PWPBIS:
Supporting Infants and Toddlers

Janine Figiel
Anna Russo
Karen Ashcroft
Gia Ostroff Welsh, Ph.D.

PBIS is a Culture Change

* Entire program embraces the PBIS framework
* All teachers work together to implement PBIS

“I am much more attentive to the interaction of parents, families and caregivers with the child, and to promoting the development of relationships and social skills.”

Staff person at child care center implementing PWPBIS
* Relationships
  * Attachment
  * Temperament
  * Responsiveness
  * Regulation/self-regulation
  * Families
High quality supportive environments
  * Physical environment
  * Schedules and routines
Targeted social-emotional supports
  * Friendship skills
  * Emotional literacy
INFANTS

Babies and toddlers in child care need access to warm, responsive, child care providers and safe and stimulating environments that meet the full range of their developmental needs.

Shonkoff & Phillips, 2000
A child’s development of social and emotional skills is related to the closeness of their relationship with their caregiver.

Hart & Risley, 1995
Mixed Age Grouping

Continuity of Care
Primary Caregiving
Relationships with Families
Routines

Mixed Age Grouping
Social Emotional Benefits of Mixed-Age Grouping

* **Self regulation**
  * Interaction with younger children helps older children practice and develop pro-social, self regulatory, leadership skills

* **Social participation**
  * Social interaction of play partners sustains focus and learning activities
  * More social behavior at younger ages because they are with same children longer
  * Increasing children's tolerance for diversity, and decreasing gender segregation

* **Perspective taking abilities**

* **Helping behaviors (based on social learning)**

* **Fewer children experience social isolation**


---

Primary Caregiving

Meaningful relationships develop between caregivers and children as well as between caregivers and families

Matching temperaments (goodness of fit)
Relationships with Families

* Home visits
* Photo albums
* Open door policy

Routines
## Infant Expectations Matrix

<table>
<thead>
<tr>
<th>Arrival &amp; Departure</th>
<th>Classroom</th>
<th>Hallway</th>
<th>Playground</th>
<th>Diapering</th>
<th>Feeding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe with Yourself, Others and Materials</strong></td>
<td><strong>Be Respectful to Yourself, Others and Materials</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Acknowledge arrival &amp; departure (teachers and parents)</em></td>
<td><em>Acknowledge arrival &amp; departure (teachers and parents)</em></td>
<td><em>Adults need to position themselves for maximum supervision</em></td>
<td><em>Keep children within arm’s reach of an adult</em></td>
<td><em>Adults need to position themselves for maximum supervision</em></td>
<td><em>Keep a hand on child</em></td>
</tr>
<tr>
<td><em>Keep children within arm’s reach of an adult</em></td>
<td><em>Be aware of children’s actions and interactions</em></td>
<td><em>Be aware of children’s actions and interactions</em></td>
<td><em>Adults need to position themselves for maximum supervision</em></td>
<td><em>Wash hands</em></td>
<td><em>Adult sits with children during meal time</em></td>
</tr>
<tr>
<td></td>
<td><em>Know when to use a mouse, cat or lion voice</em></td>
<td><em>Know when to use a mouse, cat or lion voice</em></td>
<td><em>Keep a hand on child</em></td>
<td><em>Pay attention to children’s cues</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Listen to each other’s words and ideas</em></td>
<td><em>Listen to each other’s words and ideas</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Respect other people’s feelings and property</em></td>
<td><em>Respect other people’s feelings and property</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Model the use of “please” and “thank you.”</em></td>
<td><em>Model the use of “please” and “thank you.”</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Tell to the child what is on the table</em></td>
<td><em>Tell to the child about food served</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Describe the food being served</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Characteristics of Young Toddlers

- Physical
  - On the move
  - Learning to throw
  - Wants to hold things
  - Climbing
- Cognitive
  - Follows simple directions
  - Sees cause and effect
  - Wants to experiment
  - Developing language
  - Likes repetition
Social Emotional

* Looks to teacher in unfamiliar situations
* Imitates behaviors
* Plays beside other children
* Tests limits
* Wants independence
* Limited ability to express themselves

What does Behavior say?

* All behavior has a meaning
* Behaviors that challenge us are often because children do not have the skills needed to express their needs
* Reframe behavior
Center’s Expectations

* Use your center’s expectations to develop the classroom expectations

How

* Social emotional behavior is taught in a proactive preventative way
* Helping children to self regulate
Where

* PBIS is a framework to be embedded in all that a teacher does
  * Routines
  * Visuals
  * Puppets
  * Engagement
  * Turtle time

Visual Daily Schedule
How to convey expectations

* Simple directions of expectations
  * First wash our hands, then sit at the table

* Develop routines
  * Pretend play
  * Teach expectations-say what you want child to do

Matrix

* Develop a matrix so everyone knows the expectations
Practice Social Skills

* How to take turns
* Making Friends
* Read books
* Involve families
* Throughout the entire day

OLDER TODDLERS
Routines (sense of security and control)
- Predictability
- Builds confidence
- Rewards all day, every day (verbal or tangible)
Our class rules

- Looking Eyes
- Nice hands
- Listening ears
- Clean up
- Walking feet
“Catch Them Being Good”

Jolly Dollars...

In Bucket Filling We Trust!
Friendship Skills

- Encourage Peer Interaction
- Model Positive Relationships
- Develop Play Skills
- Emotional Literacy
Family Involvement

- Gives sense of familiarity and security
- Promotes social interaction
- Collaboration between staff and families

Fabulous Websites:

- PIWI - All age groups from 1-36 months
- Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI): www.challengingbehavior.org
- Bucket Fillers: Bucketfillers101.com
References


