



ECPBIS:

A
Sustainable
Journey

TRACEE HINKLE M.A.

AMANDA PERDUE KENT B.A.

The Developing Brain – Essential Needs

Consistent and Secure Environment -

the brain develops gradually in response to experience and to the environment

Positive Experiences -

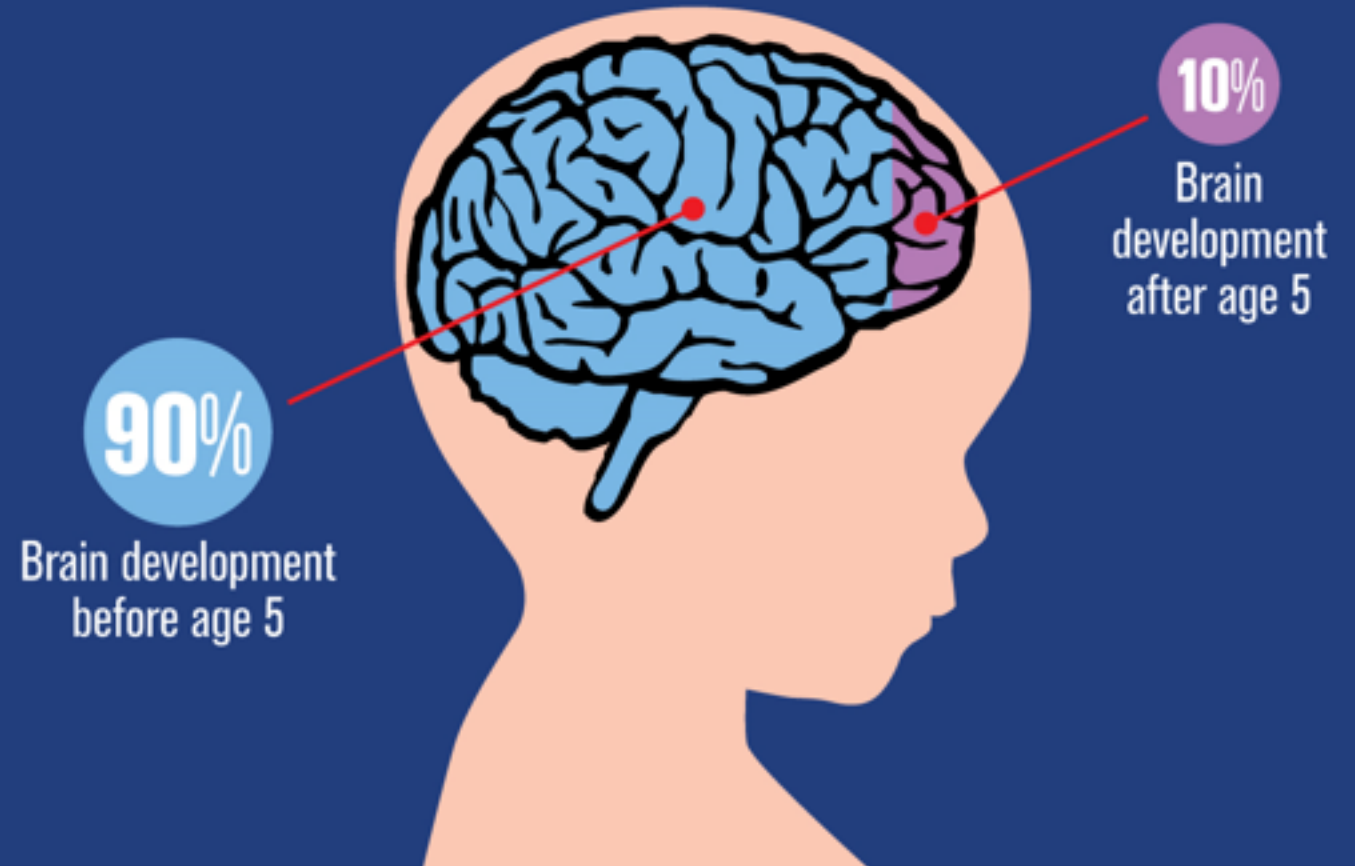
new brain connections are formed and modified through verbal and physical interactions

Healthy Relationships -

early relationships are vital to brain development because they help wire the brain to trust others, to love, and to feel safe and secure.

