

Tier 1 PBIS Implementation in the Preschool Setting



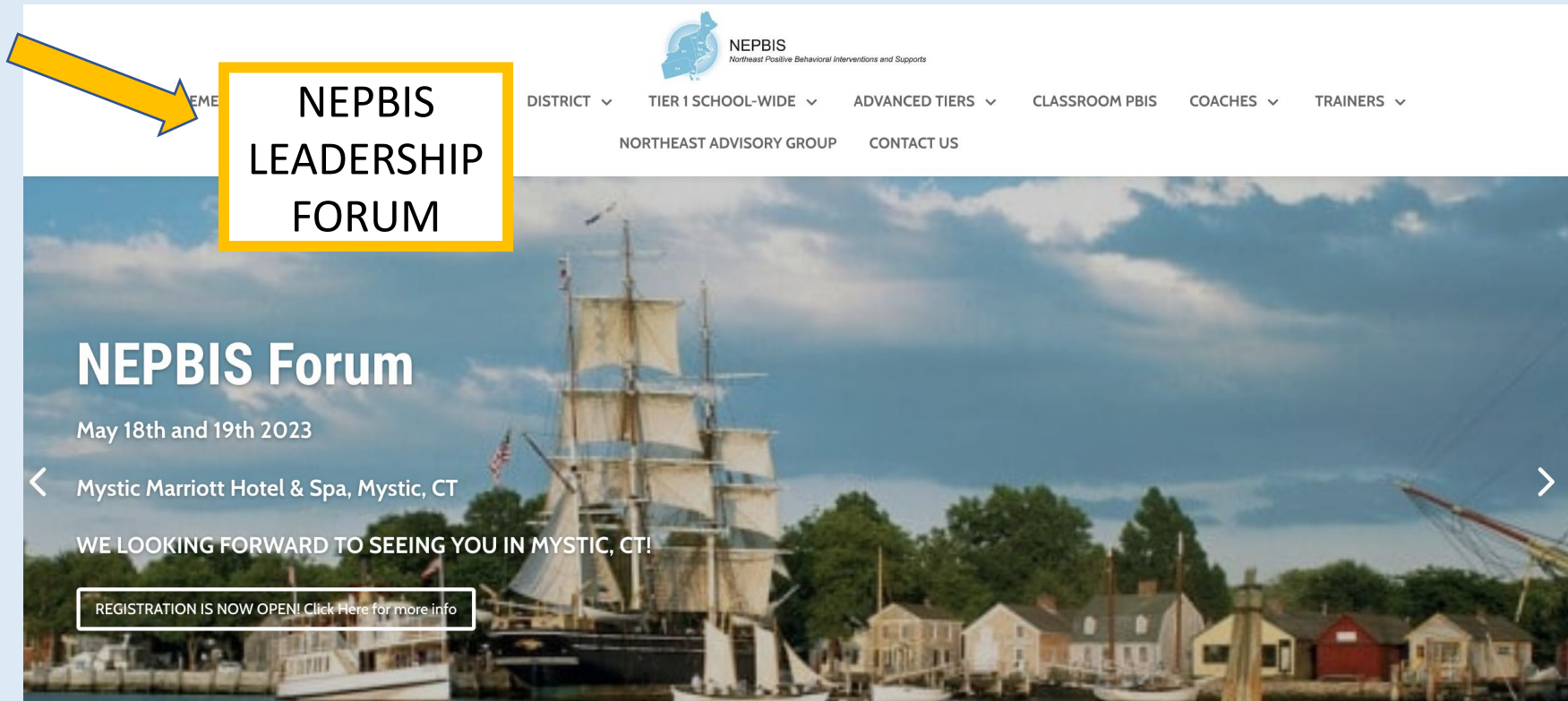
**Northeast
PBIS Network
Leadership
Forum**

MAY 17-18, 2023

Melissa Blind & Kimberly Tuccillo



Access Conference Program and Session Materials at NEPBIS.org



ME

NEPBIS LEADERSHIP FORUM

NEPBIS
Northeast Positive Behavioral Interventions and Supports

DISTRICT ▾ TIER 1 SCHOOL-WIDE ▾ ADVANCED TIERS ▾ CLASSROOM PBIS COACHES ▾ TRAINERS ▾

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NEPBIS Forum

May 18th and 19th 2023

< Mystic Marriott Hotel & Spa, Mystic, CT >

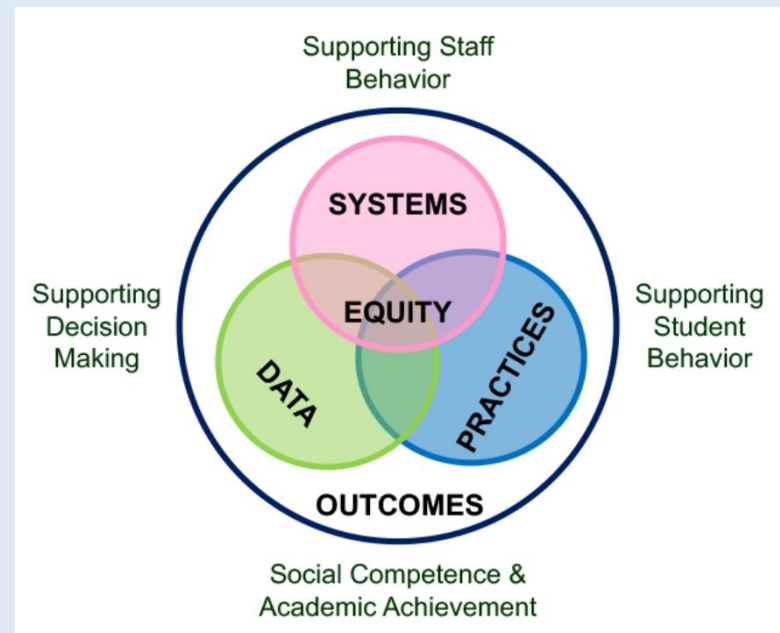
WE LOOKING FORWARD TO SEEING YOU IN MYSTIC, CT!

