



Addressing the Social and Emotional Needs of Young Children

What Does the Project Provide?

The PWPBS Project provides selected early childcare centers and family childcare homes with training and practice-based coaching to adopt, implement, and sustain the Pyramid Model program-wide. This effort is a systems change approach that involves both the implementation of the Pyramid Model across all program staff and the development of policies and systems to ensure that all staff are implementing the model with fidelity. Early childhood programs must meet readiness criteria and are competitively selected to participate. Each program involved in the project identifies a leadership team that is provided with the training and coaching needed to adopt, implement, and sustain the Pyramid Model approach over time. A leadership team develops the capacity to ensure staff buy-in, promote family involvement, guide the adoption of program-wide behavior expectations, provide professional development to staff, develop systems for effectively supporting children with challenging behavior, and use data-based decision-making to guide their efforts.

The Pyramid Model Consortium

USF's PWPBS partners with the Pyramid Model Consortium (PMC) (www.pyramidmodel.org). PMC focuses on promoting the social emotional development and school readiness of young children birth to age 5 and high fidelity of the Pyramid Model.



University of South Florida's Program-Wide Positive Behavior Support (PWPBS)

Rochelle Lentini, Director
Department of Child & Family Studies
College of Behavioral & Community Sciences
Florida Center for Inclusive Communities
University of South Florida
13301 Bruce B. Downs Blvd.
Tampa, FL 33612
813-974-1455 • lentini@usf.edu



Funded by:



Program-Wide Positive Behavior Support

An evidence-based approach to address challenging behaviors in young children



PPWPBS utilizes the Pyramid Model to promote social-emotional development in young children from birth to 5 years old. It is a partnership between the Children's Board of Hillsborough County and USF's Florida Center for Inclusive Communities.





What is Positive Behavior Support?

Positive Behavior Support (PBS) describes a process for addressing children's challenging behavior that includes identifying the purpose of the behavior with a focus on teaching the new skills to replace challenging behavior. Since the late 1980s, there has been an accumulation of evidence that the use of PBS can result in decreases in problem behavior and assist individuals with challenging behavior and their families in achieving their desired lifestyle. Early applications of PBS focused on the development of behavior support plans to help children and adults who had challenging behavior.

Since the 1990s, the implementation of PBS has expanded to include school-wide and program-wide applications. In school- and program-wide PBS, all of the staff work together to ensure that children understand behavior expectations, receive instruction in social skills, and those with the most persistent problem behavior receive individualized assistance. Program Wide PBS includes data collection to measure the effects of PBS interventions, classroom quality, disruptive behavior and social-emotional development of individual children.



Program-Wide Positive Behavior Support Project

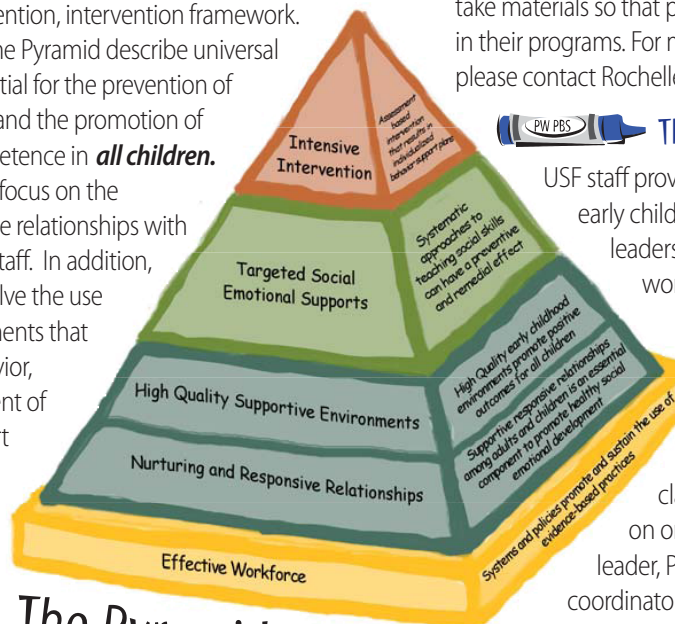


Program-Wide Implementation of the Pyramid Model

PWPBS is an intensive service requiring NAEYC/NAC accreditation or a minimum rating of a 3 on the QCFK's rating tool to apply. PWPBS is a conceptual model of evidence-based practices, called The Pyramid Model. The Pyramid Model promotes young children's (birth to five years old) social-emotional competence and prevents and addresses challenging behavior, through a tiered promotion, prevention, intervention framework. The first two levels of the Pyramid describe universal practices that are essential for the prevention of challenging behaviors and the promotion of social-emotional competence in **all children**.

The universal practices focus on the development of positive relationships with children, families, and staff. In addition, universal practices involve the use of supportive environments that prevent problem behavior, support the engagement of all children, and support the development of social-emotional skills. For many children, the universal level may be all that is needed to support their healthy social-emotional development.

The secondary level targets social-emotional teaching with children who may be considered at-risk. The tertiary level of the Pyramid focuses on individualized intensive interventions for children who have the most persistent challenging behavior. Even when the universal and secondary levels are in place, there may be children who need an individualized plan of behavior support that includes prevention strategies, the instruction of new skills, and guidance on how to respond in order to reduce challenging behavior and increase new skill use.



The Pyramid Model
Supporting Social Emotional Competence



Community Training

Community training is open to anyone who would like to attend. The sessions are repeated multiple times so that early childhood programs (both center-based and family childcare homes) have the opportunity to send several staff to the workshops. Each workshop is 3 hours in length and focuses on implementation of the Pyramid Model. The workshops include a presentation of implementation practices, application activities, and make-and-take materials so that providers can leave with materials to use in their programs. For more information or a training calendar please contact Rochelle Lentini at: lentini@usf.edu



The Leadership Team

USF staff provides training and coaching to each early childhood program's leadership team. The leadership team is considered the "effective workforce" at the base of the Pyramid.

This team of 2-5 people consists of administrators, therapists, consulting staff, teachers, and/or assisting teachers. Teams should have staff who represent both infant/toddler classes and pre-k. Team members take on one or more of the following roles: team leader, Pyramid/behavior coach, evaluation coordinator, and recorder.

PWPBS also teams with providers and families to work in collaboration with early childhood agencies in Hillsborough County to meet the needs of young children in early care who might need targeted social-emotional supports and/or intensive individualized interventions.

PWPBS provides extensive training materials, videos, and print resources to support Hillsborough County's families, children, and programs to implement the Pyramid Model. The goal of PWPBS is to collaborate with the early childhood programs' leadership teams and coach them in adopting, implementing, and sustaining a systematic approach called the Pyramid Model (Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003), which in turn promotes development and school readiness.