



Positive Behavior Interventions *and* Supports

FOR PRESCHOOL AND KINDERGARTEN

MARLA J. LOHMANN, PhD

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This book is dedicated to all of the preschool and kindergarten teachers who get up every day and do one of the most important jobs in the world. Thank you for your never-ending passion and dedication to children and families. The world is a better place because of you!

Contents

Acknowledgments ix

A Letter from the Author xi

CHAPTER 1: Challenging Behaviors in the Preschool Setting: An Overview 1

CHAPTER 2: Overview of PBIS 7

CHAPTER 3: PBIS Practices at All Levels. 21

CHAPTER 4: Tier 1 Intervention: Collaboration with Families 31

CHAPTER 5: Tier 1 Intervention: Relationships with Students 43

CHAPTER 6: Tier 1 Intervention: Classroom Rules and Routines. 53

CHAPTER 7: Bridging beyond Tier 1 Intervention: Examining Instruction 71

CHAPTER 8: Determining the Purpose of Challenging Behaviors 83

CHAPTER 9: Creating a Behavior Plan 95

CHAPTER 10: Tier 2 Interventions in the Preschool Classroom 105

CHAPTER 11: Tier 3 Interventions in the Preschool Classroom. 117

Conclusion 131

Discussion Guide 135

Appendixes 145

References 171

Index 173

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A Letter from the Author

Dear Readers,

As I am finishing writing this book, it is January 2021. The past year has brought countless changes to your classrooms and a level of uncertainty as you plan for the future. I want to thank you for rising to the challenges that have appeared and those that continue to surface. Your hard work during this time is going to have an impact that will last for lifetimes—thank you for this!

COVID-19 resulted in many of you learning to support children's learning and development remotely, while also caring for the health needs of yourselves and your families. The economic impact of COVID has had numerous effects on children, including lost homes, food instability, child abuse, grief, and mental health concerns. The Black Lives Matter movement has brought an increased awareness to our communities of the racial injustices that have occurred in our history and continue to occur on a daily basis. The events in Washington, DC, on January 6, 2021, highlighted the division and injustices that exist in our nation. In addition, natural disasters such as wildfires and hurricanes have displaced families for extended periods of time. Each of these events has a direct impact on the children in your classrooms and their families, and in the coming years many children will be experiencing some level of trauma related to current national and world events.

I want to reassure you that the Positive Behavior Interventions and Supports (PBIS) framework is not only appropriate but ideal for supporting young children through these times. The components of PBIS Tier 1 include trauma-informed practices, such as a focus on relationships with children and families, collaborative teaming, and explicit instruction regarding expectations. These evidence-based practices will help to make your classroom a safe place for children, even in the midst of chaos in their homes and communities. Through implementing PBIS, you can create a place that is socially, emotionally, physically, and mentally safe for all children.

As you navigate the uncertain waters of the coming years, please know that I am thinking of you and of your students. Thank you again for the amazing work you are doing for children!

—Marla

Challenging Behaviors in the Preschool Setting: An Overview

It's Monday morning in Miss Smith's preschool classroom, and the children are enjoying choice time in the learning centers. Suzie and Billy have been playing together in the block center for about fifteen minutes with no problems, but suddenly Miss Smith hears Suzie scream. She rushes to the block center to find Suzie on the floor with Billy on top of her, hitting her in the head with a block. Miss Smith picks up Billy and rushes him to the preschool director's office; he is sent home for the day. The next day, Billy returns to school and the same scenario happens again.

Events such as this one occur daily in preschool and kindergarten classrooms. Children misbehave, and teachers must respond. Some misbehaviors are small, like not flushing the toilet. Other behaviors, like biting and kicking, harm other children. But all challenging behaviors have the potential to be detrimental to learning and development. Ultimately, teachers need to address all inappropriate behaviors that happen in the classroom.

Preschool and kindergarten teachers face student behaviors such as:

- lack of self-control,
- difficulty cooperating with peers,
- lack of attention and hyperactivity,
- noncompliance and opposition,
- physical aggression,

verbal aggression, and

other externalizing behaviors. (Baillargeon et al. 2007; Peckham-Hardin 2002; Tobin and Sugai 2005; Webster-Stratton and Hammond 1998)

A 2006 article by Gilliam and Shahar suggests that almost 40 percent of preschool teachers have suspended a student for behavioral challenges; this is thirteen times higher than the national suspension rate for K–12 students. Nearly a decade later, Gilliam reaffirmed that nothing had improved (Gilliam 2014).

At the beginning of this chapter, you read about Miss Smith, Billy, and Suzie. The situation in their classroom is not uncommon, and it is the reason I wrote this book. Challenging behaviors are normal, they occur in every classroom, and many are developmentally appropriate. However, that does not make them easy to manage. Luckily, you have decided to read this book to increase your ability to manage the challenging behaviors using Positive Behavior Interventions and Supports (PBIS), which is an evidence-based approach to guiding and supporting children's behavior. PBIS includes three tiers of support to ensure that the needs of all children are met. In the first PBIS tier, teachers provide a foundation for children's development and use proactive instruction paired with explicit feedback to teach all children the classroom expectations. In the second tier, teachers offer additional instruction interventions to aid young children who exhibit challenging behaviors. The third tier is used when young children need individualized instruction and interventions designed to address specific challenging behaviors that persist even with Tiers 1 and 2 supports.

