Early Childhood- Positive Behavior Support (EC-PBS)

Early Childhood Positive Behavior Support combines *training* and weekly *coaching* to improve the quality of early childhood program environments in Boone County and to increase childcare provider’s abilities for building relationships with children and families, promoting social-emotional development, reducing problem behaviors and promoting school readiness.

**EC-PBS…**

- Focuses on *prevention* and instruction for **ALL** students in the program, not just those with behavior problems.
- Establishes strategies and support for early childcare providers, children and families in the development of age-appropriate social skills
- Provides parenting classes offering effective parenting strategies, the importance of promoting social-emotional health, building positive relationships with their child and bridging the gap between home and school environments.
- Encourages child care providers to work from a team perspective and demonstrate how to use data to support decision making
- EC-PBS coaches work directly with classroom teachers and administrators on a weekly basis.
- Developmental specialist works directly with classroom teachers and administrators on a monthly basis

**What is the role of an EC-PBS coach?**

- Help create environments that support positive behaviors
- Help implement social-emotional, behavioral strategies and successful teaching practices
- Help childcare providers build positive relationships with children, families, and peers
- Collaborate as a team member. Help problem solve and set goals.
- Conduct parenting classes to teach parents effective parenting strategies
- Recognize the need for individualized intensive intervention and help coach childcare providers how to effectively work with parents to make referrals
What is the role of a Developmental Specialist?

- The Developmental Specialist works with the early child care professional to implement an “ongoing” system of developmental and social-emotional screenings within their centers.
- Help to increase the provider’s awareness of developmental and social-emotional expectations and milestones. Provide appropriate developmental activities, child supports, intervention and community resources are targeted.
- Increase parent engagement as a critical goal to optimize the best child outcomes. Coaching is targeted to increase confidence in the teacher’s ability to discuss concerns with parent, deliver results in a strength-base manner and promote optimal child development.

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**Early Childhood Positive Behavior Support Model**

*Adapted from PBS and CSEFEL*

- **Universals** (All children)
  - **80-90%**

- **Targeted** (Some children)
  - **5-10%**

- **Individualized** (Few children)
  - **1-5%**

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**Building Positive Relationships**

**Trained and Supported Workforce**

**Designing Supportive Environments**
- Defining a clear set of positive classroom and learning environment expectations, teaching expected behaviors, encouraging expected behavior, discouraging inappropriate behavior and ongoing monitoring with data.

**Social Emotional Teaching Strategies**
- Use of the BIR

**Intensive Interventions**