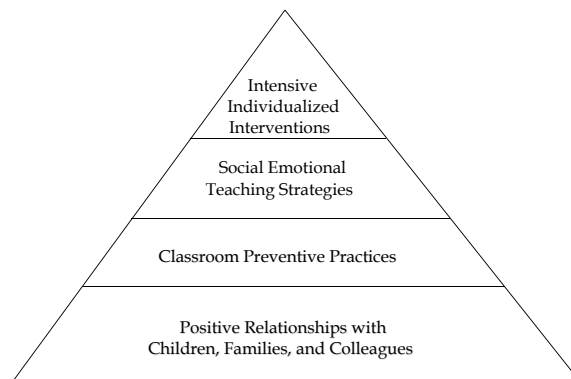


POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS (PBIS) IN EARLY CHILDHOOD SETTINGS

THE TEACHING PYRAMID



Included in the hard copy version of this packet are the following articles from the Center on the Social and Emotional Foundations for Early Learning. (2003). *Promoting social & emotional competence*. Champaign, IL: Author. Retrieved May 29, 2005, from <http://www.vanderbilt.edu/csefel/modules-archive/index.html>

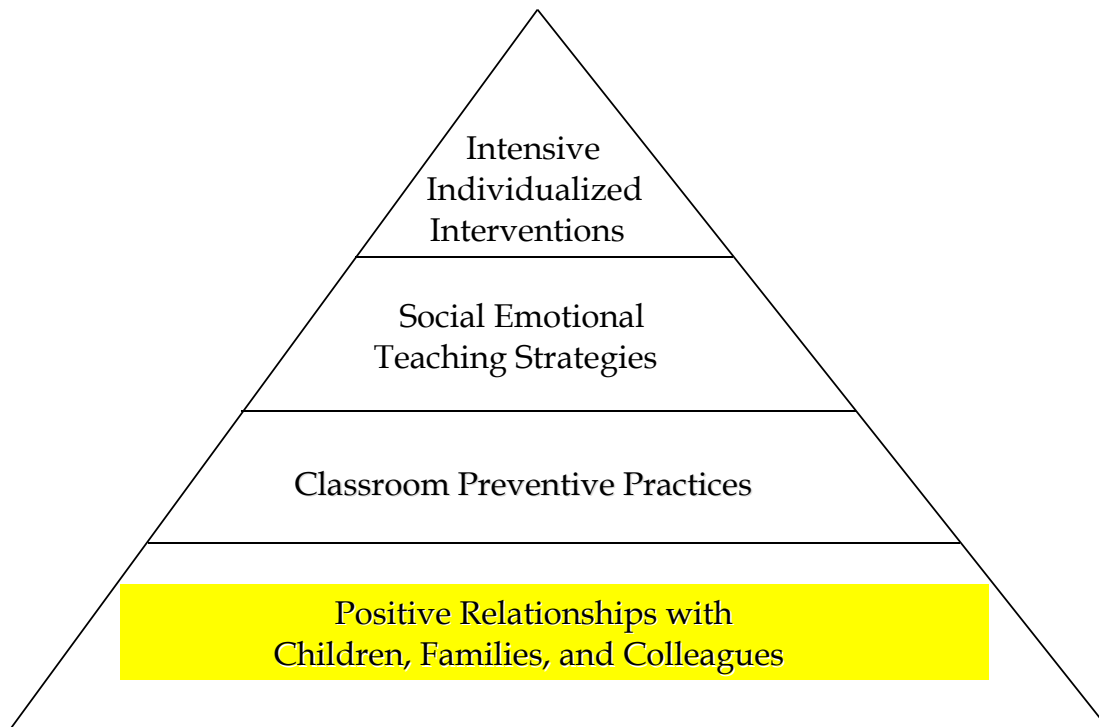
- Building positive relationships with young children, Module 2, Handout 2.2
- You've got to have friends, Module 2, Handout 2.3
- Enhancing emotional vocabulary in young children, Module 2, Handout 2.4
- Helping young children control anger and handle disappointment, Module 2, Handout 2.6
- Strategies for teaming with families in the process of PBS, Module 3b, Handout 3b.3a

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To facilitate the development of positive social relationships, teachers of young children should provide learning experiences for those children from a conceptual model that addresses multiple levels to meet children’s needs. The following section describes a framework that supports children to promote social/emotional development and positive relationships.

