



January 2012

Dear Colleague,

Children of all abilities and developmental stages engage in problem behaviors. Parents, caregivers, and teaching staff are often challenged when developing effective interventions that teach more appropriate behaviors. Use of a Positive Behavior Intervention and Supports (PBIS) approach has produced successful outcomes for children who engage in problem behavior. PBIS is built on a foundation of preventing problem behavior through environmental arrangement, effective teaching and program structure, as well as individualized interventions for children who engage in more serious forms of challenging behavior. This packet will describe the foundations of PBIS and identify strategies that effectively reduce challenging behavior in young children.

We hope that when you have taken the time to review the packet, you will find that it contains helpful information. After you have examined the packet, please complete the enclosed evaluation and return it to us at the address provided on the form or complete the evaluation online at: <https://www.surveymonkey.com/s/S5RYTMV>

This packet has been provided to enable you and your staff to develop policies and practices related to PBIS. Please disseminate as appropriate.

Sincerely,

A handwritten signature in black ink that reads 'David P. Lindeman' followed by a horizontal line.

David P. Lindeman, Ph.D.
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Positive Behavior Intervention and Supports in Early Childhood Settings

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This packet was created by Susan L. Jack and David P. Lindeman, Ph.D. in June 2005 and revised in January 2012.

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The material included in this packet is sourced from two national centers funded to assist practitioners in supporting the social emotional development of young children. The Center for Social Emotional Foundations in Early Learning (CSEFEL) and its sister center, the Technical Assistance Center on Social Emotional Interventions (TACSEI) provides the conceptual framework of evidence-based practices for promoting young children's social-emotional competence and preventing and addressing challenging behavior. For more information on these two centers, visit their websites:

<http://www.vanderbilt.edu/csefel> and <http://www.challengingbehavior.org/>.

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Positive Behavior Intervention and Supports in Early Childhood Settings Packet Evaluation

This packet has been developed as a resource to enable you to understand information and concepts related to Positive Behavior Intervention and Supports. Its contents were chosen based on requests and needs assessment information. We would like you to evaluate how helpful this packet has been for you. Please tell us what you found most useful, what was not useful, and what material might have been helpful that was not included and return this form to us at the address below.

Please check the parts of the packet that you found most helpful. In the space provided briefly tell us how or why each part was helpful.

Overview *The Pyramid Model* *Activity* *Resources*

Please identify why each part you checked was helpful.

Please check the parts of the packet that you found were not helpful. Then in the space provided, briefly tell us how or why each part was of little use or not helpful.

Overview *The Pyramid Model* *Activity* *Resources*

Please identify why each part you checked was of little use or not helpful.

Please tell us what was not available in the packet that would have been helpful.

Please describe how you plan to use the information in this packet.

Other comments or suggestions for future packets:

Thank you for completing this form and returning it to us!

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Positive Behavior Intervention and Supports (PBIS) in Early Childhood Settings

Overview

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June 2005, Revised January 2012

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Overview

Developing instruction to support social/emotional development and effective interventions to address challenging behavior is an ongoing process in early childhood programs. Identifying teaching strategies that can be used to decrease the challenging behavior of children while increasing social competence should also promote positive outcomes in children's daily lives. Positive Behavior Intervention and Supports (PBIS) is one approach that has produced successful outcomes for children with disabilities who engage in severe forms of challenging behavior, and is now being implemented successfully with typically developing children.

PBIS is built on a research-based foundation of preventing problem behavior through environmental arrangement, effective teaching and programming, teaching children appropriate social and communication skills, and developing individualized interventions for those children who engage in more serious forms of challenging behavior. PBIS is the integration of 1) valued outcomes, 2) behavioral and biomedical science, 3) validated procedures, and 4) systems change information to enhance children's life experiences and reduce problem behaviors. These research-validated interventions emphasize teaching new skills and designing environments that naturally decrease problem behavior.



Research studies provide evidence that PBIS strategies can be used to support all children. Emerging in the mid-1980's, PBIS developed as a direct response to concerns over the use of punishment procedures to control severe problem behavior of people with developmental disabilities. At the same time, research emerged in the behavioral field that contributed to the understanding of the meaning, or function, of problem behavior. These early efforts in PBIS produced meaningful outcomes for children and adults with disabilities. Over the course of the last 25 years, PBIS has expanded into schools, social service agencies, and more recently early childhood programs. With active initiatives in most states to build capacity, the PBIS model represents a comprehensive, systematic approach that is capable of changing the lives of children and their families.



In early childhood programs, the implementation of the PBIS approach best described as a multi-tiered approach, using evidence-based practices that promotes the social-emotional development of all children and addressing challenging behavior in children with more significant needs. This approach, known as the Pyramid Model, is described in the article by Fox, Dunlap, Hemmeter, Joseph, and Strain (2003) contained in these materials. An overview presentation of the

Pyramid Model by Lise Fox may be viewed at: [Pyramid Model Overview](http://www.challengingbehavior.org/explore/camtasia/pyramid_overview/pyramid_overview_captions.html)
(http://www.challengingbehavior.org/explore/camtasia/pyramid_overview/pyramid_overview_captions.html)