

PRESENTER: Good morning. It is my distinct pleasure to introduce to all of you this morning Dr. Mary Louise Hemmeter. She is an associate professor at the Department of Special Education at Vanderbilt University. Most important to those of us in PA who work on the program PBIS initiative, she has been the principle investigator for the Center for Social and Emotional Foundations for Early Learning since its inception. She is also a co-investigator on the National Center for Quality Teaching and Learning, funded by the office of Head Start. She is a faculty member for the Health and Human Services funded Center for Effective Early Childhood Mental Health Consultation, and she is a consultant to the Head Start-funded Cares program.

She's co-editor of the Journal of Early Intervention and serves on the editorial boards of other major journals in the early childhood special education. She's also a faculty member for the Technical Assistance Center for Social Emotional Intervention. For those of us in Pennsylvania, she is one of our heroes. She is part of the national team that took on the challenge of looking at the principles of school-wide positive behavior support and said, this is good stuff. How do we make this really good for little kids? And has -- the materials that she and her team have developed and the strategies and the practices have formed the foundation for the work that we're doing in Pennsylvania with program-wide positive behavior support. So Mary Louise, we thank you and welcome you, and we're so glad that you're here to share with us on this important day.

DR. MARY LOUISE HEMMETER: So my biggest fear at doing things like this is that the podium will be taller than me. And luckily, the podium is not taller than me today, so Sue, thank you for - - thank all of you all for inviting me here. It's great to be in Pennsylvania. When we talk -- when we're doing our work and we talk about good things that are happening out in states, Pennsylvania's always one of the states that we talk about, so I'm glad to be here.

Before I start my actual presentation today, though, I have the honor of recognizing some of those programs that Jim just talked about, specifically in recognizing those programs that are working with the youngest children around tiered models and decision-making frameworks. And I think we're going to recognize ten early childhood programs who have met the criteria established by PAPBS, by the network, for implementing level one with fidelity. And I'm going to talk about what level one looks like for little -- for young children in a minute, but doing level one with fidelity is no easy task. And if we could get everyone, every early childhood program doing level one with fidelity, I think we would feel like we had been very successful.

So I think the programs that we're going to recognize today are just amazing programs, because I think that's what it takes to be able to do that with fidelity. Of the ten programs that we're going to recognize, three are Pre-K Counts programs, six are Head Start programs, and three are Child Care programs. And I think that's pretty significant in and of itself. These programs have had to go through an outside evaluation that has been rigorous, that has involved looking at their records, looking at their data, looking at their practices, using the pre-SET, which is the Pre-K version of the SET that was developed by some people at the University of Oregon. So Debby Mathias from -- let me get your title right, the Director of the Bureau of Early Learning Services in the Office of Child Development and Early Learning is going to recognize the programs with me.

DR. DEBORAH MATHIAS: It's my honor today to be here to honor these exemplary programs, and as I say the name of the program, if you would stand in place. And then after the presentation is over, come up and we'll give you your certificates and take some -- have some photo ops, and we'll do that after the presentation. So when I say the names -- after the keynote, right. So when I say your names, stand up, wave, and then we'll move on to the keynote and we'll take pictures after.

Okay. Joyful Noise Learning Center in Hawley, PA. All right! Milton -- let's hold the applause till the end of all ten and then we'll go for it, okay? In a robust manner. Okay, Milton Pre-K Counts. Okay. Schuylkill Child Development Center - Duncott Center. You over there, stand up again. We're all going to stand at the same time. Joyful Noise, stand up, okay. Schuylkill Child Development Center - Pottsville. Okay. Schuylkill Child Development Center - Mahanoy City Center. Okay. And Schuylkill Child Development Center - Shenandoah Center. All right, great. Jolly Toddler in Southampton, PA. All right. Allegheny IU Head Start Sto-Rox from Pittsburgh. Allegheny IU Head Start in Steel Valley, Pittsburgh. Okay. And York Day Nursery School. You folks have done amazing job and sincere congratulations.

DR. MARY LOUISE HEMMETER: Okay. Debby moved my slides, there we go. All right. So I have a few things to say before I kind of jump into my talk. Sue kind of stole some of my thunder, but I want to just say that I am a preschool person. I know little kids, I know programs that serve young children, I've worked with young children, I've been a young child. I don't -- I know much less about K-12 and I don't think I'm an expert on what PBIS looks like in K-12 programs, but I've

thought a lot about it. And so what I'm going to be talking about today is really what I know, and how what I know I think interfaces with what happens in K-12 programs.

As Sue said, we've been doing work around a tiered model with young children for about, I don't know, 11 or 12 years. That's why I have as many wrinkles as I do, for sure, but anyway, we've been working on this model for a long time. And the more we got to working on this model, the more we heard people saying, well, but how is that different than K-12? And we do a lot of work out in states with some projects I work on, and one of the things that I think I would say, especially in the last three or four years has become a big issue, is states saying, okay, now we're doing this really well in pre-K, how do we interface with K-12?

And so I've thought a lot about it, I know what a lot of the issues are, I have some ideas about solutions. But what I really want to do today is share with you the pieces that I know, the things that I've thought about about integrating pre-K with K-12. But really to leave you with the information you need to think about how you implement a single system in the areas where you work. I, as Sue said in the introduction, have worked with a team of people and I'm not going to name them all, but certainly I just get to be the one here sharing our work, but really it's the work of, I don't know, I couldn't even name the all. But the person I've worked most closely with on what I'm going to talk about today is Lisa Fox, and I just mention her because I think if you want to find out more in the literature about what we've been doing, that her name will help you get to that as well.

