Outcomes

1. Learn the Rationale for a Program-wide Response to Addressing Behavior and Hoped for Outcomes

2. Learn the Positive Preventative Features of Tier 1 at the Classroom Level and Apply to Your Classroom

3. Learn the Response to Challenging Behavior Features of Tier 1 at the Classroom Level and Apply to Your Classroom
At the Preschool and Elementary School Door
Socially Competent vs. Those At-Risk

- Early childhood educators are increasingly finding two types of children in their classrooms
  - Those who arrive ready for schooling with an emerging social competence (National Research Council and Institutes of Medicine, 2000)
  - Those at-risk for school failure because they lack the required social-emotional skills (Rimm-Kaufman, Pianta, & Cox, 2000).

Key Social Emotional Skills Children Need as They Enter School

- Confidence
- Capacity to develop good relationships with peers and adults
- Concentration and persistence on challenging tasks
- Ability to effectively communicate emotions
- Ability to listen to instructions and be attentive
- Ability to solve social problems
At the Preschool Door
Socially Competent vs. Those At-Risk

- Socially competent children are likely to experience enhanced cognitive development and academic achievement in the first few years of schooling (Raver, 2002).
- These children are likely to maintain this early advantage as initial school success is highly predictive of sustained achievement throughout schooling and life (Raver & Knitzer, 2002; Zins, Bloodworth, Weissberg, & Walberg, 2004).

What happens when children, for whatever reason, don’t have these skills?

They exhibit challenging behavior!
The young children who arrive at early childhood and kindergarten programs most at risk of school failure are those who exhibit challenging behavior or social incompetence (Rimm-Kaufman, et al., 2000; Squires & Bricker, 2007).

There is growing concern over the increasing number of NH school children who have experienced adverse childhood experiences and traumatic events that, without intervention, have the potential to greatly disrupt their social development, academic achievement, wellness, and long-term functioning.
Challenging Behavior is

• Any repeated pattern of behavior that interferes with learning or engagement in prosocial interactions with peers and adults.
• Behaviors that are not responsive to the use of developmentally appropriate guidance procedures.
• Prolonged tantrums, physical and verbal aggression, disruptive vocal and motor behavior (e.g., screaming, stereotypy), property destruction, self-injury, noncompliance, and withdrawal.

Identify Challenging Behaviors Turn and Talk Activity

What: List the top 3 challenging behaviors that you see commonly exhibited by many children in your preschool or K-3 school (2 minutes)
Pair: Turn right and discuss with colleague next to you (2 minutes)
Report Out: Volunteers (1 minutes)
There are evidence-based practices that are effective in changing this developmental trajectory…the problem is not what to do, but rests in ensuring access to intervention and support.

Center for Evidence Based Practice: Young Children with Challenging Behavior www.challengingbehavior.org

Two Decades of NH DOE Support and Counting…

The NH Department of Education is continuing an effective two decade-long investment in Multi-tiered Systems of Support for Behavioral Health in both early childhood programs & K-12 schools.
Early education environments should be structured to provide primary, secondary, and tertiary practices. There are promising data indicating that the adoption of this program-wide approach results in positive outcomes for children, families, and the programs that support them.

*Dunlap, Fox, & Hemmeter (2004)*
Features of Evidenced-Based Programs for At-Risk Preschoolers

1. Multi-tiered approach to match intensity of need
2. Instruction to children to support appropriate social skills, compliance, self regulation and engagement
3. Instruction to families focused on child development and behavior management
4. Early screening procedures to identify students at-risk and in need of supports
5. Family-centered practices
6. Systemic approach to support the adults

PWPBIS-NH Value Added

“Many children whose challenging behavior worried us in the first few weeks of school and whose behavior eventually got worse, are now being addressed by the prevention features of PBIS and as a result their challenging behavior is not getting to that point.”