As you read on, you will find that each chapter has specific tasks for you to complete. Many of the things I will ask you to do will take some time. You cannot implement a quality PBIS program (or, frankly, any program) without considerable time and dedication. Expect the process of implementing the PBIS framework to take you a minimum of several weeks but possibly several months. While you may feel excited and want to do it all immediately, please take the time to implement the suggestions and work through the activities presented here. A few months from now, you will be thankful that you took the time to do it right.

As you prepare to read this book and to do the hard work of implementing PBIS, I want to remind you why this is worth your time. In the short term, fewer behavior problems will make teaching easier and increase children's learning in your classroom. But, more important, providing young children with the knowledge and skills to meet the behavioral expectations in your classroom will set them up for success as they enter new environments later in their lives. The primary reason we use PBIS (and why I love it so much) is that it is not about forcing children to comply with our

demands or making our lives easier. Instead, it is about teaching skills and reinforcing appropriate choices. Ultimately, our goal as we address challenging behaviors in preschool is to set children up for success as they grow. Knowing that the hard work you are doing today will have a lifelong impact is pretty awesome.

In addition, I want to help frame how you think about behavior. Too often we talk about behavior as a “problem.” I sometimes hear the words “bad kid” used in reference to a child with inappropriate behaviors. But I want to challenge you to think about behavior a little differently. Behavior is a skill to be learned, and your job as a teacher is to guide that learning. I would venture to guess that it does not upset you when a child comes to your classroom unable to read—you know that learning to read is a skill that will develop over time with the right instruction, and it won’t happen until the child is developmentally ready. The truth is that appropriate behavior is very similar. Socially acceptable behavior is a skill to be learned, and instruction on behaviors must be developmentally appropriate. Your job is to teach behavior, just like you teach other school readiness skills.

CHAPTER OVERVIEWS

As you begin to read this book, I want to provide you with a short overview of the chapters. The book begins with basic information about PBIS and then moves to specific recommendations for implementing it at each of the three levels. Many of the chapters provide specific examples of how the information may be put into practice, as well as offering sample planning and data collection forms. In the appendixes section, you will find blank copies of each of the forms to fill out as you complete the steps of the PBIS process. You may access a downloadable version of each of these forms via the QR codes in the appendixes.

Chapter 2 provides an overview of the PBIS process and some basic information that will support you as you begin to carry it out. In this chapter, you will begin planning how you will use the PBIS framework in your classroom. Because a solid plan is necessary for success, you should expect that it will take you at least a few weeks to get through chapter 2. I strongly urge you not to rush the process, as better plans will lead to better results.

In chapter 3, I introduce you to the practices that should be constantly occurring in your classroom and implemented at all levels of PBIS. These practices include respecting each child, respecting the cultures represented in your classroom, following evidence-based practices, and using action-research to guide instructional decisions. As you look at this list of practices, you are likely thinking that you already do

these things. The reality is that a good PBIS framework is built upon good teaching practices, so yes, you are likely doing many of the things I recommend in Tier 1.

Chapter 4 presents the first Tier 1 PBIS practice: collaboration with families. In this chapter, I explain why working with families is critical and why building solid relationships with families is an important part of your job as a teacher. In addition, I present a variety of ways that you can build strong relationships with the families in your classroom and offer ideas for encouraging collaboration amid a variety of barriers.

Chapter 5 presents the second Tier 1 PBIS practice: building relationships with students. The research clearly tells us that children are more likely to succeed when they have a strong relationship with their teacher and with other adults in their lives. But building that relationship can be easier said than done, especially when a child shows challenging behaviors. This chapter provides practical strategies for connecting with all of the children in your classroom.

Chapter 6 is the longest chapter in the book, but it is my favorite chapter to work through. This chapter presents the Tier 1 practice of designing and teaching classroom expectations and routines. Expect to spend some time completing the work in this chapter, but when you are done, I am confident that you will be even more excited about the upcoming changes in your classroom!

Chapter 7 bridges beyond Tier 1 with a final prevention strategy before making interventions—effective instruction. Sometimes we can change children’s challenging behaviors simply by changing the way we teach. Matching our instruction to the learning needs of children prevents many problematic behaviors. This chapter talks about how to identify and address a mismatch between teaching and learning.

In chapter 8, we dig into individual student behaviors and talk about the reasons children (and adults) misbehave. All behaviors, positive and negative, have a function, and effective behavior management requires you to determine the purpose of the behavior. The activities in chapter 8 will help you to identify why the children in your classroom are having a hard time with their behavior.

Chapter 9 will help as you design a behavior plan to meet the unique needs of a particular child or a group of children. In this chapter, I talk about choosing interventions and using very simple data to determine whether our interventions are working.

