

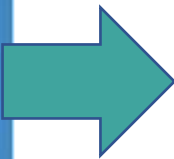
# Regional Community Childcare Development Fund Positive Behaviour Support in Early Childhood

Review of Day 1

Introduction to Positive Behaviour Support  
Defining and Teaching behaviour

*Supported by the State Government's Royalties for Regions program and the Department of Communities.*

# Phase Two Modules

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1. **Review of Phase 1: Introduction to Positive Behaviour Support, defining and teaching behaviour**
  2. Using specific behavioural feedback and effective praise - the magic 4:1 ratio
  3. Active supervision
  4. Provide choice in behavioural instruction
  5. Responding to behaviour errors in effective and supportive ways

# All of the information from Day 1

- [www.rypple.org.au/earlychildhoodpbis](http://www.rypple.org.au/earlychildhoodpbis)
- Videos
- Slides
- Handouts/Activity pages

# Day One Modules

1. Trauma and brain development, effects on behaviour
2. What is Positive Behaviour Support?
3. Defining expected behaviours as a care community – consistent language and behaviours
4. Precorrections and frequent interaction as a prevention strategy
5. Teaching behaviour to all children to prevent problems occurring

# What is PBIS?

## Positive Behavioural Interventions and Supports

Also known as:

EBS

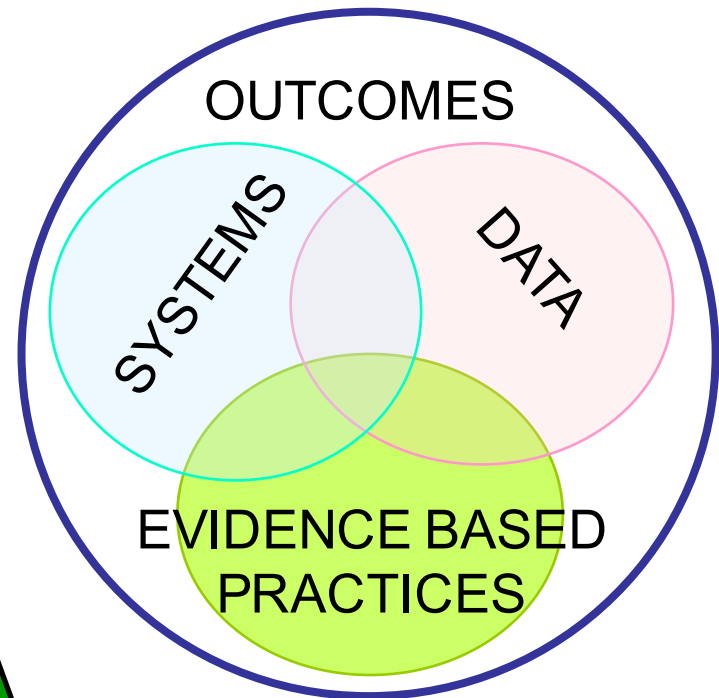
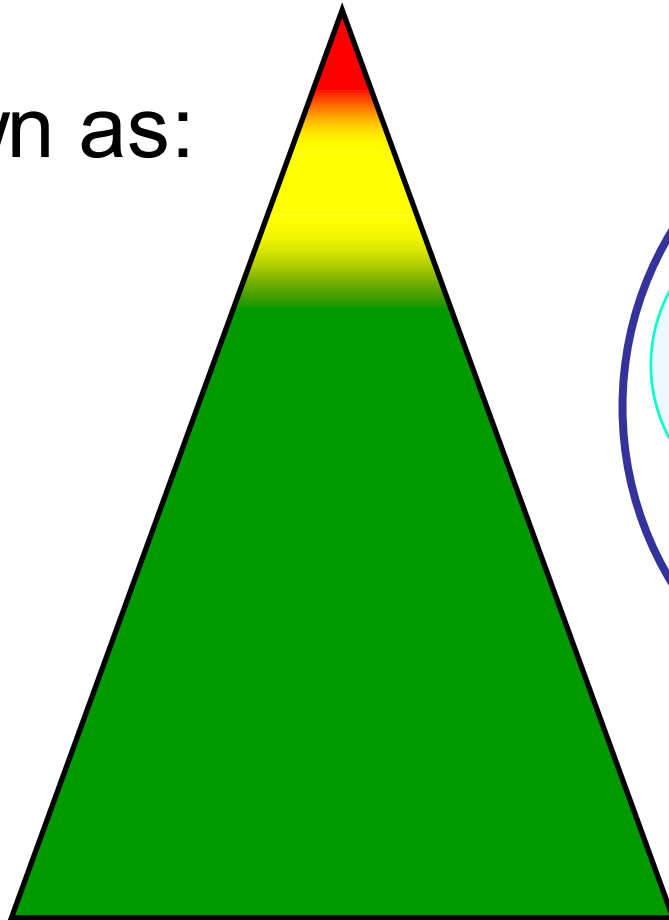
PBS

