Participant

Implementation Guide

Intensive Intervention — Assessment based intervention that results in individualized behavior support plans

Targeted Social Emotional Supports — Systematic approaches to teaching social skills can have a preventive and remedial effect

High Quality Supportive Environments — High Quality early childhood environments promote positive outcomes for all children

Nurturing and Responsive Relationships — Supportive responsive relationships among adults and children is an essential component to promote healthy social emotional development

Effective Workforce — Systems and policies promote and sustain the use of evidence-based practices

Foundational Practices

"Foundational Practices" represent basic concepts that are the foundation of the PBIS Pyramid Model. It is recommended that you work with your consultant to ensure implementation of these core concepts before working on additional levels of the pyramid.

Responding to Children	No	Yes	Ideas for Implementation
1. Children spend large amounts of time disengaged, without assistance from the provider to become engaged. (e.g. Children are left in play area for extended periods of time without teacher engagement.)			
2. Provider rarely speaks to and/or engages children. (e.g. Provider gives a bottle to an infant and does not say anything to the child or sits on the floor next to children playing, but does not talk to children.)			
3. Provider seldom makes eye contact with children during interactions. (e.g. Provider changes a diaper without looking at the child's face.)			
4. Provider expects children to be on the same schedule for activities such as feeding or diapering instead of attending to individual children's needs for personal care. (e.g. Infants nap on same schedule and there is no indication that this schedule would be flexible for children on a different sleep schedule.)			
5. Provider talk to children is primarily giving directions, telling children what to do, reprimanding children.			
6. Provider gives directions to all children in the same way without giving additional help to children who need more support.			
7. Provider tells children mostly what NOT to do rather than what to do.			

Promoting Emotional Expression and Social Interaction	No	Yes	Ideas for Implementation
8. Provider uses flat affect when talking with children. (e.g. While talking with a child, provider's tone of voice is flat and lacks any emotion or enthusiasm.)			
9. Provider speaks harshly to children. (e.g. Teacher uses a harsh or negative tone while responding to a child.)			
10. Provider reprimands or admonishes children for expressing their emotions.			
11. Emotions are never discussed in the child care home.			
12. Teacher rarely encourages interactions between children during play or activities.			
Responds to Children's Distress and Challenging Behavior	**No**	**Yes**	**Ideas for Implementation**
13. Children seem generally unhappy or upset. (e.g. Multiple children spend a greater amount of time crying or fussing than might be expected.)			
14. Children who are distressed are left unattended. (e.g. Provider fails to attend to an infant crying in a crib or infant seat.)			
15. Children are reprimanded for engaging in disruptive or problem behavior (frequent use of "no", "stop" or "don't")			
16. Children are threatened with an impending negative consequence that will occur if disruptive or problem behavior persists.			
17. Provider discusses removal of children with persistent challenging behavior.			
18. Provider restrains a child when engaging in challenging behavior or secludes the child in an area separate from the other children where the child cannot see the activities of the rest of the group.			

Foundational Practices

Environmental Support for Social Engagement	No	Yes	Ideas for Implementation
19. The environment is set up such that children are isolated from each other for long periods of time. (e.g. Infants remain awake in cribs for extended periods of time, without the ability to interact with other children.)			
20. The environment is arranged in a way that prevents children from engaging with materials, toys and/or activities. (e.g. Children remain in cribs or infant seats for extended periods of time, or materials, toys, or books are primarily stored out of reach of children)			
21. The majority of the day is spent in adult-directed activities.			
22. Transitions are more often chaotic than not.			
23. During group activities, many children are NOT engaged.			
24. Provider is not prepared for activities before the children arrive at the activity.			
25. Learning centers do not have clear boundaries			
26. There are large, wide open spaces inside the child care home where children can run.			

Building Positive Relationships				
A. Examines personal, family and cultural views	**Rarely**	**Sometimes**	**Frequently**	**Ideas for Implementation:**
Provider considers personal beliefs regarding the acceptability and unacceptability of specific types of child behavior.				
Provider considers personal beliefs regarding the causes of specific types of unacceptable child behavior.				
Provider acknowledges contrasting or conflicting beliefs held by others regarding acceptable and unacceptable types of child behavior.				
B. Examines own attitudes toward challenging behavior	**Rarely**	**Sometimes**	**Frequently**	**Ideas for Implementation:**
Provider understands the relationships between children's social emotional development and challenging behaviors.				
Provider understands that children's challenging behaviors are conveying some type of message.				
Provider understands there are many things that can be done to prevent challenging behaviors.				
Provider identifies what behaviors "push my buttons"				
Provider develops strategies for dealing with situations when children's behavior s "push my buttons"				
Provider works to develop support system such as consultant, other providers, nurse consultant, etc.. to help give perspective on issues related to challenging behaviors.				