Chapter 10 focuses on supporting young children with challenging behaviors by implementing Tier 2 interventions. These interventions include removal of the problem-causing item, time-out from the activity, redirection/distraction, nonverbal cues, visual reminders and cues, provision of choices, behavior-specific praise, and

pre-correction statements. This chapter provides specific instructions for using each of these interventions in the preschool or kindergarten classroom.

Chapter 11 offers the basic knowledge you will need to support the social-emotional needs of children with the most challenging behaviors. Some children will require one-on-one individualized supports to meet your classroom behavior expectations. This chapter will give you the knowledge and skills to provide that support to children in your classroom through Tier 3 interventions. The specific interventions discussed in this chapter include teaching new skills, teaching replacement behaviors, and offering structured breaks, individualized visual cues, rewards, behavior contracts, and sensory tools.

The conclusion wraps up the preceding chapters with a brief review of PBIS. In addition, I supply you with additional resources that may support you in your preschool or kindergarten PBIS journey.

Next I provide a discussion guide for teacher teams that are using this book together. If possible, I recommend trying PBIS with at least one other person. You will be more successful if you can encourage one another and help each other celebrate the wins. The questions in the discussion guide are simple and are meant to get you thinking and talking.

The book concludes with an appendix of forms you can use as you implement PBIS. You may notice that the forms are very basic—you might even describe them as boring. I did this for three reasons. Simple forms help you focus on what is truly important so that you will not be distracted by graphics or information that will take your focus away from the point of the activity. Second, boring forms are uninteresting to children, and they will be unlikely to want to look at your paper more than once. And finally, black-and-white images and text make this book more affordable for you. (If you would like the forms to be more visually appealing, I recommend copying them on colored paper or using stickers to decorate them.) Personalize them to meet your needs, but be sure that anything you do does not detract from the focus of the form.

MOVING FORWARD

As you read through this book, you will notice that my writing is often informal. Like any good preschool teacher, I have a vivid imagination, and I like to pretend that you and I are sitting down to a cup of coffee and talking through PBIS together. I believe it is easier for me to explain the concepts of PBIS and for you to fully grasp them when we chat like friends. And because we are friends now, let me tell you a bit

about me. I started my career in a community child care center in Houston before becoming a K–8 special education teacher in both Houston and Chicago. I loved my years in the classroom and think teachers are the greatest group of people in the universe, so I love that I get to prepare people to be teachers now in my job as a university professor. In addition to my career in the field of education, I am the mother of four children between the ages of five and twelve, so I get to practice my behavior management skills countless times every day.

So, pour yourself a large cup of coffee, grab a handful of M&M's, and pull up a chair. Let's get started. I am so excited to have coffee with you and chat about my favorite topic: teaching young children and supporting their growth and development.

Overview of PBIS

Mr. Juarez teaches kindergarten in a local public school. It is his third year in the classroom, but he is thinking of changing careers once the school year ends. The constant behavioral issues are just too much; they make him physically weary and keep him up at night. On a daily basis, he deals with temper tantrums, yelling, hitting, running in the halls, and inappropriate language. Mr. Juarez is looking for a system to support him and his students. He knows it should not be like this, and he wants to make a change.

Like Mr. Juarez, you may be experiencing challenging behaviors in your classroom, and you may have heard of PBIS. You may have little knowledge of what those four letters mean, but you have likely heard that PBIS may make a difference in your classroom. In fact, I would venture to guess that you would not have chosen this book if you had not at least heard the term PBIS before now. If you selected this book because you believe that PBIS will help you manage behavior challenges in your classroom, you are correct. If you chose this book because you want to implement a system that will benefit the children in your classroom for their entire lives, you are making a good choice. When implemented as designed, PBIS will transform your classroom and your school. I know that probably sounds too good to be true, but stick with me. While PBIS is not a magic potion, it *will* change your classroom. This book will give you everything you need to know to put the PBIS framework to good use in your classroom.

AN EXPLANATION OF THE ACRONYM

Before we talk about how to develop a PBIS system in your classroom, I want to help you better understand the acronym letter by letter: **P**ositive **B**ehavior **I**nterventions and **S**upports. The word **Positive** refers to the fact that we are approaching classroom management from a constructive perspective of teaching and guiding children's behavior instead of punishing. **Behavior** refers to the actions we want children to do in order to be successful both in our classrooms and in the community. Finally, the terms **Interventions** and **Supports** reference the evidence-based practices we use in all three tiers of this framework. In real terms, using PBIS means that we want to create a classroom management system that encourages appropriate child behavior and discourages unwanted behaviors. It also means that we will help young children meet our expectations by using evidence-based strategies—everything we are doing is supported by research.

