

ECPBIS History

Several initiatives have taken place over the years by working groups from around the state, including:

- Behavior Cadre: Cadre Manual (1999)
- Behavior Working Group: BESST Manual (2003)
- Dangerous Behavior Working Group: Safety First (2004)

ECPBIS: Implementation Initiatives

Social Emotional Work Group
sewg.edublogs.org


- ECPBIS 2006-present
 - Building capacity
 - Maintaining efforts

- ECPBIS Implementation Guide (2010)




Pre-K-12 Collaboration

- Similarities
- Differences
- NW PBIS Network, Inc.

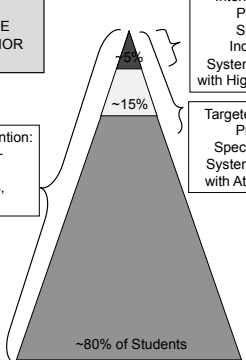


The Pyramid Model



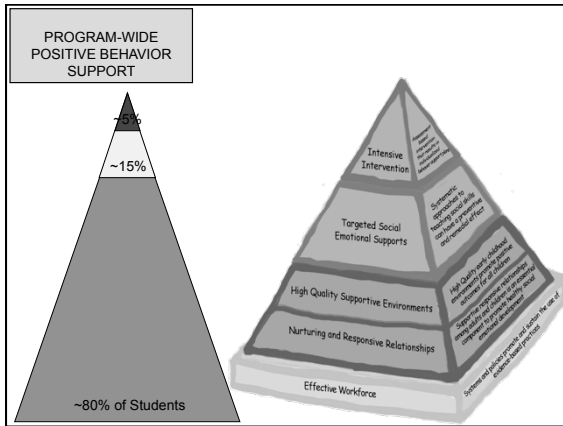
PROGRAM-WIDE POSITIVE BEHAVIOR SUPPORT

Universal / Primary Prevention: Program-/Classroom-Wide Systems for All Children, Families, & Staff



Intensive / Tertiary Prevention: Specialized Individualized Systems for Children with High-Risk Behavior

Targeted / Secondary Prevention: Specialized Group Systems for Children with At-Risk Behavior



The Pyramid Model

- Nurturing and Responsive Relationships
- High Quality Supportive Environments
- Social Emotional Teaching Strategies
- Intensive Individualized Interventions

"If a child doesn't know how to read, we *teach*.
If a child doesn't know how to swim, we *teach*.
If a child doesn't know how to multiply, we *teach*.
If a child doesn't know how to drive, we *teach*.
If a child doesn't know how to behave,
we..... teach? punish?

Why can't we finish the last sentence as automatically as we do the others?"

Tom Herner (NASDE President) Counterpoint 1998, p.2)

Nurturing and Responsive Relationships

- Examining attitudes
- Relationship between challenging behavior and social emotional development
- Building relationships



Examining Our Attitudes about Challenging Behaviors

- What behaviors push your buttons?
- How do these behaviors make you feel?
- How does this impact your relationship with a child and his/her family?

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Adult Child Conversations



Valuing the Relationship

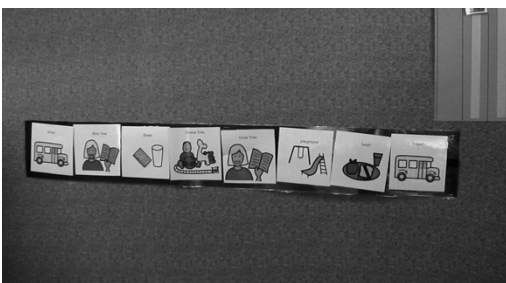


High Quality Supportive Environments

- Creating environments
- Designing the physical environment
- **Schedules, routines, & transitions**
- Activities that promote engagement
- **Giving directions**
- **Teaching classroom rules**
- Ongoing monitoring and positive attention
- Using positive feedback & encouragement