So I'm going to jump right in and start here. What I'm going to do today is talk through. I, of course, have enough stuff to keep you here all morning, but I've been told to only talk an hour, so I'm going to try to do all of this in an hour, but I'm going to talk a little bit about what makes preschoolers different. I'm going to talk a little bit about what a tiered model looks like in preschool classrooms and kind of -- what I want to do is talk about what are the common elements between pre-K and K-12, and then what are the kind of challenges to implementing a model across the continuum?

So why is it important to begin in pre-K, you might ask. Those of you all who work in high schools might be thinking, why is she talking about pre-K? Well, let me give you a few reasons. One is that our children today, meaning those of us who are in early childhood, are your children tomorrow. And I'm quite certain that there are things that we can do with our children today that will make your jobs easier when they come to your programs.

I think a seamless system and a system that cuts across pre-K and K-12 makes sense because children and families begin to learn the language earlier. And so when a four-year-old comes to kindergarten, they already know about the expectations, families already know about the expectations, families already know about the data, those kinds of things. It also is the case that, and you'll see this when I talk in a minute about what our model looks like, is that in the work that we do, the skills and strategies that we're teaching young children are the things that kindergarten teachers tell us they want children to know when they come to their classroom. And so it's not about letters and numbers and that kind of thing, it's about following directions, getting along with their friends, you know, sitting through group time. And those are the very things that this model focuses on when children are in pre-K.

The other thing is that I think that it's important that we bring pre-K into the education community. So I have a -- I guess this is being recorded, oh well. I have a dean who used to talk about -- who is fabulous, who used to talk about how we do K-12 education. And I would gently send her an email saying, don't we do pre-K through 12 education? And I think that we don't think that way, and yet we ought to be thinking that way. And so I think that not only does doing a, you know, kind of seamless system help for all the other reasons I've talked about, but it really integrates pre-K more in our education system.

I had this experience, I don't know, eight or nine years ago. I was in Illinois at the time and I was working with this school in this -- on doing kind of program-wide PBS, and it was a pre-K through 1st grade building, really cool. And the staff was at -- we were meeting with the parent advisory council about the model, and this dad's, he's nodding his head the whole time I'm talking and he's like, I really like this. He said he was a middle school principal and he said, boy, if kids had gotten this when they were in preschool, I wouldn't have some of the issues I'm having with children in middle school today. So that's why I think it's important to begin in pre-K, and I'll talk a little bit more about some of those things as I go through.

But the other thing I thought I might do is show you what pre-K, what behavior problems look like in pre-K classrooms. So those of you all who are early childhood people are going to go, I get it. Those of you who aren't, maybe this will help you understand what we're dealing with. So I'm going to show you three or four videos, we'll see how the time goes here, and talk a little bit about how these relate to the kind of model that we're working on in pre-K classrooms.

It makes you think it's a little bit like herding cats, right? To try to keep a bunch of preschoolers together. So one of the things I think about when I watch that video is there are a lot of behavior incidences in that video, aren't there? Kids screaming, children rolling all over each other, hitting each other, not following directions. But I would say there aren't any real behavior problems in that video. I'd say there're problems with the classroom and the way that the classroom is structured and the way the activity is structured, and that those very children could look very successful in a more structured, and I don't mean structured as in didactic, but a more systematic kind of structured group activity. And so I want you to be thinking about that because that has implications for not saying these kids are engaging in problem behaviors, but this is really something that we have to look at about our program.

All right, then there's this problem. Next thing she does is say, what shape is this? And this little boy yells shape as loud as he could. So anyway, now that video I'll look at and I think this is what happens when we do things that maybe aren't developmentally appropriate for children, okay? And I think that's an important lesson for us to think about when we think about what does a pre-K model of PBIS look like.

And then we have children like Tim. So when I watch that video, I think about what is it that Tim needs, right? I don't think he needs to be sent home or sent to the office, but I think he needs to learn how to take turns, how to share toys, how to use his words.

And then we have Ford, he's the little boy in the striped shirt. Okay, now you get it? You get what it looks like when you have pre-K children with challenging behaviors in classrooms, okay? So this is a little funny, but it's also really scary. And I think that one of the things we have to think about is that these are children who are learning how to be in social contexts, okay? And I think that's going to be an important message as we go through this talk today.

So now that I've traumatized you, you're all -- all of you have young children are now wondering if your children are safe wherever they are today, but all right. So let me talk a little bit about what we know about young children. We know that in pre-K programs, so in programs serving preschool children, that somewhere between 10 and 30% of the children in pre-K programs have challenging behaviors that are significant enough to affect their interactions with peers, their engagement in classrooms activities, and their readiness for school. That's a lot of children. We also know that early-appearing problem behavior, if not dealt with, particularly

aggressive behavior, is predictive of future challenges not only related to education, but related to social, as well.

The other thing, and this is a message that I think is probably one of the things that K-12 people might have less information about, which is that pre-K teachers are often not well trained or certified. Now obviously we have people here who are pre-K teachers who are very well trained, so I'm just saying that on average. And what we hear, it doesn't matter what survey we do, when you ask pre-K teachers what's their most significant training need, what is their single greatest challenge, it's always around children's behavior.