Staff Member at Creative Years
### Challenging Behavior at VNA Child Care

<table>
<thead>
<tr>
<th>Behavior Category</th>
<th>2005-06</th>
<th>2007-08</th>
<th>Total Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Aggression</td>
<td>679</td>
<td>94</td>
<td>-585 (86%)</td>
</tr>
<tr>
<td>Defiance/Disrespect</td>
<td>344</td>
<td>34</td>
<td>-310 (90%)</td>
</tr>
<tr>
<td>Abusive Language</td>
<td>182</td>
<td>17</td>
<td>-165 (91%)</td>
</tr>
<tr>
<td>Totals for Top 3</td>
<td>1,205</td>
<td>145</td>
<td>-1,060 (88%)</td>
</tr>
<tr>
<td>Disruption</td>
<td>164</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Property Damage</td>
<td>139</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Truancy</td>
<td>103</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Harassment</td>
<td>27</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Lying</td>
<td>1</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Totals for Other 5</td>
<td>434</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Totals for All Eight</td>
<td>1639</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

The graph shows the referrals per year per 100 students for all referrals at VNA Child Care from 2005-06 to 2007-08.
## VNA Childcare

### Triangle Data Report for 2005-06

<table>
<thead>
<tr>
<th></th>
<th># All</th>
<th>% All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with 0 Referrals</td>
<td>104</td>
<td>51.74%</td>
</tr>
<tr>
<td>Students with 1 Referrals</td>
<td>23</td>
<td>11.44%</td>
</tr>
<tr>
<td>Students with 0 or 1 Referrals</td>
<td>127</td>
<td>63.18%</td>
</tr>
<tr>
<td>Students with 2-5 Referrals</td>
<td>26</td>
<td>12.94%</td>
</tr>
<tr>
<td>Students with 6+ Referrals</td>
<td>48</td>
<td>23.88%</td>
</tr>
<tr>
<td>Students with 9+ Referrals</td>
<td>38</td>
<td>18.91%</td>
</tr>
</tbody>
</table>

---

## VNA Child Care

### 2007-2008

<table>
<thead>
<tr>
<th></th>
<th># All</th>
<th>% All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with 0 Referrals</td>
<td>173</td>
<td>87.37%</td>
</tr>
<tr>
<td>Students with 1 Referrals</td>
<td>10</td>
<td>5.05%</td>
</tr>
<tr>
<td>Students with 0 or 1 Referrals</td>
<td>183</td>
<td>92.42%</td>
</tr>
<tr>
<td>Students with 2-5 Referrals</td>
<td>9</td>
<td>4.55%</td>
</tr>
<tr>
<td>Students with 6+ Referrals</td>
<td>6</td>
<td>3.03%</td>
</tr>
<tr>
<td>Students with 9+ Referrals</td>
<td>3</td>
<td>1.52%</td>
</tr>
</tbody>
</table>
Belknap-Merrimack Head Start
Major ODRS 04-05 vs. 05-06

<table>
<thead>
<tr>
<th>Year</th>
<th>Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>04-05</td>
<td>380</td>
</tr>
<tr>
<td>05-06</td>
<td>101</td>
</tr>
</tbody>
</table>

The PBIS Difference
279 Fewer Referrals
73% Reduction

Data reflects November to June each year

PWPBIS-NH Value Added

“The SNH Heads Up program has allowed me to address problems early before they escalated and became a crisis. The shift from reactive to proactive has been one of the best changes I’ve seen in all my years of consulting in Head Start programs.”

NH Head Start Mental Health Consultant
Program-wide Positive Behavior Support
Muscott, Mann & Pomerleau (2007)

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.

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

NH RESPONDS  SAU 9 Conway
Children Unlimited Preschool Leadership Team
MISSION STATEMENT

It is our mission to foster the developmental process of the whole child through responsive learning environments that include a system of interventions and supports that address behavioral and academic needs.
Program-wide Positive Behavioral Supports in Early Childhood Education Programs

- **Tertiary Intervention**: Function-Based Support for Children with Persistent Challenges
- **Secondary Prevention**: Explicit Instruction for Groups of Children at Risk
- **Primary Prevention**: High Quality Early Education for All Children

Muscott, Mann, & Pomerleau (2007)

Adapted from the Center on the Social and Educational Foundations for Early Learning
Tier 1: Primary Prevention in ECE

- All children should receive sufficient density of positive feedback from their caregivers.
- All families should be positively engaged.

Sources: Shores, Gunter, & Jack, 1993; Brendekamp & Copple, 1997).

“Every child needs one person who is crazy about him.”

Uri Bronfenbrenner
Building Positive Relationships with Children

1. When a child misses school tell him how much he was missed.
2. Write on a t-shirt all the special things about a given child and let him/her wear it.
3. Find time to read to individual children or a few children at a time.
5. Find out what a child’s favorite book is and read it to the whole class.
7. Play with children, follow their lead.
8. Let children make “All About Me” books and share them at Circle Time.

