Introducing Early Childhood PBIS to Northern Arizona Head Start Programs: Challenges and Successes

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About the Project

• NACOG’s decision to implement PBIS and the Pyramid Model in Head Start programs

• Mental Health Consultation supports

• Pyramid Model Project
What is the Pyramid Model?

- PBIS for early childhood
- Uses developmentally appropriate practices
- Tools tailored to early childhood program needs
The Pyramid

Pyramid Model
PBIS is for adults

• Sets up the environment to shape our behavior

• Adds supports to the environment to maintain our behavior
Tier 1: 80%

- Expectation Matrix
  What behaviors will be taught and reinforced?

- Teaching System
  How will they be taught?

- Reinforcing Expectations
  How will they be reinforced?
<table>
<thead>
<tr>
<th>Location</th>
<th>At Southmoor Elementary</th>
<th>Classroom</th>
<th>Hallway</th>
<th>Bathroom</th>
<th>Cafeteria</th>
<th>Playground</th>
<th>Assemblies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respectful</strong></td>
<td>*Listen to speaker</td>
<td>*Walk quietly at all times</td>
<td>*Be quick, quiet, and clean</td>
<td>*Use good table manners</td>
<td>*Be a good sport</td>
<td>*Sit on your bottom with legs crossed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Follow adult</td>
<td>*Use tools, supplies, and books appropriately</td>
<td>*Keep walls, stalls and floors clean</td>
<td>*Talk in 1 voice level</td>
<td>*Follow the rules of the games</td>
<td>*Hands in lap</td>
<td></td>
</tr>
</tbody>
</table>
|                   | directions              |           |         |         | *Use appropriate language | *Face the front | *
|                   |                        |           |         |         |            | *Clap in an appropriate manner | **Collaborative** |
|                   |                        |           |         |         |            |                        | *Include others |
|                   |                        |           |         |         |            |            | *Accept differences |
|                   |                        |           |         |         |            |            | *Have a positive attitude |
|                   |                        |           |         |         |            |            | *Encourage each other with positive comments |
|                   |                        |           |         |         |            |            | **Kind** |
|                   |                        |           |         |         |            |            | *Smile at others as they walk by |
|                   |                        |           |         |         |            |            | *Stop to allow others to pass by |
|                   |                        |           |         |         |            |            | *Help each other |
|                   |                        |           |         |         |            |            | *Be polite to others |
|                   |                        |           |         |         |            |            | *Respect others’ privacy |
|                   |                        |           |         |         |            |            | *Say please, thank you, and excuse me |
|                   |                        |           |         |         |            |            | *Have polite conversations |
|                   |                        |           |         |         |            |            | *Keep your food on your tray |
|                   |                        |           |         |         |            |            | *Handle conflicts with kind words or get help from an adult |
|                   |                        |           |         |         |            |            | *Be actively involved in a physical activity |
|                   |                        |           |         |         |            |            | *Take turns |
|                   |                        |           |         |         |            |            | *Allow others to enjoy the presentation |
|                   |                        |           |         |         |            |            | *Raise your hand to participate |
|                   |                        |           |         |         |            |            | **At Southmoor Elementary** |

- **Respectful**
  - Listen to speaker
  - Follow adult directions
  - Use tools, supplies, and books appropriately
  - Walk quietly at all times
  - Use a 0 voice in line with your class
  - Follow adult directions
  - Keep walls, stalls and floors clean
  - Use good table manners
  - Talk in a 1 voice level
  - Follow directions from adults
  - Be quick, quiet, and clean
  - Be a good sport
  - Follow the rules of the games
  - Use appropriate language

- **Responsible**
  - Complete prepared work on time
  - Ask questions
  - Focus on learning
  - Keep hands off walls and artwork
  - Keep hands/feet to yourself
  - Help keep the hallway clean
  - Flush the toilet
  - Wash your hands with soap
  - Place your trash in trash cans
  - Report messes to your teacher/office
  - Don’t waste food
  - If you drop it, pick it up
  - Place trash in trash cans
  - Walk at all times
  - Return to class ready to learn
  - Use equipment the correct way
  - Ask for a pass to enter the building
  - Walk quietly at all times
  - Use a 0 voice in line with your class
  - Follow adult directions
  - Keep hands, stalls and floors clean
  - Use good table manners
  - Talk in a 1 voice level
  - Follow directions from adults
  - Be quick, quiet, and clean
  - Be a good sport
  - Follow the rules of the games
  - Use appropriate language

- **Collaborative**
  - Work as a team
  - Listen to others’ ideas
  - Keep hands/feet to yourself
  - Help keep the hallway clean
  - Take turns
  - Wait patiently for the sinks or stalls
  - Walk in line quietly and patiently
  - Raise your hand and wait to be excused
  - Collect trash and belongings & check floor
  - Handle conflicts with kind words or get help from an adult
  - Be actively involved in a physical activity
  - Take turns
  - Allow others to enjoy the presentation
  - Raise your hand to participate

- **Kind**
  - Include others
  - Accept differences
  - Have a positive attitude
  - Encourage each other with positive comments
  - Smile at others as they walk by
  - Stop to allow others to pass by
  - Help each other
  - Be polite to others
  - Respect others’ privacy
  - Say please, thank you, and excuse me
  - Have polite conversations
  - Keep your food on your tray
  - Invite others to play
  - Be a courageous bystander
  - Win and lose gracefully
  - Keep your hands to yourself
  - Raise your hand and wait to be called upon
Lesson plans

