

EC PBIS Classroom **Implementation Tool**

This self reflection tool describes Features, Operational Definitions and Descriptors that are indicative of fidelity in the Early Learning Classroom (PreK - 3rd) that is implementing the PBIS Framework. Instructions: Use this tool to reflect and indicate the descriptors present in the classroom setting.

Early Childhood PBIS: Climate

Adults use the environment to teach/support/encourage independence in the classroom consistently throughout the day and across settings.

- Visual schedule present and evidence of use is observed
- Visual supports, clearly defined centers & activities (e.g. boundaries such as furniture, labels with pictures, tape on floor, etc.)
- Children demonstrate an understanding of embedded routines (e.g. putting materials away, taking turns, asking for assistance, participating in circle)
- Transitions are intentionally supported and all children are supported (there is a system for preparing children for upcoming transitions, prompting, wait time is limited, individual children may have individualized visual schedule, etc.)

Early Childhood PBIS: Climate

Adults Interact in a positive way with other adults and children.

- Positive, calm, and supportive tone and conversation is used in interactions with children and other adults
- Smiles, laughter are observed
- Verbal/emotional support and/or physical affection is observed: (e.g. arm around shoulder, shared affect between adults and children such as a shared excitement, genuine interest in children)
- Interactions take place in close proximity to one another (e.g., same level, making eye contact, within several feet of one another)
- Adults greet and/or use children's names
- Adults freely join in children's activities and have positive social exchanges/conversations with the children

Early Childhood PBIS: Expectations

- Developmentally appropriate expectations and rules with visuals are posted at child's eye level in priority settings (aligned with the matrix) and referenced by staff.
- Posters with rules are aligned to the expectations (per the matrix) and posted within the classroom at child level using pictures or icons
- Adults use expectations/rules/visuals to support students and adults (the expectations and/or rules are referred to, discussed, mentioned during normal routines of the day)

Early Childhood PBIS: Teaching Expectations

PBIS Expectations and rules are explicitly taught and learning opportunities are embedded throughout the day to engage all learners giving opportunities for multiple ways to respond.

- Lesson plans are aligned to the matrix and are implemented according to the teaching schedule
- Teaching is consistent with teaching schedule as evidenced through interview and/or lesson plan

Early Childhood PBIS: Acknowledgment

Adults are using the acknowledgement system for ALL students and language clearly ties behavior to the expectations. The following should be evident in the classroom:

- Adults acknowledge students (e.g., non-verbally, verbally, with or without tangibles) at individual, classro or m program/building level, as aligned with the program's EC PBIS Framework.
- Acknowledgements are tied to the expectations through descriptive feedback (e.g., "I saw _____, that isrespectful because _____")
- Adults differentiate acknowledgements to meet student needs
- Adults have a method to ensure all students are acknowledged

Early Childhood PBIS: Response to Challenging Behavior System

Adults are prepared and knowledgeable about their program's EC PBIS system to respond to challenging behavior.

- The documented Response to Challenging Behavior System is readily available to adults
- Adults are knowledgeable of the continuum of strategies which are aligned to the Behavior Incident Report
- Adults are aware of when a behavior incident should be documented according to the "Response to Challenging Behavior System"

Early Childhood PBIS: Response to Challenging Behavior System

When challenging behavior occurs, adults follow the PBIS procedures within the response to challenging behavior system.

- Adult posture is relaxed
- Adult tone is calm
- If behavior is unsafe,**
safety and de-escalation are the focus of the response
- If behavior is safe,**
adult responds to challenging behaviors as opportunities to teach
adult uses the strategies (e.g., restate classroom rule, redirection, reteach skill, removal from area) according to the program's continuum of strategies within the response to challenging behavior system

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