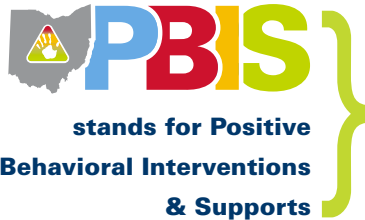


EARLY CHILDHOOD PBIS in Ohio



Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.

Early Childhood PBIS focuses on preschool through grade 3 by applying developmentally appropriate practices and considerations that address the structures within a preschool and early elementary environment.

The PBIS framework focuses on:



Evidence-based **interventions and practices** that are developmentally appropriate



Systems that efficiently and effectively support implementation



Data for decision making and continual progress monitoring to ensure **outcomes** are met

“Early Childhood PBIS and school-wide PBIS are basically the same framework, but in early childhood we take into consideration the program and the uniqueness of young children.”

~ Debbie



Using this framework can contribute to:



Increased **academic performance**



Improved perception of **safety**



Reduction in **bullying behaviors**



Improved **organizational efficiency**



Reduction in **staff turnover**



Increased perception of **teacher efficacy**



Improved **social emotional competence**

Source: PBIS.org, Horner, R. 2013

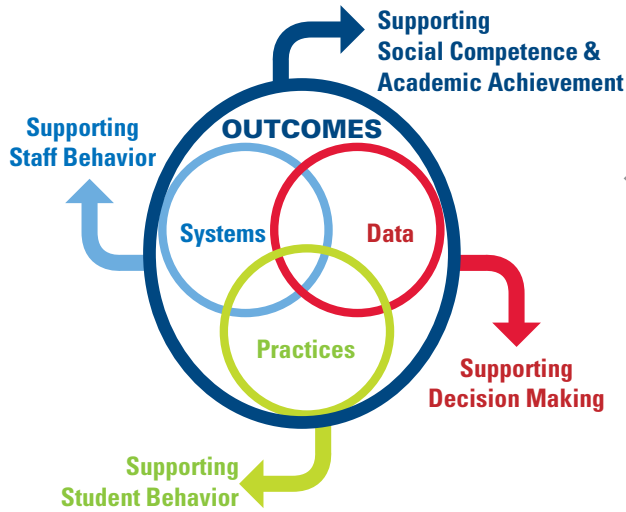
“One of the things that I’ve focused on is having consistency and continuity across our district. We have 16 buildings and I’m trying to unify that a bit. It’s helpful to know what each elementary building is doing since we feed kids into five different buildings. It’s important to focus on the same things so that children don’t have to relearn every time they transition from preschool to kindergarten and then 5th grade to middle school, and middle school to high school.”

Camille Ritt, District Special Education Supervisor and Director, Willoughby Eastlake Preschool



Early Childhood PBIS

The early years are optimal times for developing social emotional skills. The implementation of PBIS with young children (PreK through grade 3) is built on the same multi-tiered framework foundation as the school-wide system and includes unique data systems and developmentally appropriate implementation practices for early learners. These data systems and implementation acknowledge and honor the unique needs of Ohio's youngest learners and align with Ohio's [Whole Child Framework](#).



SYSTEMS (How things are done)

- Team-based problem solving
- Data-based decision making
- Long-term sustainability

DATA (How decisions are made)

- Ongoing data collection and use
- BIRs (# per day/month, activity/location, behavior, student)
- Family and staff input, implementation data

PRACTICES (How staff interact with students)

- Direct teaching of behavioral expectations, other essential skills (expected behavior, social skills, etc.)
- Educational staff should consider how their instructional methods meet the cultural strengths, interests, background, and learning styles of the student
- Ongoing reinforcement of expected behaviors
- Using consistent, developmentally appropriate strategies to respond to students' challenging behaviors

Ohio Early Childhood PBIS Demonstration Site Pilot Project



16 Sites

Promotes the implementation of PBIS specific to the context of early childhood, while aligned with Ohio's school-age PBIS initiative. Each demo site is supported by their regional SST early childhood consultant.

The Work of the Demonstration Sites



Identify and solve problems



Showcase practices in use



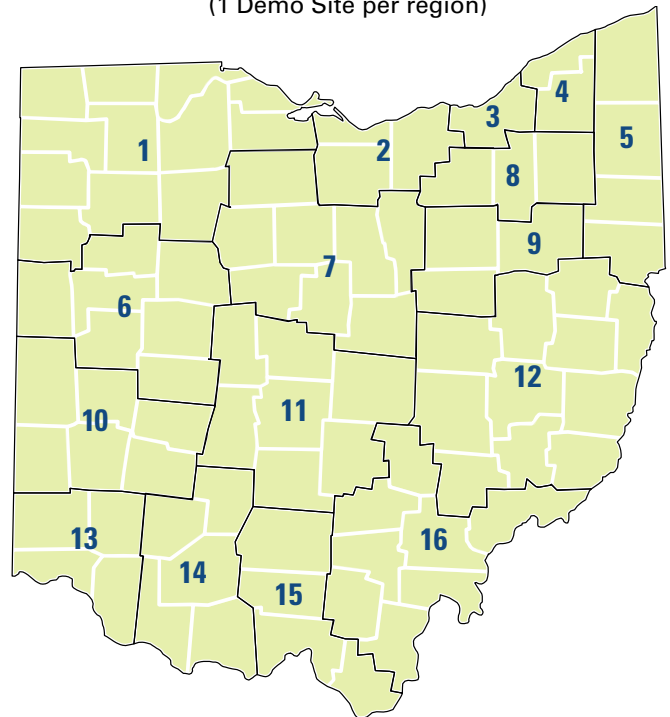
Host tours



Promote and share outcomes

Ohio's 16 SST Regions

(1 Demo Site per region)



Working Toward

- Teaching positive behaviors and interactions
- Collaborating with families and caregivers as partners in their child's development
- Proactive approaches to decreasing challenging behaviors and making data-based decisions