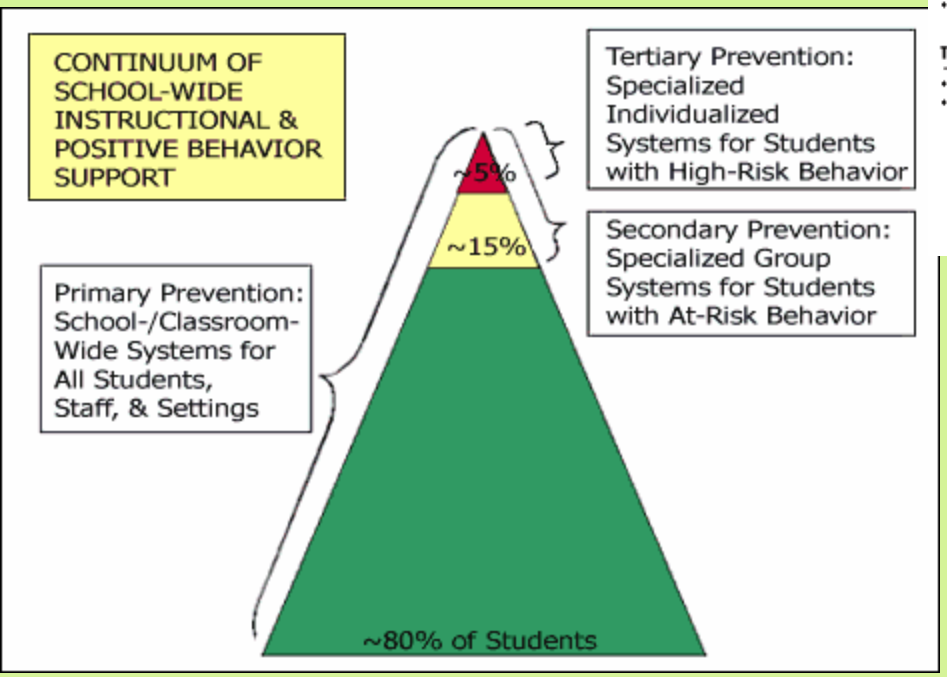
Preschool Positive Behavior Support

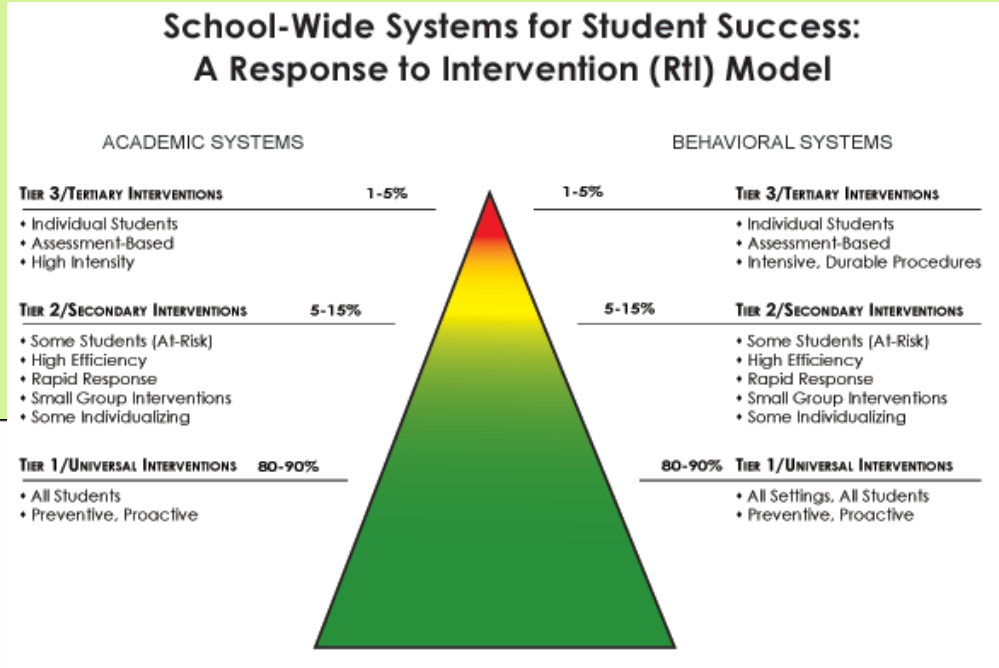
If there is anything that we wish to change in the child, we should first examine it and see whether it is not something that could better be changed in ourselves

Carl Jung

RTI/SWBS



School-wide Positive Behavior Support model



School-wide Systems for Success (includes **Behavior** and **Academic** Instruction)

http://www.oregonsd.org/schools/omspbis.cfm

Define Positive Behavior Support (PBS)

PBS is a way to reduce challenging behaviors by increasing desirable behaviors through prevention, positive consequences, and teaching appropriate behaviors (Conroy, et al. 2005).