SWPBS

SW-PBIS

PBL

PB4L



# Key Architects of PBIS

## All Classroom Teachers



**George Sugai**



**Tim Lewis**

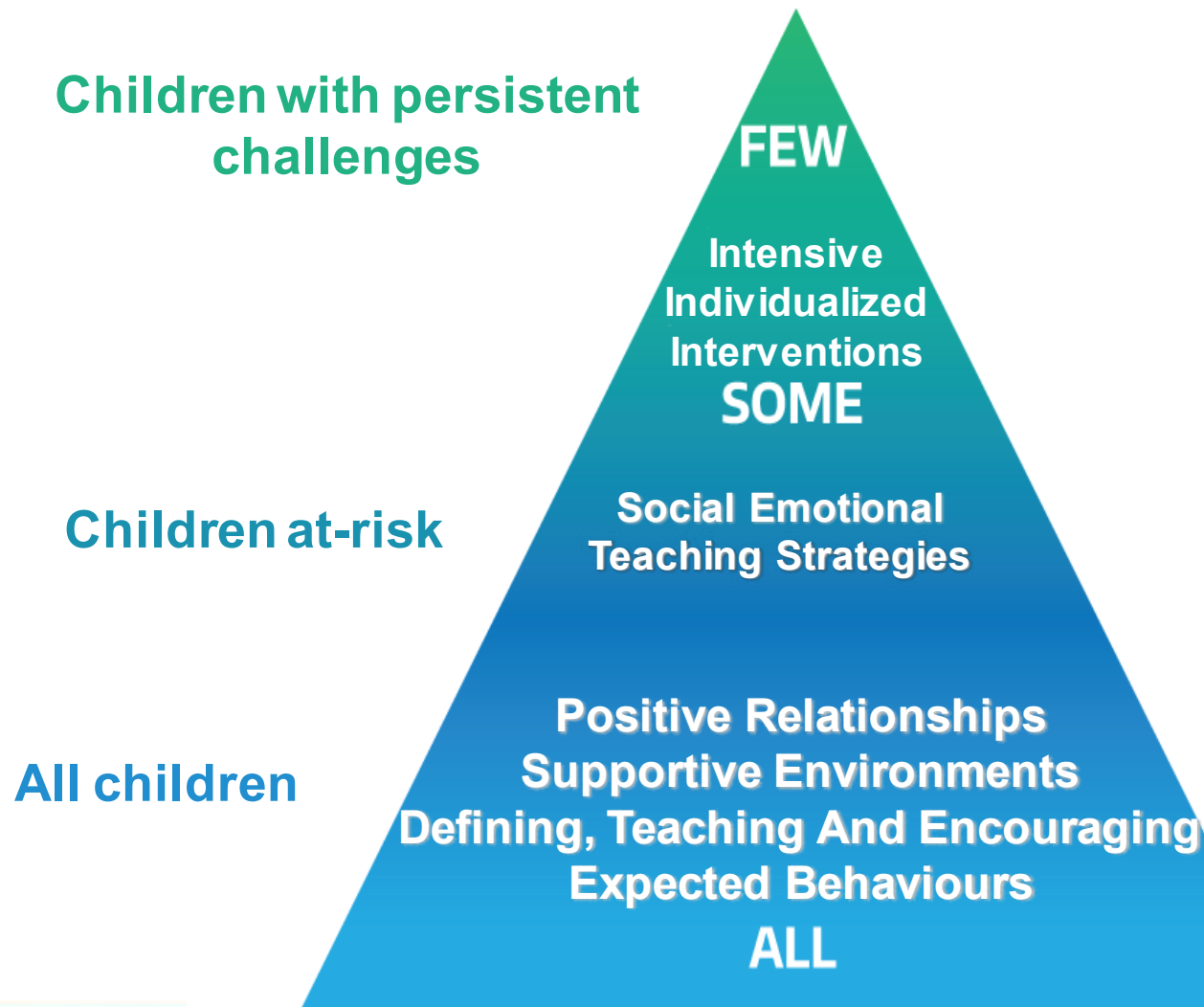


**Rob Horner**

# What is Positive Behaviour Support?

- The application of behavioural science, in services for all children.
- A way of getting organised about behaviour, and treating it like the other things we teach (we assess, plan, teach, assess).

# PBS Continuum





# Starting Point for PBS

- We cannot “make” children learn or behave
- **We can create environments to increase the likelihood children learn and behave**
- **Environments that increase the likelihood of social and academic success are guided by a **core curriculum**, adapted to reflect children’s needs, and implemented with **consistency and fidelity****

# What is Positive Behaviour Support?

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

Positive Behaviour for Learning	Early Years Learning Framework
Teach behavioural expectations --teach children to be successful socially and academically.	Intentional teaching: providing children with strategies to make informed choices about their behaviours.
Support appropriate behaviour – visual cues, prompting, positive verbal feedback, quality learning environment.	Responding to children's learning dispositions by giving acknowledgement, encouragement and additional ideas.
Corrective consequences – provide a continuum of response - prompt, redirect, re-teach, choice, logical consequence, student conference. Misbehaviour = learning error. Emphasis on teaching and positive reinforcement.	Plan for a time and place where children can reflect on their learning and behaviour.
Considers students' learning needs – social/emotional maturity, communication. Emphasis on teaching social/emotional skills.	Talking to children about their emotions - emotional regulation and self- control.