REGISTRATION IS NOW OPEN! [Click Here for more info](#)



What is PBIS ?

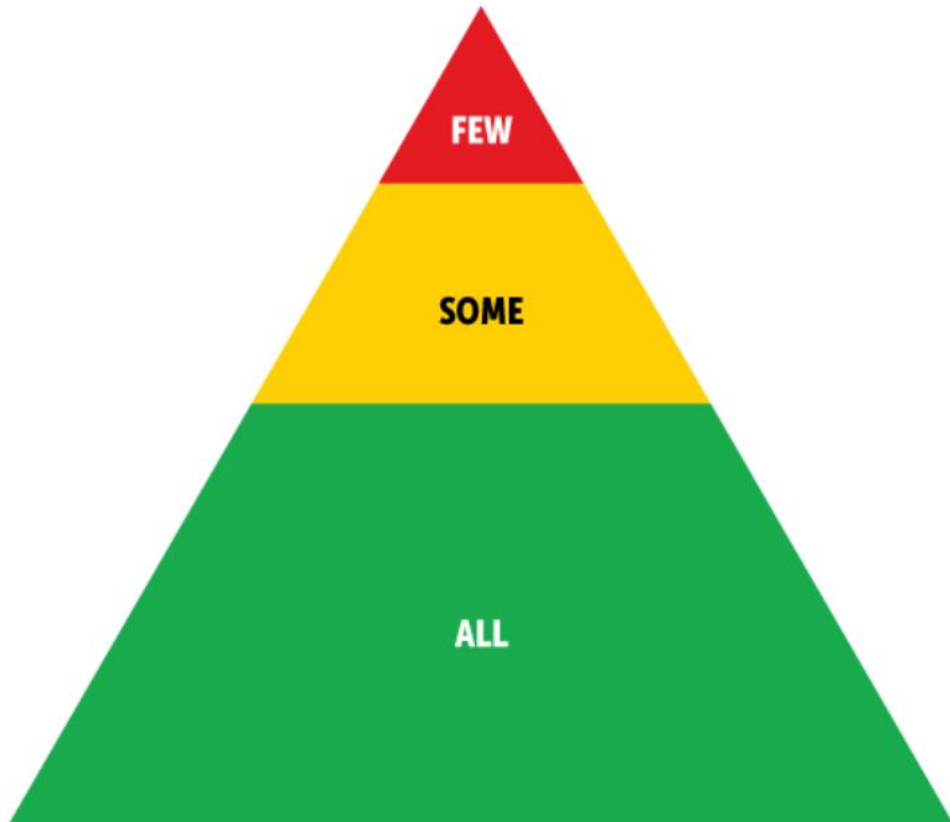
Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting *students'* behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate.



TIER 1: Universal, Primary Prevention, ALL

Tier 1 systems, data, and practices support everyone – students, educators, and staff – across all school settings. They establish a foundation for positive and proactive support. Tier 1 support is robust, differentiated, and enables most (80% or more) students to experience success. Tier 1 practices include:

