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?

The Pyramid Model:
Promoting Social and Emotional Competence and Addressing Challenging Behavior

- Tertiary Intervention: Few Children
- Secondary Prevention: Some Children
- Universal Prevention: All Children
- Effective Environment: High Quality Supportive Environment & Nurturing and Supportive Relationships
- Empowering Children: Targeted Social Emotional Supports
- Instructing and Educating:Instructing & Educating
- Effective Plan: School-Wide Interventions
- Equitable Regarding: Equitable Regarding
- ECHELON OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT
- Primary Prevention: Universal Preventative Systems for All Students
- Secondary Prevention: Specialized Preventative Systems for All Students
- Tertiary Prevention: Intensive Preventative Systems for Students with High-Risk Behavior
- Prevention: Universal Preventative Systems for All Students
- Support: Supportive Systems for All Students
- Safety: Safety
- Security: Security
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/ESE
  - 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

<table>
<thead>
<tr>
<th>TRAINING COMPONENTS</th>
<th>OUTCOMES</th>
<th>% of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory and Discussion</td>
<td>Knowledge</td>
<td>Skill Demonstration</td>
</tr>
<tr>
<td>+ Demonstration in Training</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>+ Practice &amp; Feedback in Training</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>+ Coaching in Classroom</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>+ Coaching in Classroom</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

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

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

Turtle Technique

1. Recognize that you feel angry.
2. Think "Stop."
3. Go into shell.
4. Take 3 deep breathes.
5. And think calm, coping thoughts.
6. Come out of shell when calm and think of a solution.

Problem Solving Steps

Step 2

- 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

The Solution Kit
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?

Questions/Comments