Building Relationships with Children: Making Deposits
Engaging Families in Early Childhood Education Programs & Schools

1. Engaging families through parenting and learning at home.
2. Engaging families through two-way home-school communication.
3. Engaging families through promoting volunteering.
4. Engaging families through promoting active decision making.
Black Bear Tracks at Lakes Region Child Care Services Center

“Before getting involved with the PBIS program, I found myself yelling, fighting and having no patience with my two daughters, Natalie, age 4, and Nicole, age 2. As a result of our involvement with the Black Bear Tracks program, my husband and I now work better with the girls. The girls now pick up their own toys, put their own dirty clothes away and we can sit down at the dinner table without them getting out of their chairs. One big improvement is that I am not always yelling and losing my patience and we have more bonding times together.”

Dawn Johnson, Parent, Lakes Region Child Care Center

Engaging Families in Early Childhood Education Programs & Schools

- Universal communication systems
  - Monthly newsletters
  - Initial SWPBS activities to introduce the program to parents
  - Periodic open houses with aligned activities
  - Parent-liason who solicits information from families and brings questions and suggestions to school meetings.
Creating Home–School Partnerships by Engaging Families in Schoolwide Positive Behavior Supports

TEACHING
Exceptional Children
July/Aug 2008

By Howard S. Muscott, Stacy Szczesiul, Becky Berk, Kathy Staub, Jane Hoover Paula Perry-Chisholm

Activity: Building Positive Relationships with Children

WHAT: Each person identify a couple examples of how you build relationships with children or families (2 minutes)

PAIR: Turn to colleague on your left and discuss the ideas you generated (2 minutes)

SHARE OUT: Volunteers share examples (1 minutes)
Tier 1: Primary Prevention in ECE

1. Maintain a predictable schedule
2. Minimize and plan effective transitions
3. Provide visual reminders of rules
4. Teach appropriate behavior
5. Use positive reinforcement to promote appropriate behavior
6. Provide choices where appropriate, and
7. Maximize child engagement to minimize problem behaviors.

Sources: Laus, Danko, Lawry, Strain, & Smith, 1999; Strain & Hemmeter (1999)

Steps for Implementing Primary Prevention in PW-PBIS: Prevention

1. Define 2-3 social values and align with theme
2. Maintain a predictable schedule
3. Define behavioral expectations within routines and aligned to core values
4. Create *Cool Tools* to teach the key expectations within each routine using effective practices
5. Provide visual reminders of expectations and post at student eye level
6. Acknowledge students for exhibiting expectations
Create 2-3 Program-wide Social Values and Align with Theme

- Social values that are true in any environment in the native community and ECE program
- Typically character traits or virtues (Respect, Responsibility, Appreciation of Diversity, Kindness)
- Expectations should be stated in simple, developmentally appropriate language
- Expectations should be expressed positively
- Expectations should be derived from the culture of the community (Mission Statements or Time Honored Values)
- Expectations can be derived from a response to problem behavior
- Themes work well to help students remember the expectations (Cool Rules, Heads Up Program, 3 Bees)
Timberlane Learning Center

Be Respectful
Be Safe
Strive to Succeed

Belknap-Merrimack Head Start
Behavioral Expectations

Big B Rules

Be safe
Be kind
Be careful with our things
make it Better
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

SAU 9 Conway – Children Unlimited Behavior Expectations

Be Kind to our friends

Be Safe with our hands and feet

Take Care of our books and toys
Pre-School Classroom Routines

- Arrival
- Circle/Large group Activity
- Small group activity
- Centers/Workshops
- Meals
- Quiet time/Nap
- Outdoor Play
- Special Activity/Field Trip
- Self-Care/Bathroom
- Transition
- Departure
- Clean-up
- Therapy
- Individual Activity
- Other

Designing Behavioral Expectations within Routines

- Begin with your schedule of daily routines
- Consider the core values you developed
- Use positively stated language to identify the important behaviors within each classroom routine
- What does it mean to…
  “Be Safe” during Transitions?
  “Be a Helper” during Circle Time?
  “Be a Friend” during Free Play?
- Consider sequential expectations (Go, Wipe, Flush, Wash)
### Belknap-Merrimack Head Start Big B Behavior Matrix

