INTERMOUNTAIN CENTERS

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

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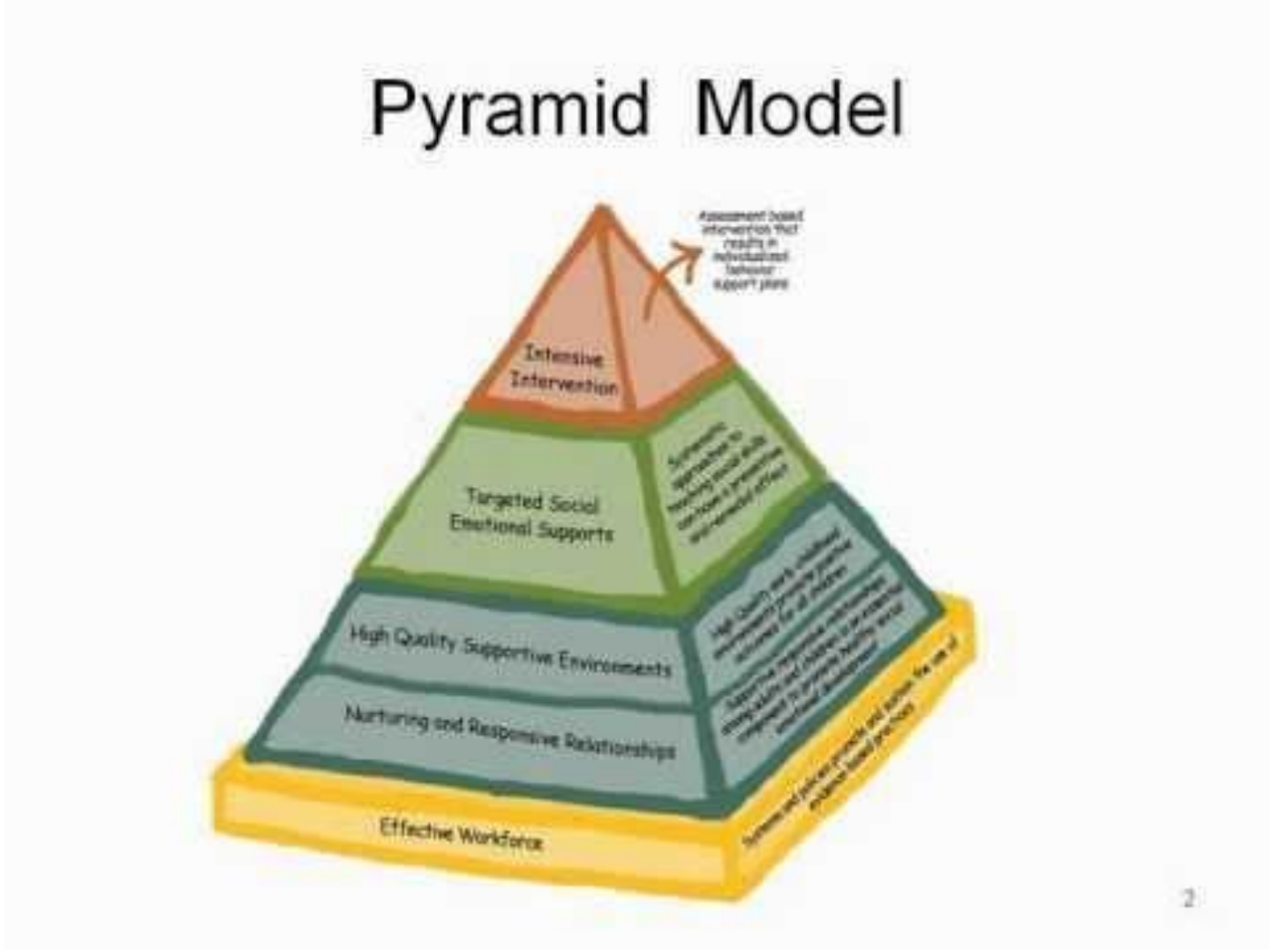
What is the Pyramid Model?

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

The Pyramid


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

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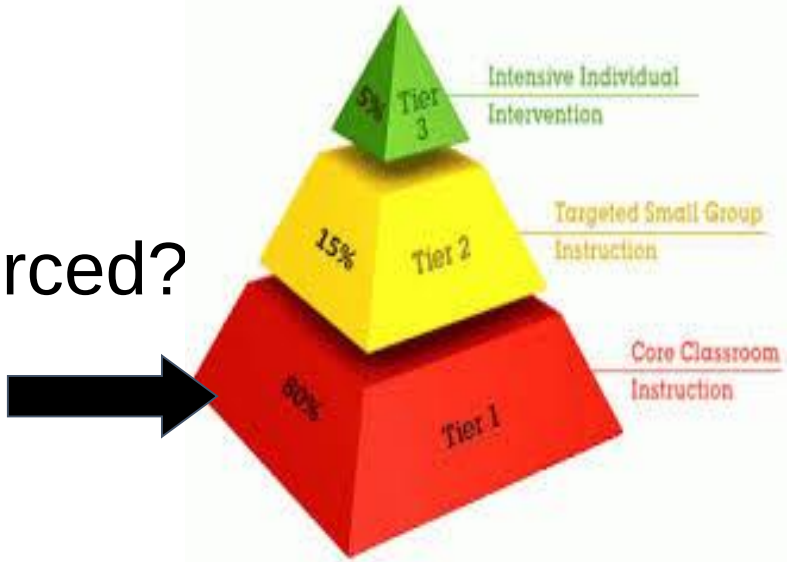
PBIS is for adults

- 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?



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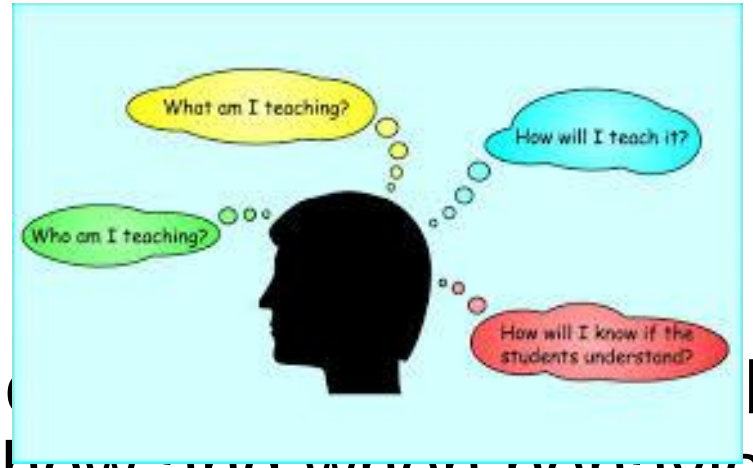
At Southmoor Elementary	Classroom	Hallway	Bathroom	Cafeteria	Playground	Assemblies
Respectful	*Listen to speaker *Follow adult directions *Use tools, supplies, and books appropriately	*Walk quietly at all times *Use a 0 voice in line with your class *Follow adult directions	*Be quick, quiet, and clean *Keep walls, stalls and floors clean	*Use good table manners *Talk in a 1 voice level *Follow directions from adults	*Be a good sport *Follow the rules of the games *Use appropriate language	*Sit on your bottom with legs crossed *Hands in lap *Face the front *Clap in an appropriate manner
Responsible	*Come prepared *Complete your 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	*Engage in active listening *Pay attention to the speaker *Respond appropriately
Collaborative	*Work as a team *Share materials *Listen to others' ideas	*Walk on the right side on the hall *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, compl 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

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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).

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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

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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

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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.