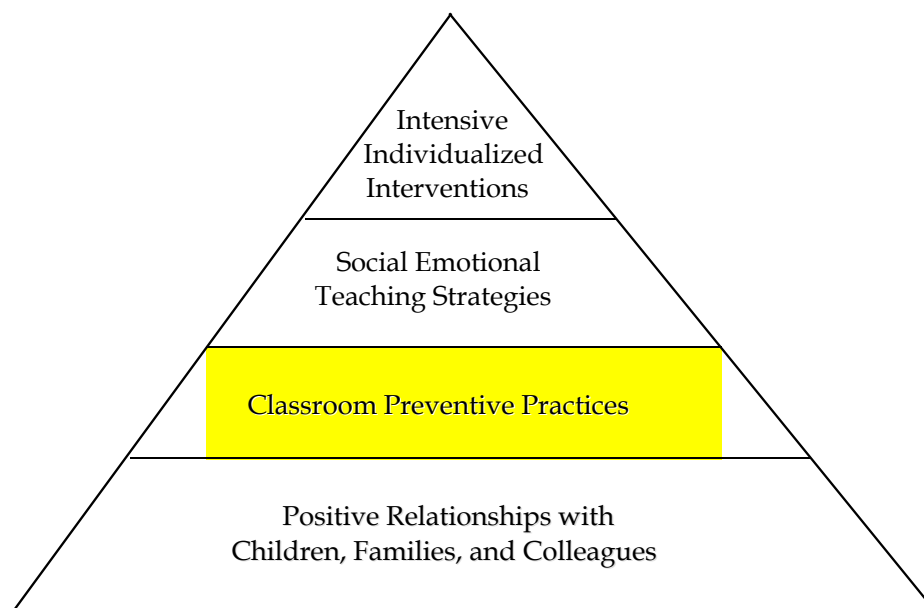
PBS Teaching Pyramid



POSITIVE RELATIONSHIPS

The foundation of the teaching pyramid is building positive relationships with children and their families. Without this foundation, the best prevention and intervention strategies have less impact or long-term effectiveness. The first step in building positive relationships is taking time to get to know each child and his or her family. Home visits, personal conversations, and one-on-one time with children in the classroom are good ways to start the process. The next step is to make a connection with each child, learn what works and doesn’t work with that child, and provide warm, positive attention on a regular basis. This step helps develop trust, respect (e.g., “I will celebrate your strengths”), and helps convey emotion to children. The following article from the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) highlights the importance of “Building Positive Relationships with Young Children”.

PBS Teaching Pyramid



CLASSROOM PREVENTATIVE PRACTICES

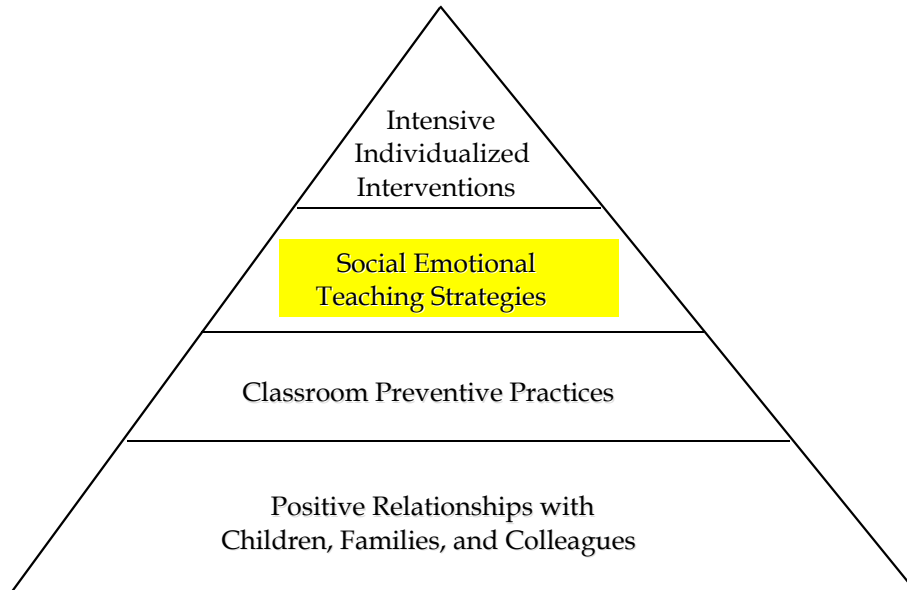
The next level of the teaching pyramid is related to classroom preventative practices. These are strategies that we've all used in early childhood programs--nothing about these practices is new. The important thing, however, is to notice the relationships between using these practices and the effect they have on children's behavior. Effective preventative practices set the stage for developing a positive, proactive, classroom environment and will prevent most problems before they occur.

Some of the classroom practices that are known to help prevent problem behaviors include:

- *Physical arrangement* of the classroom – size of space, placement of materials and furnishings, location of personal items, safety
- *Use of materials* – child-friendly and age-appropriate items and activities, giving cues for how to use items, rotating materials frequently to maintain interest
- *Predictable routines and planned transitions* – providing structure for activities and transitions between activities, providing predictability across the day, giving cues for quiet time vs. active time
- *Rules and expectations* – establishes clear guidelines for expected behavior, provides opportunity for positive attention, shows respect for children by teaching them what is expected of them

A previous KITS packet on *Environmental Support for Positive Behavior Management* by Jack & Lindeman (1998) is available for more detailed information on the use of these practices. This packet may be accessed at <http://kskits.org/ta/Packets/EnvironmentalSupport.shtml> or by contacting Robin Bayless, KITS, 2601 Gabriel, Parsons, KS 67357, 620-421-6550 ext. 1618, rbayless@ku.edu.