We also know from a study that was done in I think 2005 that preschool children are three times more likely to be expelled from preschool than K-12 children are from school. Some of that's because they can be, right? Because it's not mandatory. But it's scary because if you look at those same numbers for children who are in childcare programs or faith-based childcare, family daycare homes, those numbers can go up to as high to 12 times as frequent, okay? And it doesn't mean everyone, but it's just the point that the way that we often deal with preschool problem behavior is through suggesting there's a better place for children to be or that might mean being expelled.

So let me talk about how all this relates to what we do in a PBIS kind of system in early childhood programs. So we're talking about babies here, okay? So if you think about your average preschool classroom, and I'm really focusing on preschool meaning three- and four-year-olds. We also think about this related to infants and toddlers, but if you just think about three- and four-year-old classrooms, you're going to have children who are developmentally functioning as infants all the way up to kids who are functioning as high as some of your kindergarteners and 1st-graders.

And what does that mean? Well, that means that you have children who don't have really great expressive or receptive language, so they don't even understand the directions that you're giving them. So children not following directions when they're three might be about, I don't have a clue what you want me to do, not some willful disregard for the direction that you're giving me. Okay? And I think that's important. We have children who are moving from solitary play and parallel play to social play, so it's not like these children know how to be social beings yet. They're learning how to be social beings. And we have children who are moving from

that kind of concrete, I have to touch an object to know anything about it, to children -- to being able to mentally represent things.

And so think about what that means for rewards systems that say if you do this well today, we'll put this in a jar and then in a month you might get to have a party. I mean, it just has no meaning to very young children, okay? And so that's where I think we have -- so what I'm going to do is kind of fly in, what are the implications of this for school-wide models? So I think it's important to teach expectations to young children, I think it's important to acknowledge children who engage in the expectations, but we have to do it in a way that takes into account these things, that they can't represent what's going to happen in a month and how that's connected to what we're doing today.

It's also about play. You know, we think that the important thing is to be teaching children about expectations within the context of play, within the context of ongoing routine activities in the classroom. We think instruction is brief. And this clearly has implications for how we're teaching the expectations and the concepts of rules and perhaps violations of rules. We expect challenging behavior to happen in a preschool classroom. Meltdown moments are expected. If I ask any of those of you guys who were recognized today for doing really great tier one things, do you ever have any challenging behaviors? You would say yes, wouldn't you? Even in the best-designed early childhood classrooms, we're going to have challenging behaviors.

How many of you all have a two-year-old at home? Okay. How many of those two-year-olds have temper tantrums? And why do they have temper tantrums? They have temper tantrums because they don't know any other way to react to certain situations. And that's what we're talking about with these meltdowns, that these are not children who say, I am going to go to school today and piss off my teacher. That's not what they're doing, sorry. These are children who are told not to do something that they really want to do, and what do they know how to do? They know how to have the temper tantrum. They don't know how to calm themselves down, they don't know how to delay their gratification, if you will, okay? We expect meltdown moments to happen. We also think that meltdown moments are opportunities to teach, so when Sue has the toy I want and she won't give it to me, what are the things I can do instead? We have to teach children those things at this age. We probably have to teach children those things at other ages, too.

So I think that all has implications for this notion of major and minor rule violations, you know? Sue might bite me because she wants to play with me, and Debby might bite me because she wants me to leave her alone, right? And so the important thing is not that either one of them bit me. From an instructional perspective, the important thing is knowing what they were trying to communicate and teaching them to communicate that in a more appropriate way.

I mentioned this a minute ago. You know, I'm going to kind of say these next few slides really quickly, which is one of the biggest challenges for doing a pre-K through 12 system, especially in a state like Pennsylvania, is that pre-K children aren't served in public school classrooms always. And so where do your three- and four-year-olds go? They go to childcare, they go to Head Start, they go to public school classrooms, sometimes they go to family daycare home, sometimes they go to center-based care, sometimes they're being cared for by relatives.

And so how do we do a system that addresses all of that? We struggle with that within early childhood. How do we collaborate across pre-K, Head Start, and childcare when the training requirements for teachers are different, when the amount of training they have is different, when the staff that they have is different? So we say, oh, there needs to be a behavior, someone with expertise in behavior support on your team. Well, okay, how many childcare programs have a behavior consultant on staff? Not very many. How many have access to a behavior consultant on a regular basis? Not very many. And how many childcare people have teaching certifications? Not very many.

And I'm not saying that those people don't do really good jobs. What I'm saying is that we're working with three really different systems that we're trying to coordinate across. So now we're saying let's coordinate not just across these really different early childhood systems, but now let's collaborate with K-12. I think that's a challenge, and I think that's one that probably is one of our biggest barriers to thinking about how to do a seamless system.

I'm going to skip this. So as we started thinking about that, we started thinking about what is a model that will work no matter where children are? So what's a model that will work whether they're in public school, whether they're in childcare, whether they're in Head Start? And as you look at -- we called this the pyramid model, we used to -- well, we won't get into that. But anyway, we call it the pyramid model and you will see that it looks very similar to the pyramids that you guys talk about in K-12 work. I think the only difference, or the primary

difference, is that we really break universal practices into two pieces. And I'll talk about these in a little bit more detail.

