

# EARLY CHILDHOOD PBIS (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)

Leadership Team Year One	EC-PBIS Coaches Year One	Staff Year One
<p><b>Day 1: Developing EC-PBIS Elementary Systems and Practices</b></p> <ul style="list-style-type: none"> <li> Tiered Fidelity Inventory Alignment</li> <li> <i>Early Childhood Companion Guide</i></li> <li> Pyramid Model Overview</li> <li> Implementation Process</li> <li> Evaluation Tools</li> <li> <i>Fidelity and Outcome Measures</i></li> </ul>	<p><b>Day 1: Pyramid Model Tier I Classroom Practices</b></p> <ul style="list-style-type: none"> <li> Foundations: Nurturing and Responsive Relationships</li> <li> Prevention: High Quality Supportive Environments</li> </ul> <p><b>Day 2: Classroom and Family Support Systems</b></p> <ul style="list-style-type: none"> <li> Teaching Pyramid Observation Tool (TPOT)</li> <li> Practice-based Coaching Model</li> <li> Family Backpack Connection Series</li> <li> Routines &amp; Schedules /Social Skills</li> </ul>	<p><b>Two-hour Pyramid Modules for PreK-TK-K-1<sup>st</sup> Staff</b></p> <p><b>Module 1: Pyramid Model Tier</b></p> <ul style="list-style-type: none"> <li> Foundations: Relationships &amp; Supportive Environments</li> </ul> <p><b>Module 2: Pyramid Model Tier I</b></p> <ul style="list-style-type: none"> <li> Prevention Practices: Universal Classroom Practices Preventing Challenging Behaviors</li> </ul>
Leadership Team Year Two	EC-PBIS Coaches Year Two	Staff Year Two
<p><b>Day 1: Developing EC-PBIS Program-wide Systems and Practices</b></p> <ul style="list-style-type: none"> <li> Social Emotional Learning Overview</li> <li> Behavior Incident Reports</li> <li> Early Childhood Student Support Process</li> </ul> <p><b>Day 2: Developing EC-PBIS Program-wide Systems and Practices</b></p> <ul style="list-style-type: none"> <li> Practices &amp; Supports Addressing Challenging Behaviors</li> <li> Early Childhood Student Support Process</li> <li> Team Initiated Problem Solving (TIPS)</li> </ul>	<p><b>Day 1: Pyramid Model Tier 2 Classroom Practice:</b></p> <p><b>Social Emotional Practices</b></p> <ul style="list-style-type: none"> <li> Friendship Skills</li> <li> Emotional Literacy</li> <li> Self-Regulation</li> <li> Problem Solving</li> </ul> <p><b>Day 2: Pyramid Model Tier 3 Classroom Practices:</b></p> <p><b>Responding to Challenging Behaviors</b></p> <ul style="list-style-type: none"> <li> Prevent Teach Reinforce Strategies for Young Children (PTR-YC)</li> </ul> <p><b>Day 3: Family Support Systems</b></p> <ul style="list-style-type: none"> <li> Backpack Connection Series: <ul style="list-style-type: none"> <li> <i>Emotions &amp; Challenging Behaviors</i></li> </ul> </li> <li> Prevent Teach Reinforce for Families</li> </ul>	<p><b>Two-hour Pyramid Modules for PreK-TK-K-1<sup>st</sup> Staff</b></p> <p><b>Module 1: Pyramid Model Tier II</b></p> <ul style="list-style-type: none"> <li> Embedding Social Skills and Emotional Competency in Classroom Routines</li> </ul> <p><b>Module 2: Pyramid Model Tier III</b></p> <ul style="list-style-type: none"> <li> Classroom Toolkit for Addressing Challenging Behaviors</li> </ul>
Who attends:	Who attends:	Who attends:
<p>SW-PBIS leadership team members supporting EC-PBIS implementation:</p> <ul style="list-style-type: none"> <li> Principal/Administration</li> <li> <b>EC-PBIS Classroom Coach*</b></li> <li> SW-PBIS Coach</li> <li> District Level External PBIS Coach</li> </ul> <p><b>*Designated representative for PreK, TK, K and first grade classrooms</b></p>	<ul style="list-style-type: none"> <li> EC-PBIS Classroom Coach</li> <li> District Level External PBIS Coach</li> <li> Optional: Admin &amp; SW-PBIS Coach</li> </ul>	<p>PreK-TK-K-1st Staff (Certificated and Classified)</p> <p><b>*Follow-Up:</b> Action Plan and Practice-based coaching with staff and:</p> <ul style="list-style-type: none"> <li> EC-PBIS Classroom Coach</li> <li> District Level External Coach</li> <li> Optional: Admin &amp; SW-PBIS Coach</li> </ul>

