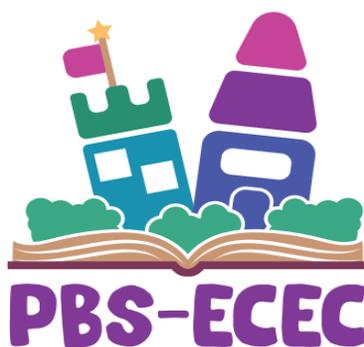# Implementing Positive Behaviour Support in Early Childhood Education and Care

PBS-ECEC

Erasmus+

Online Modules of PW-PBS Instructional Practices

in Early Childhood and Care Settings

PBS-ECEC

PROJECT INFORMATION

PROJECT TITLE	Implementing Positive Behaviour Support in Early Childhood Education and Care
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LEADING PARTNER	INSTITUTO POLITECNICO DO PORTO
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DOCUMENT INFORMATION

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DATE	February 2023
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INTRODUCTION IN THE ONLINE MODULES OF PW-PBS INSTRUCTIONAL PRACTICES IN ECEC SETTINGS

Professional development is a promising way of improving the teaching quality of Early Childhood Education and Care (ECEC) and thereby improving both child outcomes (Schachter, 2015) and the quality of teacher-child interactions in ECEC settings (Mashburn et al., 2008; Jensen, Jensen & Rasmussen, 2017). In the last two decades, recent reviews of professional development interventions and programmes were provided by researchers (e.g. Jensen et al., 2017; Powell & Diamond, 2011; Schachter, 2015; Zaslow et al., 2010a; 2010b) in which professional development is fundamentally associated with better child outcomes when is continuously-ongoing, system-wide and designed based on schools and teachers needs and priorities. However, until recently, ECEC teachers' professional development was not officially on the agenda of policy-makers in many European countries, and where applicable it mainly focused on delivering knowledge to teachers using top-down training sessions in the form of fragmentary seminars instead of developing their skills by providing support and guidance using evidence-based approaches and strategies. In addition, teacher professional development as well as the ECEC national curriculums in many EU countries have been focusing over time mainly on the cognitive development of the child instead of the socioemotional development.

Even though there is growing concern over the number of young children who display challenging behaviour and ECEC teachers are reporting children's challenging behaviour as their greatest concern (Carter et al., 2010; Hemmeter et al., 2006), only a few initiatives in the last few years started focusing on designing professional development programs in this direction (e.g. Jensen et al.,2017). Thus, ECEC teachers' knowledge and capacity in promoting socioemotional skills and dealing with disruptive behaviours at schools remain an under-investigated area (Jensen et al., 2017; Schachter, 2015). Lack of knowledge and skills as well as the limited opportunities for continuing professional development and support through the system is a crucial need and desire

for the teachers of today to be able to efficiently prevent or manage challenging behaviours, especially in modern times where challenging behaviours have become a major challenge in most ECEC settings around the world.

In this context, a consortium of five partners from four European countries (Portugal, Cyprus, Greece, and Ireland) initiated the Erasmus+ project entitled *"PBS-ECEC: Implementing Positive Behaviour Support in Early Childhood Education and Care"* funded by the European Commission. Through collaboration between ECEC centres and academic institutions in Europe, PBS-ECEC focuses on examining the feasibility of a whole school approach called Program-wide Positive Behaviour Support (PW-PBS) across Europe in ECEC and examining its impact on promoting children's socioemotional competence. The overall aim of the project is to create an effective European schoolwide framework that promotes social inclusion and academic engagement. In particular, the project aims to serve the basic need of all partners and their respective target groups to effectively address challenging behaviours from the very early years of children's education, by building children's socioemotional competence to learn in a socially inclusive environment. Such an accomplishment has multiple benefits in ECEC and beyond. It will operate as a preventative means of children's school failure and challenging behaviours.