Development of Reasoning Skills from a Piagetian Perspective

	PIAGET'S TERMS				
	STAGE		TYPE OF REASONING	REASONING CHARACTERIZED BY	IMPLICATIONS
Logical Thinker II	**Formal Operations** Approx 11+ & adults	**Logical** Full adult style reasoning	**Fully Logical** *Can reason hypotheticals and mentally manipulate two+ variables*	- Adult logical processes – induction, deduction, conservation, seriation, hierarchical classification all used to solve problems and understand physical and social phenomena - Can take perspective of another and reason "as if"	- Can now solve abstract and hypothetical problems - Can think about thinking - **Understands relatively of rules and the concept of the "relative good." Can alter rules with multiple variables considered.**
Logical Thinker I	**Concrete Operations** Approx 7-11	**Logical** Concepts rapidly forming, linking	**Beginning Logic**	- Reasoning is not dominated by perception although not fully logical - Reversibility of operations: can compare observed states with mental expectations & previous sequences - in reverse - De-centered, able to take viewpoint of others - Considers multiple variables in problem s-solving	- Can perform "if-then", "either-or" - Observable efforts to combine and recombine information sets - Dis-equilibrium is observable-they can see that what is currently observed is not necessarily the ways things really are - Lots of speculation – "how come?", "What if?" - **Desires rules to be absolute and invariant**
Fantasizer	**Preoperational** State II – Intuitive Approx 4-7 years	**Pre-Logical Justifies from own perspective**	**Intuitive** *Attempts to link things into cause/effect based on own whimsy. Asks "why" to determine associations & cause/effect*	- Personal experience begins to be mediated by concepts - Considers only one variable at a time in problem solving - Attempts to explain cause and effect but still perception bound - Still unable to accept idea that others think differently	- Beliefs can be easily shaken or rigidly held - No adult logic as of yet - Efforts to make sense of the world, establish cause/effect, but in initial stage and idiosyncratic - Inconsistencies due to perception bound reasoning - **Wants rules to adhere to personal in-the-moment needs, tries to persuade others his/her viewpoint is the correct one. Attempts to negotiate but limited perspective taking.**
Associater	**Preoperational** Stage 1 – Associative Approx 2-4 yrs.	**Pre-Logical** Associates Freely	**Associative** *Knows some actions occur in association but does not know what causes occurrences*	- Reasoning is based only on memory of previous experiences or immediate perceptions - Child is unable to take the view point of others - Experiences trigger memories of earlier experiences	- "Seeing is believing" - Responses tend to be immediate with no cognitive mediation - Inconsistencies result from idiosyncrasies in experiences - No consistent cause and effect relationships, child just knows some things (objects/ideas) co-occur - **Accepts rules as absolutes, with protest or acceptance when adult gives the rule. Negotiation skill absent or barely emerging.**
"Foreseer"	**Sensorimotor** Stage 6 Approx 18-24 mo.	**Pre-logical Mental Representation**	**Emerging Mental Representation** *Has a mental image of what should occur when acting on objects and performs actions to confirm*	- Begins to picture objects and events mentally - Foresight instead of trial and error - Imitates models not currently present in the environment	- Imitates observed routines - Uses materials to represent previous experiences and current mental images, e.g., household routines - Words as symbols is evolving - **Generalized rules not understood – Understands communication prosody (voice tones & facial affect) and environmental cues more than language.**
"Put-er In-er"	**Sensorimotor** Stage 5 Approx 12 to 18 mo.	**Pre-logical Action/Agent**	**Tertiary Circular Reactions** *Tries out acting on objects, knows his/her actions cause an effect*	- Trial and error problem solving - Imitation of a wide rang of models if currently present in the environment - Keen observer of actions and their results on objects; copies others' actions	- Understands some objects have functions - Continually manipulating materials, mastering body movements and actions on objects - **No rules understood. Understands communication prosody (voice tones & facial affect) and environmental cues more than language.**

Piagetian Terms:	Type of reasoning	Reasoning Characterized by	Implications
Pre-logical Mental Representation Sensorimotor Stage 6 Approx. 18-24 months **"Foreseer"**	**Emerging Mental Representation** (has a mental image of what should occur when acting on objects and performs actions to confirm	• Begins to picture objects and events mentally • Foresight instead of trail and error • Imitates models not currently present in the environment	• Imitates observed routines • Uses materials to represent previous experiences and current mental images, e.g., household routines • Words as symbols is evolving • **Generalized rules not understood – Understands communication prosody (voice tones & facial affect) and environmental cues more than language**
Pre-logical Action/Agent Sensorimotor Stage 5 Approx. 12-18 months **"Put-er In-er"**	**Tertiary Circular Reactions** (Tries out acting on objects, knows his/her actions cause an effect)	• Trial and error problem-solving • Imitation of a wide range of models if currently present in the environment • Keen observer of actions and their results; copies others' actions	• Understands some objects have functions • Continually manipulating materials, mastering body movements and actions on objects • **No rules understood. Understands communication prosody (voice tone & facial affect) and environmental cues more than language**

http://www.pent.ca.gov/beh/dev/developmentofreasoningskills.pdf

Piagetian Terms:	Type of reasoning	Reasoning Characterized by	Implications
Intuitive Preoperational Stage II Approx. 4-7 years **"Fantasizer"**	**Pre-logical Justifies from own perspective** (Attempts to link things into cause/effect based on own whimsy. Asks "why" to determine associations & cause/effect)	• Personal experience begins to be mediated by concepts • Considers only one variable at a time in problem solving • Attempts to explain cause and effect but still perception bound • Still unable to accept idea that others think differently	• Beliefs can be easily shaken or rigidly held • No adult logic as of yet • Efforts to make sense of the world, establish cause/effect, but in initial stage and idiosyncratic • Inconsistencies due to perception bound reasoning • **Wants rules to adhere to personal in-the-moment needs, tries to persuade others his/her viewpoint is the correct one. Attempts to negotiate but limited perspective taking**
Associative Preoperational Stage 1 Approx. 2-4 years **"Associater"**	**Pre-logical Associates Freely** (Knows some actions occur in association but does not know what causes occurrences)	• Reasoning is based only on memory of previous experiences or immediate perceptions • Child is unable to take the view point of others • Experiences trigger memories of earlier experiences	• "Seeing is believing" • Responses tend to be immediate with no cognitive mediation • Inconsistencies result from idiosyncrasies in experiences • No consistent cause and effect relationships, child just knows some things (objects/ideas) co-occur • **Accepts rules as absolutes, with protest or acceptance when adult gives the rul. Negotiation skill absent or barely emerging**

http://www.pent.ca.gov/beh/dev/developmentofreasoningskills.pdf

Pyramid Model for Promoting the Social and Emotional Development of Young Children

THINK ENGAGEMENT


Intensive Intervention
Targeted Social Emotional Supports
High Quality Supportive Environments
Nurturing and Responsive Relationships
Effective Workforce

Tier One Supports

- Establish a clear set of expectations
- Teach children those expectations
- Consistently reinforce children who follow those expectations
- Decrease the number of transitions when possible
- Use transitions as a teaching time for appropriate behavior