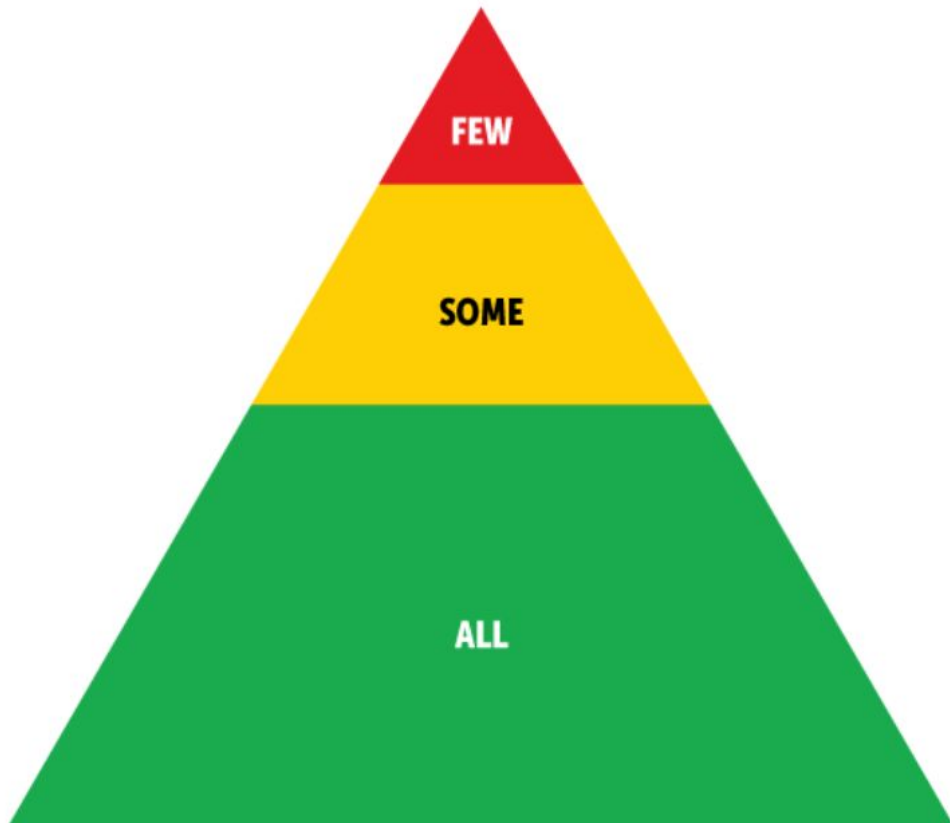
- Collaborating with students, families, and educators to define positive school/program-wide expectations and prioritize appropriate social, emotional, and behavioral skills
- Aligning classroom expectations with school/program-wide expectations
- Explicitly teaching expectations and skills to set all students up for success
- Encouraging and acknowledging expected behavior
- Preventing and responding to unwanted behavior in a respectful, instructional manner
- Fostering school/program-family partnerships



TIER 2: Targeted, Secondary Prevention, SOME

In addition to your Tier 1 foundation, students receiving Tier 2 supports get an added layer of systems, data, and practices targeting their specific needs. On average, about 10-15% of your students will need some type of Tier 2 support. The support you provide at Tier 2 is more focused than at Tier 1 and less intensive than at Tier 3. Tier 2 practices include:

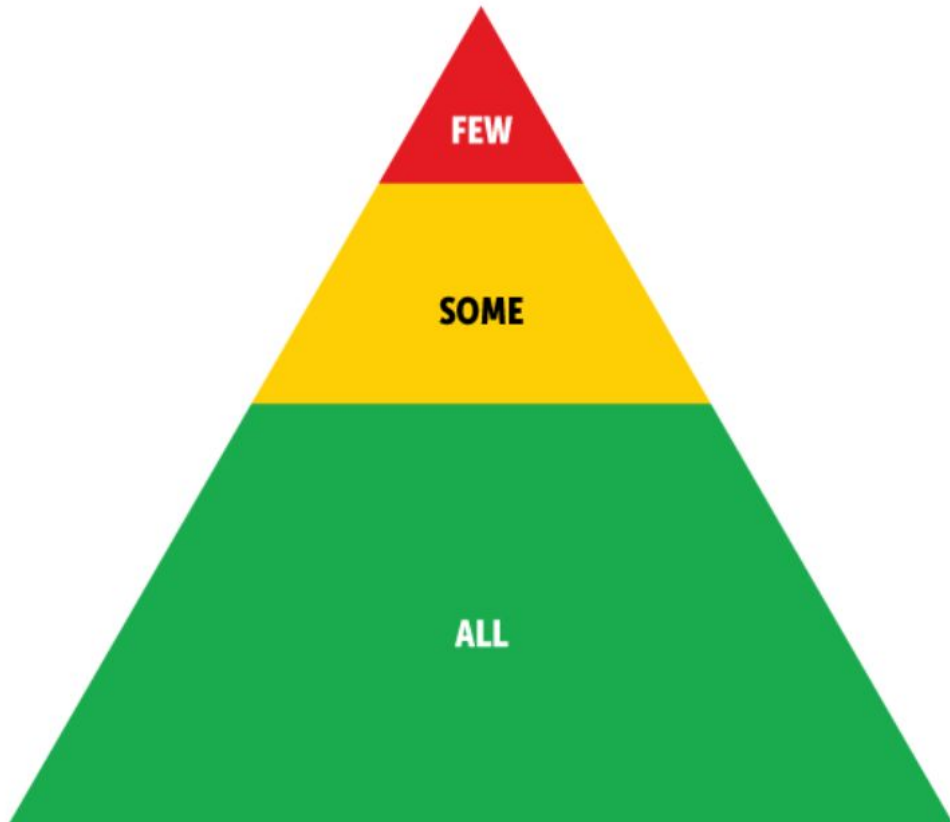
- Providing additional instruction and practice for behavioral, social, emotional, and academic skills
- Increasing adult support and supervision
- Providing additional opportunities for positive reinforcement
- Increasing prompts or reminders
- Increasing access to academic supports
- Increasing school-family communication



TIER 3: Intensive & Individualized, FEW

At most schools and programs, there are a small number (1-5%) of students for whom Tier 1 and Tier 2 supports have not been sufficient to experience success. At Tier 3, students receive more intensive, individualized support to improve their outcomes. Tier 3 supports are available to any student with intensive need, whether they receive special education services or not. Tier 3 practices include:

- Engaging students, educators, and families in functional behavioral assessments and intervention planning
- Coordinating support through wraparound and person-centered planning
- Implementing individualized, comprehensive, and function-based support



Where to Begin

Getting a Team in Place

- The PBIS team consists of 2 paid coaches as well as volunteer members that can include any members of the school faculty
- The PIRT Team (Preschool Intervention and Referral Team) became the core team for reactive and proactive supports for student interventions
 - Team members include: general education and special education teachers, therapists, child study team members, and nurse.



