

Positive Behaviour Support and Trauma-Informed Practice

Day 2: Review of content from Day 1, Modules 1-5

All the slides, handouts, and short videos of the presentations are available at
<https://rypple.org.au/early-childhood-pbis/>

Key Positive Behaviour Support practices at Tier 1 (for all children) include:

Getting all the adults to:

- **Define** what they want children to DO (all the same)
- **Teach** the children to do those behaviours (lots of times, in lots of different ways)
- **Encourage** and acknowledge the children when they get it right (4:1)
- **Respond** in a teaching way when children make mistakes

AND

- Provide EXTRA support to those children who need it most







Defining Expectations

The “big picture” expectations of how we want children to be and the kids of people we want them to grow into.

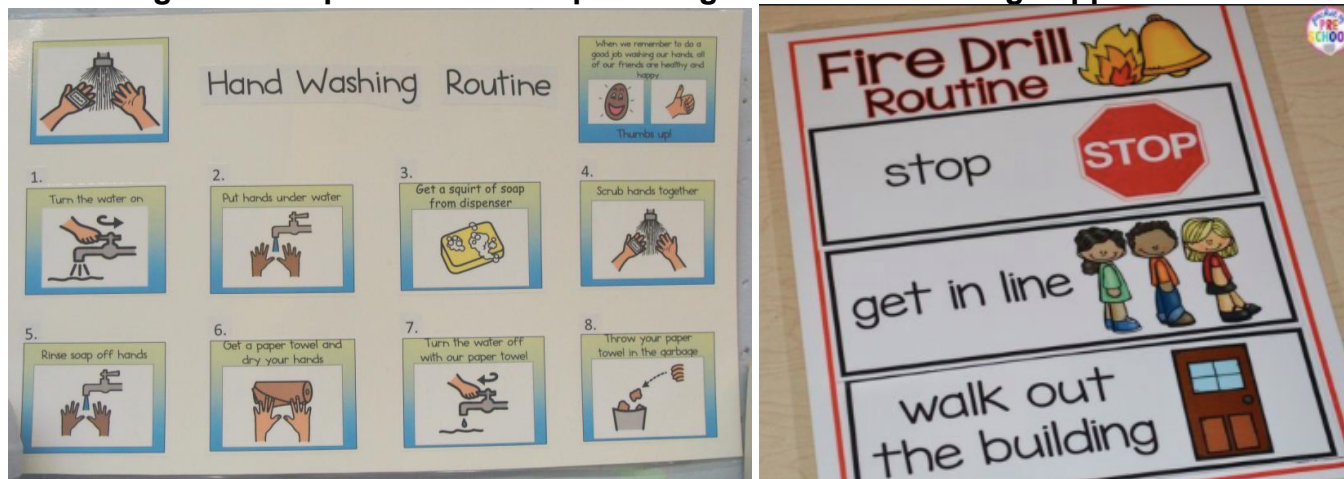


What are the expectations at your service?

Defining specific behaviours (or rules) for different settings in the service (this can be combined into a matrix, which is the behaviour curriculum for the service)

Expectations	Classroom	Playground	Hallway
Show Respect 	Soft Touch 	Take Turns 	Inside Voice 
Stay Safe 	Walking Feet 	Sit on Bikes, Slide, and Swings 	Walking Feet 

3. Defining common procedures and providing visual and teaching supports



Teaching behaviour lessons

Tell – Show – Practice – Feedback – Re-Teach

Skill	Be Safe – Use Walking Feet Inside
Tell	<ul style="list-style-type: none"> A way to keep everyone safe is to use walking feet inside Discuss with children why it is safe to use walking feet instead of running Ask children: “When do we need to use our walking feet?” (answers: when we are inside, when going to the playground, on the bus, at the doctors, etc...
Show	<ul style="list-style-type: none"> Show the children what using your walking feet looks like (thumbs up) Show the children what using your running feet looks like (thumbs down) Show the children what using your walking feet looks like (thumbs up) Model walking, marching, stomping
Practice	<ul style="list-style-type: none"> Different opportunities through out the day Have children practice walking softly, slowly, forward, backward “We walk, we walk, we walk, and we stop” (repeat)
Reinforce	<ul style="list-style-type: none"> Specific feedback— “You are using your walking feet while walking inside! Thank you for being safe!
Review Reteach	<ul style="list-style-type: none"> Use pre-corrects before ‘walking’ activities begin—“We are getting ready to go to our lunch tables. What do we need to do with our feet?” Re-teach the skill as needed

Using pre-correction (paired with specific positive feedback)

Predict (when a problem may occur)	Prompt (the desired behaviour)	Praise (success)