Intensive Intervention
Targeted Social Emotional Supports
High Quality Supportive Environments
Nurturing and Responsive Relationships
Effective Workforce

Focus on more directly teaching social skills

- A sense of confidence and competence
- Ability to develop good relationships with peers and adults/make friends/get along with others
- Ability to persist at tasks
- Ability to follow directions
- Ability to identify, understand, and communicate own feelings/emotions
- Ability to constructively manage strong emotions
- Development of empathy

Take turns

Share

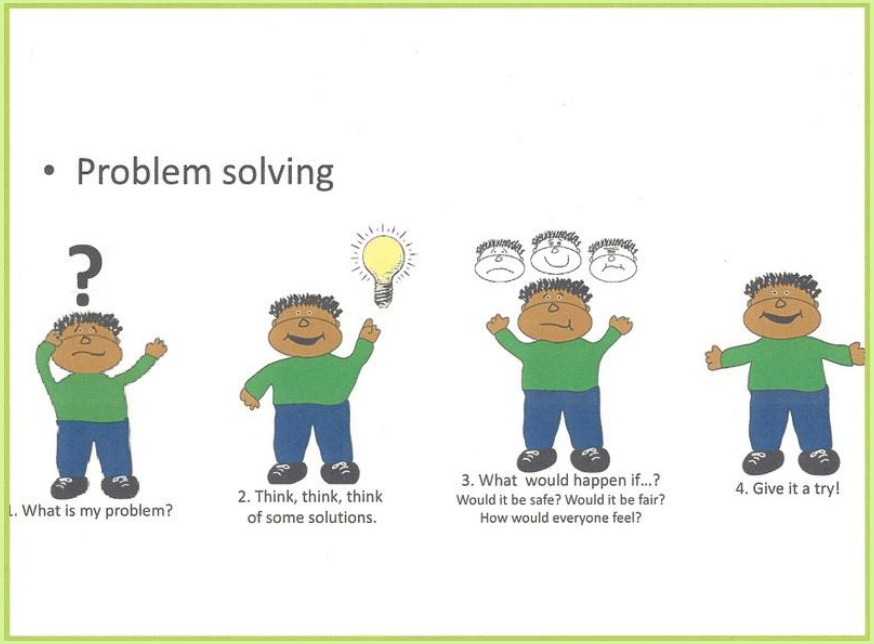
Give ideas

Say nice things

Be a helper

Tier Two Supports

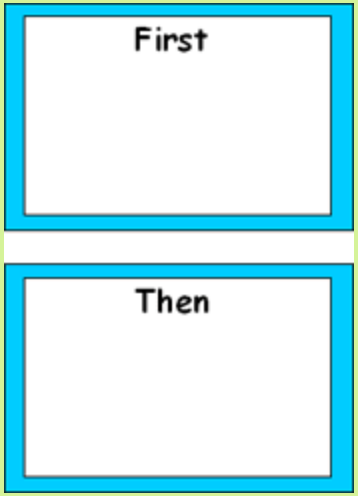
- Visual cues for behavior
- Teach, re-teach and practice social skills
- Social Stories


• Problem solving
1. What is my problem?
2. Think, think, think of some solutions.
3. What would happen if...?
Would it be safe? Would it be fair?
How would everyone feel?
4. Give it a try!


Twinkle Twinkle
Blanket Swing
I'm Hiding
On Your Face
Margie Pargie
One, Two, Three
Peter Peter
A Wonderful Woman
Mary Mary
I Love You Rituals

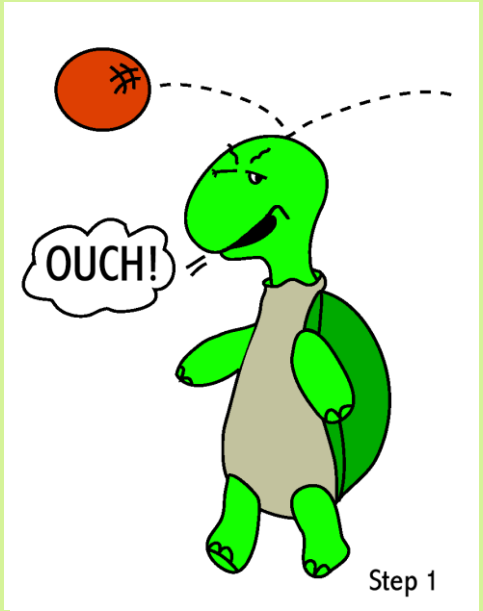

stop
Say his/her name.

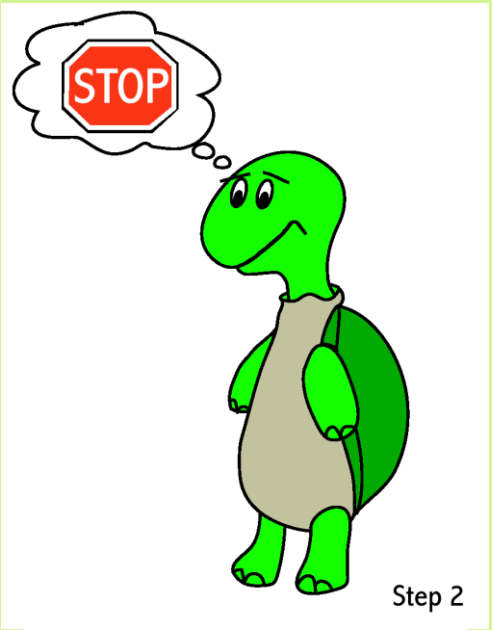

Solution Board
Play together
Wait and take turns.
Trade
Ignore
Say, "Please Stop."
Get a Teacher


First
Then

Turtle Technique

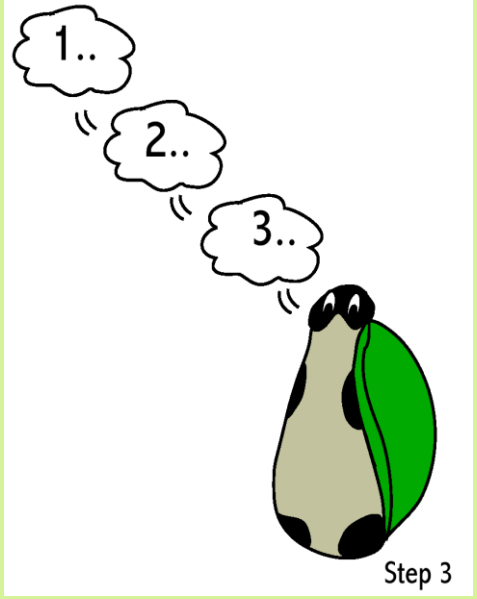
Recognize that you feel angry.