Staff Training

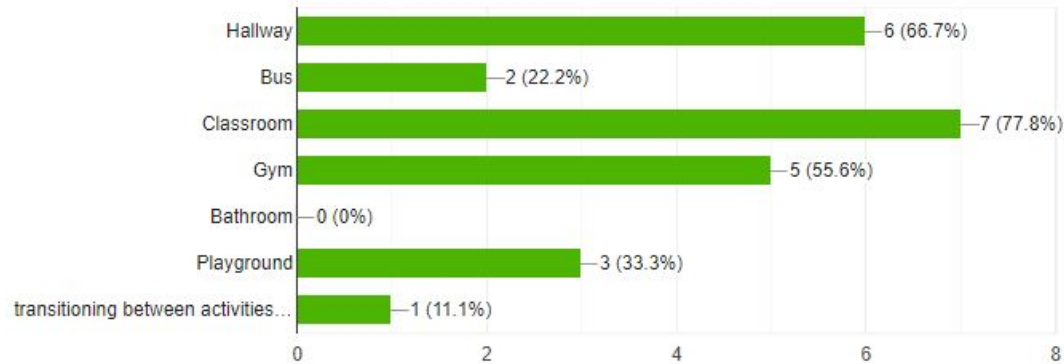
- Initial training for all staff focusing on the principles of PBIS
- Ongoing training takes place in September, prior to student arrival
- The entire school staff was trained including teachers, nurses, administration, para professionals, bus staff, office staff, CST and related services
- The PIRT Team (Preschool Intervention and Referral Team) became the core team for reactive and proactive supports for student interventions



Gathering Staff Input

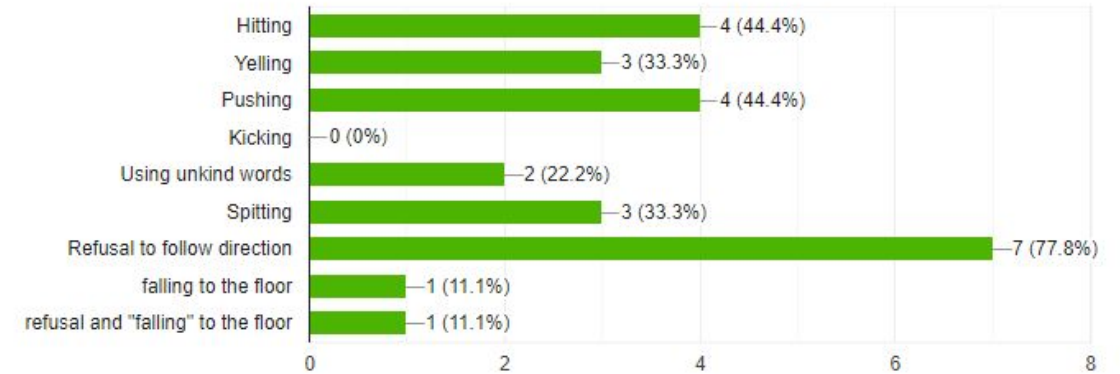
What 3 locations do you most frequently observe behaviors from your students?

9 responses



What are the 3 most frequent behaviors that you observe?

9 responses



Initial surveys were taken to determine problem areas around the school and specific behaviors/expectations that needed to be targeted



Defining & Establishing Expectations

- Once staff surveys are analyzed expectations are determined across all school environments including areas like the bathroom, gym, bus, playground and hallways
- If you determine a school mascot a great way to involve staff and students is to have a “naming contest” to choose the mascot’s name



Our PreK Expectations

Barkley Says....



©2017



Be Kind



Be Helpful



Be Safe



Be Kind



Be Kind

Model ways/acknowledge kindness throughout the day. Recognize unkind actions and suggest alternatives.

Review the following concepts:

Accepting Others	Manners
Tolerance	Cooperative Play
Recognizing Others	Respecting Others
Feelings	Sharing
Being Fair	Helping



Be Safe

Be Safe

Teach safety rules throughout the daily routine including all areas of the school

Safe Sitting (e.g. criss-cross applesauce, bottoms on chairs, four on the floor)

Safe Transitions (e.g. lining up, walking to the right, hands off the walls)

Bathroom Safety (e.g. teaching about germs, covering mouths, washing hands)

Bus Safety (e.g. sitting, wearing seatbelt)

Drill Safety (e.g. staying quiet, following directions)

Playground Safety (e.g. feet first down the slide, sand in the sandbox)



Be Helpful

Be Helpful

Model appropriate self help skills, teach responsibilities and cleanliness.

Self Help Skills (e.g. bathroom, backpack care)

Follow Classroom Routines (e.g. snack, centers, circle)

Give Back to the Community (e.g. toy drive, mitten drive, give a smile)

Helping Teachers/Friends (e.g. sharing, cleaning up)

Keep our School Clean (e.g. buses, classrooms, playground, gym)



Oh Barkley Theme Song



A school specific theme song was created and is played at school wide pep rallies, assemblies and before weekly ticket drawings.



