



# Arizona Head Start ASSOCIATION

Supporting Head Start quality today, impacting Arizona's tomorrow!

**AHSA Quarterly Meeting**  
**Disabilities and Mental Health Standing Committee Agenda & Meeting Minutes**  
**Meeting Date: February 24, 2017 Meeting Time: 12:30- 2:00**  
**Meeting Location: 3300 N Central Ave Phoenix, AZ 85012**

NEXT QUARTERLY COMMITTEE MEETING: May 18, 2017 Location: TBA		
AGENDA ITEM	DISCUSSION/RECOMMENDATION	PERSON(S) RESPONSIBLE/ PRESENTER
Call to Order & Welcome	The DS/MH Committee gladly welcomes the Early Care & Education Committee to participate in the presentation from PBISAZ on the Pyramid Model for Social & Emotional Development. Meeting called to order at 12:10.	Committee Chair-Tami
Review previous minutes	Motion to approve previous minutes of DS/MH made by Brenda, seconded by Michelle; none opposed, motion approved. Early Care & Education previous meeting minutes & agenda tabled.	
Review Agenda Adopt Agenda	Motion to adopt agenda made by Michelle, second by Stephanie; none opposed, motion approved.	
PBIS presentation by PBISAZ	Birgit Lurie , MsEd. NCSP, BCBA, PBIS systems facilitator & coach, KOI Education and Angel Jannasch-Pennell, PhD, Board Member, PBISaz Advisory Council Board Member, Phoenix One Foundation; KOI Education, President  Power Point Presentation - PBIS: A Mutitiered System of Support for School and Home  Presenters discussed and reviewed the core concepts of PBIS focusing on systems, data and practices and how these concepts can be effectively implemented in a preschool/early childhood settings. The three tiers were explained and sample interventions at each tier were discussed. The presentation included a home component to show how parents and teachers can collaborate to assist pre-school students in understanding simple common expectations in the home and at the school.	



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Adjourn 1:45 PM		
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Presenters introduced themselves and shared their background education and experiences.

## Learning Objective

- Overview of the PBIS model
- How to adapt for the preschool and home setting
- Tier 1, 2, 3
- Reflection and Action Planning

## PBIS = Positive Behavior Intervention Support

- Defining expected behaviors (universal)
- Teaching the expected behavior
- Acknowledging behaviors when they occur (the desired behavior)

## Pyramid Model

- Primary prevention (80%)
  - School/classroom-wide systems for all students, staff, and settings
- Secondary prevention (15%)
  - Specialized group (lacking skills)
  - Systems for student with high-risk behavior
- Tertiary prevention (5%)
  - Specialized
  - Individualized
  - Systems for students with high-risk

The Pyramid Model for preschool includes a foundation of a well-trained workforce  
Universal Practices contain 2 steps: nurturing and responsive relationships and a high quality supportive environment



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### Accountability Systems

- Teaming
- Ownership and buy in (all staff)
- Creating expectations - limit the number of expectation (2-3)
- Data analysis and assessment (more than tally marks)
- Reinforce expectations in a concrete manner
- Teach expectations (positive vs punitive)

### Tier 1

- Develop expectations
- Teach expectations
  - Post the steps of the skill (for each area)
  - Strategies
    - Whole body listening
    - Role play and video modeling
    - Drawing/cartooning – be careful what you choose
    - Teach through play
- Teach skills to meet the expectations
- Reinforce expectations
  - Teaching is not enough to change behavior
  - Children need to be recognized and rewarded when they meet the expectations
  - Positive recognition must occur at least four times as frequently as negative recognition for behavior change to occur (5:1)
  - Behavior + reinforcement = increased behavior
  - Behavior – reinforcement = decreased behavior
- Provide consistent accountability
- Take data
- Be positive



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### School Home Partnerships

- Share expectations with the family (provides a common language)
- Provide support to the family to help implement expectations at home
- Teach the family to emphasize do over don't
- Communicate

### Graduated system of rewards

- Frequent
- Intermediates
- Long term

### Tier 2

- Assess student progress
  - Are there skill deficits in
    - Behavior
    - Communication
    - Learning
    - Social skills
- Check classroom practices
  - Is behavior specific positive feedback being provided to the student 5:1
  - Are schedules being used
  - Are specific routines being used
  - Has behavioral expectations been taught? (BST)
  - Are specific social skills being taught?
- Be proactive and ask the student to state expectations
- Use a modified check-in check-out system (CICO)
- Reteach specific skills
- Practice behavior (behavior skills training: instruct, model, children model, feedback)
- Be positive



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## Reflection Tier 2

- Does the classroom have Tier 2 interventions in place?
- What type of supports do the teachers receive with students who do not respond to universal strategies?

## Tier 3

- Team approach with family, staff, and experts (Prevent, Teach, Reinforce)
  - Team initiated problem solving approach (TIPS) – data is a must, frequency or intensity are easier methods
- Take data on the clearly defined behavior
  - Observable and measureable
- Complete a functional behavioral assessment
- Develop an effective behavior intervention plan (must match the function of the behavior)
- Use the Prevent-Teach-Reinforce Concepts
- Implement the plan with fidelity
- Progress monitor

## Consequences

- Can be reinforcing – encouraging the person to repeat their behavior (proactive)
- Can be aversive – discouraging the person to repeat the behavior (reactive)
- It's crucial to identify consequences that encourage desirable behaviors in an individual

## Behavior Hypothesis

- When child (target behavior) then (staff) will \_\_\_\_\_.

## Prevent-Teach-Reinforce (PTR)

KOI PBIS Tier 1 Manual   KOI PBIS Tier 2 Manual   KOI PBIS Tier 3 Manual   KOleducation.com

Develop an action plan; make a three-year commitment to put practices in place with appropriate in-service.