So at the base of the pyramid, we really think about two, so in the universal level of the pyramid, we really think about two things. We really think about relationships, and this is relationships not just between teachers and children, but also between teachers and families and also between classroom teams. And we think that that's kind of the foundation of what we do with children.

Let me say one thing about why I think relationships are important with young children. So children with challenging behavior, one of the things they probably need most is consistent and predictable caregiving. What happens to pre-K kids? Well, lots of pre-K kids go to a pre-K program part of the day, a childcare program part of the day, Head Start part of the day, childcare part of the day. So they're already -- there's already kind of multiple environments they have to negotiate, and which also means they have different caregivers that they have to negotiate.

Now here's what happens, well, a lot of times with young kids with challenging behaviors. Teachers, we see teachers who will say to us, he engages in challenging behavior all day long. And we say, well, what do you do when -- what have you tried in terms of addressing this problem behavior? And they talk about what they've tried. And then you say, what do you do when he engages in appropriate behaviors? And you know what we get a lot of times? I leave him alone because I don't want to set him off. Have you done that? Like he's engaged, he's busy, I'm not going to bother him. Right? Well, what that means is that that child is primarily getting interactions around his problem behavior, not around his appropriate behavior, not in appropriate kind of social contexts. So that's one example of why we think we have to focus on this relationship piece.

And probably as important as the relationships piece is what we do in classroom environments. And so when you saw those first two videos, you know, the one where the kids were just like rolling all over the place, didn't you want to just think about how you could structure that circle time, how you could give kids their directions, how children could get some positives who were doing what they were supposed to be doing? That's all the stuff we talk about at this level of the pyramid. So really it's about schedules and routines and transitions and developmentally appropriate activities and engaging activities and giving kids positive feedback.

It's all that kind of positive guidance stuff. And so for all those programs that were recognized today, they're doing all of this stuff really well or they wouldn't have been recognized today. And in a minute I'm going to give you data that says that that's not really that typical.

The next level of the pyramid is really about teaching social skills and emotional competencies. We think that one of the best preventions for problem behavior is to teach children how to be problem solvers, how to communicate their emotions in appropriate ways, how to manage difficult emotions, and just basic friendship skills. We assume that every preschooler needs to be taught those things, and we assume that some preschoolers need to be taught those things more systematically. We don't assume that you put children who are -- you put pre-K kids in social settings and they become social beings. We assume everybody needs instruction on those things. When children aren't able to do those things is when we see problem behavior, okay? So when children can't communicate their emotions, when they can't solve a social problem, when they don't have good friendship skills, that's when we see problem behavior and our response is an instructional one, what we have to teach them to do that.

At the top of the pyramid, we really do an individualized PBS process, and I think one of the things we've tried to do with the pyramid model is have it be a classroom-based model. We assume that all levels of the pyramid have to be implemented in classrooms in order to address the social, emotional, and behavioral needs of pre-K kids. So we generally don't work one level one, separate from level two, separate from level three. We assume that most of the time, all levels of the pyramid are going to have to be in place.

So these are the data I was talking about a minute ago. So really all you have to look at is the red numbers highlighted on the bottom. These are three studies we've done on the pyramid model, and those numbers represent the percentage of practices associated with the whole pyramid that teachers are doing without training. So it's a little less on average than 40% of the practices. So when these folks are getting recognized for having the bottom of the pyramid in place, they're way above that 40%. And this 40% represents childcare, it represents Head Start, and it represents public school pre-K. So what we know is that these kinds of practices that we're talking about generally aren't being implemented with fidelity in classrooms. And these are classrooms all over the country.

These are a little bit of data about what happens when you coach teachers to implement these practices. The red line -- the blue line that you can barely see, I'm sorry, are

teachers who have been coached, the red line is teachers who have not been coached, okay? Between the first and second data point, we did training for the teachers in the intervention condition in the blue one, and you see that three days of group training didn't do a lot for the teachers. It wasn't until we started coaching them that you really get a change. That's going to be important a little bit later on.

This slide basically says when teachers implement those practices with fidelity, we see decreases in childrens' problem behavior and increases in childrens' social skills, okay? And this is a randomized study where teachers have been assigned to conditions. I want to show you this, and you're going what in the world is that? All you have to know from this -- or all this slide is saying is fidelity matters. So basically what you see is that the blue line is the important line to look at here. The better the fidelity of the implementation of these practices, the better the outcomes for kids, okay? So it's not enough to be kind of doing the pyramid. You get kind of flat data for children, but if you're doing the pyramid practices really well, you get increasing outcomes for children. Okay? That's all really important in thinking about how we developed this model.

Okay, so what I've tried to do to this point is say we have a tiered model of behavior supports for young children. Teachers can be trained and implement it, although I will say, and I don't have time to talk about it much now, but we'll be talking about it this afternoon, it's not easy to get teachers to fidelity because we're really changing everything about the classroom in a lot of cases. When we get teachers to fidelity, it has an effect on kids and on kids' both social skills and their problem behaviors, so that's the kind of so.

Now what I want to say is, how does what I just talked about relate to what some of you all are doing in K-12 PBIS? So here's what I want to you to think about while I talk today. I want you to think -- or while I talk through the next few slides. I want you to think about, what are the similarities and differences? So I've just talked about the model. Now I'm going to talk about what it looks like implemented program-wide. And I want you to think about, what are the kind of similarities and differences?