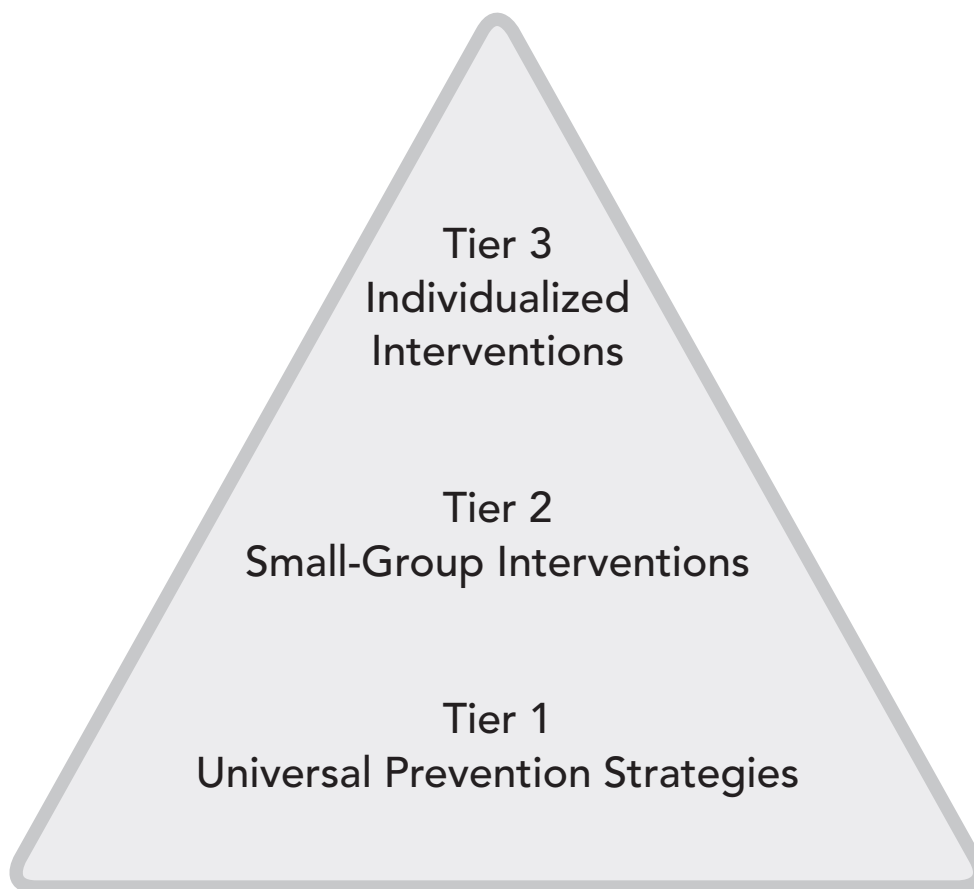
Right now, I am sure that you are wondering if there is any easy way to do this (and, if not, maybe you can just keep doing what you have always done). Here is the deal: PBIS is hard at first, and there is no way to cheat in implementing it. But I guarantee that if you try what I present in this book, your classroom will change for the better. And even more important, the lives of the children in your classroom will be transformed. When we implement PBIS, we are looking to help young children gain the skills they will need to succeed for the long term. We want to teach them behaviors and actions that will lead to positive outcomes in their lives. Essentially, implementing PBIS in our classrooms shows that we care more about children's futures than about making our lives easy today. Taking the time to use PBIS supports your students and makes an investment in their futures.

PBIS IN A NUTSHELL (WELL, REALLY A TRIANGLE)

Okay, now for the fun part—I get to introduce you to PBIS. “Hi PBIS, this is my friend, Fabulous Teacher. Fabulous Teacher, this is my friend PBIS.” All joking aside, I really do think of PBIS as a friend; this framework for teaching success has made my life easier and supported me when I did not know how to help a young child. I sincerely hope that you come to think of PBIS as your teaching friend too.

PBIS has three tiers, levels of support that are designed to meet the needs of young children. The first level, called Tier 1, includes universal supports that are provided to all children in the classroom. Every child, regardless of behavior challenges, receives the supports provided in Tier 1. When Tier 1 is implemented well, it will meet the

needs of about 80 to 85 percent of the children in your classroom (Horner and Sugai 2015). The next level of supports is referred to as Tier 2. At this level, evidence-based interventions are provided to small groups of children who need additional support to be successful. About 10 to 15 percent of children will require both Tier 1 and Tier 2 supports (Horner and Sugai 2015). At the top of the pyramid, you will find Tier 3. At this level, we provide the individualized interventions for the 3 percent of young children who have the most challenging behaviors. It is important to note that children receiving Tier 3 interventions still receive both Tiers 1 and 2 supports as well. The figure below provides a simple visual for understanding how the three tiers of PBIS work together to support young children and their teachers. As you proceed through this book, you will likely realize that you are already implementing many of the best practices in the PBIS model, especially those in Tier 1. PBIS uses best practices in early childhood education to increase prosocial behavior and decrease inappropriate behaviors.