“Clean Up Everybody”

A PBS Lesson on Being Helpful

PBIS Lesson Plan and Suggested Activities

OVERVIEW & PURPOSE

Students will be able to recognize and/or demonstrate how helping to clean up is a way to be helpful in their classroom, home and general school community.

No matter what we do as teachers everything falls back on us teaching students the most important characteristics that will get them through their adult years. When you are in the classroom modeling “helpful” behavior is often the best way to teach it.

Ways we can model “helpful” behavior:

- helping clean up toys, whether you made the mess or not
- hold the door for friends
- pick up a crayon or toy a friend may have accidentally dropped
- helping the teacher pass out napkins at snack or lunch time

OBJECTIVES

1. Students will learn about how cleaning up is an act of being helpful.
2. Students will begin to explore other ways they can be helpful

ACTIVITY

Staff will read the story “Clean up, Everybody” either in a large or small group setting. Before beginning have a general discussion with students about why they think it is important to clean up. As you read through the story talk about the actions of the children in the story. Cleaning up is a “helpful” act in the classroom that is not only helpful to your teachers but to other students as well. Talk to students about ways in

Initial lesson plans for each expectation were provided to all staff along with preschool age appropriate books to provide direct teaching to students.

[Link](#)



Newmark Learning
Author: Stacey Sparks



School Wide Reinforcement System

Signage is posted at the entrances to behavior hotspots. School wide assemblies help to showcase the right behaviors in an age appropriate presentation.

On the 

Be Kind 

Taking turns with your turn 

Asking a friend to play friends 

Be Helpful 

Listen to my teachers 

Clean up the toys clean 


Be Safe 

Only go down the slide 


Keep your hands to yourself 



In the 

Be Kind 

Keep my voice quiet/shhh 

Get a friend some paper towels 

Be Helpful 

Listen to my teachers 

Wait my turn 

Be Safe 


Remember to wash hands 




Remember to walk 








Beyond School Reinforcement System


Signage is posted on the bus and sent home! Bus drivers and parents are able to give out Barkley bones!





On the 





Be Kind  Keep my voice quiet/shhh  Keep my hands to myself 




Be Helpful  Listen to my bus drivers 

Be Safe  Wear my seat belt  walk down the stairs 

At 

Be Kind  Take turns with siblings  Use Kind words  Play nicely with siblings 

Be Helpful  Listen to my mom or dad  Watch my teachers on the computer  Clean up my toys 

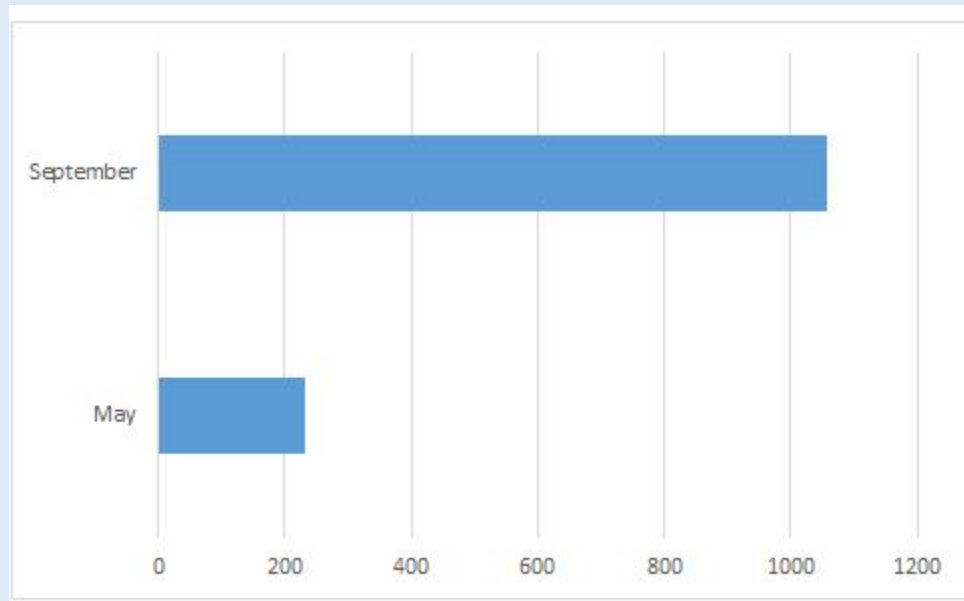
Be Safe  wash hands  Keep my hands to myself 



Data & Fidelity



- Staff were provided with a broad behavioral goal they would be collecting data on for both pre and post data days. Staff were asked to provide input and assist in defining this objective.
- Staff were provided with clicker counters to make data collection quick and easy.
- Data was collected for both special and regular education students in the building.
- Our behavioral goal was “instances of non-compliance when given a direction”
- 78% decrease was observed in one year!



Reinforcing School Wide Expectations

A few times a year PBIS coaches, volunteers and of course our school mascot Barkley get together in hot spot areas to demonstrate the expectations. Here are a few pictures of Barkley demonstrating what NOT to do on the playground.