• Provide objective, clear, complete definition of target behavior
• Define specific procedures for how and when behaviors will be taught
• Establish pre-teaching and error-correction procedures
• Monitor fidelity and outcomes
Shaping new behavior requires positive reinforcement

• Positive reinforcement vs. “bribing”
Reinforcement Ideas for preschoolers

Beach ball time
Extra recess
Shaving cream
Outdoor painting
Dance party
Bubbles
Tier 2: 10-15%

- Check-in Check-out (CICO)
- Social Skills Training
- The Beeper System/Signal Timeout
- The 3 Jars
- Good Behavior Board Game
- Group contingencies
Tier 3: 5%

- Individual targeted support
- Based on function of behavior
Data Based

• Pre SET
• TPOT
• BOQ
What was already in place at Head Start

- Tier 1 (curriculum, Conscious Discipline)
- ABC Data
- Education Mentors
- Mental Health Consultation
What was happening?

- Tendency to jump quickly to Tier 3
- Problem behaviors not resolved
- Staff habituation to problem behaviors
So why isn’t the Pyramid Model Already in Place?

- 2 decades of research
- Implementation remains a challenge
- Perceived conflicts with existing practices and philosophies?
- Perceived increase in workload?
Why is it needed?

• Challenging behaviors often result in placing young children in increasingly restrictive settings until they are socially “ready” for typical early childhood settings (Etscheidt, 2006).

• Restrictive settings often fail at making these children “socially ready”.

• Evidence supports that PBIS can prevent such outcomes (e.g., Bradshaw, Mitchell, & Leaf, 2010; Horner et al., 2009).

• BUT extensive support is critical for full implementation (Cook & Odom, 2013).
Why is it needed?

• Teachers are experts in education but are usually not experts in dealing with challenging behaviors, often requiring outside assistance.

• Problem behaviors contribute to teacher burnout and attrition in the field (Ingersoll & Smith, 2003; Kaiser & Cross, 2011).

• Lack of expertise affects children directly: Preschoolers are expelled for behavior at rates 3 times higher than their school-age counterparts (Gilliam, 2005).
Student Demographics of NACOG Head Start Programs

Many children already at risk:
- Poverty
- Drugs
- Abuse
- Neglect
NACOG Staff considerations

Lack formal education in behavior management
• How IBPs work and implementing to fidelity
• How to react to behavior
• How to communicate behavior issues with parents/families
• Knowing when to ask for help
NACOG Staff Considerations

• May lack experience in team work/management
• Minimally staffed and/or large turnover in one year
• Often have their own ideas on how behavior should be managed (“or else”)
• Skipping Tier 2 when Tier 1 isn’t working
• Need training on teaching replacement behaviors and identifying teachable moments
NACOG Cultural Considerations

• May need cultural changes
• Need for ongoing administrative support and direction
• Need to develop a system for managing fidelity that is not perceived as punitive
• Need to ensure that PBIS is working for Head Start and not the other way around
• Current high levels regulations, rules, and paperwork
What will it take for successful implementation of the Pyramid Model?

- A shared commitment and philosophy around a positive approach to behavior,
- Staff and family buy-in, a small number of shared expectations for behavior,
- Professional development for staff (Fox & Hemmeter, 2009; Hemmeter et al., 2005; Horner et al., 2005).
- Philosophical shifts for individuals within the program,
- Daily implementation of these components requires intentional effort across an entire system.
How do you make it happen?

• Guided by implementation science at their cores (Cook & Odom, 2013).

• Systematic professional development and coaching on the Pyramid Model and PBIS frameworks have been associated with increased implementation of the model (Fox, Hemmeter, Snyder, Binder, & Clarke, 2011; Hemmeter, Hardy, Schnitz, Adams, & Kinder, 2015).

• Pyramid Model Project will provide coaching to participating classrooms.
Coaching

• Studies have found fidelity to the Pyramid Model to be relatively low in public preschools and Head Start settings (Artman-Meeker, Hemmeter, & Snyder, 2014; Hemmeter et al., 2011).

• Research supports Practice-Based Coaching and the Pyramid Model (i.e., www.csefel.vanderbilt.edu; http://challengingbehavior.fmhi.usf.edu/communities/trainers.htm).
Trainings Spring-Summer 2017

Staff have attended a series of trainings and workshops:
• All day intro
• ½ day deeper discussion of Tiers 1-3
• 2 day training on implementation plan and tools
Trainings Fall 2017

• In depth Tier 2
• In depth Tier 3
Staff feedback

• Teachers are motivated and seeking a direction to help with behavior management

• Some staff want help, but still have their own ideas of behavior management

• Staff concerns about increasing their paperwork load
Concerns moving forward

• Changing the perception of PBIS with teachers

• Understanding that PBIS is not a “magic pill”

• Developing a system to ensure fidelity that does not seem punitive in nature
Reasons to be optimistic

- We know that when implemented to fidelity, PBIS has proven successful.
- Teachers and administrators have been asking for a system to help their children and families.
- NACOG has partnered with Intermountain to help them navigate these beginning stages of implementation.