PBS Teaching Pyramid



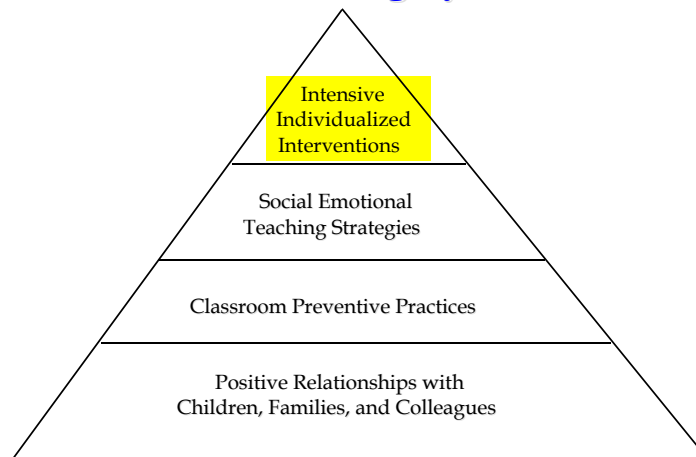
TEACHING SOCIAL SKILLS

A majority of children react positively to classroom preventative strategies such as environmental arrangement, schedules and transitions, and classroom rules. Other children, however, may need additional support to learn how to develop friendships, manage their feelings, and problem-solve conflicts. These skills are critical to the success of children who may be “at-risk” for developing more serious behavioral challenges as they encounter difficult situations or settings in which they do not understand the social expectations.

Friendship skills should be promoted and supported throughout the course of the program day through recognition, prompting, and play activities. Emotional awareness includes being able to recognize one’s feelings and responding to the signs of feelings in others, as well as controlling one’s own emotional behaviors. The following CSEFEL articles on teaching social skills provides the guidance for this topic. Essential skills highlighted include anger control using the Turtle Technique, the Problem Solving Steps, and the Solution Kit, all included here.

Finally, teaching social skills should be a planned and integrated part of the early learning curriculum. Many excellent curricula exist that support social skills development and can be easily adapted for most settings. Incorporating learning experiences that support social skills into the daily lesson plan is a very effective way to ensure that children are receiving the support they need to develop these critical skills.

PBS Teaching Pyramid



INTENSIVE INDIVIDUALIZED INTERVENTIONS

The final level in the teaching pyramid is designed to address the children who display the most severe forms of challenging behavior. Even with all of the other supports in place, some children need individualized support plans that address their specific behavioral difficulties and teach more appropriate ways to communicate their wants or needs. The development of an individualized support plan involves several steps, outlined below. This process is always a team-based process involving the child's parents, caregivers, teaching and support staff and, if necessary, a behavior support facilitator. The following CSEFEL article on intensive individualized interventions offers tips for working with families on this process.

See the KITS packet *Functional Behavioral Assessment* by Jack & Lindeman (2005) for more detailed information on the use of the behavior support process at <http://kskits.org/ta/Packets/FunctionalBeh.shtml> or by contacting Robin Bayless, KITS, 2601 Gabriel, Parsons, KS 67357, 620-421-6550 ext. 1618, rbayless@ku.edu.

Steps for developing individualized support plans include:

- Establish team for addressing child's behavioral concerns
- Review previous levels of the teaching pyramid to ensure all aspects of a positive supportive environment are in place
- Complete assessments for child and review data from:
 - IFSP, IEP and/or Person-Centered Plan
 - Functional Behavioral Assessment
- Brainstorm interventions and develop plan based on assessment data
- Implement plan by establishing preventive strategies, teaching child replacement behaviors, and providing alternative instructional strategies
- Review plan, evaluate progress, revise as necessary

BUILDING THE PYRAMID: ACTION PLANNING GUIDE

The Action Planning Guide is designed to assist you in identifying PBIS strategies that you would like to put into place in your program. The four levels of the Teaching Pyramid described throughout this packet are listed on the left column. For each level (focus area), write down your ideas for implementing PBIS in the center column. Finally, list any additional supports or resources that you might need in order to put those strategies into practice. See example on back.

Focus Area	Strategies to Use	Supports or Resources Needed
Building Positive Relationships		
Classroom Preventative Practices		
Social & Emotional Strategies		
Individualized Interventions		

BUILDING THE PYRAMID: ACTION PLANNING GUIDE

Below are examples for each level. Typically, at least three strategies for each category are used in the action planning process. See Resources section for additional ideas.

Focus Area	Strategies to Use	Supports or Resources Needed
Building Positive Relationships	<i>Send positive notes home to families each week</i>	<i>Note paper</i>
Classroom Preventative Practices	<i>Develop list of three to five classroom rules and post with pictures</i>	<i>Poster paper Markers Camera or line drawings</i>
Social & Emotional Strategies	<i>Build social/emotional literacy library in center</i>	<i>Resource list Buy books</i>
Individualized Interventions	<i>Develop team with behavioral expertise</i>	<i>Staff available</i>

Susan L. Jack, University of Kansas Center on Developmental Disabilities. Permission to reproduce granted.