The PBS-ECEC training package course consists of a set of materials, including the PBS-ECEC guide and the five Online Modules of PW-PBS Instructional Practices in ECEC. The PBS-ECEC Guide proposes a programme-wide, preventive and proactive approach for supporting children's behaviour and socioemotional competence and provides useful information for the first tier of PW-PBS (universal tier). Both the guide and the training package course were developed after considering the curriculum guidelines from each country and the needs assessment conducted in earlier activities and results. The set of Online Modules includes five integrated modules developed in a logical sequence which can also be studied independently if the ECEC professionals wish to deepen a particular topic. In particular, ECEC professionals are provided with a range of resources for each module among which a lengthy and detailed description of the module's topic, accompanied by a training presentation and several interactive activities. These

modules were developed based on the curricular guidelines from each participant country, the state of the art, and the needs assessment conducted on earlier results and activities. The e-learning course follows bespoke pedagogical approaches and learning theories, and is consisted of five modules aiming to strengthen teacher knowledge and capacity and providing evidence-based practices for promoting socioemotional development in ECEC, a crucial dimension in child development and wellbeing, and a transversal domain in all partner countries. Equipping ECEC teachers with skills as the above mentioned is anticipated as a boost of their professional development and their well-being, which is the project's priority. By studying the training course, teachers are supported to expand their knowledge and skills in managing children's challenging behaviour and develop their socioemotional competencies by improving their capacities to learn, collaborate, and better serve their target groups in their respective countries. Finally, the PBS-ECEC training package is expected to become a guiding and supporting tool for ECEC teachers when designing and implementing PW-PBS, with specific emphasis on training centre-based ECEC teams to deliver key elements of PW-PBS across ECEC settings.

Each module includes a short introduction with a brief description of the topic, information about the aim and the learning objectives of the module, a theoretical and practical component and a self-assessment activity about the respective module. The modules combine both theory and practice using material such as descriptions of theory frameworks (e.g., elements of PW-PBS) and concepts, examples of theory-driven and evidence-based practices and strategies (e.g., pedagogical planning using PW-PBS approach), job aids, activities, case studies, diagrams, tips and recommendations that can be easily adapted to local contexts. In particular, Module 1 underlines the role of ECEC in developing the socioemotional learning of children by emphasising the benefits of such development on children's interactions and behaviour. Module 2 discusses the basic elements of the theoretical framework of Positive Behaviour Support (PBS) by explicit reference to them using examples. Module 3 presents the whole programme approach by describing its phases when adapting it in an ECEC setting. In Module 4, practical tips and recommendations on supporting socioemotional learning through PW-PBS are provided based

on suggested research findings and guidelines from previous worldwide implementations of the approach., The last module, Module 5, highlights the importance of adopting specific assessment and monitoring methods when implementing PW-PBS in ECEC settings.

MODULE 1: EARLY CHILDHOOD EDUCATION AND CARE AND SOCIOEMOTIONAL LEARNING

Gabriela Pinto, Sara Araújo, Sílvia Barros & Miguel Santos (Instituto Politécnico do Porto)

INTRODUCTION

Brief description of the ECEC

Early Childhood Education and Care (ECEC) consists of a wide range of provisions for children from birth to primary school age, focused on supporting children across broad learning and developmental domains, aimed to benefit both individuals and society. These effects are expected to be even more relevant for people in vulnerable or adverse situations (Council of the European Union, 2011; Directorate-General for Education and Culture, 2014). Based on a holistic perspective of the child's well-being, learning and development, ECEC promotes children's development on language, cognitive, motor, social and emotional dimensions, while simultaneously seeking to reduce inequalities and promote social inclusion and justice (Cefai et al., 2018; Directorate-General for Education and Culture, 2014). High-quality ECEC contexts respect and ensure children's rights, guaranteeing children's mental health and physical well-being, considering these as critical for healthy development and meaningful learning (Blewitt et al., 2018; Cefai et al., 2021; Shuey & Kankaraš, 2018).