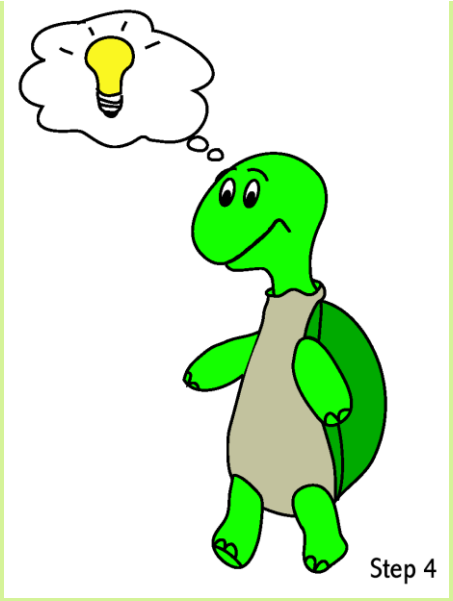




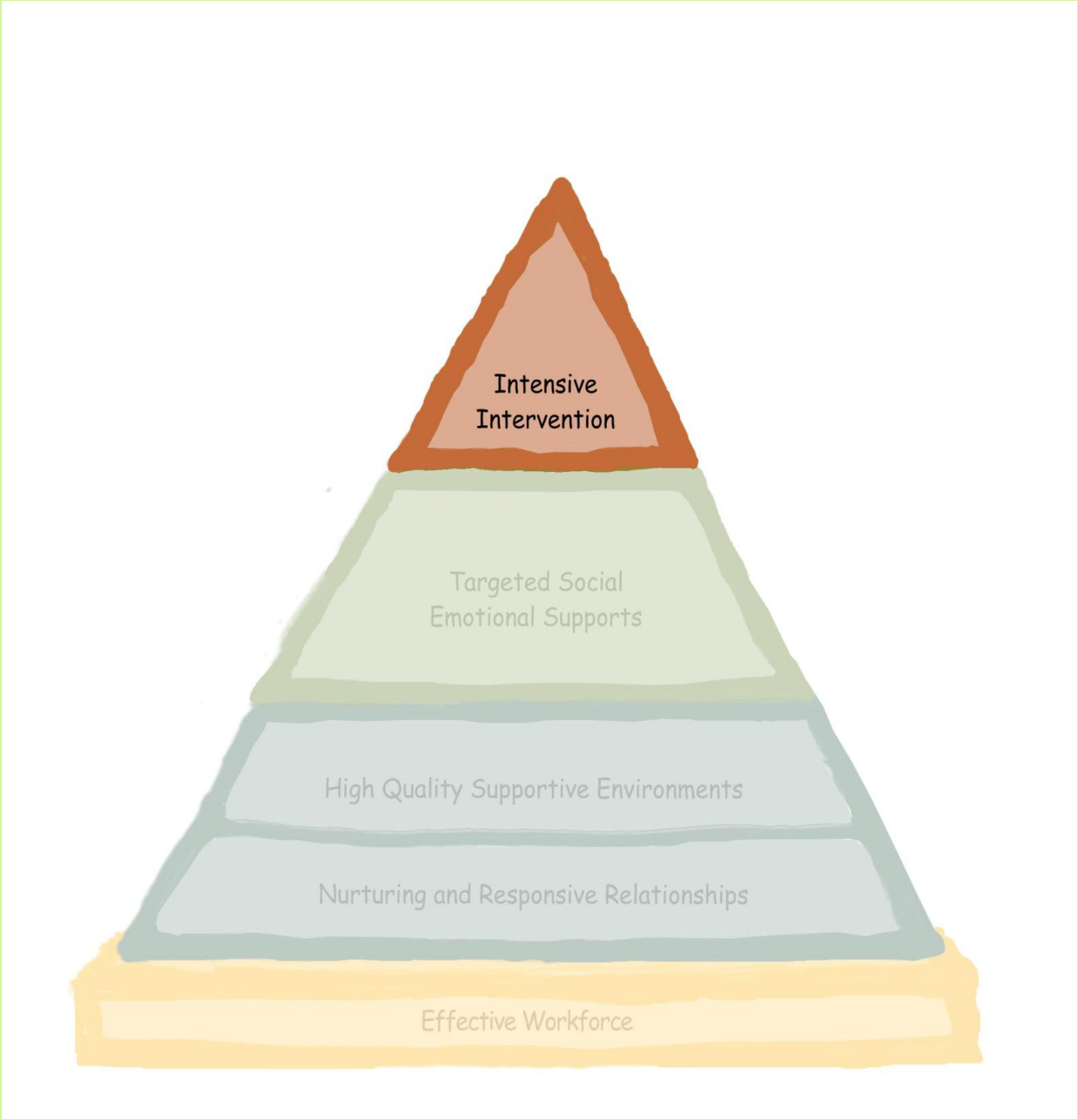
"Think" Stop.

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





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


Intensive Intervention
Targeted Social Emotional Supports
High Quality Supportive Environments
Nurturing and Responsive Relationships
Effective Workforce

Tier Three Supports

- Functional Behavior Assessment (FBA)
- Behavior Intervention Plans (BIP)
- Individualized teaching programs

This presentation will focus on the first level or tier of the pyramid. It is our belief that with well-planned and consistent use of Level 1 strategies, you may prevent the need for higher level interventions

Don’t shoot yourself in the foot!!!!