THE PROOF IS IN THE PUDDING

I bet you are thinking that everything I am saying about PBIS is just too good to be true. You probably think there is no way that PBIS is as magical as I claim it is. Well, the proof is in the pudding, or in the research anyway. There is significant research to support the effectiveness of PBIS at all grade levels, but for our purposes we need only to talk about preschool and kindergarten. Here I provide a brief synopsis of a few of the studies that have proven that using PBIS in early childhood classrooms makes a difference for young children. I want you to hear about real schools that have found success with PBIS.

One study looked at the use of PBIS in ten Head Start classrooms. All of the classrooms in the study implemented both Tiers 1 and 2, and a few of the classrooms also implemented Tier 3. After using PBIS for one school year, the teachers reported that children in these programs had improved social skills and reduced instances of challenging behaviors. In addition, each classroom in the study had a higher score on the Classroom Assessment Scoring System (CLASS) classroom organization domain, an assessment that measures class routines, procedures, and instructional practices. The authors of this study concluded that PBIS leads to improvements for both the classroom as a whole and for individual students (Stanton-Chapman et al. 2016).

Similar results were noted when PBIS was implemented in three rural preschool classrooms. The researchers supported teachers in three years of PBIS implementation. At the end of the period, results of the CLASS assessment showed gains in classroom organization and social skills instruction (Steed et al. 2013).

A third study examined the impact of PBIS for on-task behavior in four preschool classrooms. The teachers used just Tier 1 interventions for the entire class. These interventions include initial instruction on behavioral expectations, pre-correction, praise, and group rewards. After using Tier 1 for one year, the on-task behavior in the classrooms increased by more than 17 percent. In addition, almost 95 percent of the preschool children reported enjoying the activities related to PBIS and particularly mentioned that they enjoyed getting rewards for making the right choice (Jolstead et al. 2017).

PBIS has not only proven to be effective for early childhood classrooms in the United States; international preschools have also implemented this framework and had fantastic results. Szu-Yin Chu (2015) reports that PBIS was used in a Taiwanese preschool and that parents were partners in the implementation. Both off-task behavior and noncompliant behaviors were reduced, and the reduction in challenging behaviors was sustained over time.

As the studies listed indicate, PBIS helps children. At the beginning of this chapter, you read about Mr. Juarez. I suspect that if he began this PBIS process with you, he would experience the results he is seeking. PBIS not only improves behavior but also improves children's social skills. Plus, children report that it is fun!

LET'S GET THIS PARTY STARTED

Now that you know the research supporting the use of PBIS, I hope that you are even more excited about this book and starting this journey with me. Personally, I am pretty thrilled about this (I *might* be dancing with excitement right now). Like any good teacher does, we start our new initiative with a plan of attack. We must brainstorm, research, and develop a specific plan for success before we even think about actually implementing PBIS. The first step is to consider your own classroom and the challenges that exist, to help you recognize how PBIS might fit in. To do this, I have developed a list of twelve questions. I recommend that you take the time to really think about each question and provide a thorough and honest response. Spending a week or two to answer these questions will help things move more smoothly later in this process. I have outlined the questions, which appear on the form in appendix A, and provided an explanation of what to consider as you answer each one.

Question 1: Why do I want to implement PBIS?

We should always think about our “why” when making decisions. So the first (and most important) question to ask yourself is why you are considering PBIS at all. Why do you want to undertake a huge initiative? Are you only doing it because your boss says you have to? (If this is your answer, I suggest that you take time to consider why your boss might be asking you to try this and find motivation to give it a try.) Are you, like Mr. Juarez, feeling desperate because the behavior challenges in your classroom are so bad that you have no idea what to do? Do you feel that things in your classroom are going well but could be just a little better? Do you want a new challenge? Were you impressed by the cover of this book and thought, “Hey, why not?” Take time to really think about the answer to this question. Your answer will guide the entire process of PBIS implementation, and your answer will look different from the answers of others.

Question 2: What challenging behaviors exist in my classroom?

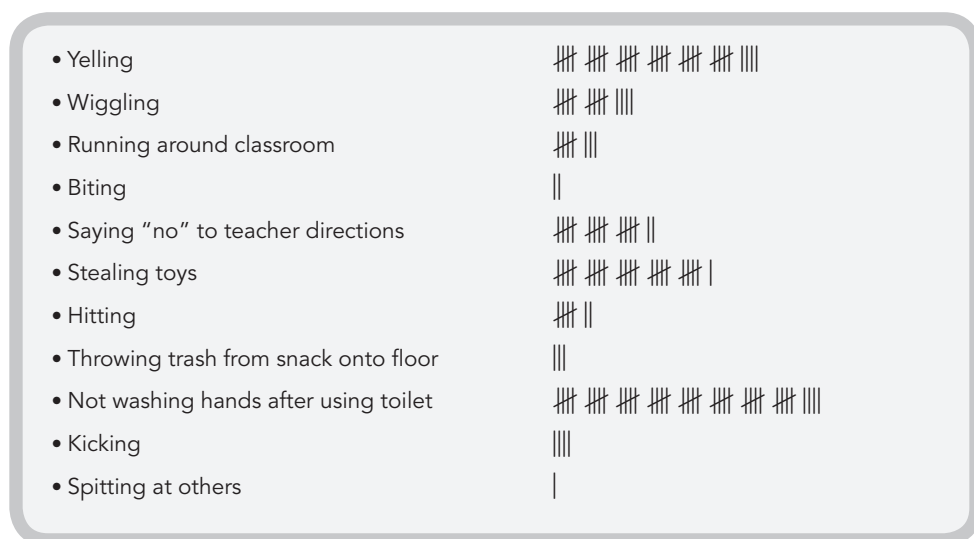
Young children exhibit a wide range of behaviors that may be considered challenging. To effectively implement PBIS in your classroom, you must consider what specific behavior challenges exist in your classroom. Are the children wiggly? Are they loud or do they yell a lot? Do they hit, kick, or bite? Do they forget to clean up their mess after snacktime or neglect to wash their hands after using the toilet? Are your instructions to children often met with argument? List as many challenging behaviors as you can think of that are regular occurrences or sources of concern.