Schedules, Routines, & Transitions



Schedules, Routines, & Transitions



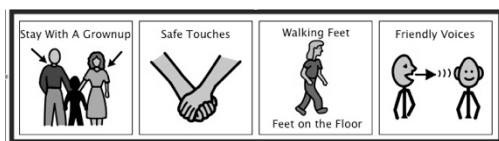
Using Visuals



Giving Directions

- Statements instead of questions
- Sequenced directions
- Empathy statements
- Pre-correction

Rules and Expectations



BE SAFE



BE FRIENDLY



BE A WORKER



Social Emotional Teaching Strategies

- Importance of Teaching Social Emotional Skills
- Developing Friendship Skills
- Enhancing Emotional Literacy Skills
- Controlling Anger and Impulse
- Problem Solving



Equating Behavior and Social Skills

If a child doesn't know how to behave:

If a child doesn't know how to problem solve,

If a child doesn't know how to play with others,

If a child doesn't know how to self-manage,

If a child doesn't know how to express emotions,

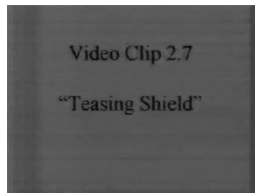
If a child doesn't know how to communicate,

we..... *.....teach?* *.....punish?*

Supporting Friendship Skills

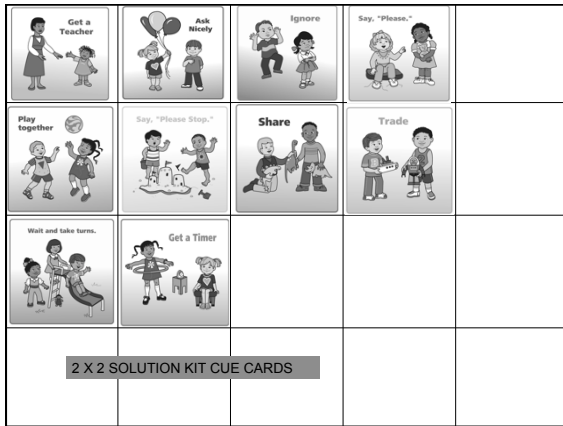


Teaching Ignoring

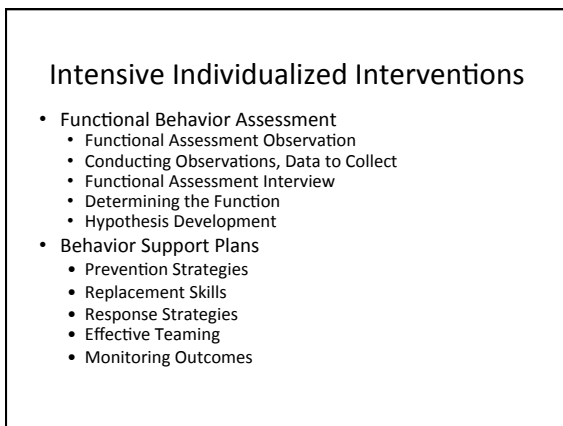


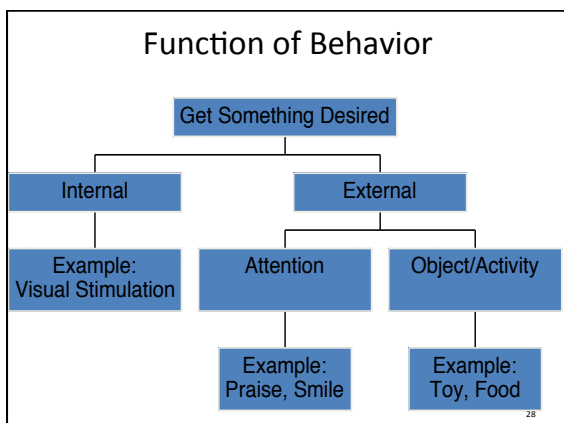
Emotional Literacy

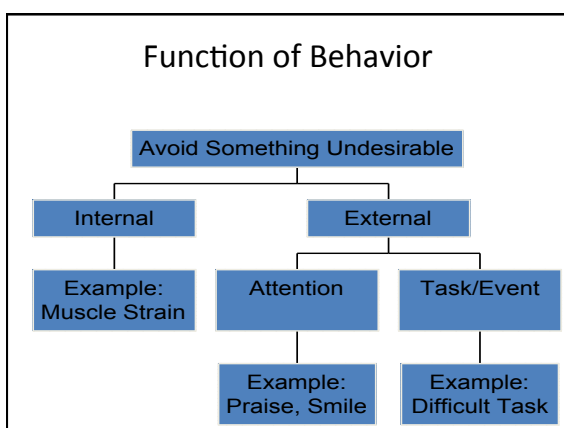












Function of Behavior

Other Considerations:

- Sensory Elements
- Emotional Expression

What might be the function of this child's behavior?



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What might be the function of this child's behavior?



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Behavior Support Plan

Behavior Support Team:

[Include parents, teachers, service providers, and any other individuals relevant to the child, such as the bus driver, babysitter, etc.]

Presenting Behavior:

[From a functional behavior assessment, including triggers, the challenging behavior, maintaining consequences, and the function of the behavior]

Prevention Strategies:

[Ways to make events and interactions that trigger challenging behavior easier for the child to manage]

Replacement Skills:

[New skills to teach throughout the day to replace the challenging behavior]

Response Strategies:

[What adults will do when the challenging behavior occurs to ensure that the challenging behavior is not maintained and the new skill is learned]

Safety Procedures:

[If needed, strategies to maintain safety of child, others, and property]

Data Procedures:

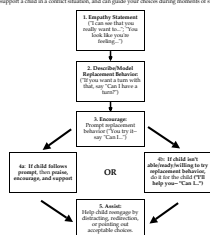
