PBIS in Preschool: Practices for Promoting Social, Emotional, and Behavioral Outcomes

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Objectives

1. Understand the Pyramid Model framework of practices for the implementation of PBIS in the preschool classroom.
2. Summarize the need for an enhanced focus on staff implementation of classroom practices that support social, emotional, and behavioral growth.
3. Identify specific instructional practices that promote social, emotional, and behavioral competencies in young learners.
Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children

Goal of the Pyramid Model

Ensure each and every child has the support, experiences, relationships, opportunities, guidance, and instruction to thrive in their social-emotional development and learning

Culturally Responsive Practices

- When teaching social skills, the focus should be on relationships.
- Culturally responsive instruction is aligning what we teach to families’ priorities.
- We need to consider:
  - How can we help children be together?
  - How can we support children in their relationships in the classroom, at home, and in the community.
Social Emotional Learning

- Self-regulation, expressing and understanding emotions, problem solving, developing social relationships as social emotional learning for **ALL**
- Explicit instruction for **Some**
  - Increased opportunities for instruction, practice, feedback
- Family partnerships
- Progress monitoring and data decision-making

All Day, Every Day

- Large and Small Group
  - Introduce new concepts
  - Model and practice
- Within **all** activities
  - To ensure multiple opportunities for meaningful practice
- Over time
  - To meet the instructional needs at each learning stage (acquisition, fluency, generalization)

Pivotal Practices: Teaching Social Skills and Emotional Competencies

*Smallest Investment for Greatest Gain*
Positive Descriptive Feedback

4 Principles

- **Focus on positive/appropriate behavior**
- **Acknowledge effort**
- **Descriptive - Say what you see**
- **Convey with enthusiasm**
Tips for Providing Positive Descriptive Feedback

- Acknowledge the effort is just as important as praising when the task or activity is complete.
- Provide feedback that is specific.
- Use the child’s name.
- Focus on the positive things that children are doing to create a positive classroom climate.
- Celebrate successes no matter how small.

What it Sounds Like

“Wow! Diego shared the blocks with Logan! He is being a kind friend!”

“Simone, you are really focused on building that tower! You are a problem solver!”

Recommendations and Considerations for Positive Descriptive Feedback
Friendship Skills

First Step!
Create a classroom culture and environment that promotes:
• Acceptance
• Belonging
• Membership
• Safety

Reflect
Think about children who are well liked...

What do you notice about their behavior that makes it easier for them to have friends?
What Are Friendship Skills? What Do Children Do When They Have Strong Friendship Skills?

- Initiate interactions with peers
- Share toys and other materials
- Give play suggestions/ideas (play organizers)
- Reciprocity (take turns in activities or conversations)
- Give help (assist)
- Are affectionate (caring)
- Give compliments
- Demonstrate empathy

Initiating Play

I can tap my friend on the shoulder. I can say “let’s play!”

http://depts.washington.edu/hscenter/

I can gently take a friend by the hand. I can give my friend a toy that I want to share.

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Asking a Friend to Play in the Moment

Peer Buddies
- Recruit peers to serve as buddies.
- Give the peer directions as to how long they need to stay with their buddy.
- Give clear directions about what the buddies are supposed to do together.
- 2 peers for every one child with a disability may ensure more engaging play ideas.
- Monitor and support buddies.
- Prevent “buddy burnout.”
- Praise and encourage involvement.

Benefits for Typical Children
- More positive/accepting attitudes about people with disabilities
- More social skills
- Equal if not greater, developmental progress
- Less disruptive/inappropriate classroom behavior
- Viewed as more socially skillful by teachers and parents
Emotional Literacy

Is the ability to identify, understand, and respond to emotions in oneself and others in a healthy way:

- to recognize, feel, understand and tell the difference between complex emotions.
- to express and self-regulate emotions in social situations.
Children with Strong Emotional Literacy Skills...
- Have greater academic achievement
- Are more focused
- Are healthier
- Are less impulsive
- Have more friends
- Are less lonely
- Tolerate frustration
- Engage in less destructive behavior
- Get in fewer fights
Blair & Raver, 2015; Weissberg et al., 2015

What to Children About Feelings:
- Specific word(s) for emotions
- Feelings change
- You can have more than one feeling about something
- You can feel differently than someone else about the same thing
- All feelings are valid—it is what you do with them that counts

Teach Children More than Happy, Sad or Mad!
Feelings Check-In

Teachers and children can “check in” each morning

Encourage children to change their feeling faces throughout the day as feelings change.

Emotion Checking-In Video

Taking It Home! Emotional Literacy
Self-Regulation and Calming

Emotion Regulation

- The ability to regulate your emotions and behaviors in different settings and activities
- Includes ALL emotions, not just anger
- Children with disabilities and children who have experienced trauma might need more support and instruction with this skill

Skills to Teach

- recognize anger in oneself and others;
- calm down when their emotions become elevated; and
- use appropriate ways to express anger or other impulses.
Tucker Turtle
Tucker Turtle Takes Time to Tuck and Think
A scripted story to read with
learning the "Turtle Technique"
A turtle story, comic strip,
and activities, and more.

The Turtle Technique

Step 1: Recognize your feelings.
Step 2: Stop your body.
Step 3: Tuck inside your feel and take three deep breaths.
Step 4: Come out when you are calm, and think of a turtle.

Take a Deep Breath
Smell the flower
Blow the pinwheel
Teaching Self-Regulation

- Hug Something
- Count to Ten
- Chair Pushups

http://depts.washington.edu/hscenter/classroom-visuals

Opportunities to Practice
Taking it Home: Self-Regulation

https://challengingbehavior.cbcs.usf.edu/Implementation/family.html

The Meaning of Behavior: Why Function Matters

Problem Solving

Knowing how to problem solve helps:

- Decrease social problems between peers
- Increase children’s independence in play with other children
- Decrease the need for the teacher to solve social problems
- Children work together to solve problems
What Problem Solving Skills to Teach?

1. Identify a problem has occurred in a social situation (is it a big or little problem)
2. Think of multiple solutions
3. Understand that solutions have consequences
4. Understand that when one solution does not work, they can try another solution to solve the problem
Questions

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