I want you to think about, to what extent are the differences actually barriers? I think we think there are a lot more barriers to linking pre-K to K-12 than there really are, so I want you to think about that. I want you to think about, is there a way to have a seamless system that recognizes the kind of unique developmental needs? And this isn't just about pre-K versus K-12,

this is about elementary versus high school. I mean, it's the same. We're talking about the same kind of issues. But the thing I want us to really think about is, what has to be consistent versus what can we allow to vary as needed? Okay? And I think that will become clearer as I talk, but I want you to think about those things.

So I took this off the PBIS website and, you know, I'm not going to read it to you, but I would say that in the work we do, this is exactly what we're working on. So I don't think there's any differences in kind of our overall goal. When we look at the models, when we look at the tiers, when we look at the decision-making process, when we look at outcomes, when we look at what happens at each tier of the model, there's not a lot of differences, okay? So conceptually, there's just not a lot of differences in the model. We sometimes represent the pyramid this way, where we say what's in the pyramid are the practices that we want teachers to be implementing in classrooms, and all of the things outside are the systems that we need to support teachers to be able to implement those practices with fidelity. And those things outside the pyramid look just like the primary components of school-wide PBIS, okay? And so again, I don't think there's a lot of difference there.

So I'm going to focus a little bit here on the core elements, outcomes, practices, data, and systems. But I'm going to break it down. I hope that this works, but now I'm worried about my color-coding. Yeah, this is bad. We'll figure out a way to post this. It was such a good idea. So what I did was I kind of broke down the critical elements of what -- we call, just to make this clear, we call early childhood program-wide because it's not always in schools, it can be in Head Start, childcare, those kinds of things. So program-wide kind of PBIS with school-wide. And so what you would see if you could see is you would see that I've color-coded things to show where there's kind of a link between early childhood and K-12. And what I'll tell you that I think is the only really -- maybe the kind of most stark differences that you can't see is, one, is that we really define pretty specifically the range of practices that we think have to be going on in classrooms, and that's that whole pyramid model. I think that's a little bit different than how you all, I think, talk about it in K-12.

The other thing I think is different, although I think it's changing, is that in pre-K we really have a heavy emphasis on family involvement in our program-wide PBS model. And a lot of that, there's a couple reasons. I once had this experience where I was consulting with a school around a child with autism. I won't tell you the whole story, but he was in kindergarten

and the principal called me in to work because they thought the family was being unreasonable. And I said, well so tell me a little bit about this family. And he went, well, they're one of those preschool families. And you know how that -- you know what that means? That means that they're one of those families whose child went to pre-K and they learned that they had rights, and now they're advocating for those rights. That's what that meant, you know? So it's a family who knew that they could advocate for their child to have something -- it turned out really, actually, it turned out to be a really great experience and it was like if we -- once we got people communicating, it was fine. My point being we want to create preschool families. We want to create families that want to be involved in your K-12 system. I mean, that's what we really want to do, and we want to do that at -- and we think that's a really important part.

The other thing is that, you know, that same family meeting where I told you about the middle school father, this other father went, we have problem behavior in preschool? I mean, he didn't even get that there might be problem behavior in a preschool classroom. And so I think that we really -- one more thing about families is that with really young children, and this is probably true with older children, we often see -- have instances where we have lots of problem behavior with the child in the classroom and the family has no problem behavior with the child at home. Yes, I heard someone say yes. So there could -- and vice versa. I mean, it can also be the other way around. We don't have any problem behavior at school. We're working with a kid right now who's perfect at school and who punches holes in the walls at home. So it can be really different.

I think it can be different when it's problem behavior at school, but not home. It can be different because the social context, you know? The child's at home, the child doesn't have to share, the parents kind of, you know, let the child have the run of the house, he doesn't have to sit down at the dinner table. And then he comes to school and he has to sit at the lunch table and he has to share his toys and he has to follow a routine. So sometimes it's different, and what we want to know is what do you do at home that might help us better support your child at school? And so this is all a way of saying that we see that family piece as really central.

Ah, I'm so mad. So this says teams up here at the top. And I wanted to talk -- so what I'm going to do is take a few of these elements -- I don't know how I'm doing on time, I'm doing okay on time. And talk a little bit about where I see that there are differences. And I think the big message here is I don't think the components are different, I don't think the critical kind of

elements of a program-wide or a school-wide model are different. I think the implementation of things are somewhat, sometimes different, and I want to talk about those.

So we almost always on our leadership teams is what we call them in the work that we do, so our program-wide leadership teams who are developing an implementation plan, we almost always have a family member on those teams or multiple family members. And one of our goals is to share information with families about how to support their childrens' social and emotional development rather than waiting to share that information when their child has a problem, okay? So lots of parents of kids with problem behavior, I've worked with a lot of them, will say, the first time my child's teacher really got me involved was when there was a problem. And what we want to do is say, you know, how you structure routines, how you respond to behavior at home makes a difference. And I think we assume that parents become parents and they know that stuff. Yeah, but right? Yet we as teachers who know this stuff still have a hard time doing it, and so we really want to involve families from a prevention and promotion perspective rather than just when there's a problem. So I think that's one big difference, or maybe not difference, but difference in emphasis.