Before age 5

90% of a child's brain development happens



You might be temporary in their lives.
They might be temporary in yours.
But there is nothing temporary
about the *love* or the *lesson*

-Tonia Christle

You might be temporary in their lives.
They might be temporary in yours.
But there is nothing temporary
about the *love* or the *lesson*

-Tonia Christle



What Can Help?....ECPBIS

Old Way

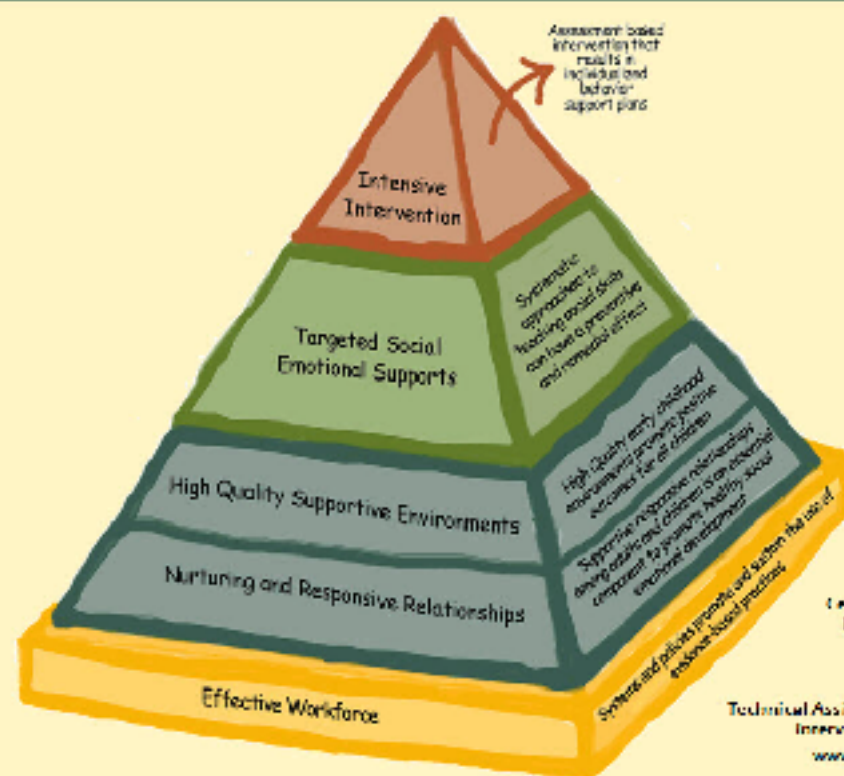
- General intervention for all behavior challenges
- Intervention is reactive
- Focus on behavior reduction
- Quick fix

New Way

- Intervention matched to purpose of the behavior
- Intervention is proactive
- Focus on teaching new skills
- Long-term interventions

Pyramid Model

for Promoting **Social Emotional** Competence
in Infants and Young Children



Center on the Social and Emotional
Foundations for Early Learning
www.centerforsefel.org

Technical Assistance Center on Social Emotional
Intervention for Young Children
www.challengingbehavior.org

**SUSTAINABILITY
TAKES FOREVER.
AND THAT'S THE
POINT.**

William McDonough

QUOTEHD.COM

Sustainability

- What is it?
- Why do we want it?
- How do we get there?

What is sustainability?





Why do we want it?