Emphasis placed on the teaching environment to support students' learning needs.	Provide opportunities and support for children to engage in meaningful and engaging learning.

Positive Behaviour for Learning [www.dec.nsw.gov.au](http://www.dec.nsw.gov.au) Universal Prevention - Pre-School Systems  
Positive Behaviour for Learning (PBL) in Preschools Fact Sheet

# Outcome 1

Children have  
a strong sense  
of identity



Who am I?

1.1 Children feel safe, secure and supported

*1.1 Children feel safe at child care or preschool and respected and valued by the staff*

What does this mean for children and families?	How could you do this?	Here is an example
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Children need to know when things will happen during their day

Make a poster with all the routines



# Outcome 2

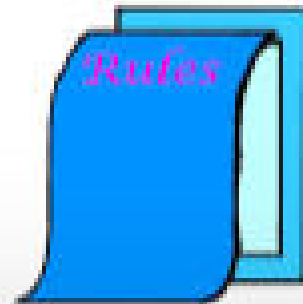
Children are connected and contribute to their world



**My world**

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

*2.1 Children begin to learn about belonging to a group in a family, at child care and at school*

What does this mean for children and families?	How could you do this?	Here is an example
Children learn about rules and responsibilities	Talk with the children about making rules for the centre or preschool. Put these rules up for everyone to see	







# Co-Teach Preschool Classroom Rules



We use inside voices



We use good listening bodies



We use good manners words



We touch gently



We use walking feet





# Define The Different Behaviours For Different Places In The Service

# When We Dance We Are **Safe** and **Respectful**



I can dance with my  
hands, feet and body to  
myself.



