

Workshop Ways Teacher Toolkit



Overview of PBIS

Positive Behavior Intervention & Support (PBIS) is a process for understanding and resolving problem behavior of children that is based on values and empirical research. It offers an approach for developing an understanding of why children engage in problem behavior and strategies for preventing the occurrence of problem behavior while teaching the child new skills. Positive behavior interventions and supports offer a holistic approach that considers all factors that impact children and their behavior. It designed address behaviors that range from aggression, tantrums, and property destruction to social withdrawal.

The Children's Workshop was first introduced to PBIS in October of 2009. A team of key stakeholders was developed which included parent involvement, early childhood educators, nursing staff, corporate support, and administrators. The team attending multiple trainings to learn about the model and then created a unique system to meet the needs of the children, families, and teachers within The Children's Workshop. Through collaboration, action planning, and work in actual centers, we have established a positive behavior support model entitled the *Workshop Ways*.

In Early Childhood Education, PBIS is a nation-wide 3-tier approach. PBIS is structured to provide primary, secondary, and tertiary practices. Primary prevention (Tier 1) is designed to address the whole program in the ECE population. The purpose of tier 1 is to use universal strategies to maximize learning, deter problem behavior, and increase positive peer and adult interactions. The goal is to reach approximately 80-90% of young children who do not have serious behavior problems or social and emotional needs.

Secondary prevention (Tier 2) is designed to decrease opportunities in which high-risk behaviors might be fostered and to establish effective and efficient peer interactions that would increase responsiveness to primary intervention (Tier 1). The secondary approach to PBIS is aimed at roughly 5-10% of young children considered at risk for developing behavioral disorders.

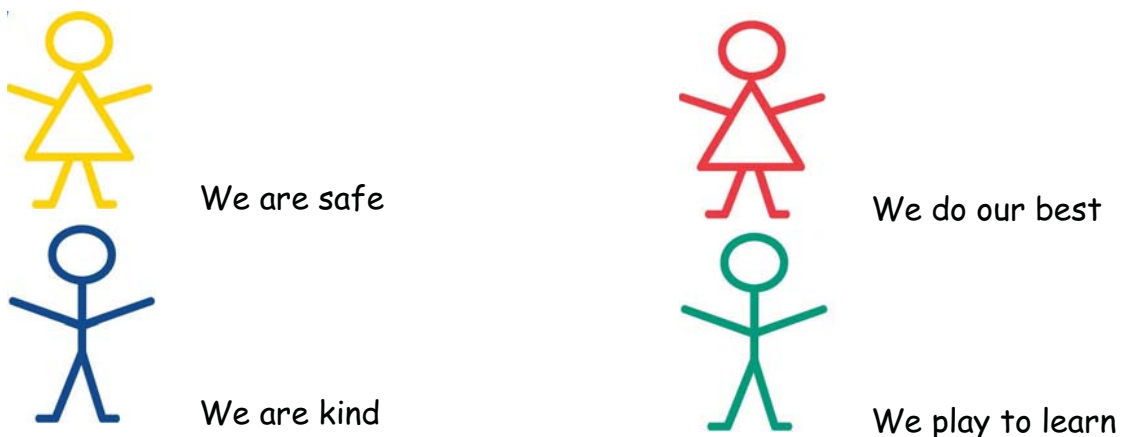
Tertiary intervention (Tier 3) is designed to target the 1-5% of children who display persistent/chronic challenging behaviors. The goal of tier 3 is to reduce frequency, intensity and complexity of a child's behavior patterns and provide him/her with suitable, efficient and effective replacement behaviors. Tertiary interventions are individualized, assessment based and designed to meet the child's individual needs.

Our *Workshop Ways* have been developed and created by a team of devoted, highly-qualified TCW professionals and parents of students working together toward one common goal.

We believe:

- ◆ All children should know what is expected of them.
- ◆ All children should be given opportunities to learn to make appropriate choices.
- ◆ Positive interactions and purposeful play encourage appropriate behaviors which lead to success.
- ◆ Our staff acknowledges, encourages, and promotes positive interactions and choices.
- ◆ Our staff is fair and consistent in promoting these values.
- ◆ Children will be successful through this approach

The framework for our model is as follows:



This model of expectations allows teachers to provide children with opportunities to learn appropriate behaviors as well as address any challenges in behavior that may occur in the classroom. It is our goal for children to be safe, respectful and responsible life-long learners in our classroom environment and within their communities. You will see this model will be a teaching tool posted in your classroom to accompany the positive language you use with children.