[What data will be collected and procedures for collecting data, including who will take data and how/when it will be evaluated]

Response Formula

A Response Formula

a formula for responding to challenging behavior

(Note: This will not work every time, but in most situations this formula will help you support a child in a conflict situation, and can guide your choice during moments of stress)



— 2/20

1. Empathy Statement
("I can see that you really want to..."; "You look like you're feeling...")

2. Describe/Model Replacement Behavior:
("If you want a turn with that, say "Can I have a turn?"")


3. Encourage:
 Prompt replacement
 behavior ("You try it--
 say "Can I...")

4a: If child follows
 prompt, then praise,
 encourage, and support

OR

4b: If child isn't
 able/ready/willing to try
 replacement behavior,
 do it for the child ("I'll
 help you-- "Can I...")

5. Assist:
 Help child reengage by
 distracting, redirection,
 or pointing out
 acceptable choices.



Center on the Social and Emotional
Foundations for Early Learning

<http://csefel.vanderbilt.edu/>

Considerations & Challenges

- Multiple environments
- Family involvement
- Caregiver role of EC teachers
- Physical interactions
- Language & cognitive development
- Pre-reading: Visuals!!!

The ECPBIS Model:

- Complete an initial Pre-SET assessment for each classroom.
- Establish a site team for each classroom: PBS consultant, teacher, assistants and all other relevant participants such as SLP, bus driver, etc.
- Develop an action plan for each classroom.
- Provide training for classroom staff.
- Provide follow-up support and consultation in each classroom
- Have regular site team meetings as specified on the action plan (monthly recommended)
- Complete a post Pre-SET assessment for each site

Pre-SET: Critical Features

- Expectations Defined
- Behavioral Expectations Taught
- Responses to Appropriate and Challenging Behavior
- Organized and Predictable Environment
- Monitoring & Decision-Making
- Family Involvement
- Management
- Program Support



Activity: Create an Action Plan

- Nurturing and Responsive Relationships
- High Quality Supportive Environments
- Social Emotional Teaching Strategies
- Intensive Individualized Interventions

Putting the P in ECPBIS



Contact Information

Gerry Morgan, M.S.

541-912-9586

geraldamorgan@mac.com

gerryskids.com