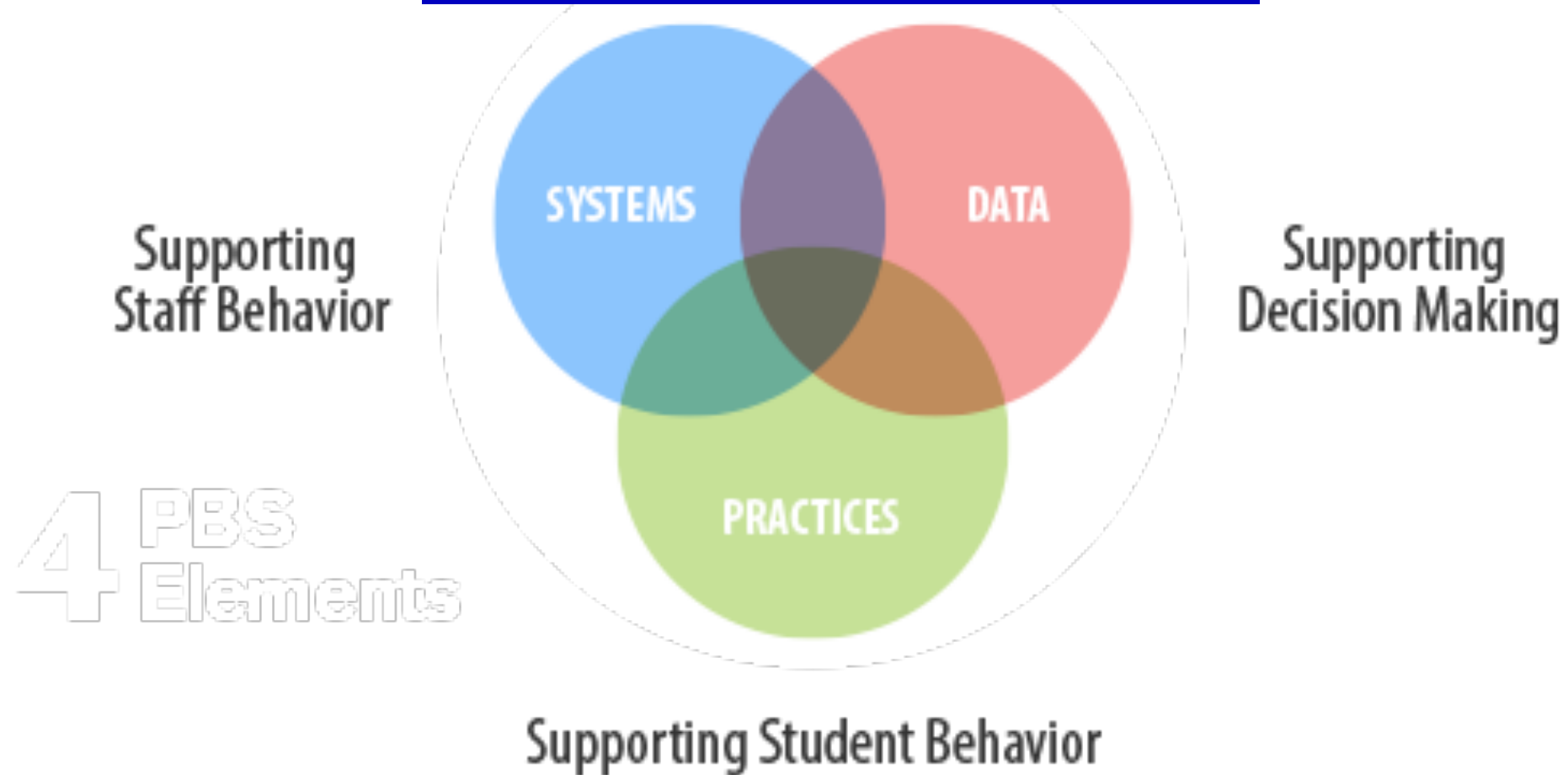
For children in our care:

- Tolerate frustration better
- Less aggression
- Less self destructive behaviors
- Physically healthier
- Less lonely
- Less impulsive
- More focused
- Greater academic achievement

