

**Elwyn Early Learning Services (ELS)  
Early Childhood Education (ECE) Provider  
Positive Behavior Interventions & Supports (PBIS) - Resource Guide**

**Struggling with challenging behavior in your ECE classroom? PBIS can help!**

Positive Behavior Interventions and Supports (PBIS) is a framework that promotes the social, emotional and positive behavioral development of young children by providing tiered interventions rooted in evidence-based practices (Fox et al., 2003; Hemmeter, Ostrosky, & Fox, 2006). The model offers three tiers of intervention practice: universal promotion for all children supported by high-quality physical classroom environments, effective classroom routines, and behavioral expectations; secondary preventions to address the intervention needs for children at risk of social-emotional and/or behavioral delays, and tertiary interventions needed for children with persistent and pervasive behavioral challenges.

When implemented correctly, PBIS promotes a more positive school climate, safer learning environments, and more trusting and respectful student-teacher relationships. Implementing strategies based in PBIS can have a powerful impact on schools seeking to improve school climate, reduce discipline issues and support social and emotional skill building (OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports, 2020).

**Positive Behavior Interventions & Supports “Quick Tips”**

1. **Visual Supports** - A visual support is a picture or other visual item used to communicate with a child who has difficulty understanding or using language. Visual supports can be photographs, drawings, objects, written words, or lists. Research has shown that visual supports work well as a way to communicate to a wide variety of information to children with and without disabilities.
2. **Schedules** – Use and refer to a visual schedule throughout the day to make transitions easier and more predictable. Consistent routines are important for preschool development. Avoid long seated activities (e.g., over 20 minutes), and long wait times, encourage movement breaks or activities between seated activities, and warn students of changes in the schedule or routine.
3. **Transition Warnings** - Prepare children for transitions by providing verbal and visual warnings of upcoming transitions. (e.g., "One minute until clean up;" "Clean up time when the timer is done").
4. **Classroom Rules** - 3-5 classroom rules should be posted and reviewed. The rules should be positive, specific and descriptive with visual representation. The classroom rules should be explicitly taught prior to instruction (e.g., and can be in a fun song) and reinforced with descriptive praise.
5. **Descriptive Praise** - Giving praise when child engages in appropriate behaviors. Be quick to praise. Praise the student as quickly as possible so positive behaviors are immediately reinforced. Specific and immediate praise for appropriate behavior and rule following is key. Catch children doing the right thing and praise them for it!
6. **Choices** – Offer choices within the context of activity (e.g., “which chair would you like to sit in?” or “which color marker would you like to use?”). Choices can reinforce attending and engagement, and are helpful in practicing communication skills.
7. **Expectations** – Keep classroom expectations and rules achievable. Keep motivation high, by using preferred items and activities following new or difficult tasks. Use clear and concise language, such as “first – then language”. This is often accomplished by labeling the demand as the “first” task followed by reinforcement (e.g., “first bathroom, then snack”).

### Visual Supports Resource Bank

- Elwyn ELS PBS Team Resource Bank
  - Find resources specific to the strategies mentioned above on the PBS Team Shared Drive – simply print and use!
  - Some of these supports include: “First Then”, “Token Board”, “Visual Schedule”, “Classroom Rules”, “Social Stories”, “Choice Boards”, “Feelings Charts”, “Reinforcement Checklist”, “Move your Body”, “Solution Kit”, “Task Analyses” etc.
  - [Elwyn ELS PBS Team Resource Bank](#)