ECEC programmes also provide an opportunity for early detection and intervention when children face difficulties. The evidence is clear on the effectiveness of intervening as early as possible, considering that these are fundamental years for a child's development and later life outcomes (Council of the European Union, 2011; Shuey & Kankaraš, 2018). Furthermore, investing in ECEC represents substantial economic returns for society in general (Cefai et al., 2018; Shuey & Kankaraš, 2018). One of the frequent policies to improve quality in ECEC has been the increased requirements for caregivers' formal pre-service education (Bryant et al., 2010; Burchinal et al., 2002). Moreover, previous research documented the positive influence of in-

service training in higher-quality practices (e.g., Egert et al., 2018; Fukkink & Lont, 2007; Slot et al., 2015).

What is socioemotional learning and why is it important?

In the early childhood years, social and emotional development refers to the increasing capacity of children to understand, express and manage their emotions in a socially and culturally adjusted manner, to establish positive relationships, and to navigate and learn from – and in – their life contexts (Center on the Social Emotional Foundations for Early Learning [CSEFEL], 2008). The concept of socioemotional competence represents a set of specific skills that, although different, influence each other in a reciprocal way throughout development and influence how children start to build their understanding of themselves and their surroundings (Halle & Darling-Churchill, 2016; Yates et al., 2008).

Related to both socioemotional development and competence is socioemotional learning (SEL), which is "the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions" (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2021, p. 1).

CASEL (2013, 2020) identifies five interconnected areas of SEL competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. Self-awareness refers to understanding one's own emotions, thoughts and behaviours, and the relation between these, while correctly assessing one's strengths and limitations. Self-management refers to the capacity to self-regulate emotions, behaviours and thoughts to successfully deal with daily situations. Social awareness is associated with the development of perspective-taking and empathy for others, respect for distinct cultural backgrounds and the recognition of social norms and supports. Relationship skills translate into building healthy and meaningful relationships, including the ability to effectively communicate, cooperate and negotiate conflicts. Responsible decision-making includes making constructive choices regarding

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personal and social behaviours that reflect ethical and safety considerations, while also accurately assessing the consequences of one's behaviours (CASEL, 2013, 2020). It is clear how SEL competencies serve as a guide for regulating behaviour, as they influence it across environments and provide support for adjustment according to different goals and situations children find themselves in (CASEL, 2020).

SEL abilities evolve over time as children develop and incorporate behaviours, thoughts and feelings to face significant developmental tasks (Denham, 2018), which highlights the importance of adjusting SEL interventions to meet children's age-appropriate challenges (Cefai et al., 2021; Committee for Children, 2021; Jones et al., 2018; Mahoney et al., 2021). In the preschool years, from 3 to 5-6 years old, children are expected to comprehend expressions and situations involving basic emotions (e.g., happy, sad, angry), and develop more independent regulation skills, with some adult assistance (Denham et al., 2009). By this time, children begin to simultaneously manage interactions and emotional arousal, as friendships and prosocial behaviours start emerging, which makes it easier for children to separate from their parents and expand their connections to other familiar adults (Denham, 2018). Likewise, peer statuses and acknowledging social rules are fundamental aspects of this developmental period. Pre-schoolers' self-concept and self-awareness are distinct from toddlerhood, since children are now able to recognize and distinguish between their own physical, cognitive and social attributes, and speak positively about themselves, associated with the development of their evolving personality (Denham et al., 2009).

In the last few decades, SEL competencies have risen in attention in the early childhood scientific field and practice, getting more and more acknowledged as "key 21st-century skills" (Cefai et al., 2021, p. 15). Promoting these competencies strengthens mental well-being and helps build resilience for children, educators and communities (Cefai et al., 2018; Durlak et al., 2011; OECD, 2020). The impact of programmes that focus on this area of development is experienced in a variety of cultural settings, ethnic groups and socioeconomic contexts (CASEL, 2013; Cefai et al., 2018).