School Wide Reinforcement System: The Pre K Pep Rally



School Wide Reinforcement System: The Pre K Pep Rally



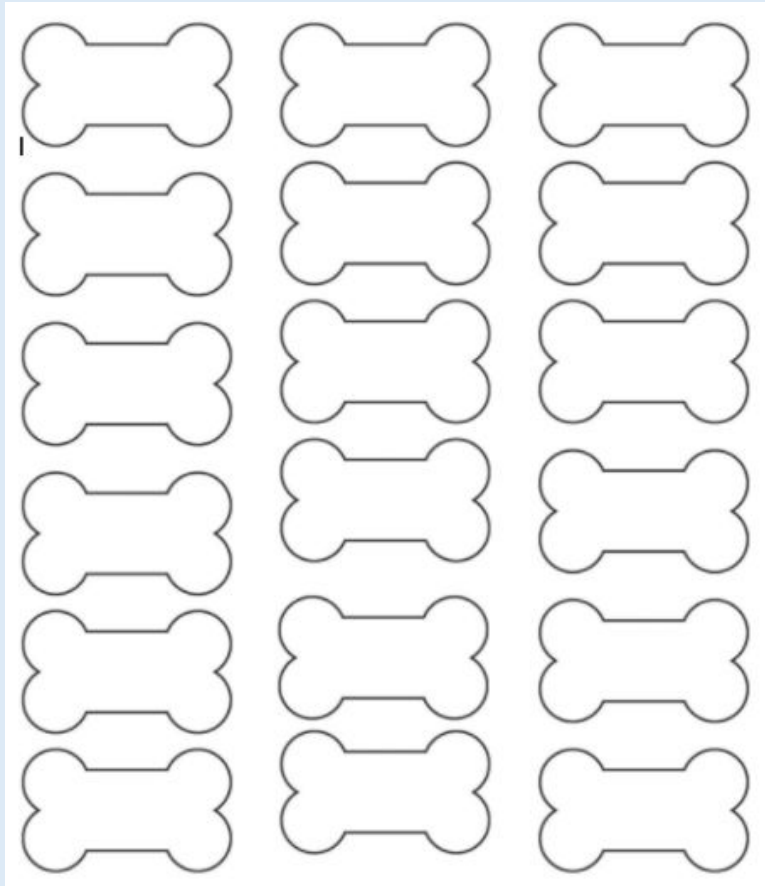
School Wide Reinforcement System: The Pre K Pep Rally



School Wide Reinforcement System: The Pre K Pep Rally



Individual Reinforcement Systems



Each teacher is given a blank copy of “dog bone” tickets to personalize for each of their students



To create independence, teachers pair each student’s picture with their personalized bones placed behind. This allows for students to independently retrieve a bone when earned and then each bone is placed in the classroom dog bowl.





Each teacher is given the opportunity to pick a weekly classroom ticket winner either at random or specifically chosen. Ticket winners are announced over the loudspeaker every Friday afternoon. Ticket winners are visited by the school mascot and presented with a prize and a PAW Prize winner sticker. Each winner's picture is displayed on the weekly winners bulletin board under their teacher's name.



And the Winner is...

Students look forward to the weekly calling of classroom ticket winners!



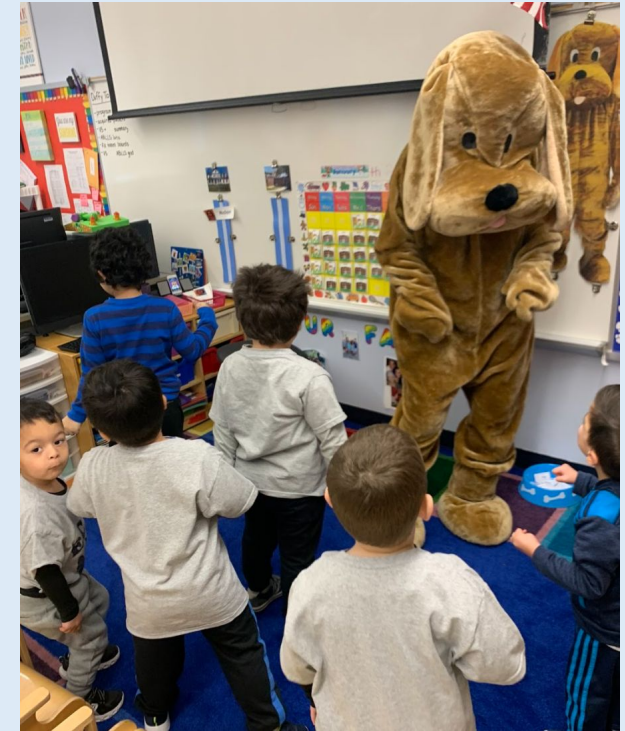
And Your PAW Prize Winners For This Week Are...