### Behavior Support eTrainings

- Best Practices – 15 minute in-service suites (The Head Start Learning & Knowledge Center)
  - Use these 15-minute in-service suites as a professional development resource for staff in active early childhood centers and programs. They are organized topically and address effective teaching and assessment practices.
  - Topics include: managing the classroom, highly individualized teaching and learning, and behavior.
  - <https://eclkc.ohs.acf.hhs.gov/learning-environments/article/resources-preschool-learning-environments>
- Circle Time Magazine – Positive Behavior Intervention & Support (PBIS) Video Series
  - Circle Time Magazine is a dynamic professional development web series and magazine for early childhood educators, parents, and providers. Each episode features guest experts sharing their knowledge, ideas for using everyday materials, favorite books, and high-quality examples of learning in action.
  - <https://cultivatelearning.uw.edu/circle-time-magazine/season-2/>

### Best Practices & Additional Behavioral Resources

- National Center for Pyramid Innovations (NCPMI)
  - The goals of the National Center for Pyramid Model Innovations (NCPMI) are to assist programs in their implementation of the Pyramid Model, with a focus on promoting the social, emotional, and behavioral outcomes of young children, reducing the use of inappropriate discipline practices, promoting family engagement, using data for decision-making, integrating early childhood and infant mental health consultation and fostering inclusion.
  - <https://challengingbehavior.cbcs.usf.edu/index.html>
- Parent Resources & Handouts (NCPMI)
  - Detailed but easy to read resources explaining evidence based strategies for families and or school programs to use as a solution to commonly occurring challenging behaviors, during routines, and to teach social and emotional skills (e.g., “how to help with morning routines” or “what to do when students bite”).
  - <https://challengingbehavior.cbcs.usf.edu/Implementation/family.html>
- Covid-19 & Pandemic Specific Resources (NCPMI)
  - This site is designed to support families in helping young children cope with the challenges that might occur during stressful emergencies such as COVID-19. The site includes pandemic resources, virtual learning tips, handling stress and challenging behavior, self-care, and coping skills for adults.
  - <https://challengingbehavior.cbcs.usf.edu/emergency/index.html>

- Early Intervention Tele-Intervention Resources (EITA & OCDEL) “Tips to Ensure Quality Practices using this mode of Service Delivery”
  - EITA (Early Intervention Technical Assistance) continues to update their TI Resources for early intervention staff. Tele-Intervention is an effective strategy for delivering Early Intervention services during the COVID-19 public health emergency. This portal provides an overview of Tele-Intervention and tips to ensure quality practices using this mode of service delivery.
  - <http://www.eita-pa.org/resources-to-support-ei-work-during-covid-19/>
- Behavior Management – Resource Guide (IRIS Center, Vanderbilt University)
  - This document offers an overview of behavior management and evidence based practice links and resources to guide professionals in how to manage behavioral concerns within the classroom environment. Some examples include classroom rules, developing a behavior management plan, and behavioral interventions.
  - [https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc\\_media/brochures/IRIS\\_Behavior\\_Management\\_rsrc\\_brochure.pdf](https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/brochures/IRIS_Behavior_Management_rsrc_brochure.pdf)
- The Behavior Support Application (Vanderbilt University)
  - The Behavior Support App uses a PBIS framework to guide educators and parents in using empirically supported interventions to address challenging behavior. Topics include: understanding behavior, prevention strategies, using visuals, teaching new skills and replacement behaviors, and how to respond to challenging behavior.
  - <https://lab.vanderbilt.edu/barton-lab/fbsapp/fbsapp-understandingbehavior/>

**What to Expect: Behavior Support during the Implementation of Tele-Intervention:**

- Tele-Intervention (TI) from any multidisciplinary team member may include virtual consultation, direct teaching, modeling and feedback on the implementation of evidence-based strategies as indicated in the student’s IEP, virtual classroom observations, data collection & analysis, and/or the creation of behavior support materials (e.g., visual supports and or data tools).
- During times of TI service delivery, ELS will provide behavior support services (BSS) as written on a child’s IEP as a virtual service.
- If an Early Childhood Education (ECE) program team member has concerns regarding new or escalating challenging behaviors for a particular child, the ECE team should inform and consult with the child’s IEP team members as soon as possible, so the team can work together towards a positive solution and effective methods of support.