

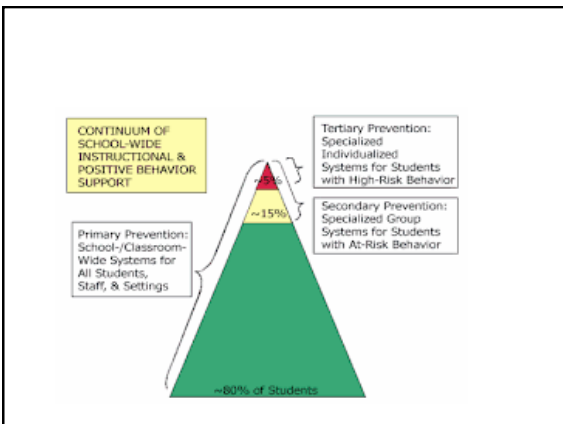
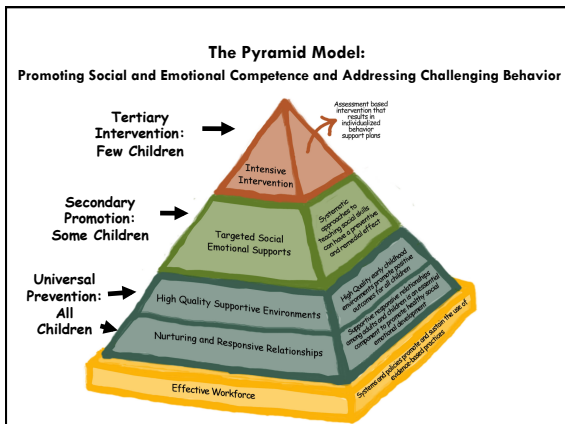
EARLY CHILDHOOD PBIS IN MULTNOMAH COUNTY

MULTNOMAH COUNTY LEADERSHIP AND
WORKGROUP

- ## Who We Are
- Tim Andrews – ECPBIS Specialist MECP
 - Jeanne Lemieux – Multnomah Co. CCR&R Director
 - Mackenzie Weintraub – Education Coordinator
Neighborhood House Head Start
 - Paula Zaninovich – MH Consultant CCR&R
 - Nancy Anderson, Assistant Director David Douglas
School District

- ## Pair and Share
- Where are the 7 year olds?
 - Where are the 0-5 kids before they come to school?
 - What do children, families, and communities need to support young children in their social/emotional development?
 - If PreK – what schools are you connected with? If School Age – what PreK's are you connected to?

- ## Case Study
- Table talk: take a look at Billy Smith's case study and determine what interventions and supports could be put in place to help Billy at the age your table is assigned
 - Whole group: take a look at the details at age 3 – what interventions could be put in place for Billy at age 3 to positively impact his life?



2006: Initial Exploration
 ECSE, Head Start, Community Mental Health & Child Care R&R

- Uniting for a common purpose with community partners
 - ▣ Explored conditions in our County- High PreK expulsion rates, limited outcomes from therapeutic PreK placements, a variety of training across programs
 - ▣ Limited Resources and the need for Collaboration-
 - How to shared funding & resources
 - How to increase cross-sector training

2006: State Initiative
 Local ECSE and Head Start Partners

- ODE provided training for partners
- ODE collected data from Partners on initial use: Pre-Set for data collection

2007: Installation and Initial Implementation

- Continued meetings around ECPBIS Implementation and training
 - ▣ ECPBIS Specialist and Mental Health team together to provide trainings to staff at Head Starts
- Expanded collaborative group
 - ▣ Head Starts and Community PreK

2008: EI/ECSE
 SAMHSA Funding for training in Community Sites

- Funding provided for-
 - ▣ ECPBIS Trainer to be hired
 - ▣ National leaders in ECPBIS to come to Oregon
 - ▣ Substitutes for training and coaching sessions

2008-2010: Initial Implementation

- Continued Trainings provided via ECPBIS and Mental Health Consultants
- CCR&R offered trainings
 - ▣ Submit Trainings to Oregon Registry for Set 1 approval.
 - ▣ Expanded training and coaching in more community PreK settings

2010

- Summit in Portland with community partners
 - ▣ Overview of PBIS
 - ▣ Neal Horen and Roxanne Kaufman
 - ▣ Sparked more interest

2010

- TACSEI Implementation Academy: Tampa, FL.
 - CCR&R
 - Head Start
 - EI/ECSE
 - County Mental Health
- Developed an implementation plan

2010: Implementation Academy

- Importance of Coaching
- Importance of Program Leadership Group
 - Benchmarks of Quality
- County Leadership Team
- Importance of Data
 - BIRS
 - TPOT

2010: Investment in Coaching

- Annette Hahn
 - Coaches Training
 - MH Consultants, ECPBIS Specialists, and Administration

2010: Implementation

LAUNCH Grant- Additional Sites and Leadership Teams

- Selection of sites
 - Request for proposals
 - Criteria- readiness
 - Cross-sector team review and selection
- Added community PreK sites
 - KinderCare
 - YMCA
 - Private Preschool

2011-2014: Implementation

Pilot sites across settings

- LAUNCH Grant
 - Provided MH Consultation at community PreK sites
 - Provided for additional days of ECPBIS Specialist for trainings.
 - Began coaches group
 - Training of trainers for presenters
- Denise Binder
 - TACSEI Trainer
 - TPOT Training (2012 & 2014)