Reinforcement Systems

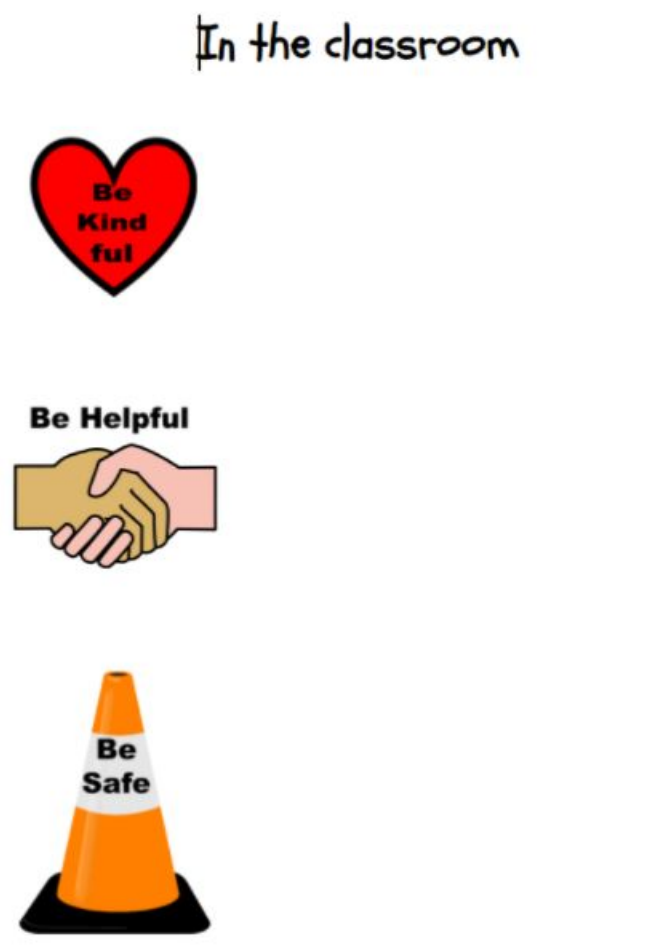
At the end of each week classes are asked to dump their classroom dog bowls into their individual classroom bins that are displayed in the hallway. These bins are a great visual for staff and students to compare how they are doing.

- Random tickets are pulled to allow for staff recognition. The more tickets a staff member gives out the greater chance they have to be recognized.
- Staff prizes may include an extra prep, small gift cards, privileged parking or early release.
- The class with the most bones at the end of the week is awarded a dance party with the school mascot.



Classroom Reinforcement Systems

Teachers are given blank posters to customize for their specific classroom needs



Teachers are given a blank dog bone pile that they have their students decorate for classroom personalization. Upon filling their bowl, the class gets a reward.



Initiatives to Help Support PBIS in Our School...

PBIS has helped to support various activities and equipment in the school community by running Barkley's Snack Sale. Twice a month order forms are sent home allowing students to purchase snacks from the snack cart. Snack Packs are sold on early dismissal days. These funds are funneled directly back to the school. These funds have bought ticket winner prizes, playground equipment and assemblies for the school.





Activities Funded by Barkley's Snack Sale...



NJ Benchmarks of Quality/ Tiered Fidelity Inventory

The BoQ provides teams with an opportunity to reflect on the various elements of implementation so that you can celebrate success and pinpoint areas for future planning.

The 21-22 assessment helped identify those features of implementation that have been most durable and those that you may need to plan for in future implementation.

Why? To provide universal teams with an opportunity assess and reflect on implementation activities to influence future action planning

Who? At least 6 universal team members and administrators submit an individual response to the BoQ assessment.



NJ Benchmarks of Quality/ Tiered Fidelity Inventory

In Place: Items that you were able to consistently sustain through the school year, with minor adaptations that did not substantially impact fidelity or continuity.

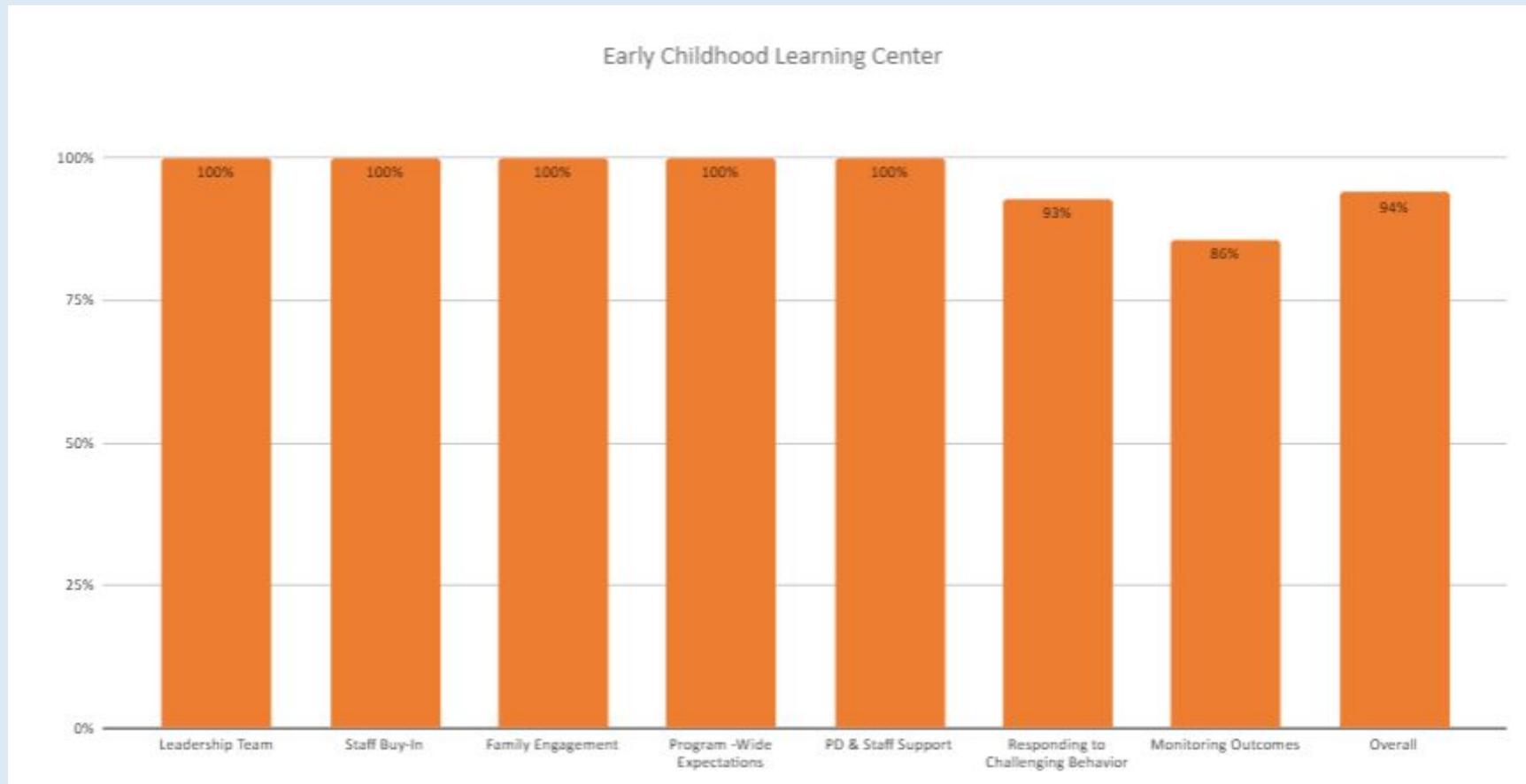
Partially In Place: Items that were inconsistently implemented; or items that only some features were implemented