Another is that when we put together program-wide leadership teams, we often don't have a person with behavior expertise to put on the team, okay? Because they just don't -- you know, childcare programs don't have a social worker or a school psychologist or a behavior support person built into their programs. And in some -- I don't if this happens to you guys, but in some childcare and Head Start programs, the assistant director who might be the person who supports teachers is also a bus driver and is also the person who takes the food around to all the classrooms at lunch time and then works in the classroom part-time and then is the assistant director, okay? So that's what early childhood programs look like.

So a lot of times, we have to put someone on the team who is either a community person with behavior expertise who can be available to the programs, or we have to put someone on the team who doesn't have behavior expertise and have to figure out a way to get that person trained to have that expertise. But that to me -- and I don't know, some of you guys from Pennsylvania know this better. I don't know if -- for us, that is kind of the most consistent problem we have at putting leadership together is finding someone who can really support. To me, the beauty of a K-12 -- a pre-K through 12 seamless PBIS kind of system is we could think about, how can we share people with behavior expertise across the age ranges?

In West Virginia, a state we've done a lot of work in, we were working in one community, I can't remember what the name of that county was, at putting together an early childhood PBS kind of program, community-wide system in place. And I can remember we were at this meeting and this childcare person said, we just don't have anyone like that, meaning a behavior person. And the behavior person from the public school went, we can figure this out. We can figure out a way that I can support childcare programs. And within that year actually got a memorandum of agreement together and that person was available to childcare. So there are creative solutions, but it can be, I think, a huge thing.

This heading says staff and family buy-in. When we think about rolling out our work, we think about how we're going to roll it out with families, so we think about not just kicking this off in the school, but kicking it off with families. And we have tons of examples of how we've done that, but we see that as being really kind of central.

So when I was working with this school in Illinois, we were thinking about, how are we going to roll this out with families. And they had done really great stuff. And they had home visits with every child every two or three months, so several times a year. And so we decided at the second home visit of the year, the whole home visit was going to be about rolling out the expectations, talking to families about what that meant for them at home. So we were engaged with the families from the very beginning. Lots of other ways to roll it out with families, but we really think that's a key component.

Okay, I'm going to talk about expectations for a few minutes here because this, to me, expectations, how we teach them, how we acknowledge them feels to me like a place where we really struggle to integrate pre-K and K-12. So I'm going to kind of talk about this as a whole. So what are the issues? Well, the issues I talked about earlier are developmentally where children are, what we should expect for their behavior, how we want to respond to problem behavior or kids who don't engage in the expectations the way that we want them to. And so let me talk a little bit about the expectations and then a little bit about those pieces.

So when we think about developing a matrix of how we're going to address expectations across the school day, we think about both how are we going to teach children what those expectations look like in different parts of the school? But we also break it down and say, what are those expectations going to look like in circle time versus in center time versus in small group time. We don't assume that pre-K kids can say if it means to -- if respectful means

walking down the hall using quiet voices, that respectful during circle time means I don't talk until the teacher calls on me or something like that. We don't expect children -- we don't assume children will get that, but we define them that way.

So let me go back to that. So we don't necessarily think that -- actually, we think it's a really great idea to have expectations that cut across the age range. We have this belief that if -- we can teach children even complex concepts if we do it in a really concrete way. So one early childhood program that was in a school building, we were working on the expectations for that school were Be Safe, Be a Team Player, and Be Respectful, I think. Yeah, yeah, yeah, because the respectful one, this pre-K teacher went, my kids will never get what it means to be respectful. And those kids got what it meant to be respectful because we taught it in a really concrete way, because we gave them lots of examples of what it meant to be respectful in lots of different ways. So I think we can have expectations that cut across the age range. How we teach them, how we acknowledge, and how we use them in pre-K programs is different.

So this is the place that I could get on my soapbox, but I'll try not to. So I really think that expectations ought to be there to teach children what to do. And I think to teach children what to do when children are three and four years old, we have to teach them in really concrete ways. And so I think that this notion of tokens and tickets might not work really great with young children, okay?

So let me give you an example. So one day, I was at a friend's house and she had a son who was in kindergarten who was of course brilliant because all my friends think their children are brilliant. But he really was a smart child and he came home one day, and I was over there, and he had all these dollar bills. And I was like, what are those? And he went, I get -- he was telling me all the things he gets to buy with them. And I went, wait, I said, where did you get them? And he went, my teacher gave them to me. And I said, why? And he went, well, I don't know. And I said, well you must have done something to get them. And he went, well I think, I don't know. She gave them to me.

And he was completely clueless and his mother says, those would be what he got for engaging in the school-wide -- in the expectations. He didn't have a clue about that. And he was five and pretty smart, okay? So then you take a three- and four-year-old and you try to link a token or a ticket to their behavior, it just doesn't make sense to them, okay? So the other thing that -- so that's one thing to think about.

The other thing to think about is that we really like to focus on children earning something rather than children losing something, okay? And so let me help you -- so the one that just drove me crazy. And I know these are just bad examples, right? So I'm not saying this is how K-12 is, but one place I was working, they had some pirate theme going on and they had like a gang plank. And every time a child broke a rule, their pirate moved further out on their plank, right? Do you see what's about to happen? The pirate's falling in the water with the alligators. I'm thinking this isn't a good thing for preschool children. It might not be a good thing for any child, right?