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<b>Program-wide PBIS Preschool Pyramid Model (PW-PBIS)</b>	<b>Early Childhood PBIS in Elementary Schools (EC-PBIS)</b>	<b>School-wide Positive Behavioral Interventions and Supports (SW-PBIS)</b>
<p><b>PW-PBIS Leadership</b> team ensures program-wide implementation of behavioral practices and systems for:</p> <ul style="list-style-type: none"> <li>🏡 Establishment &amp; Teaching Behavioral Expectations</li> <li>🏡 Positive Feedback Delivery System</li> <li>🏡 Classroom Pyramid Model</li> <li>🏡 Student Support Process</li> <li>🏡 Professional Development</li> <li>🏡 Staff Buy-in</li> <li>🏡 Family Partnerships</li> </ul>	<p>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.</p> <p><b>SW-PBIS Leadership</b> membership includes an <b>EC-PBIS coach</b> with knowledge of developmentally appropriate practices supporting the social emotional competency for young learners.</p>	<p><b>SW-PBIS Leadership</b> team utilizes a multi-tiered framework to support implementation of behavioral systems and practices supporting academic and social success for ALL students which includes:</p> <ul style="list-style-type: none"> <li>🏡 Teaching expectations</li> <li>🏡 Acknowledging appropriate behavior</li> <li>🏡 Responding to inappropriate behavior</li> <li>🏡 Enhancing equity in school discipline and interconnected mental health supports</li> <li>🏡 Facilitating professional development</li> <li>🏡 Cultivating family and community partnerships</li> </ul>
<p><b>PW-PBIS Problem Solving</b> team ensures monitoring of implementation fidelity and student outcomes with the Team Initiated Problem Solving (TIPS) model.</p> <p>Evaluation tools include:</p> <ul style="list-style-type: none"> <li>🏡 Early Childhood Benchmarks of Quality (EC-BOQ)</li> <li>🏡 Preschool Evaluation Tool (Pre-SET)</li> <li>🏡 Teaching Pyramid Observation Tool (TPOT)</li> <li>🏡 Behavior Incident Reports (BIR)</li> </ul>	<p>The role of an <b>EC-PBIS coach</b> is to:</p> <ul style="list-style-type: none"> <li>🏡 support implementation fidelity of developmentally appropriate schoolwide behavioral systems and practices</li> <li>🏡 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</li> <li>🏡 provide family and staff support with social emotional developmentally appropriate strategies for challenging behavior in young children</li> <li>🏡 report to <b>SW-PBIS Problem Solving</b> team using Behavior Incident Reports (BIRs) and Teaching Pyramid Observation Tool (TPOT) data</li> <li>🏡 support implementation of the classroom <b>Pyramid Model</b> through practice-based coaching</li> </ul>	<p><b>SW-PBIS Problem Solving</b> team uses data for decision making with the Team Initiated Problem Solving (TIPS) model to:</p> <ul style="list-style-type: none"> <li>🏡 Monitor fidelity of implementation of behavioral systems and supports (Tiered Fidelity Inventory)</li> <li>🏡 Monitor school climate (Office Discipline Referrals, Attendance, Coursework, School Climate Survey)</li> <li>🏡 Screen, select and refer students in need to Tier II and III supports</li> </ul>
<p>All three tiers of the classroom <b>Pyramid Model</b> are implemented in a blended approach and supported with practice-based coaching:</p> <p><b>Tier I:</b> Positive meaningful relationships, cultural responsiveness and reframing of attitudes towards challenging behaviors</p> <p><b>Tier I:</b> Supportive environments through schedules &amp; routines, smooth transitions, engaging activities, positive expectations and encouragement</p> <p><b>Tier I:</b> Universal classroom practices that prevent challenging behaviors and promote social-emotional competence</p> <p><b>Tier II:</b> Social emotional competency for friendship skills, emotional literacy, self-regulation and problem solving</p> <p><b>Tier III:</b> Developmentally appropriate individualized behavior supports for challenging behaviors</p>		<p><b>Classroom-wide PBIS</b> practices focus on establishing a safe and predictable classroom structure and positive teacher-student interactions.</p> <p>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.</p> <p><b>Foundational</b> practices include:</p> <ul style="list-style-type: none"> <li>🏡 <i>Setting, Routines, Expectations</i></li> </ul> <p><b>Prevention</b> practices include:</p> <ul style="list-style-type: none"> <li>🏡 <i>Supervision, Opportunity, Acknowledgement Prompts and Precorrections</i></li> </ul> <p><b>Response</b> practices include:</p> <ul style="list-style-type: none"> <li>🏡 <i>Error Correction, FAST Method, De-escalation Strategies</i></li> </ul>