Not in Place: Items that were not-implemented this year

NJPBIS recognizes schools with implementation fidelity of scores of 70% or higher.



Benchmarks of Quality/TFI Results 21-22



Updated BoQ/TFI 3.0 for 22-23

The purpose of the PBIS Tiered Fidelity Inventory (TFI) 3.0 is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). It was revised to prioritize content related to the **integration of mental health supports**, **equity**, and **classroom implementation** and to better align with current guidance and training content available through the national Center on PBIS. Additionally, the TFI 3.0 includes an expanded, 5-point scale (with indicators) to support teams as they raise the bar.



Updated TFI 3.0

CLASSROOM IMPLEMENTATION OF PBIS

1.9 Schoolwide Practices used in Classrooms:

Educators implement foundational Tier 1 practices (explicitly teach, prompt, and review schoolwide expectations as described in 1.4; implement schoolwide acknowledgements as described in 1.5; and respond to challenging behavior as described in 1.7) across all classroom locations and routines and integrate these supports within all academic and SEB instruction in a culturally responsive manner.

1.10 Classroom Practices:

Educators consistently and equitably implement positive and proactive classroom practices--including building relationships with students; developing a safe environment; prompting predictable routines and expected behavior; actively providing OTRs, active supervision, and specific feedback (i.e., specific praise and supportive corrections); and ensuring a high ratio ($\geq 5:1$) of positive to corrective feedback.



Updated TFI 3.0

CLASSROOM IMPLEMENTATION OF PBIS

This is a revised TFI 3.0 item:

1.9 Schoolwide Practices used in Classrooms:

Educators implement foundational Tier 1 practices (**explicitly teach, prompt, and review** schoolwide expectations as described in 1.4; implement schoolwide acknowledgements as described in 1.5; and respond to challenging behavior as described in 1.7) across all classroom locations and routines and integrate these supports **within all academic and SEB instruction** in a **culturally responsive manner**.

This is a new TFI 3.0 item:

1.10 Classroom Practices:

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Updated TFI 3.0

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TFI 2.1, Score 2:

(Fully implemented)

Classrooms are formally implementing all core Tier 1 features, consistent with school-wide expectations

TFI 3.0, Score: 4 ***(Fully implemented)***

Almost all (>80%) educators are consistently implementing all foundational Tier 1 practices (schoolwide expectations, acknowledgements, and responses) in a culturally-responsive manner in the classroom **and most (>61%) educators report integrating these supports within academic and SEB instruction.**



Updated TFI 3.0

CLASSROOM IMPLEMENTATION OF PBIS

This is a new TFI item:

1.10 Classroom Practices:

Educators consistently and equitably implement positive and proactive classroom practices--including building relationships with students; developing a safe environment; prompting predictable routines and expected behavior; actively providing OTRs, active supervision, and specific feedback (i.e., specific praise and supportive corrections); and ensuring a high ratio ($\geq 5:1$) of positive to corrective feedback.

TFI 3.0 Score: 2

Some (40-60%) educators consistently and equitably implement positive and proactive practices.

TFI 3.0 Score: 3

Most (61-80%) educators consistently and equitably implement positive and proactive practices.

TFI 3.0 Score: 4

Almost all (>80%) educators consistently and equitably implement positive and proactive practices.



Q & A

You have

Questions

We have

Answers

Session Evaluation

Your feedback is critical to future planning of this event.

PLEASE take a moment to share your valuable insight!

THANK YOU!



<https://bit.ly/NEPBISForum2023>