How a TEACHER views the child influences how the TEACHER interacts with the child which influences who the child becomes.

"Relationships with children, families and other professionals are key to high-quality early childhood programs in general and critical to effectively dealing with children with challenging behavior."

Research shows that the main predictor of achievement is a child's perception of

"Does the teacher like me?"

From: Linda Brault

You are your most POWERFUL tool

Adult child relationships may be the most powerful tool for working with young children

Greet children by name

Give children real choices

Get down to the child's level when talking to them

Be consistent with children

Play with children

Tell children it is ok to feel sad, angry, or hurt

Try to spend time one to one with each child

Use personal information about the child in conversations

Building and Supporting Relationships

Designing Supportive Environments

"The goal of effective classroom management is not creating "perfect" children, but providing the *perfect environment* using research-based strategies that guide students toward increasingly responsible and motivated behavior."

(Sprick, Knight, Reinke & McKale, 2006, p. 185)

“Studies indicate that approximately four of every five disruptive students can be traced to some dysfunction in the way schools are organized, staff members trained, or schools are run.”

(U.S. Department of Education, 2000)

Physical Environment: Guidelines

Arrange traffic patterns to reduce open spaces

- Remove obstacles that make it difficult for children to move around the room
- Include learning materials that will likely promote children's interactions
- Use pictures and labels to tell children where things belong
- Limit the number of children in a given learning center
- Use picture posters and schedules to help children know what to do

Blended Practices page 254


STOP


NIKKI


Aa Bb Cc Dd Ee
Ff
Gg
Hh


1
2
3
BABY CONNECTS
1
2
3

Least Intrusive

Most Intrusive

Adapt Environment

- Adapt room set-up.
- Adapt/select equipment.

Select or Adapt Activity or Routine

Adapt Materials

Adapt Requirements or Instruction

Provide Assistance

Cara's Kit

Adaptation Notes

- What is currently happening?
- What would you like to see happen?
- How can we change the environment?
- How can we change the activity?
- How can we change the materials?
- How can we change the requirements or instructions?
- How can we provide assistance?
- After you have made the changes, what is currently happening?

Schedules, Routines, and Transitions

- Design a schedule that works for your specific group of children
- Balance activities-quiet and noisy, active and passive, large group and small group, adult directed and child directed
- Implement the schedule consistently
- Teach children the schedule and expectations related to the schedule
- Alert children about transitions
- Tell children when there are changes in the schedule
- Prompt children to help each other during routines and transitions
- Structure transitions so that children do not spend significant time waiting with nothing to do

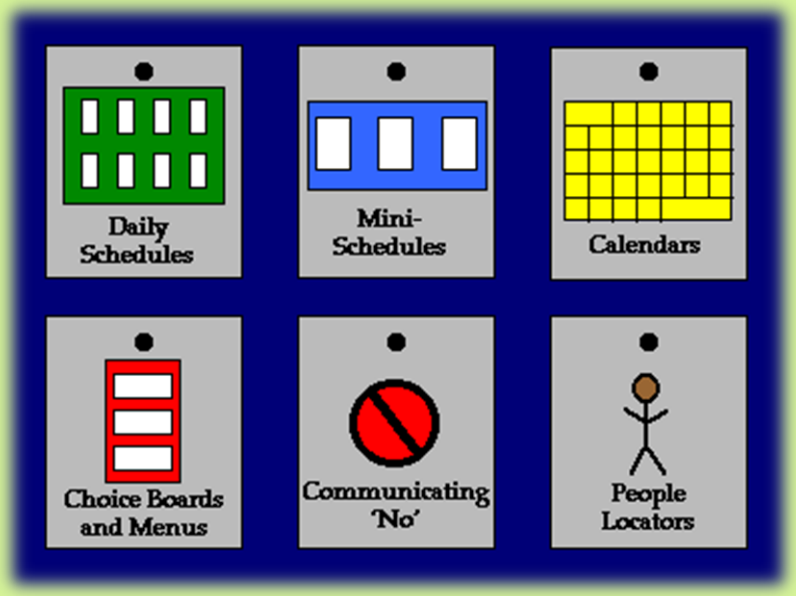
Blended Practices: page 256


What are we doing now?
Circle Time
Play Time
Rest Time
Snack Time
Skill Time
Story Time
Story Time
Action Time
Good Bye


Independent Work Station
Dylan


Ann


home
school
Welcome to preschool

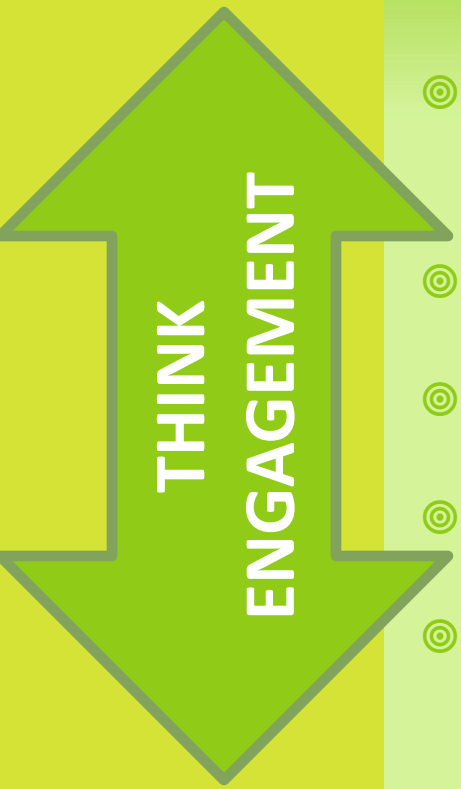

Daily Schedules
Mini-Schedules
Calendars
Choice Boards and Menus
Communicating 'No'
People Locators

Activities designed to promote Engagement

- Monitor children's attention and adjust activities accordingly
- Have a purpose or goal for each activity
- Provide opportunities for active child participation
- Design activities with individual children's goals and interests in mind
- Vary topics and activities from day to day
- Give children jobs during group activities
- Assign adults to support children who have difficulty attending during group activities

Blended Practices: page 258

Teacher (adult) Behaviors that promote Engagement



- Attend to children when they are engaging in appropriate behaviors.
- Provide descriptive feedback to children
- Give children directions that are explicit
- Give children choices
- Acknowledge children's efforts

Universal Positive Behavior Support (PBS) Practices

From: Benedict, E., Horner, R., & Squires, J. (2007). Assessment and Implementation of Positive Behavior Support in Preschools. Topics in Early Childhood Special Education 27:3, 174-192.

