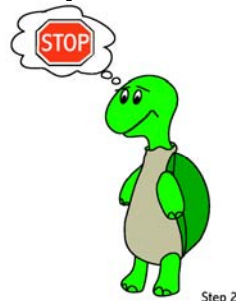
Technique

Recognize that you feel angry.



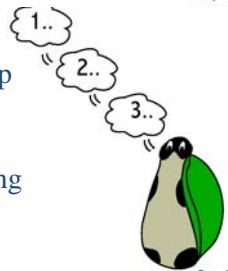
Step 1

“Think” Stop.



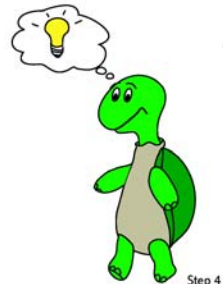
Step 2

Go into shell. Take 3 deep breathes. And think calm, coping thoughts.

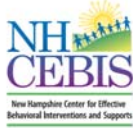


Step 3

Come out of shell when calm and think of a solution.



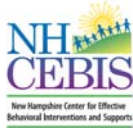
Step 4



Ready for School Success-NH Parent Education

- 38 participating parents attended 6-8 week parenting classes (70% or more of classes)
- Used the *Center on the Social Emotional Foundations for Early Learning* curriculum, an empirically validated, widely recognized program
- Focused on strengthening parenting competencies and fostering parents' involvement in children's school experiences in order to promote children's academic, social, and emotional competencies and reduce conduct problems

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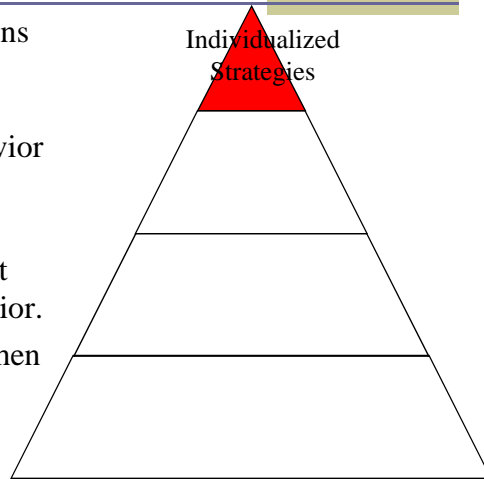
Ready for School Success-NH Parent Education

- Care was taken to avoid time-related conflicts that might preclude attendance, such as scheduling the parent training during non-traditional hours to better accommodate working families' schedules.
- Reimbursement was offered for transportation costs (e.g., taxi/bus fare or fuel consumption) to and from the group location.
- Language translation services during the skills group were offered to parents whose primary language was not English.
- Child-care services or reimbursement were offered to participating parents to cover the parenting skills group scheduled meeting time.

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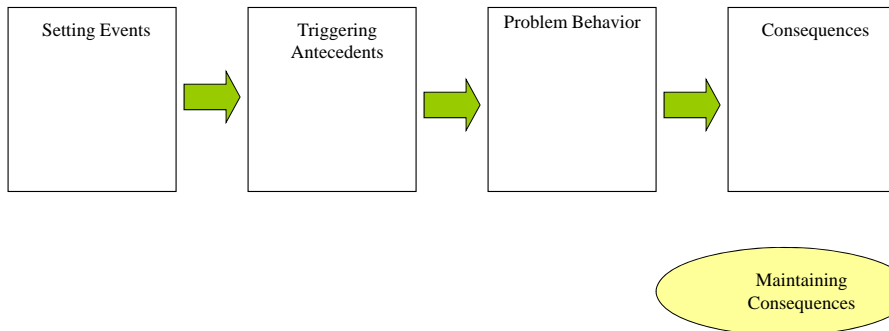
Tier 3: Tertiary Interventions