But it's also the red light, green light. Red, yellow, green lights, you know, that if you do this, you move to yellow. And if you do that, you move to red. And then once you're at red, you can misbehave all day because you're already at red, right? So I'm kind of making fun of these things. Then there was the one that, yeah, that I can't even -- I have an example of one in my purse because I can't even believe people do some of these things. And I know they're bad examples, I'm not accusing you all, but my point is just that we would rather see children get acknowledged for doing what you want them to do than to have things taken away when they don't do it. Because I don't think they learn from that. And if we really believe that young children need to learn these things, then we ought to reinforce them when they do them, not punish them when they don't do them, okay? And so I think there's a way to do this.

So I kind of threw in a couple of examples here. So this was a program in North Carolina that just sent us this in the last week or two, where their whole school-wide plan is called Building Our School with Kindness. And so their expectations are related to acts of kindness. I don't know all the details, but children, when they do really kind of, you know, great examples of the expectations, things that are kind, they get a brick and they write on the brick, and the brick is put on the building. And they're building -- they're trying to build the whole -- so you see how that's a little more -- I'm getting something for doing something well rather than walking out the gang plank when I do something wrong, right?

But we're more likely to do something like this in an early childhood classroom, which is a high five for children who are engaging in the expectations. It's written on a hand, it's put on the wall, and the children can see it. It's really concrete. We also, a lot of our programs have a super friend award, and so children get super friend stickers when they engage in the expectations and when they do so many, they get a super friend certificate. And some of our

programs have super friend capes and children get to walk around in the super friend cape because they've engaged in one of the examples of the expectations. So do you all get the point? So the point here is that this may be somewhere that we have to think -- this may be an area where we really do have to think about what does this look -- this is going to look a little different for preschoolers than it's going to look for older kids. But I still think that those things can be aligned, okay? And really, I recognize that you all are probably having really great systems that aren't about pirates, but I just used that as an example.

Okay. Let me talk for a minute here, and then I'm going to wrap up here, about responding to challenging behavior and data. Those are the two last things I want to talk about. The responding to challenging behavior piece is really the notion that problem behavior kicks us into doing more targeted instruction. So our response to problem behavior with young kids is to do better instruction around social skills, okay? There is the occasional child who we might kick into something different, more intensive supports that go beyond instruction, but for the most part, pre-K kid, when we do the pyramid model really well -- so let me give you an example.

So at that school, that pre-K through 1st grade school that I worked at, the first year I was doing this training and I said to teachers, how many kids do you think are at the top of the pyramid? And this one teacher raised her hand and said ten. And I thought, uh-oh, something's wrong with that classroom. But anyway, but when teachers raised their hand and we went around the classroom, it seemed like they thought there were about 80 or 90 kids at the top of the pyramid in a school of 400 children. And I'm like, really? There's really not that many children at the top of the pyramid.

So we did really intensive training and coaching around the bottom of the pyramid for that year, and at the end of the school year, we had done three individual behavior support plans for children we would have considered to be at the top of the pyramid. And I think that's the message, that when we get really good at designing our classrooms and all those things I talked about around the bottom of the pyramid, we get really good at systematic instruction around social skills and emotional competencies. There aren't many children who we even have to have a plan for what to do around their problem behavior. The message there is that our response to problem behavior is instruction, and I think that's going to be a little bit of a difference across the age ranges.

Okay, let me talk about data for a minute because I know there are people here that are quite interested in the data piece. We have thought so hard about data and how to use data in the early childhood PBIS work. And let me tell you what we do, and then I think I'll leave it to you to think about how that links with what you all do in K-12. So we think about collecting data at three levels: implementation, fidelity kind of data, program outcomes, and child outcomes.

So at the implementation level, we generally use a benchmarks of quality tool that we've developed that's specific to pre-K that links really well with the K-12 benchmarks of quality. There's also now the pre-K SET, which is relatively new, but also provides you another option that links really well with the K-12 SET. And then we have a tool called the Teaching Pyramid Observation Tool, which short is the TPOT. Isn't that cute? I figured that out in the middle of the night one night writing a grant.

But anyway, and we use the TPOT as a tool for measuring what's going on in the classrooms around implementation of the practices, so we have implementation at the program level, implementation at the classroom level. Then we have program outcomes, so program incidents like how often families are called to come and pick up their kids because their kids engaged in a problem behavior, expulsions, dismissals, those kinds of things. And then we use a behavior incident report that links to the ODR, I think, basically. And then we use some child measures.

So I'm going to show you how we use these data. I'm so sorry that these colors aren't showing up. So these are benchmarks of quality data, and you should see two bars. One's kind of lavender and one's pink, and that shows how a program changes across one year of implementation. And then this one shows what it looks like across the second year of implementation. And so this program, what we can see from these data, are that the program got much better, was implementing kind of all of the critical elements relatively well by the end of the second year. This graph, which I'm just going backwards, was really helpful for the leadership team to use in planning the second year of implementation.

We have the TPOT and we use it in much of the same way. These are pre-, post- for a school year data on a teacher. And so we would use teachers' TPOT data to help us plan professional development and to help us coach teachers, okay? So we might look at teachers' TPOT data across all teachers, so we did this in a early childhood program in Chicago, and they -- well let me, I'll use that example in a minute. And then this is overall classroom implementation,

so fidelity, TPOT data summarized over multiple classrooms across a year, okay? So that's how we might use that data.