I don't know about you, but for me, days of teaching can get so busy that I don't remember everything that happened at the end of the day. After a long day, I am hard-pressed to make a list of behaviors or other events that occurred. To get a clear picture of the behaviors in your classroom, I recommend soliciting help and taking a little data. Did you just panic a little bit when you read the word *data*? Don't worry—appendix B provides a reproducible data collection chart. Make a few copies, put them on a clipboard, grab a pen, and let's get started. If there are multiple adults in the classroom, each of you should do this. Two (or more) heads are better than one since it's likely one person will miss some behaviors. The data collection chart in appendix B is very simple, but right now simple is all you need. In the first column, write the time of day. You don't need to be completely accurate—you can write the approximate time of day or the activity that is going on. For example, you might write "9:00" or "circle time." The second column asks for the name of the child doing the behavior. To make it simpler, I recommend just putting the first letter of the child's name here (or if two children have the same first letter, then put the child's initials). The final column asks you to list the behavior. Again, keep it simple; list just one word if possible. You might write, "yell" or "bit."

If you can, collect this data for an entire week. I know that might feel like a lot, especially when you are anxious to get started with addressing challenging behaviors in your classroom, but taking this time now will lead to better results later. Having more initial (also called *baseline*) data to consider will lead to a stronger PBIS system and let you make plans that are specific to your needs and the needs of the children in your classroom. Better planning on the front end leads to better results overall.

After a week of data collection, it is time to analyze that data. Brew yourself a cup of coffee, grab your favorite pen and a highlighter, and let's tackle this data! On a new sheet of paper, make a list of the behaviors included on your data collection charts. Make a tally mark for each time the behavior is noted. Once you are done, take your highlighter and highlight the three or four behaviors that are listed most

frequently. These are the most challenging behaviors in your classroom. The figure below provides an example of how this will look.



In the chart, you can easily see that yelling, stealing toys, and not washing hands are the most problematic behaviors in this fictional classroom. The next step is figuring out when and where those behaviors are happening. Follow the same procedure to determine the two or three places where behaviors tend to occur (see appendix B). You do not need to list the specific behaviors, but just note that there was a challenging behavior during that time period.

An example is included below. You can see that for this example, center time, snacktime, and outdoor free play are the most problematic activities each day. Having a higher number of behavior challenges during unstructured times is common. You may find that your results are similar, with the highest numbers of behavior incidents happening during centers, snack/lunch, or playtime. The exercise is valuable, however, because it may help you uncover learning times that are also unexpectedly problematic.

Arrival/table activities	
Morning circle time	
Literacy learning time	
Morning centers time	
Snacktime	
Morning outdoor free play	
Math learning time	
Lunch	
Rest time/teacher lunch break	
Afternoon centers time	
Afternoon outdoor free play	
Afternoon circle time	
Packing up/going home	

Question 3: Are these behaviors a problem for all students or just a few?

You have now determined which behaviors occur most frequently, as well as when those behaviors occur. In addition, you have an understanding of all other behaviors that, while less frequent, still cause a problem. The third piece of data that we need to look at is the “who” of the behaviors. Create another chart, this time with children’s names or initials. For one or two days, make a quick tally mark each time a particular child engages in an inappropriate behavior. You do not need to list the behaviors, but you can if you would like. At the end of your one- or two-day data collection period, look at the chart. Are all children equally represented, or are there a few children with most of the tally marks? Based on your knowledge so far this school year, is this chart an accurate representation of behaviors in your classroom? If you are not sure or if you do not believe the chart is accurate, take data for a couple more days. If you do believe it is accurate, move on to question 4.

In my sample chart, you can see that just a few children seem to be involved in the majority of challenging behaviors in the classroom. Amber, Jin, and Raúl each had more than 15 tally marks in one day. The rest of the children had five or fewer tally marks. This simple chart shows me that no child is perfect (really, who is?), but most of my current behavior management is likely focused on three of the ten children.



Question 4: Who are the most challenging students in my classroom?