1. Rules poster with three to five positively stated rules

Posters may be of any size, as long as they are affixed to a wall no higher than 4 feet tall and not blocked partially or in full by furniture or other materials.

Must include at least 3 and no more than 5 positively stated rules in both picture and written forms.


Classroom Rules
quiet voices
good manner
Walking feet
Be Nice
Gentle touches


Classroom Rules
Helping Hands
Listening Ears
Quiet Voices
Looking Eyes
Walking Feet


Class Room Expectations
Be Safe
-Walk
-Feet on floor
-Hands to self
Be Kind
-Share
-Talk nicely
-Take turns
Be Helpful
-Clean up with your friends
-Push in chairs
-Throw your garbage away


Classroom Rules
Eyes Looking
Ears Listening
Mouth Quiet
Helping Hands
Sit Criss-Cross

Classroom Rules and Expectations

- Identify a small number of class rules
- Involve the children in developing the rules
- State the rules positively ("use inside voices;" "be nice to our friends")
- Explicitly teach the rules and reinforce them in context
- Provide opportunities for practicing the rules
- Have consistent consequences when children break the rules
- Teach children about consequences

Blended Practices: page 258

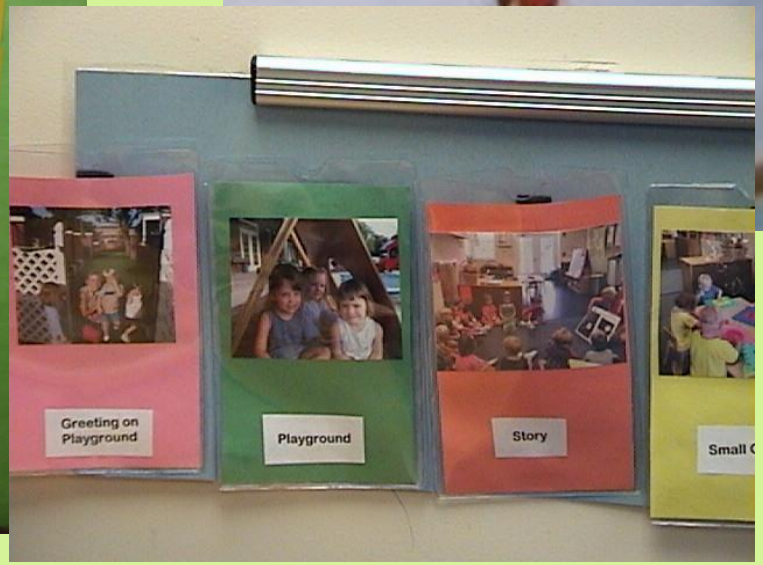
2. Posted classroom schedule

Classroom schedule includes sequenced pictures of classroom routines and is posted at eye level for children.

Schedule includes words and/or pictures and is affixed to a wall no higher than 4 feet tall and not blocked partially or in full by furniture or other materials


Preschool Schedule
1
2
3
4
5
6
7
8
9
10
11
12


Miranda
Miranda
Zach
Zach
Max
Luke
Miranda
finished


Greeting on Playground
Playground
Story

3. CLASSROOM MATRIX OF BEHAVIORAL EXPECTATIONS FOR EACH CLASSROOM ROUTINE

Classroom matrix includes behavioral expectations for each classroom routine (e.g., free play, circle time, snack).

Matrix can be of any size and located on either a wall or in a teacher's materials (e.g., binder, folder), as long as it is easily accessed by the lead teacher or other support staff. Each classroom routine must be depicted on the matrix, as well as each classroom rule.

Some expectations (less than 80%) may repeat across routines (e.g., keep hands to self in circle and free choice).

North Marion Pre-School Matrix

3 B's

Setting	Be Safe	Be Kind	Be Helpful
Class Room	Walk Feet on floor Hands to self Not throwing—put in	Share Talk nicely (use good words) Take turns	Clean up with friends Push in chairs (safety) Put away toys you got out before making another choice
Line	Hands to self Eyes forward Body still Arms by side	Listen Voices off	Hold rope still (Don't pull on rope)
Hallway	Walk Stay in line	Quiet voices	Stay behind your friend (in line) Keep up Walk to the side
Table Time	Little bites Chair legs on floor Knees and feet under table Feet on floor Tables still (together)	Share Take turns Inside voice Talk to people who are only at your table	Keep legs and feet under table Push in chair when done Eat over your boat Keep table together

Program-Wide
Positive Behavior Support

Expectation/Rules Matrix

Expectations	Classroom	Playground	Hallway
Be Respectful	Soft Touch	Take Turns	Quiet Voices
Be Safe	Walking Feet	Sit on Bikes, Slide, and Swings	Walking Feet
Be a Team Player	Help a Friend	Help a Friend	Stay Together

Cozine Cubs
Learning Matrix

Setting	Be Safe	Be Kind
Hallway	•Walking feet •Walk behind teacher	•Hold hands
Circle Time	•Sit criss cross applesauce on your spot	•Hands down •Listen to teacher
Snack	•Stay in your spot •Hands to yourself	•Clean your spot •Push your chair in
Bathroom	•Listen to teacher •Hands and feet to self	•Quiet voices •Take your turn
Small Group/Table Time	•Stay in your spot	•Share materials
Motor Room	•Hands and feet to self	•Share •Take turns
Bikes	•Keep feet on pedals •Stop when friends say stop	
Mats/balls	•No crashing on mats •Keep balls off mats/no balls on mats	

2006

4. Transition signal

Teachers use a system other than or in addition to a verbal direction to signal a transition from one activity to another.

