<table>
<thead>
<tr>
<th>Leadership Year One</th>
<th>EC-PBIS Coaches Year One</th>
<th>Staff Year One</th>
</tr>
</thead>
</table>
| **Day 1: Developing EC-PBIS Program-wide Systems and Practices**  
- EC Benchmarks of Quality  
- Teams/Establishing & Teaching Expectations Program wide/Staff Buy-in  
- Pyramid Model Overview | **Day 1: Pyramid Model Tier I Classroom Practices**  
- Foundations: Nurturing and Responsive Relationships  
- Prevention: High quality Supportive Environments | **Two-hour Pyramid Modules for Preschool Staff**  
- Module 1: Pyramid Model Tier I  
  - Foundations: Relationships & Supportive Environments  
- Module 2: Pyramid Model Tier I  
| **Day 2: Developing EC-PBIS Program-wide Systems and Practices**  
- EC Benchmarks of Quality Acknowledgement  
- System/Family Involvement/Data-based Decision Making  
- Implementation Process | **Day 2: Classroom and Family Support Systems**  
- Pyramid Observation Tool  
- Practice-based Coaching Model  
- Family Backpack Connection Series: Teaching Routines | |
| **Leadership Year Two** | **EC-PBIS Coaches Year Two** | **Staff Year Two** |
| **Day 1: Developing EC-PBIS Program-wide Systems and Practices**  
- Social Emotional Learning Overview  
- Practices Addressing Challenging Behaviors | **Day 1: Pyramid Model Tier 2 Classroom Practice: Social Emotional Practices**  
- Emotional Literacy  
- Self-Regulation  
- Problem Solving | **Two-hour Pyramid Module for Preschool Staff**  
- Module 1: Pyramid Model Tier II  
  - Social Emotional Competency  
- Module 2: Pyramid Model Tier III  
  - Toolkit for Addressing Challenging Behaviors  
* |
| **Day 2: Developing EC-PBIS Program-wide Systems and Practices**  
- Behavior Incident Reports  
- Early Childhood Student Review Process  
- Team Initiated Problem Solving (TIPS) | **Day 2: Pyramid Model Tier 3 Classroom Practices: Responding to Challenging Behaviors**  
- Prevent Teach Reinforce Strategies for Young Children (PTR-YC)  
- Day 3: Family Support Systems  
- Backpack Connection Series: Social Skills & Challenging Behaviors  
- Prevent Teach Reinforce for Families (PTR-F) | |
| **Who attends:**  
Exemplar preschool sites with leadership team membership including:  
- Principal/Administration  
- EC-PBIS Implementation Coach  
- EC-PBIS Classroom Coach  
- Teacher Liaisons  
- Parent Liaisons  
*District Level External PBIS Coach | **Who attends:**  
- EC-PBIS Implementation Coach  
- EC-PBIS Classroom Coach  
- Optional: Admin, Teacher Liaisons  
*District Level External PBIS Coach | **Who attends:**  
- Preschool Staff  
*Follow-Up: Action Plan & Practice-based coaching with staff and:  
- EC-PBIS Implementation Coach  
- EC-PBIS Classroom Coach  
*District Level External Coach |
## Early Childhood PBIS (EC-PBIS) SKILLBUILDERS
### EC-PBIS in Elementary Schools
Alignment of School-wide-PBIS(SW-PBIS) with the Pyramid Model for early learning elementary classrooms (PreK-TK-K-1)

<table>
<thead>
<tr>
<th>Leadership Team</th>
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<tr>
<td><strong>Day 1: Developing EC-PBIS Elementary Systems and Practices</strong></td>
<td><strong>Day 1: Pyramid Model Tier I Classroom Practices</strong></td>
<td><strong>Two-hour Pyramid Modules for PreK-TK-K-1st Staff</strong></td>
</tr>
<tr>
<td>- Tiered Fidelity Inventory</td>
<td>- Foundations: Nurturing and Responsive Relationships</td>
<td><strong>Module 1: Pyramid Model Tier I</strong></td>
</tr>
<tr>
<td>- Alignment Guide</td>
<td>- Prevention: High quality Supportive Environments</td>
<td>- Social Emotional Competency</td>
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<td>- Pyramid Model Overview</td>
<td>- Pyramid Observation Tool</td>
<td>- Social Emotional Competency</td>
</tr>
<tr>
<td>- Implementation Process</td>
<td>- Practice-based Coaching Model</td>
<td><strong>Module 2: Pyramid Model Tier III</strong></td>
</tr>
<tr>
<td>- Evaluation Tools</td>
<td>- Family Backpack Connection</td>
<td>- Toolkit for Addressing Challenging Behaviors</td>
</tr>
<tr>
<td>- Fidelity and Outcome Measures</td>
<td>Series: Teaching Routines</td>
<td>*</td>
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<tr>
<td><strong>Year Two</strong></td>
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<td><strong>Year Two</strong></td>
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<tr>
<td><strong>Day 1: Developing EC-PBIS Program-wide Systems and Practices</strong></td>
<td><strong>Day 1: Pyramid Model Tier II Classroom Practice: Social Emotional Competency</strong></td>
<td><strong>Two-hour Pyramid Module for PreK-TK-K-1st Staff</strong></td>
</tr>
<tr>
<td>- Social Emotional Learning Overview</td>
<td>- Friendship Skills</td>
<td><strong>Module 1: Pyramid Model Tier II</strong></td>
</tr>
<tr>
<td>- Practices Addressing Challenging Behaviors</td>
<td>- Emotional Literacy</td>
<td><strong>Social Emotional Competency</strong></td>
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<td>- Behavior Incident Reports</td>
<td>- Prevent Teach Reinforce Strategies for Young Children (PTR-YS)</td>
<td>- Toolkit for Addressing Challenging Behaviors</td>
</tr>
<tr>
<td>- Early Childhood Student Review Process</td>
<td>- Social Skills &amp; Challenging Behaviors</td>
<td>*</td>
</tr>
<tr>
<td>- Team Initiated Problem Solving (TIPS)</td>
<td>- Prevent Teach Reinforce for Families (PTR-F)</td>
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<th>Who attends:</th>
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<th>Who attends:</th>
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</thead>
<tbody>
<tr>
<td>SW-PBIS leadership team members supporting EC-PBIS implementation:</td>
<td>EC-PBIS Classroom Coach</td>
<td>PreK-TK-K-1st Staff</td>
</tr>
<tr>
<td>- Principal/Administration</td>
<td>- District Level External PBIS Coach</td>
<td>*Follow-Up: Action Plan and Practice-based coaching with staff and:</td>
</tr>
<tr>
<td>- <strong>EC-PBIS Classroom Coach</strong></td>
<td>- Optional: Admin &amp; SW-PBIS Coach</td>
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<td>- SW-PBIS Coach</td>
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<tr>
<td>- District Level External PBIS Coach</td>
<td></td>
<td>- Optional: Admin &amp; SW-PBIS Coach</td>
</tr>
<tr>
<td>*Designated representative for PreK, TK, K and first grade classrooms</td>
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### Program-wide PBIS (PW-PBIS) Pyramid Model