#### Morning Routines

<table>
<thead>
<tr>
<th>Routine</th>
<th>Be Safe</th>
<th>Be Kind</th>
<th>Be Careful with Our Things</th>
<th>Make It Better</th>
</tr>
</thead>
</table>
| Arrival          | • listen to adults   
                  | • follow adult directions  
                  | • gentle hands and touch  
                  | • walk                      | • greet others with kind words  
                  | • use quiet voices           | • put things where they belong   | • if you knock it over… pick it up  
                  |                           |                           |                                | • if you offend… excuse yourself  
                  |                           |                           |                                | • say “How can I make it better?”…  
                  |                           |                           |                                | • lend a helping hand           |
| Breakfast/      | • listen to adults   
                  | • follow adult directions  
                  | • wash hands               
                  | • all chair legs on floor  
                  | • sit on chair             
                  | • take small bites and chew | • use words to ask for things   
                  |                           |                           |                                | • be sure everyone gets a serving  
                  |                           |                           |                                | • clear your place               
                  |                           |                           |                                | • put chair in its place         | • if you spill… clean it up  
                  |                           |                           |                                |                                | • if you knock it over… pick it up  
                  |                           |                           |                                |                                | • if you run out of food… find more  
                  |                           |                           |                                |                                | • if you offend… excuse yourself  
                  |                           |                           |                                |                                | lend a helping hand               |
Activity: Determining Problem Routines

WHAT: Each person picks one daily routine where your children struggle to learn the expectations (2 minutes)
PAIR: Turn right and discuss with colleague next to you (2 minutes)
SHARE OUT: Volunteers (1 minute)
Teaching Children Expectations

Effective Teaching Practices

- Introduce Skill
- Provide Rationale – Connect to Expectation
- Show Examples of the Skill
- Discuss Non-Examples/Close Confusers
- Practice/Role Play Skill
- Acknowledge Skill Frequently then Fade

- Walking feet
- Wait in line

Be Creative – use stories, songs, puppets, flannel boards, pictures, finger-plays - ENGAGE
Fun Ways to Teach Program Expectations

- Rules Bingo!
- Make a big book about expectations
- Use books to discuss the core values
- Name and have a child demonstrate the rule
- Name and have the children identify the visuals
- Have children help decorate expectations poster
- Have children describe examples of what each expectation means and write/draw their responses

THE BIG B RAP

The BIG B RULES
Were made for us
Let's learn them now
without a fuss
Use these rules and you'll
Go far
Let's all try to fill this Jar!

*Developmentally FUN Presentation*
Come on Aboard! - School Rules Song
(chug, chug, chug with hand motions for train)

BE KIND to your friends, friends...

BE SAFE with your hands and feet...

TAKE CARE of our books and all our toys, toys, toys...

FIX IT To make it better, when you can make it better.

These are the rules, rules, rules... Of our school, school, school...

So, come on aboard with all your friends, friends, friends!

Timberlane Learning Center
Video: Children Demonstrating Rules

Teaching Young Children to Solve Problems

Get a Teacher  Ask Nicely  Ignore

Play together  Say, "Please Stop."  Say, "Please.."

3 X 3 SOLUTION
Designing an Acknowledgement System

Think About How to Systematically:
- Recognize children for doing the right thing
- ‘Catch’ children being good
- Provide positive feedback for appropriate behaviors - What makes children feel good about their actions?
- Encourage desired behaviors
- Incorporate verbal, non-verbal and tangible acknowledgments for social behavior

Use of Praise

- Specific (Say exactly what they are doing.)
- Genuine (Only say it if you mean it AND only if the student is DOING it.)
- Varied (Give some praise up close, some across the whole class. Some with a soft voice and some more loudly. Focus on different types of desirable behavior, not always the same thing.)
Video: Super Friends

Southern NH Head Start Acknowledgement System

- **Criteria**
  - Age appropriate
  - Limit distraction in the classroom
  - Limit competition
  - Maximize teacher flexibility

- **Features**
  - Provide verbal praise with pom-pom (item)
  - Student puts item in jar
  - Group acknowledgment provided when criteria is met
**Belknap-Merrimack Head Start Recognition Ideas**

- Bubbles
- Pajama Day
- Game Day
- Special Lunch/Snack Field Trip
- Color Day
- Shape Day
- Parachute Games
- Ice Cream Social
- Field Trip
- Teddy Bear Picnic
- Extra-Outside Time
- Pizza Party
- Picture Taking Day
- Backwards Day
- Dinosaur Dig
- Parade
- Picnic
- Special Music Day
- Special Dance Day
- Nature Walk
- Make Popcorn
- Special Snack Day
- Cooking Day
- Crazy Hat Day
- No Shoe Hour
- Teacher Could Bring In Calm Pet
- Square Dance
- Toy From Home Day
Critical Implementation Features of Primary Prevention in PW-PBIS

7. Provide frequent pre-corrections
8. Minimize and plan effective transitions
9. Provide choices where appropriate, and
10. Maximize child engagement to minimize problem behaviors.