C. Do you develop meaningful relationships with children?	Rarely	Sometimes	Frequently	Ideas for Implementation:
Do you greet children on arrival and call them by name?				
Do you acknowledge children's communication attempts to you?				
Do you communicate with children at eye level most of the time?				
Do you verbally interact with individual children during daily routines & activities?				
Do you participate in children's play when appropriate and follow the child's lead?				
Do you show respect, consideration & warmth to all children by making eye contact, smiling or showing physical affection throughout the day?				
When you speak to children is it generally positive, calm and supportive?				
Do you use a variety of strategies for building relationships with all children?				
Do you promote children's understanding of self and relationships to others (likes/dislikes; characteristics; similarities/differences)?				

	Rarely	Sometimes	Frequently	Ideas for Implementation:
Do you give children attention when they are engaging in appropriate behavior (not only when the child has challenging behavior)?				
Do you try to create a child care home that is a place children and families like to be (i.e. special touches to help children and families feel welcome in your home)?				
Do you establish a warm and collaborative relationship with each child's family?				
Are the children's families represented in your child care home (e.g., photographs, family book, bulletin board, etc.)?				
Do you regularly communicate information on what is happening in the child care home? (Drop off/pick up, during parent visits, etc.				
Do you have a system for regular communication with families that includes celebrations of the child's accomplishments? (Not just when there are problems)				
Do you have a communication system with families that is bi-directional, offering families a way to share information about the family or child?				

Designing Supportive Environments				
D. Designs the Physical Environment	**Rarely**	**Sometimes**	**Frequently**	**Ideas for Implementation:**
Are there at least 3 clearly defined areas with different purposes (e.g. book area, block area, dramatic play area…)				
Is it clear where children should walk to avoid interrupting other's play?				

If you do group activities do you have a space where all children can comfortably fit without squishing each other?				
Do you verbally or visually indicate to children the number of friends allowed in each interest area?				
Provider discusses expectations for interest areas/materials with children (Do the children know what is expected of them in each interest area and what they should do with play materials?)				
Are quiet areas as far away as possible from loud areas? Are messy activities as close to the sink as possible?				
Provider uses low-open shelving so the children can choose and put away materials on their own. (Do children have to ask for help to reach some materials?)				
Can you see all the children in the room or are there shelves that children can hide behind where you can't see what is happening?				
Is there natural light in the rooms children use? Can you control the amount of light with curtains, blinds, ect?				
Could colors be overwhelming to infants or children that are highly sensitive?				
Do you have different textures in your environment? (soft pillow, woven rugs, ect…)				
Are like items grouped together? Blocks all in the same area, puzzles all in the same area, ect…				

	Rarely	Sometimes	Frequently	Ideas for Implementation:
Are play materials visible from a child's eye level?				
Are shelves and containers labeled with pictures and words?				
Are there enough materials for multiple children to be engaged in play (3 units of play per child)?				
Are materials periodically rotated to keep children's interest?				
Do you have areas where children can go if they need some quiet or are feeling overwhelmed?				
Does each child have a space to store their personal belongings?				
E. Develops Schedules and Routines	**Rarely**	**Sometimes**	**Frequently**	**Ideas for Implementation:**
Provider follows a daily schedule for the group but varies it when necessary to meet the needs of individual children?				
Do you have a visual schedule posted that describes daily activities?				
Do you review your schedule (verbally and/or visually) with the children and refer to it throughout the day?				
Do you teach children about the schedule? (How do you do this when a new child enrolls in your program?)				

Do you provide explanations to the children when changes in the schedule are necessary?				
Do you use visual cues for children who need extra support following the daily schedule?				
F. Do you ensure smooth transitions?	**Rarely**	**Sometimes**	**Frequently**	**Ideas for Implementation:**
Do you structure transitions to eliminate wait time and ensure children are actively engaged in the transitions?				
Do you have materials ready for activities before children arrive for the start of the activity?				
Do you explicitly teach children what your expectations are for each transition and what the steps are?				
Do you give warnings to all children when a transition is coming so they can prepare for it?				
Do you give individual warnings and/or additional support for those who need it?				
Do you provide positive descriptive feedback to children as they are making transitions to encourage continued effort and to acknowledge their successful transition?				
G. Do you plan activities to promote engagement?	**Rarely**	**Sometimes**	**Frequently**	**Ideas for Implementation:**
Do you assist children in selecting activities and use of materials to promote becoming actively engaged?				