Looking at the example, you can see that one child really stands out: Jin, with thirty-four tally marks. The second most come from Amber, with eighteen tally marks, and then Raúl, with sixteen. This information will become very important later, so hold on to it. I will also caution you to be careful with this knowledge. At this point, it can be very easy to see Jin as a “problem” since the majority of the behavior issues in your classroom are from him. However, please remember that Jin is a small child. He is not a “problem”; he is just a child who needs your support. Your decision to try PBIS in your classroom is one way that you can (and will) help and support Jin. Personally, I want to thank you for caring enough about Jin to try out PBIS. You are awesome, and Jin is lucky to be in your class.

I also want to remind you that this data is just a small snapshot of what is going on in your classroom. When you look at all of the tally marks, you may feel overwhelmed or may begin to think that your class is horribly behaved. Don’t believe any of that nonsense! You are lucky to be the teacher for a fabulous classroom full of young learners, and you get the special privilege of guiding them in their future growth and development, including learning appropriate social behaviors. Frankly, you have the best job in the world.

Question 5: Which adults work in my classroom?

As you begin to make plans for implementing PBIS in your classroom, you need to consider the resources you have available. One of the most valuable resources in any classroom is people. Make a list of the adults who work in your room and include in your list how much time they spend with you. Be sure to include parent volunteers, both those who help in your classroom and those who are willing to spend time at home to create learning materials for you. Each of the people on your list can (and should) be a part of your support system and should be involved in the PBIS planning process. After making this list, you may find that you have a lot of adults helping you, or, conversely, that you have very little adult support in your classroom. Keep in mind that a fantastic PBIS program can be implemented by just one person or by a group of people, so regardless of the answer to this question, you can do this!

Question 6: What specific routines must I follow?

The next topic I want you to consider is the structure of your day. What must be included in your day? Are there certain times that you must complete certain activities (for example, you may have an assigned playground time from 10:00 to 11:00 every morning). How much flexibility do you have with routines and the timing of activities? A sample answer to this question is provided. As you can see, this teacher has a lot of flexibility, but there are a few activities (specifically outdoor time and the teacher's lunch break) that cannot be moved to a different time of day. Looking at this chart will help him see that he has the option to move morning centers time before circle time, if that would work better. Or, he can choose to do literacy learning time just before lunch and move math learning time earlier in the morning. Having knowledge about your daily routine will help as you work through chapter 6 and specifically teach the classroom routine and adjust it as necessary to meet the needs of your classroom.

Arrival/table activities	8:30–8:45
Morning circle time	Timing is flexible.
Literacy learning time	Timing is flexible.
Morning centers time	Timing is flexible.
Snacktime	Timing is flexible but needs to be midmorning.
Morning outdoor free play	10:00–11:00
Math learning time	Timing is flexible.
Lunch	Timing is flexible but needs to be about noon and must be completed and cleaned up before 12:50 to prepare for rest time.
Rest time/teacher lunch break	1:00–2:00
Afternoon centers time	Timing is flexible.
Afternoon outdoor free play	2:00–2:30
Afternoon circle time	3:00–3:20
Packing up/going home	3:20–3:30

Question 7: What is the classroom layout, and do I have the freedom to rearrange it?

In some cases, the layout of a classroom can affect children’s behavior. A busy classroom layout can make it difficult for a teacher to see all of the children and stop challenging behaviors before they start or address challenging behaviors quickly. A preferred center located right next to the circle time carpet may distract children who would prefer to play in the center instead of participating in circle time.

Create a simple drawing of the classroom layout. In addition, consider how much control you have over the arrangement of the classroom. If you share the room with another teacher, or furniture is permanently attached to the wall or floor, you may not be able to rearrange much. It may be helpful to color-code your drawing to indicate furniture that is permanently attached and furniture that can be moved.

Question 8: What systems do I use to communicate with stakeholders about my classroom?

Communication with all stakeholders (including parents, other teachers, and classroom assistants) is an important part of implementing any new concept in the classroom. PBIS is no different. If you want to ensure quality outcomes for your efforts,

you need to have a way to communicate with other adults. In fact, you will likely be more effective if you use a variety of communication methods to ensure your message is received. These could include face-to-face conversations, phone calls, text messages, smartphone apps, emails, handwritten notes, a print newsletter, or a classroom blog. List the ways that you communicate with stakeholders, and be specific about which methods you use to communicate with different groups of people. Then consider how effective those communication systems are for meeting your current needs. Is there a method of communication that seems to be preferred or one that rarely gets a response? What methods of communication do your stakeholders seem to prefer, and do those methods align with how you are doing most of your communication?

Question 9: What are the learning goals that my students must achieve?

Ultimately, the goal in any classroom is student learning. In a preschool classroom, this includes academic, social, and behavioral learning. Think about the big-picture learning goals that need to be accomplished between now and the end of the school year, and make a short list. As you begin PBIS implementation (and evaluate its effectiveness later on), this list will help you determine how well your intervention is working. Ultimately, even if student behavior is perfect, if you have not met these learning goals, you have not achieved the expectations for this school year. Remember that one of our goals with PBIS is to increase children's learning and set them up for long-term success.