Pre-Corrections
Muscott (2007)

- Pre-corrections are procedures that are used prior to an anticipated situation where students are likely to make learning or behavioral errors.
- Pre-corrections are designed to increase the likelihood that students perform the desired learning or behavioral response without making the anticipated error.
Managing Transitions

- Transitions create opportunities for challenging behavior.
- Transitions should be thought of and addressed as a routine.
- Pre-corrections/Verbal Cues/Prompts as Pre-Alerts should be used as well as transition signals.
- Children should be taught how to

Critical Implementation
Features of Primary Prevention in PW-PBIS

1. Identify and define challenging behavior
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
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

Challenging Behavior Definitions

1. Physical Aggression – forceful physical actions directed towards adults or peers that may result in physical contact and injury (e.g., hitting, kicking, spitting, pinching, and throwing objects).

2. Self-injury – physical actions directed towards oneself, which may result in visible injury (e.g., hitting, kicking, scratching, biting, pinching oneself).

3. Disruption/Tantrum – an outburst or action that prevents learning, interferes with teaching, or disrupts the learning environment and persists despite an adult’s request to stop or attempt to provide support.

4. Verbal Aggression – the use of threatening, offensive or intimidating words directed towards a peer or adult (e.g., screaming, name-calling, swearing, profanity, threats).

5. Non-compliance – refusal to follow a reasonable request, direction or the established routine, which persists after multiple requests and a reasonable amount of time.

6. Running Away – the act of leaving a designated area of supervision boundary of play without permission and without responding to the requests of an adult to return.
**Behavior Incident Reporting System-NH**

**Teacher Response Categories**

- Verbal Reminder
- Curriculum Modification
- Move within group
- Remove from activity
- Remove from area
- Re-Teach/Practice expected behavior
- Time w/ other adult in different classroom
- Time with support staff
- Loss of item/Privilege
- Family Contact
- Physical guidance
- Physical hold/retrain
- Other
Teacher Responses
Defined…

- **Re-teach and Practice Expected Behavior** – a technique in which the teacher instructs the child on the expected behavior, models the expected behavior, has the child practice the expected behavior and then acknowledges the expected behavior.

- **Verbal Reminder** – a technique in which the teacher directly states the specific rule/expectation immediately after the child displays a challenging behavior (e.g., “It’s time for quiet voices.”) This is most effective when paired with eye contact.

Facing the Challenge – Making Data-Based Decision-Making ECE Friendly

Behavior Incident Report Categories:
- Challenging Behavior
- Routine
- Others Involved
- Motivation
- Teacher Response
- Admin. Follow-up
**Behavior Incident Report**

**Child's Name:** 
**Program:** Children Unlimited 
**Classroom:** 
**Date:** 
**Time of Occurrence:** 
**Referring Staff:** 

### Location (check one)
- Arrived
- Outside/In group activity
- Small group activity
- Centers/Rooms
- Meals
- Departure
- Clean-up
- Therapy
- Individual activity
- Field trip
- Other, Other Group

### Motivation (check up to 3)
- Obtain desired item
- Obtain desired activity
- Obtain peer attention
- Obtain adult attention
- Avoid adult attention
- Avoid sensory stimulation
- Avoid undesirable task activity
- Avoid peer attention
- Other, Other

### Challenging Behavior (check up to 3)
- Physical Aggression
- Self-Injurious
- Disruptive Tantrum
- Verbal Aggression
- Non-compliance
- Running Away
- Other, Other

### Involved Persons (check all that apply)
- Assistant Teacher
- Peer
- Other
- Teacher
- Nurse
- Therapist
- Support Staff
- Family Member
- Other

### Teacher/Staff Response (Check one or the most intrusive)
- Re-Teach Practice
- Cease Reminders
- Random Routines
- Physical Guidance
- Activity/Curriculum
- No Dismissals
- Family Checklist
- Loss of the privilege
- Move within group
- Time w/ adult in alternate setting
- Random's from activity
- Physical Hand restraint
- Other

### Administrative Follow-up (Check one or the most intrusive)
- Non-applicable
- Talk with child
- Telephone contact with parent family
- Parent/Family meeting
- Arrange behavioral consultation team
- Targeted group intervention
- Other, Other

---

**CHILDHOOD IS A JOURNEY NOT A RACE**

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