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Do you plan and conduct developmentally appropriate group activities with specific goals in mind for the children?				
Do you vary the topics and types of activities to meet needs of all children in your care?				
Do you provide opportunities for children to be actively involved in group activities?				
Do you vary your speech and tone to maintain the children's interest in group activities?				
Do you monitor children's behaviors and modify your group activities accordingly? (i.e. stop reading ;let them get up and leave the group; don't force children to sit crisscross applesauce)				
Do you use peers as role models during activities?				
Do make adaptations or modifications to activities to ensure that all children can be involved in a meaningful way? (e.g. giving a 1-year-old a small dap of finger paint on a high chair tray while preschoolers are painting)				
Do encourage children to reflect on their play? (What is their plan? What did they do? What are they going to do?)				
Do you give frequent positive descriptive acknowledgement to children engaged in activities?				

	Rarely	Sometimes	Frequently	Ideas for Implementation:
Do offer children the opportunity to make multiple choices during activities (where to sit, what interest area to play in, whether to participate in group activities)?				
Do offer a balance of adult directed and child directed activities?				
Do you assist individual children who are exhibiting challenging behavior within an activity to become actively engaged?				
H. Establishes and teaches clear expectations:	**Rarely**	**Sometimes**	**Frequently**	**Ideas for Implementation:**
Do you identify and create with the children program expectations?				
Are expectations developmentally appropriate and individualized as needed?				
Do you have posted behavior expectations with visual cues?				
Are your expectations stated positively and specifically (avoids "no" and "don't")?				
Do you explain/teach expectations in developmentally appropriate ways and a variety of ways? (not only when a child has broken an expectation)				
Do you provide opportunities for children to practice expectations?				
Do you frequently provide specific positive acknowledgement to children for appropriate behavior and use expectations language?				

	Rarely	Sometimes	Frequently	Ideas for Implementation:
Do you use the posted expectations to remind a child when a problem behavior occurs?				
Do you consistently make connections between expectations and rules for children?				
I. Gives Clear Directions:	**Rarely**	**Sometimes**	**Frequently**	**Ideas for Implementation:**
Do you gain a child's attention before giving directions?				
Do you use directions that are simple, short AND specific?				
Do you minimize the number of directions given at a time?				
Do you use directions that tell children what to do rather than what not to do?				
Do you individualize directions based on developmental level or children who need more support? (e.g. additional prompt, nonverbal prompts, picture prompts)				
Do you give children sufficient time to respond to directions?(e.g. count to 10 in your head to see if they start complying)				
Do you check in with children to make sure they understand directions?				
Do you give children choices of how to complete a task when appropriate? (e.g. It's time to clean up would you like to start with the blocks or the puzzles?)				

Do you give positive, descriptive acknowledgement to children as they are following directions?				
J. Engages in Ongoing Monitoring and Positive Attention	**Rarely**	**Sometimes**	**Frequently**	**Ideas for Implementation:**
Do you give children time and attention when engaging in appropriate behavior?				
Do you narrate young children's actions, behaviors and feelings for them during play?				
Do you join in children's play to support their interactions and expand upon their ideas?				
Do you respond to children's comments and ideas by asking questions and making comments?				
Do you have extended and positive conversations with children during routines and activities about their interests and ideas?				
Do you reinforce children's choices and link their actions to positive outcomes?				
Do you uses alternative strategies when communicating with children who are nonverbal, language delayed, English language learners or otherwise in need?				
K. Uses Positive Feedback and Encouragement	**Rarely**	**Sometimes**	**Frequently**	**Ideas for Implementation:**
Do you frequently engage with children using positive, descriptive language?				

Do you convey enthusiasm while giving positive feedback and encouragement?				
Do you give positive descriptive acknowledgement contingent on child's efforts? (when the child tries or has partial success)				
Do you use nonverbal cues of appreciation?				
Do you involve other adults and peers in acknowledging children (i.e. parents)				
Individualizes amount and form of encouragement/ acknowledgement given to the child based on specific needs (Not every child wants to be verbally acknowledged, for some eye contact and a smile may be affirming)				
Do you model persistence during challenging tasks and encourages child's efforts?				