Question 10: What resources do I have available to support me in implementing PBIS?

As you begin to think about planning your PBIS implementation, you should make a list of resources that will be available to support you. This list should include people, materials, financial support, and time. Be sure to include the adults that you listed as the answer to question 5. You may find it helpful to create a table and list the resources available in each of the four categories. Please remember that money and resources are not necessary for excellent instruction; you can create a fabulous PBIS program even if your list of resources is minimal. An example list of resources is provided below. You will notice that this teacher does not have a lot of resources listed but that she is willing to think outside of the box to acquire what she needs to support student learning. Please note that you may not need to use all of the

resources you have available to you (especially your spouse's time or the funding of local businesses), but I recommend listing any resource you can access, just in case.

PEOPLE	MATERIALS	FINANCIAL SUPPORT	TIME
<ul style="list-style-type: none"> • Classroom assistant (in classroom during my lunch break) • School floater (sometimes available to assist with special projects) • Preschool director • Parents of the children in my classroom (most cannot help in the classroom other than parties, but maybe they can do projects at home) • My spouse (may be willing to help create materials at home) 	<ul style="list-style-type: none"> • Books on social skills/behavior • Public library books for teaching concepts • Puppets • Art supplies • Stickers for prizes • Classroom treasure box 	<ul style="list-style-type: none"> • \$50 annual supplies budget • Parents may be willing to donate money or materials • I could ask local businesses for donations, if needed 	<ul style="list-style-type: none"> • One hour planning time each week

Question 11: What challenges do I foresee in PBIS implementation?

Like any new idea, PBIS will come with challenges. You can better address those challenges if you create a plan before they arise. Challenges may be large or small, but they all must be addressed to be best set up for success. Challenges that might occur include other adults undermining the work you are doing, students not consistently showing up for school, not having enough time to complete everything, your own absences (family situations, illness, and so on), feeling overwhelmed by the extra work, and understanding how to use the data to enhance children's behavior and learning.

Question 12: What are my fears about attempting PBIS?

I don't know about you, but I have a lot of fears (hello, mice and heights). I also get very nervous when I try something new for my students. I am terrified that it won't work (or sometimes, I am scared that it will work too well!). Being scared or nervous

is completely normal, but you can better prepare to manage your fears if you address them early. Knowing your fears can help you face them head on. Make a list of the things that scare you about PBIS. Common fears might be that it will take too much time, that behavior challenges will increase instead of decreasing, or that other adults in the classroom will not follow the plan and cancel out the hard work a teacher is doing.

Appendix A provides a form with these twelve questions in a format you can print and complete. I recommend that you and all other adults working in your classroom complete this form at this time. Remember that you will likely spend a week or two completing it. You don't want to rush this step, so take your time and do a thorough job.

MOVING FORWARD

Now that you have begun to think about PBIS implementation and have completed the twelve-question document, it is time to share with others that you are planning changes in your classroom. You need to ensure that all stakeholders (this includes other adults working in your classroom, school administrators, parents, and potentially school board members) understand what you are doing. When they understand PBIS, they will be better able to assist you in making it a reality. Appendix C provides a short synopsis of PBIS that you can provide to classroom assistants and other adults working in your classroom. I would urge them to consider reading this book as well, but appendix C will give them a strong starting point for understanding what you want to accomplish in your classroom. In appendix D, you will find a sample letter that you can send to parents to introduce the idea of PBIS. Use the letter as written or modify it to meet the needs of the families you serve.

Once you have shared the excitement of PBIS with everyone around you, it is time to move forward with this thrilling journey. This will be one wild roller coaster ride, but it is going to be awesome! Take a deep breath, grab some more coffee and a snack, and meet me in chapter 3.

Implement a PBIS system that will benefit children for their entire lives

Positive Behavior Interventions & Supports (PBIS) is an evidence-based framework for preventing and addressing challenging behaviors in the classroom. *Positive Behavior Interventions and Supports for Preschool and Kindergarten* provides information specifically for preschool and kindergarten teachers on creating and implementing a classroom-wide behavior management system.

Dr. Marla J. Lohmann provides everything you need to put the PBIS framework to work in your classroom using practices that respect each child, encourage collaboration with families, honor the cultures represented in your classroom, follow evidence-based methods, and individualize classroom expectations and routines. *Positive Behavior Interventions and Supports for Preschool and Kindergarten* offers:

- An overview of the PBIS process
- Sample planning and data collection forms
- Advice on identifying and addressing a mismatch between teaching and learning
- Activities to help uncover why the children in your classroom are having a hard time with their behavior
- Help designing a behavior plan to meet the unique needs of a child or group of children

There is no-one-size-fits-all answer to behavior management. A discussion guide is included to encourage open dialog between teacher teams that will make you more successful. PBIS is not a magic potion and behavior change takes time, but its prevention and intervention support will positively affect your classroom.



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