**The Importance of Building
Positive Relationships
with Children**

**An Interview with Jeffrey Trawick-Smith
of Eastern Connecticut State University**

Sustaining ECPBIS



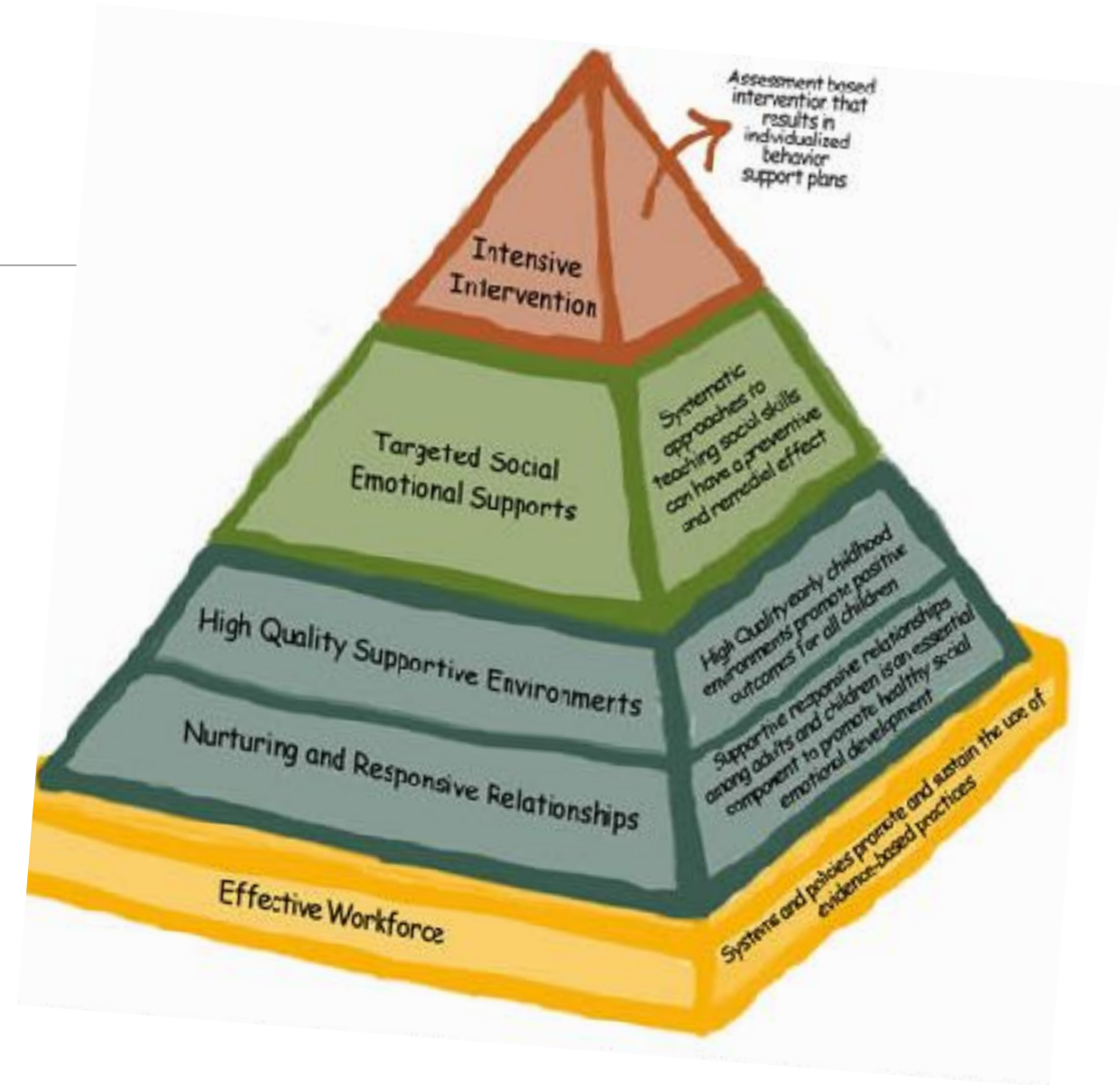
Essential features of sustainability include:

- Establish the Leadership Team
- Establishing buy-in from staff
- Adopting Program Wide Expectations
- Family Engagement
- Data Based Decision Making
- Behavioral Support Procedures
- Professional Development Training Plan

How do we get there?

Effective Workforce: Role of Leaders

- Vision of high standards and expectations
- Use evidence-based practices (EBPs)
- Implement the EBPs with fidelity
- Monitor practices and child outcomes
- Provide professional development
- Provide support, policies and resources
- Model collaborative leadership: work as a team!



Components of the Leadership Team

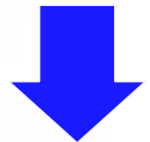
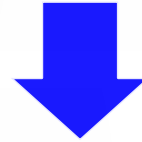
Program Administrator- someone with administrative authority

Teacher Represent- Staff who can effectively and neutrally provide information to and from the collective staff

Behavioral Support- A person or agency that provides behavioral guidance

Internal Coaches- Staff within your center who are knowledgeable and leaders

External Coaches- Consultants with expertise who can guide coaches, provide training/ information and help problem solve



Implementation Process



- Establish a leadership team
- Collect baseline data
- Train on the pyramid model
- Coaching- Internal and External
- Continue with data collection/assessments
- Create a plan of action
- Continue training, etc

What's In IT For Me?



Staff Buy-In

- How will you establish buy-in?
- How can you nurture buy-in over time?



Using SOUL to Communicate

Silence

More listening than talking

Observation

Put yourself in their shoes/situation

Understanding

Observe their body language

Listen Actively

Restate or clarify/not asking or telling

Respond with acceptance and empathy





Creating a Positive Sentiment

- Masters
 - 5 Positive: 1 Negative
- Positive Sentiment Override
- Effort vs. Product



EXPECTATIONS

OUTSIDE

TRANSITIONS

CLASSROOM

**BE
SAFE**

1.



HOLD THE RAIL

2.