Social and Emotional Teaching Strategies				
L. Promotes emotional literacy through identification and labeling of emotions in self and others	**Rarely**	**Sometimes**	**Frequently**	**Ideas for Implementation:**
Do you label or prompt children to label their emotions throughout the day?				
Do you assist children in recognizing and understanding emotions in peers by pointing out facial expressions, voice tone, body language or words?				
Do you use real-life situation to practice identification of emotions? (i.e. use moments that happen everyday and label those emotions)				
Do you use a variety of strategies to teach children emotion/feeling words?				
Do you model appropriate expressions and labeling of your own emotions and self-regulation throughout the day? (i.e. Tell the children, "I'm feeling frustrated right now so I'm going to take 3 deep breaths to help me calm down.")				
Do you validate children's emotions by labeling them and if developmentally appropriate helping children talk about their emotions?				
Do you individualize instruction for children having difficulty identifying, understanding and expressing their emotions?				
M. Characteristics of a child care home that fosters emotional literacy are visible	**Rarely**	**Sometimes**	**Frequently**	**Ideas for Implementation:**
Do you have books available that portray various emotions?				

Do you have photographs, pictures and posters that portray people in various emotional states?				
Do you have other materials to support emotional literacy? (songs, feelings chart, feelings wheel, etc.)				
Do you have at least one place for children to go to be by themselves?				
N. Promotes children's individualized emotional regulation that will enhance positive social interactions	**Rarely**	**Sometimes**	**Frequently**	**Ideas for Implementation:**
Do you respond immediately to children in distress to assess the child's status?				
Do you help children recognize cues of emotional escalation? (e.g. verbally labeling, using the relaxation thermometer) What words do you use?				
Do you teach techniques and have tools to help children regulate their emotions? (e.g. relaxation thermometer, Tucker Turtle story, counting to three, deep breaths)				
Do you offer opportunities for children to practice handling strong emotions? Can you think of examples?				
Do you offer opportunities for children to practice emotional regulation skills at times when they are not having strong emotions? Why is this important?				
Do you recognize emotional escalation and intervene early to provide guidance?				

Do you practice relaxation strategies with children? (e.g. yoga, breathing, going to "be by myself" spaces)				
Do you provide positive acknowledgement of children's expression of emotion and attempts at self-regulation?				
O. Promotes friendships skills among children and uses deliberate teaching strategies to teach friendship skills	**Rarely**	**Sometimes**	**Frequently**	**Ideas for Implementation:**
Are opportunities for peer interaction embedded in daily routines and activities? (e.g. children have enough free play time where they can engage in play together)				
Do you use positive descriptive comments to acknowledge children who are working together, helping each other or engaging in other friendship behaviors?				
Do you intentionally teach friendship skills such as: sharing, taking turns, being helpful, etc?				
Do you use a variety of strategies to teach friendship skills (role playing, discussion, visual prompts, modeling, acknowledgement/encouraging)?				
Do you individualize how you teach children to initiate and respond to their peers?				
Do you encourage children to play together?				
Do you prepare the environment to encourage interactions (e.g. toys that require 2 or more children, interest areas that have space for a few children at a time)				

Do you structure activities to encourage interactions including peer partners/buddies?				
Do you provide individualized assistance to help children initiate or maintain interactions with their peers?				
Do you sometimes refer children to each other instead of adults for assistance?				
When developmentally appropriate do you support children in reflecting on interactions with their peers, having the children doing most of the talking?				
Do you model friendship skills in interactions with children or other adults?				
P. Creates a planned approach for problem-solving and conflict resolution	**Rarely**	**Sometimes**	**Frequently**	**Ideas for Implementation:**
Do you systematically teach problem-solving steps using visuals?				
Do you provide visual cues and tools for the children to use in learning to problem-solve? (the "Solutions Kit", Tucker Turtle story, other scripted stories)				
Do you individualize instruction on problems solving based on children's developmental level and individual needs?				
Do you use problem solving in interactions with children and model problem solving steps?				

Do you take time to support children through the problem solving process in naturally occurring situations?				
Do you comment on and acknowledge children's problem-solving efforts?				
Do you engage children in generating solutions to common child care problems?				
When it is developmentally appropriate do you help children reflect on their own use of problem solving skills?				