Signal may be auditory (e.g., ringing a bell, singing a song), physical (e.g., putting hand on head), visual (e.g., turning off light momentarily), or gestural (e.g., pointing to a picture).

Signal must accompany or be no later than 10 seconds after a verbal direction.


COBY


CP-2188
DIGITAL TIMER Count Down/Up
M
S
00 00
RESET
MIN
SEC
START/STOP

5. Warning prior to transitions

"Two more minutes."

Teachers provide a warning before a transition from choice, free play, or outside play to another activity.

Teachers provide a specific warning indicating that the activity will end soon (e.g., **"5 more minutes," "It's cleanup time soon"**) prior to any child's transition to the next activity.

6. Precorrection

At least one teacher makes at least one statement about expected behavior to one or more children in the absence of misbehavior.

"Remember to use your walking feet" before the children walk in the hall, where running is common but has yet to occur.

Remember, use your walking feet.

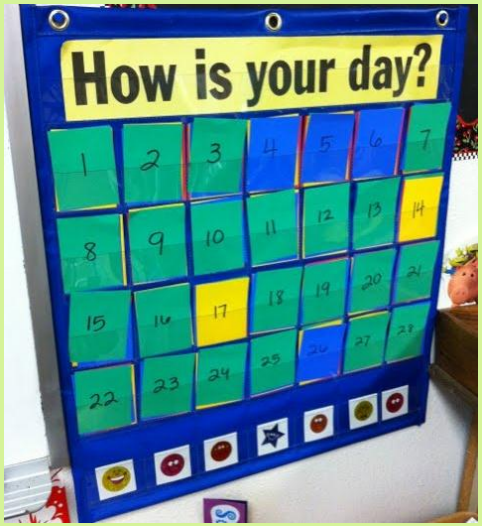
7. Acknowledgment system

At least one teacher makes at least one acknowledgment of a child's appropriate behavior, using a systematic procedure other than praise.

May include activities such as giving children lotion for coming inside from the playground right away or letting children wear the "Super Friend" cape after they help a friend.

Acknowledgment in the form of praise is included if the praise is systematic and consistent across teachers for the particular activity, such as recognizing children who are sitting appropriately at each circle.

Relating Development to Common Behavior Strategies



	PRE-LOGICAL REASONERS			
	Put-er-Iner 12-18 Mo.	Foreseer 18-24 Mo.	Associater 2-4 Years	Fantasizer 4-7 Years
Teach, "The rule is...."	Above cognition	Above cognition	x	x
Card pulling	Above cognition	Above cognition	Above cognition	Usually above cognition, not logically understood
Points for specific behaviors earned for future reinforcer	Above cognition	Above cognition	Above cognition most of the time	x (limited to short duration)
"Caught being good tickets" (non-specified behaviors)	Above cognition	Above cognition	Above cognition	x (only for a few at end of stage)
First/Then structuring	x (limited applicability)	x (limited applicability)	x	x
Script training (i.e., what to say in a specific situation	x (but limited to cognition language skills)	x (but limited to cognition /language skills)	x	x
Immediate reinforcers +1. social +2. food	x	x	x	x
Teach routines	x	x	x	x
Attempts to elicit intrinsic reinforcement, self-evaluation	Above cognition	Above Cognition	Above cognition	Above cognition
Points and levels of access	Above cognition	Above cognition	Above cognition	Above cognition
Behavior Contracts	Above cognition	Above cognition	Above cognition	Above cognition
Modeling from a peer	Above cognition	x (limited applicability)	x	x
Earn points as a table/any other "group oriented" reinforcers	Above cognition	Above cognition	Above cognition	x (some limited applicability at end of stage)

http://www.pent.ca.gov/beh/dev/relatingdevelopment.pdf

- Intermittently give Skittles, Jelly Beans or M&Ms as children come to sit quickly at circle or remember to use their walking feet and quiet voices in the hall.
- “Super Friend” cape or button for being a good friend and helping a friend or the teacher.

8. Ratio of 4 positive statements to 1 negative statement

Teachers use ratio of **4 positive statements to 1 negative statement**. Include all teacher statements in tally. Positive statements are defined as teacher statements made to one or more children that include praise or indicate approval.

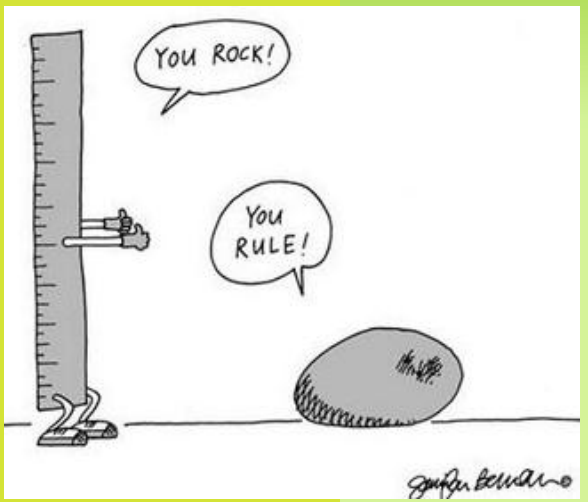
"I like how Billy is sitting criss-cross applesauce," and **"Thank you for putting your picture in your cubby,"**

Nonspecific positive statements, such as "Thank you," "That was nice," or "Good job," are also included.

Negative statements are defined as teacher statements to children that include a reprimand, correction, or indicate disapproval.