These are program incidences, so I won't go into the detail here, but like one of these bars, so this first one, is calls to families. And we let programs determine what they want to use as their incident data, okay? And let me explain what I mean by that. So one program I worked with, one of their biggest concerns was every time the teacher had a problem with the child, she called the office staff for someone to come help her. They wanted calls to the office to go down because teachers felt like they could address these behaviors by themselves. So that would have been what they would have used. This program, one of the things they were concerned about was teachers were just calling families all day to come and get their kids because of problem behavior. And they wanted those kinds of calls to families to go down, okay? So we used those kind of program reports.

One of the things that is a struggle in pre-K, and I'll talk about this with the behavior incident report, is because we're talking about multiple systems and even within pre-K systems in public schools, we don't have these kind of standardized data tools to use. So one of the reasons office discipline referrals work is because most schools have to do them anyway, right? We don't have anything like that in early childhood, and so you can't just tap into existing data systems because there aren't existing data systems. And sometimes if there are, they might be in pre-K's that are in public schools, but not in pre-K's that are in Head Start or childcare, or vice versa. So we developed this tool called the Behavior Incident Report that basically looks at individual instances of behavior by a child, where it happens, in what context, what the child's doing, what the teacher tries to do, what the presumed function of the behavior is, and then we use those data to -- we aggregate those data across kids, classrooms, and programs to help us make decisions.

So I'm not going to -- the important thing about these graphs are not that you see the data, but that you see what the data tell us. So this can tell us -- this graph is just how many incidences of problem behavior that rose to the level of having a BIR done on them happened across time. And those were aggregated across kids. This one, it tells us what the behaviors were so we can get data on what kinds of problem behaviors are we having, and is that changing across time? We can see it by child, and we have an online system that will do all this for you. We can see it by child, so we can say is this really just a couple of kids that are influencing our

data? We can see where's the problem behavior happening, so this is one where -- is the graph of, yeah. No, this is the graph -- in what activity the behaviors have been, so in a program I was working in, they found out that all of their problem behavior -- not all, the vast majority of problem behavior was happening, early childhood people, during large group time, right? Everyone nods their heads. And so that was really useful information for them in thinking about what they were going to do for their next professional development.

Then we look at child data. We generally use the social skills rating system as a tool to look at all kids, so completing it on all kids. And this basically just shows you how many kids go from a clinical level to an at-risk level to an okay level. That's what both of these graphs are. And then for tier two and tier three interventions, we really do individual data collection for individual kids, and then we try to summarize that. We're much less proficient at this right now. So this is one child's data, looking at child engagement. And you can't see the other bars, so child engagement's going up in the graph, problem behavior's going down, and then we also track the use of the replacement skill that we're teaching the child, okay?

So those are the data systems we use in a nutshell, really quick, that I think can be aligned with the data systems that we're using in K-12, but may take a little bit of work. So back to the questions I kind of posed at the beginning. Let me just say a couple of things about these. What's similar? I think all the components are similar, so I don't think that we're talking about different components. I think for the most part, the big differences are the developmental needs of the children, how the practices are implemented based on those developmental needs, and the service delivery systems. So really how are the practices implemented and the different service delivery systems are, to me, the two big differences, but I don't really think that they're barriers. They may be barriers and challenges, but I don't think we can -- I think we can overcome them.

So I was thinking, what's it going to take to make a seamless system? And I'm going to kind of leave you with this. So obviously it's going to take working across service delivery systems. It's going to take including pre-K on your leadership teams or whatever you call your leadership teams in a meaningful way. Not, oh, we need a pre-K representative on our team. Because then the pre-K person is the lone pre-K voice, but we need pre-K representation in sufficient proportion for those people to have a meaningful impact on what happens on those teams.

Now early childhood folks in the room, I'm going to push you here. I think it's going to be a willingness for everyone to think outside the box. So I have been so resistant to tokens and tickets and reinforcement systems. I'm just really resistant to that, and yet I've seen some places where it really works, so I think K-12 people have to think, how can we do this in a way that might work better for pre-K kids, and pre-K people have to start thinking outside the box. Because the K-12 people know something about what works with children. And our job is to translate that in a way that's developmentally appropriate.

And then I think that there just has to be a commitment on the part of the team to allow there to be differences where there need to be differences. We can't make it exactly the same way in pre-K as it is in K-12, and we have to be willing to accept those differences, particularly where they can be. So my concluding slide is now is the time, let's start with the little kids, why wait? And I think that's really the key, that we know starting early makes a difference. We know that interventions with pre-K kids are more likely to be effective than interventions when behaviors become persistent over a long period of time.

All right. Just in closing, I want to say a couple of things. These two websites have all the information about the work we're doing on it. The other thing I had a thought about last night was we are sponsoring a webinar that George Sugai and Glen Dunlap and Lisa Fox are going to do, where they're going to be talking about these very issues, how to create a model or a seamless system across pre-K and K-12. It's going to be in August, it's that bottom website, www.challengingbehavior.org. We'll have the information and if you don't get on it, we always catalog the webinars on that website, so you can go and observe it at a different time. So it is now 10 o'clock, a little after 10, but not too much. Anyway, thank you guys, have a great conference.