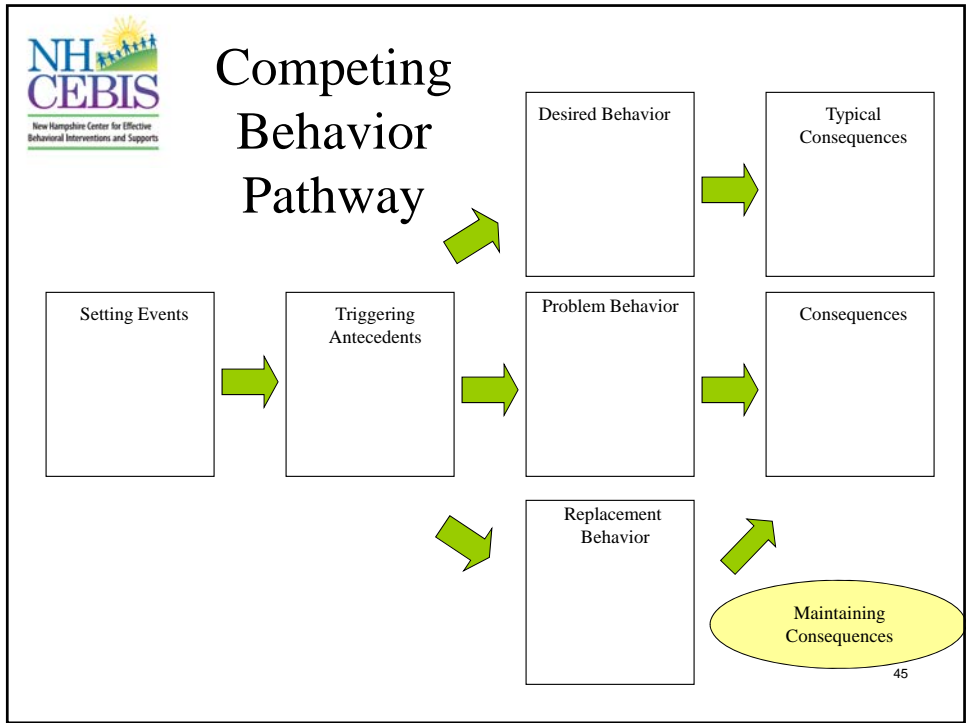
- Function-based interventions are developed through the process of functional assessment (FA) and behavior support plans (BSP).
- Functional assessment determines why the student exhibits challenging behavior.
- BSPs are most effective when developed by a team with family involvement.



Sources: Blair, Umbreit, & Eck, 2000; Dunlap & Fox, 1999; Galensky, Miltenberger, Stricker, & Garlinghouse, 2001; Moes & Frea, 2000; Reeve & Carr, 2000).
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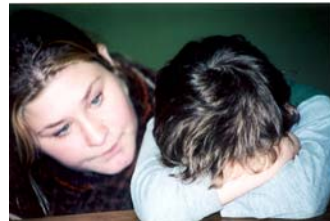
Challenging Behavior Pathway





“Students in crisis seldom see connections among what they feel, how they behave and how others respond. Their responses to stress tend to be behaviors fueled by feelings, perpetuating conflict and crisis.”

“Not only are most students unable to recognize feelings, they are also not able to talk about them.”

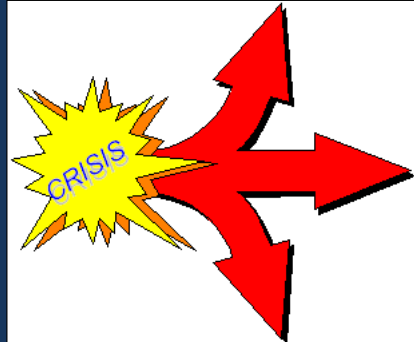


“But unless a student is able to do these two things, it is difficult, if not impossible, for the student to make a lasting change from behavior driven by feelings to behavior regulated by rational processes.”

Long, Wood, Fescer, 2001 p. 39

Life Space Crisis Intervention *Three Possible Outcomes of a Crisis*

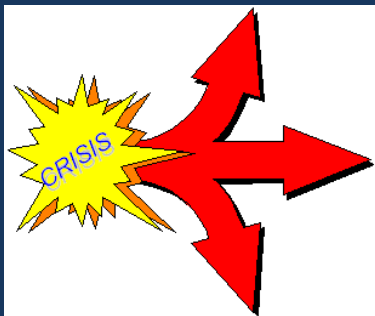
Staff- Child Relationship Improved



Staff- Child Relationship
Unchanged

Staff- Child Relationship Damaged

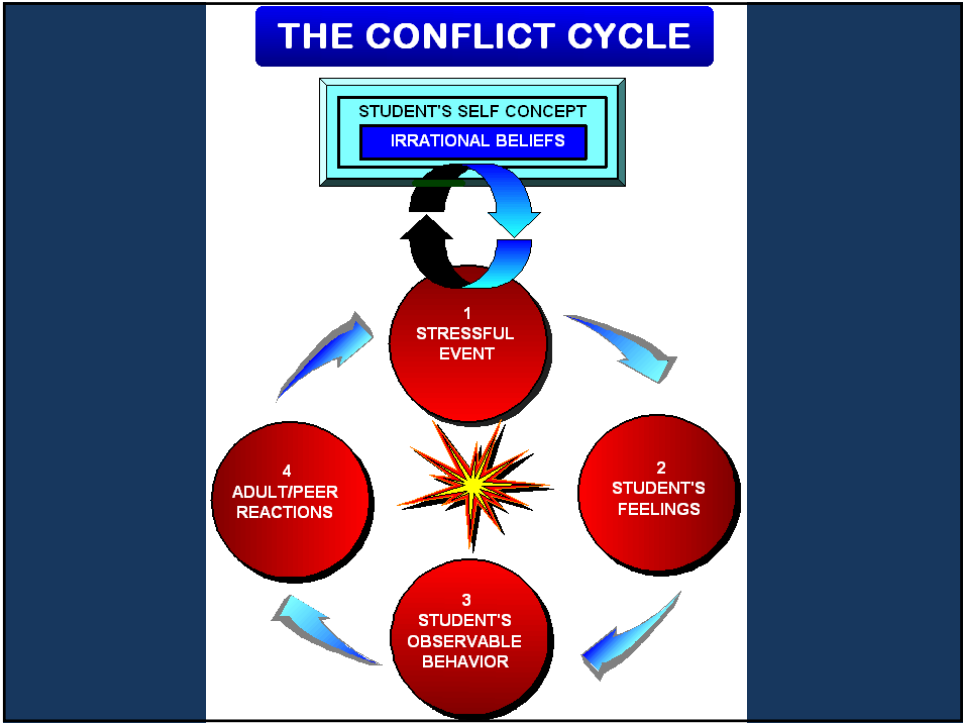
Life Space Crisis Intervention *Three Possible Outcomes of a Crisis*