"Stop that," "Use a quiet voice inside," and **"You've made Nico sad. Please say you're sorry."**

9. Specific Social Praise



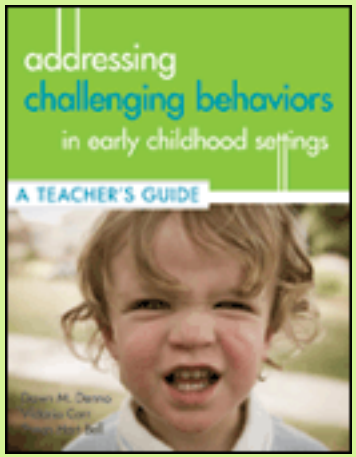
At least one teacher makes at least one positive and specific verbal comment to a child immediately following his or her appropriate behavior.

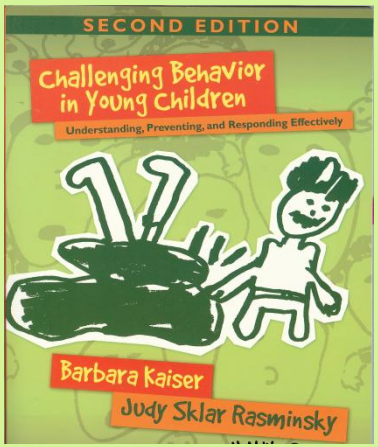
"You were a nice friend to share with Eva," "Good job finding your name," and **"I liked how you used your words to tell me you were upset."**

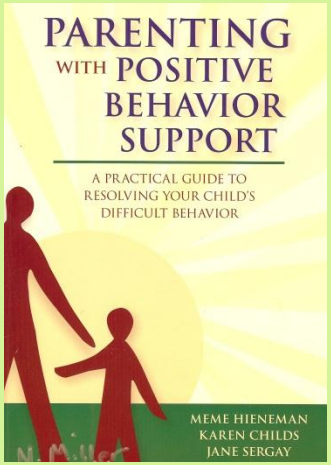
Nonspecific verbal praise—such as "Nice job" or "Great!"—are not included.

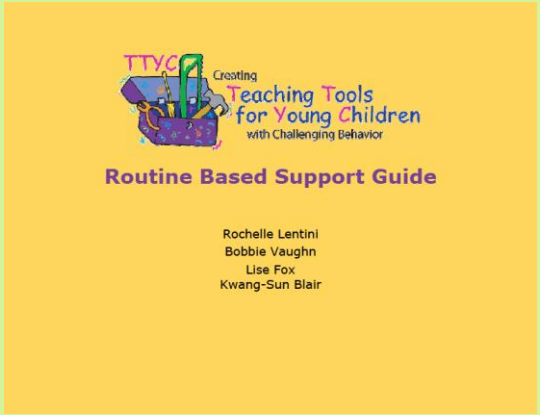
Resources

- http://csefel.vanderbilt.edu/
- http://www.challengingbehavior.org/
- http://www.pyramidplus.org/
- http://prekese.dadeschools.net/
- http://www.pent.ca.gov.index.htm









Assessment and Implementation of Positive Behavior Support in Preschools

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There is increasing concern over the number of young children who exhibit challenging behaviors in early childhood settings. Comprehensive prevention models are needed to support teachers' management of challenging behaviors and to avert the development of such behaviors within at-risk populations. One approach utilizes a three-tier prevention model called positive behavior support (PBS). The present research first assessed one region's implementation of PBS in 15 early childhood settings and found that on average, few features of PBS (30.79%) were implemented. Next, the impact of PBS consultation on teachers' use of universal PBS practices and children's behavior was evaluated in a multiple baseline design across four classrooms. A functional relationship was established between PBS consultation and teachers' implementation of universal PBS practices, but overall low levels of problem behavior prevented assessment of the impact of these changes on child problem behavior. Implications for future applications of PBS to early childhood settings are discussed.

There is growing concern over the number of young children who exhibit challenging behaviors in early childhood settings (Squires & Bricker, 2007). Behaviors such as hitting, biting, tantrums, yelling, noncompliance, or withdrawal are major barriers to young children's development of social competence and effective social networks (e.g., Campbell, Spieker, Burchinal, Poe, & the NICHD Early Child Care Research Network, 2006; Dunlap et al., 2006; Wood, Cowan, & Baker, 2002). Typical child development includes the exhibition of challenging behaviors during the early years. It is not unusual, for example, for a 2-year-old to yell when a caregiver has told her that she may not have a cookie. It is also not unusual for a 3-year-old to hit another child and take his toy. However, these challenging behaviors are expected to decrease during the preschool years, when language, social and emotional regulation, and cognitive problem-solving skills increase (Campbell, 1995; Tremblay et al., 2004).

The percentage of young children who continue to exhibit challenging behaviors into their preschool years is estimated at approximately 10% (e.g., Kuperschmidt, Bryant, & Willoughby, 2000). This estimate is higher for children with risk factors such as living in a low-income family (e.g., Qi & Kaiser, 2003). The outcome for young children who exhibit sustained and/or severe challenging behavior, especially those with multiple risk factors, is bleak. Long-term negative outcomes of challenging behavior may include, but are not limited to, academic failure, social rejection, drug abuse, and commision of crimes in adulthood (e.g., Patterson, Reid, & Dishion, 1992). Research has indicated that this developmental pathway toward serious conduct disorders or antisocial behavior is established in the preschool period (Webster-Stratton, 2000).

Early Intervention and Prevention

A need exists for early intervention efforts focused on young children who are at risk for developing patterns of challenging behaviors in preschool. Since their conception in 1986 under P.L. 99-457, federally funded early intervention and early childhood special education services have focused on providing comprehensive programs to young children who are at risk for or have disabilities. However, these services have not always been provided to all children who exhibit social and/or emotional/behavioral problems due to idiosyncrasies with eligibility criteria and/or a lack of systematic screening and assessment methods (Conroy & Brown, 2004; Powell, Fixsen, Dunlap, Smith, & Fox, 2007). When services have been provided, they have often been reactive rather than proactive (Conroy & Brown, 2004). In other words, interventions are developed in response to one child's disruptive behavior without systematically reducing the risk of other children in the classroom developing similar

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QUESTIONS