Some of the outcomes of the programmes consist of positive attitudes about oneself and others, positive social behaviours, enriched self-regulation abilities and lower emotional distress levels, improved academic results, better school readiness, and facilitated transition processes (Cefai et al., 2021; Durlak et al., 2011; Yates et al., 2008). Also, numerous studies, including meta-analyses, have highlighted the impact of SEL programs on behavioural outcomes, and while on the one side, SEL abilities have been associated with increased behavioural adjustment and prosocial behaviour (e.g., altruistic and helping behaviours), on the other side, it relates to decreased anti-social behaviour (e.g., aggressiveness) and conduct problems (Durlak et al., 2011; Murano et al., 2020; Sklad et al., 2012). Additionally, promoting SEL competencies poses a preventive and reducing effect on mental health disorders (e.g., anxiety and depression) and various risk-taking behaviours, namely violence, dropout and bullying, preparing the individual with skills to be a better student, citizen and worker (CASEL, 2013, 2020; Cefai et al., 2018; Greenberg et al., 2017; Sklad et al., 2012).

The link between ECEC and children's socioemotional learning (SEL)

Developing social and emotional skills has been underlined as a main priority in education, with efforts being made to create consistency among practitioners and reinforce the implementation of SEL programmess on local, national and European levels (Cefai et al., 2021; Council of the European Union, 2018). For SEL programs to be effective, authors agree on the value of keeping them systemic and comprehensive, which means involving schools, homes, communities and national policies, promoting effective partnerships and fostering an inclusive culture (CASEL, 2020; Committee for Children, 2021; Greenberg et al., 2017; Mahoney et al., 2021; National Commission on Social, Emotional, and Academic Development [NCSEAD], 2017). Educators, whether they are parents, teachers or professionals from other contexts of children's lives, play an important role in the promotion of healthy socioemotional development, and in the prevention and remediation of socioemotional problems (CSEFEL, 2008). Taking into consideration the importance of proximal settings in the early years (Bronfenbrenner & Morris, 1998) and given that schools represent a safe context to reach out to all children, professionals

have been including SEL in curricular programs, providing both universal and targeted interventions according to children's needs (CASEL, 2013, 2020; Cefai et al., 2018; Mahoney et al., 2021).

AIM OF THE MODULE

The aims of this module are to strengthen professionals' knowledge about pre-schoolers' socioemotional learning and to promote reflection on practices that foster socioemotional learning in ECEC settings.

LEARNING OBJECTIVES

By the end of this module, you will be able to:
- Understand the importance of Early Childhood Education and Care (ECEC) for children and society, identifying at least two key quality indicators.
- Describe the five interconnected Socioemotional Learning (SEL) domains, associating at least one specific skill to each of them.
- Understand SEL abilities associated with pre-schoolers' developmental challenges, grasping at least one skill according to each SEL domain.
- Recognize the importance of SEL for pre-schoolers, naming at least three related outcomes.
- Analyse and reflect on their own professional practices, taking into consideration CASEL's theory of action for effective implementation practices.

UNIT 1: THEORETICAL COMPONENT

Previous research findings on the impact of ECEC on socioemotional learning

Socioemotional skills can be taught throughout the whole human lifespan, but literature has presented countless reasons why SEL should start as early as possible and be encouraged across the child's most meaningful environments (CASEL, 2013, 2020; Directorate-General for

Education and Culture, 2014; NCSEAD, 2017; Shuey & Kankaraš, 2018). As active agents in their own learning process, children benefit from conditions that allow them to learn while experiencing the right care and opportunities to play, such as in ECEC and preschool settings (Directorate-General for Education and Culture, 2014). Providing pre-schoolers with the necessary skills to deal with the usual demands and obstacles they will find in their future lives, to which SEL abilities vastly contribute, is one of ECEC's purposes. This is even more relevant in present times when people are witnessing strong social changes, growth in multicultural communities and an increase of life-stressors (Greenberg et al., 2017).