I can stay standing on my  
feet, on the carpet.



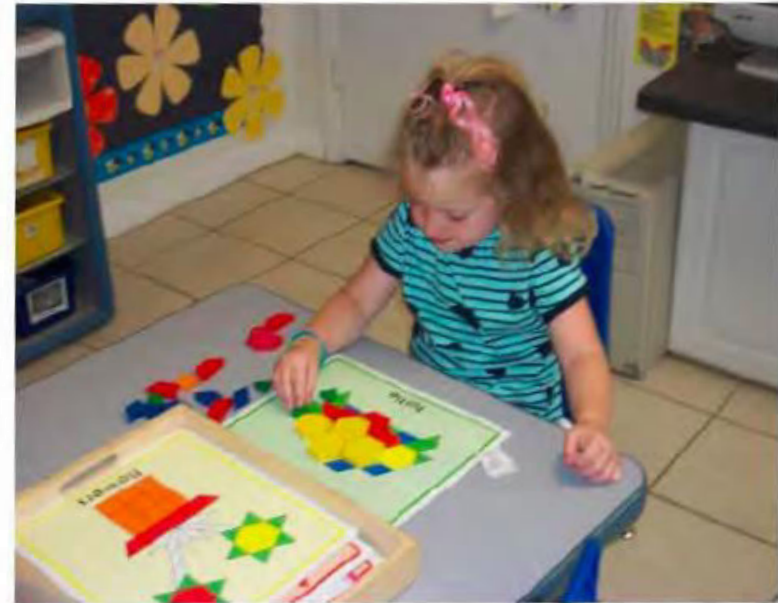
If I am tired I can sit, sing,  
and watch from the table.

# We are kind

**We remember to use gentle hands.**



**We gently touch our friends to get their attention.**



**We use gentle hands when we play with the toys.**



# We remember to keep our feet safe.



**We climb on climbers.**



**We keep our feet  
on the ground.**

# Outside Rules

1. We let ALL bugs and animals live.



2. We use gentle words and hands.



3. We use our looking eyes.



4. We share and take turns with our friends.



# Define procedures

And provide visual supports

So we can teach them until they become routines (promoting independence)



# Hand Washing Routine



1.

Turn the water on



2.

Put hands under water



3.

Get a squirt of soap from dispenser



4.

Scrub hands together



5.

Rinse soap off hands



6.

Get a paper towel and dry your hands



7.

Turn the water off with our paper towel



8.

Throw your paper towel in the garbage





# Do you have:

- **Behaviour expectations** (the kind of people your community wants children to be – big picture)
- **Specific behaviour expectations/rules** for different places in your service (a matrix)
- **Procedures** with visual supports

**All prominently displayed in your room and service?**



# Teach Behaviour Like We Teach Everything Else



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





Turn off dripping taps



Put your hat in your pocket.



When you finish your water, give yourself a stamp.



Put your name card away.



Carefully carry your chair



Keep puzzles on the table



Socks inside shoes



Sunscreen



Sneeze into your elbow



Lids on pens.



Put your placemat away



Carry your own bag



closed scissors in your hand when walking.



Push in your chair

# Use pre-correction

The use of precorrections sets children up to be successful and then gives them credit for it!

That's what good educators do!