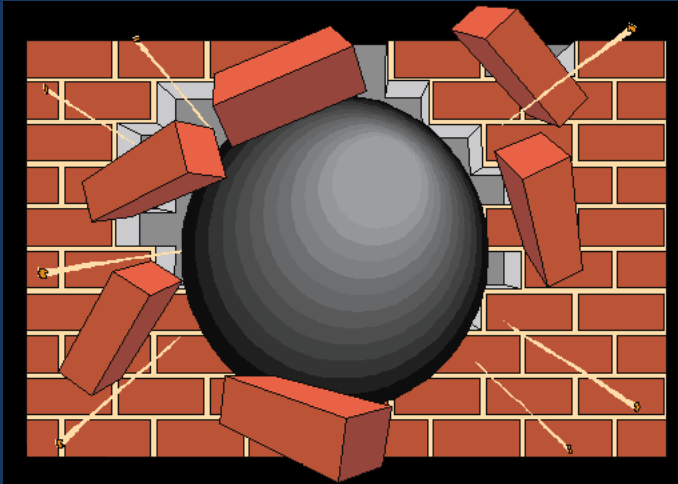
If managed well, crisis can become an opportunity for positive change.

LSCI can help an adult take a bad situation and make something good of it.

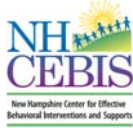
LSCI can help the student and the staff build a relationship based on trust which leads to changes in perceptions, feelings, and behaviors.



Kids in stress create in adults their feelings,



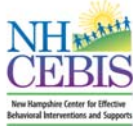
and if not trained,
the adults will mirror their behavior.



Ready for School Success-NH Child Gains

- 91.4% of the 47 students who were identified as at-risk by teacher ratings exhibited an improvement of 15% or greater on the ASQ-SE.
- Students who exhibited improvement typically exceeded the cut-off point of 15% by a wide margin, with an average improvement of 45.6% in 2010-11, and 57.1% in 2011-12.
- 44.6% of students whose teacher ratings had indicated elevated risk now fell in the typical risk category

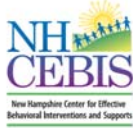
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Ready for School Success-NH Child Gains

- Incident data on challenging behaviors was collected on 32 at-risk students during the winter and spring of school year 2011-12.
- Twelve students had no documentable behavioral incidents during the data collection period and as a result were considered successful.
- In addition 14 students reduced the number of behavioral incidents by at least 25%.

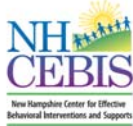
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Ready for School Success-NH Parent Education

- Parent survey responses indicated high levels of satisfaction and increased confidence in their ability to
 - Build a positive relationship with their child
 - Figure out reasons their child acts as he or she does
 - Have clear expectations and rules at home
- Parents also indicated that they were more likely to
 - Actively engage in teaching social skills
 - Use different strategies to promote positive behavior
 - Recommend the training to other parents

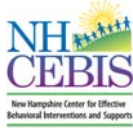
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Ready for School Success-NH Parental Stress

- *Parenting Stress Index – Short Form (PSI-SF)*
- Average decline in total parental stress in parents who participated in the training at Belknap-Merrimack Head Start
 - Pre-test percentile ranking of 75.7% (average raw score, 90.5)
 - Post-test percentile ranking of 53.1% (average raw score, 75.5).

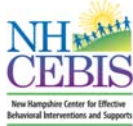
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Ready for School Success-NH Parent Education

- Participation in parent education programs was associated with improvements in student behavior and development.
- 8 children at SNHHS identified as at-risk on the ASQ-SE teacher rating scale and whose parents participated in the education programs
- 26% improvement in teacher ratings of social emotional development by the conclusion of the education program

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Ready for School Success-NH Lessons Learned

1. Screening
2. Incident data collection
3. Social emotional skills groups
4. TCCE
5. Parent involvement
6. Linkages of community supports

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