USE THE ROPE

3.



WASH HANDS

**BE
RESPONSIBLE**

4.



USE HELPING HANDS

5.



BUCKLE UP

6.



TAKE CARE OF PETS

**BE
RESPECTFUL**

7.



TAKE TURNS

8.



USE GENTLE HANDS

9.



USE LISTENING EARS



Outside

Transitions

Classroom

Be Safe

Keep self and others out of danger



Nice Hands and Feet



Use Walking Feet



Feet on the Floor

Be Responsible

Take care of self, others and our center



Use Materials Appropriately



Stay With Your Teacher



Take Care of Our Things

Be Respectful

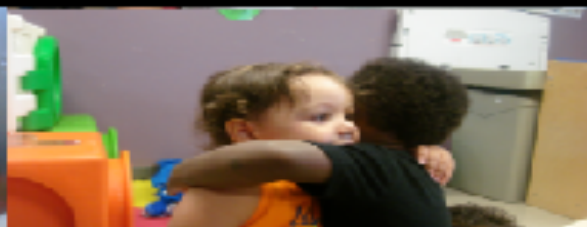
Treat yourself and others with kind hands and words



Wait and Take Turns



Eyes on Teacher and Listening Ears Open



Use Kinds Words and Actions

Be Prepared

Have your belongings, materials and yourself ready



Dress Appropriately



Check Cubby Before Leaving



To Be A Friend

Data Collection Tools and Strategies

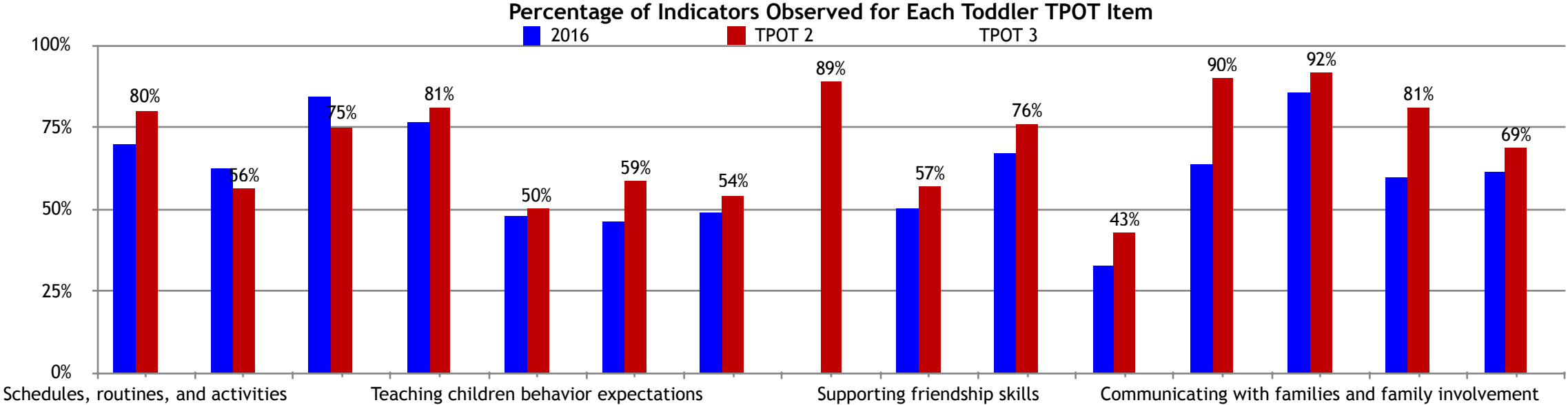
Assessments

- Benchmarks of Quality
- ASQ:SE
- TPITOS
- TPOTS
- Behavior Incidents Reports

Surveys and Checklists

- Staff Incentives
- Implementation Checklists

Toddler Overall Average Scores



Action Planning

- Review Leadership Team Structure and Function
- Strategic Planning
- Data Review and Problem Solving- Coaching Calls if needed
- Individualized Planning





Training and Turn Over

- Training for new staff
- Refresher trainings
- Trainings based on data
- It's a way of life and a change of culture



Questions?

Comments?

Suggestions?

Resources and Support

Online Resources

<http://www.pbis.org>

<http://csefel.vanderbilt.edu/>

[http://challengingbehavior.cbcs.usf.](http://challengingbehavior.cbcs.usf)

Presenter Contact Information

Tracee Hinkle

traceenicole1@aol.com

Amanda Kent

amandaperdue1302@aol.com