Current: Full Implementation

Across Implementation Sites

- Cross-Sector Leadership Team
 - Develop Implementation Plan for County- additional sites, coaching, data, policies and practices,
- CCR&R
 - Training Calendar
 - Trainings and Coaching
- Coaches group
 - Practice Based Coaching

Model

- Program Level
 - ▣ Leadership Team
 - ▣ Benchmarks of Quality for Data
- Classroom Level
 - ▣ Coach
 - ▣ TPOT for Data and Coaching Plan
- Behavior Incident Reports
 - ▣ Done in classroom
 - ▣ Reviewed by Leadership

Considerations

- Training
- Development of Coaches
- Time for coach to observe
 - ▣ Continued Observations
- Time for coach/teacher to meet
- Time for Leadership Team
- Staff Turnover

Coaching: An Essential Element

- MH Consultants
- ED Coordinators
- ECPBIS/Behavior Specialists
- Administrators

Coaching Impact

and Showers, 2008

	OUTCOMES % of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom		
TRAINING COMPONENTS	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
..+Demonstration in Training	30%	20%	0%
...+ Practice & Feedback in Training	60%	60%	5%
...+ Coaching in Classroom	95%	95%	95%

Implementation: Cross Sector Environments

- EI/ECSE
- Head Starts
- Community PreK

Family Engagement

- 2008 brought Susan Jack to Portland for Training on PBIS Family Modules
 - ▣ Offer at EI/ECSE
- EI/ECSE has ECPBIS Specialist for home consult
 - ▣ Family coaching

Enhancements

- ECPBIS in Domestic Violence Shelters
- ECPBIS in Home Visiting
- ECPBIS and alignment PBIS Schools
 - ▣ Kindergarten connections and trainings
- Early Kindergarten Transition Toolkit

ECPBIS and PBIS- EKT Toolkit

- EC BPIS Strategies that Support Regulation

Positive Relationships

- Co-regulation
- Acknowledge feelings for regulation
- Follow child's lead to support regulation

Visual Schedules

- Predictability for all children
 - ▣ Know what to expect...more likely to stay regulated.
- Supports transitions
- First/Then Schedules
- Mini-Schedules


Giving Directions

- "NO" as a trigger for many kids.
- Give clear, positively stated directions

Expectations

- Like School Age
 - ▣ EC PBIS also teaches and reinforces expectations
 - Often: Be Safe, Be Friendly, Be A Worker

Children with a Strong Foundation in Emotional Literacy:




- tolerate frustration better
- get into fewer fights
- engage in less destructive behavior
- are healthier
- are less lonely
- are less impulsive
- are more focused
- have greater academic achievement

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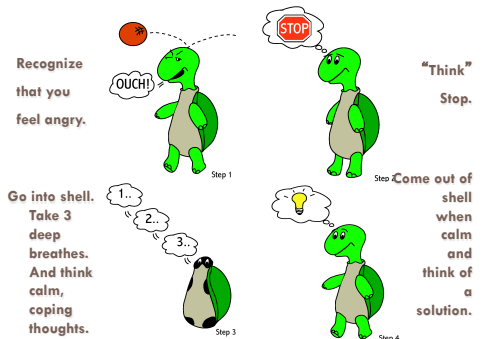
Controlling Anger and Impulse

- Recognizing that anger can interfere with problem solving
- Learning how to recognize anger in oneself and others
- Learning how to calm down
- Understanding appropriate ways to express anger



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Turtle Technique



Recognize that you feel angry.

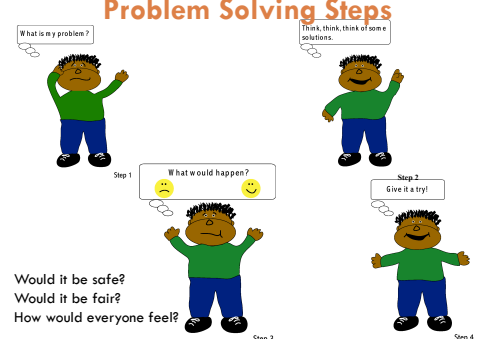
“Think” Stop.

Go into shell. Take 3 deep breathes. And think calm, coping thoughts.

Come out of shell when calm and think of a solution.

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Problem Solving Steps



What is my problem?

Think, think, think of some solutions.

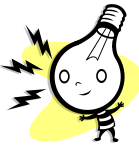
What would happen?

Would it be safe?
Would it be fair?
How would everyone feel?

Give it a try!

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Help the Child Think of a Possible Solution:



- Get a teacher
- Ask nicely
- Ignore
- Play
- Say, “Please stop.”
- Say, “Please.”
- Share
- Trade toys/item
- Wait and take turns
- Get a timer

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The Solution Kit



Get a Teacher

Wait and take turns.

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ECPBIS and PBIS

- ECPBIS and PBIS Project in the Innovation Grant
 - Coaches Group and Shared Trainings
 - Earl Boyles Alignment
 - PBIS
 - RTI
 - Glenfair Elem
 - Lynchwood Elem
 - Clarendon Elem

In Conclusion...

- Why did it work?
- What did we learn?

Assessment-based interventions that are aligned with ECPBIS and PBIS support plans

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing and Responsive Relationships

Effective Workforce

Questions/Comments