#### PW-PBIS Leadership
- Team ensures program-wide implementation of behavioral practices and systems for:
  - Establishment & teaching behavioral expectations
  - Positive feedback delivery system
  - Classroom Pyramid Model
  - Student support process
  - Professional Development
  - Staff buy-in for systems change
  - Family partnerships and involvement

#### PW-PBIS Problem Solving
- Team ensures monitoring of implementation fidelity and student outcomes with Team Initiated Problem Solving (TIPS) model.
- Evaluation tools include:
  - Early Childhood Benchmarks of Quality (EC-BOQ)
  - Preschool Evaluation Tool (Pre-SET)
  - Teaching Pyramid Observation Tool (TPOP)
  - Behavior Incident Reports (BIR)

#### All three tiers of the classroom Pyramid Model are implemented in a layered approach and supported with practice-based coaching:

**Tier 1:** Positive meaningful relationships, cultural responsiveness and reframes attitudes towards challenging behaviors

**Tier 1:** Supportive environments through schedules & routines, smooth transitions, engaging activities, positive expectations and encouragement

**Tier 1:** Universal classroom practices that prevent challenging behaviors and promote social-emotional competence

**Tier II:** Social emotional competency for friendship skills, emotional literacy, self-regulation and problem solving

**Tier III:** Developmentally appropriate individualized behavior supports for resolving challenging behaviors

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### Early Childhood PBIS (EC-PBIS) in Elementary Schools

- Early Childhood PBIS in elementary schools is the alignment of SW-PBIS with the Pyramid Model in PreK-TK-K-1 classrooms and school settings.

#### SW-PBIS Leadership
- Membership includes an EC-PBIS coach with knowledge of developmentally appropriate practices supporting the social emotional competency for young learners.

#### The role of an EC-PBIS coach is to:
- Support implementation fidelity of developmentally appropriate schoolwide behavioral systems and practices
- Act as a SW-PBIS liaison to early learning years’ grade level teams
- Assist in the development and facilitation of a Student Review Process for young learners
- Provide family and staff support with social emotional developmentally appropriate strategies for challenging behavior in young children
- Report to SW-PBIS Problem Solving team using Behavior Incident Reports (BIRS) and Teaching Pyramid Observation Tool (TPOP) data
- Support implementation of the classroom Pyramid Model through practice-based coaching

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### Schoolwide Positive Behavioral Intervention and Supports (SW-PBIS)

#### SW-PBIS Leadership
- Team utilizes a multi-tiered framework to support implementation of behavioral systems and practices supporting academic and social success for ALL students which includes:
  - Teaching expectations
  - Acknowledging appropriate behavior
  - Responding to inappropriate behavior
  - Enhancing equity in school discipline and interconnected mental health supports
  - Facilitating professional development
  - Cultivating family and community partnerships

#### SW-PBIS Problem Solving
- Team uses data for decision making with the Team Initiated Problem Solving (TIPS) model to:
  - Monitor fidelity of implementation of behavioral systems and supports (Tiered Fidelity Inventory)
  - Monitor school climate (Office Discipline Referrals, Attendance, Coursework, School Climate Survey)
  - Screen, select and refer students in need to Tier II and III supports

**Classroom-wide PBIS practices focus on establishing a safe and predictable classroom structure and positive teacher-student interactions. Support for teachers’ implementing PBIS in the classroom is typically provided through professional development in collaboration with a PBIS coach or another staff member with expertise in PBIS implementation.**

**Foundational practices include:**
- Setting, Routines, Expectations

**Prevention practices include:**
- Supervision, Opportunity, Acknowledgement, Prompts and Precautions

**Response practices include:**
- Error Correction, FAST Method, De-escalation Strategies

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For additional information, please contact:

Cristy Clause

[cristy@pbiscaltac.org](mailto:cristy@pbiscaltac.org)