*Terry Scott 2017*

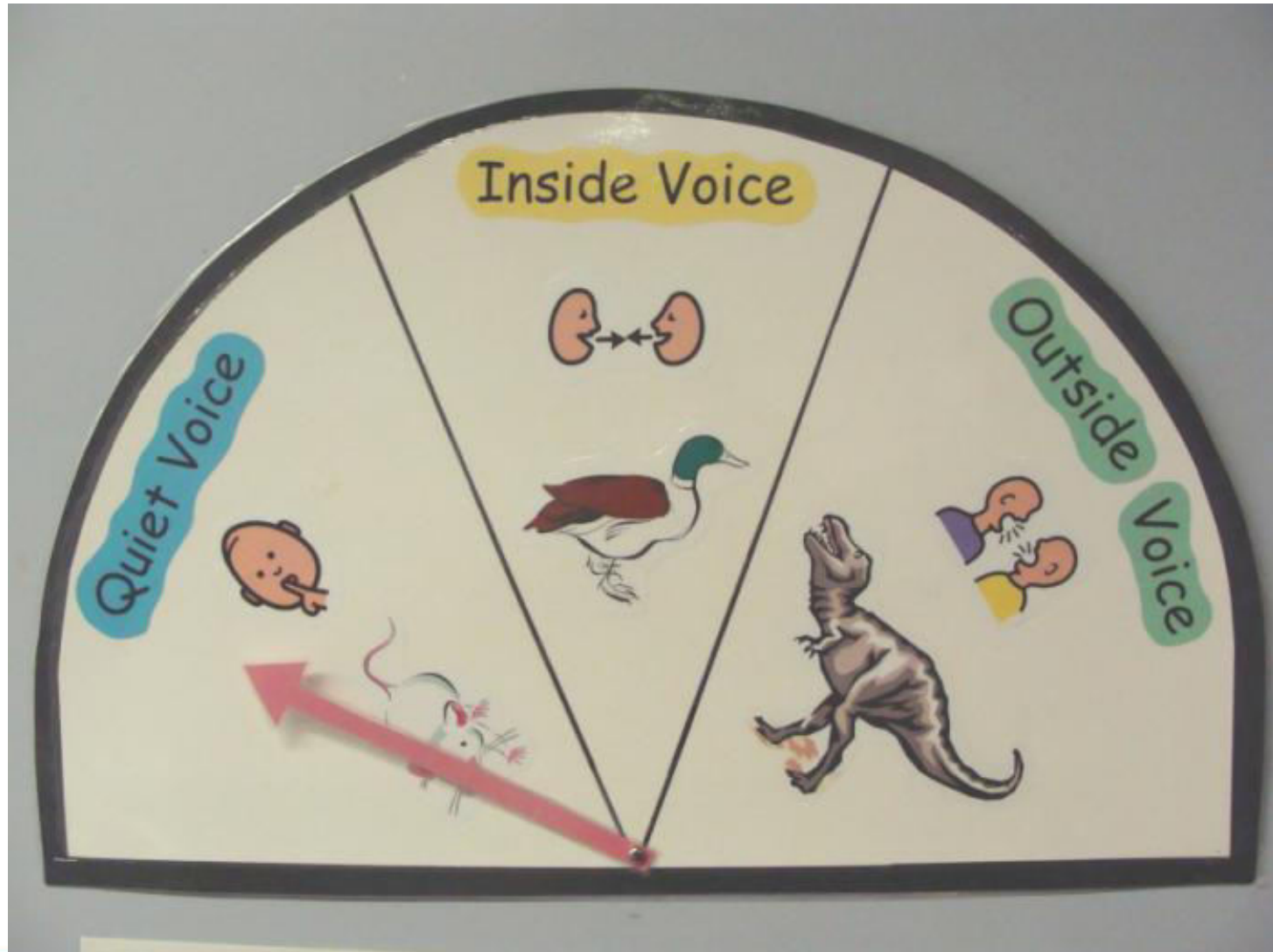
# Precorrection Key Features

- Anticipate and plan ahead
- Deliver precorrections prior to an activity or transition
- Precorrect for what to do

“Remember we use our quiet voices during rest time.”



# Visual Prompts



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That's what good  
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*Terry Scott 2017*





# Information, slides, videos, handouts

Are all at [www.rypple.org.au/earlychildhood](http://www.rypple.org.au/earlychildhood)

You can use these in staff meetings to get all of these things in place