ECEC settings are privileged places for children to learn how to get along with others and how to self-regulate emotions. They provide a safe space for early interactions with peers and adults and are less concentrated on academic success and more on the overall well-being, learning and development of the child (Directorate-General for Education and Culture, 2014; Egan et al., 2021; Greenberg et al., 2017). Thus, ECEC practices that intentionally combine a focus on cognitive skills and socioemotional skills are expected to be the most sustainable and helpful for pre-schoolers (CASEL, 2021; NCSEAD, 2017). Research has also confirmed that warm, significant relationships between teachers and children have constructive effects on the child's participation in and engagement with school activities and, consequently, in the learning process, including SEL (NCSEAD, 2017; Schonert-Reichl, 2017; Weissberg et al., 2015).

The bioecological perspective (Bronfenbrenner & Morris, 1998) highlights the importance of ECEC settings, both in terms of its influence on children's physical and psychological development, and in terms of being a privileged environment for interactions with families/parents (Egan et al., 2021). To assure consistency of practices across educators, which vastly amplifies the potential of SEL programs for pre-schoolers, ECEC professionals must sustain authentic partnerships with families and invest in open communication that promotes their involvement (CASEL, 2013, 2020). Teaching and consolidating SEL abilities at the ECEC have been associated with a variety of short to long-term outcomes. Children participating in SEL programmes feel they have an active voice, exhibit fewer behavioural problems, build stronger friendships, enhance their academic performance, and embrace positive attitudes about

themselves, others and school tasks (CASEL, 2020; Mahoney et al., 2021; Weissberg et al., 2015). In the long run, adopting SEL programs in ECEC settings represents a higher probability of graduating high school and involvement in healthy relationships, engagement in citizenship, reduced risk-taking behaviours and aggressiveness, and workplace preparation (Greenberg et al., 2017; Mahoney et al., 2021; NCSEAD, 2017).

Previous research recommendations for developing socioemotional learning at the ECE

Evidence-based SEL programs implemented in classrooms are child-centred, meaning teachers care about matching their pedagogical practices to children's age, interests and specific needs, while simultaneously fostering a culturally responsive environment that practices SEL abilities in daily interactions (CASEL, 2013, 2020). With preschool-aged children, this suggests that teachers should stimulate child-led and child-initiated activities in spontaneous play, implying that children have opportunities to explore and choose interests that are significant to their lives (Directorate-General for Education and Culture, 2014). Likewise, taking into consideration the scientific results showing the positive effects of meaningful children-teacher interactions on child's learning and development (NCSEAD, 2017; Schonert-Reichl, 2017; Weissberg et al., 2015), SEL can also be supported by relationship-centred learning conditions (CASEL, 2020; Durlak et al., 2011; Mahoney et al., 2021). This includes practices such as building an inclusive community that fosters children's feelings of belonging, working on children's motivation by linking the learning content to children's background, and promoting opportunities for children to feel their voices heard, to make choices, and help define the rules (CASEL, 2020; Mahoney et al., 2021).

For children, especially pre-schoolers, developing SEL abilities represents bringing these skills to the core of learning (Mahoney et al., 2021), and ECEC teachers can directly teach SEL competencies by adjusting instructional procedures, classroom-management practices and curriculum materials (Durlak et al., 2011; Schonert-Reichl, 2017). Considering that ECEC

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especially benefits children in vulnerable circumstances, and that targeted interventions need to provide answers for at-risk children or those in difficulties, teachers may also benefit from investing in a trauma-sensitive approach to SEL. Understanding the impacts of chronic stress and trauma is useful to address current social challenges, to contextualize children's behaviours and to nurture compassionate environments and attitudes (Cefai et al., 2018; Council of the European Union, 2011; Directorate-General for Education and Culture, 2014; Dorado et al., 2016).

Teachers are the motors of SEL programs and main figures in delivering these interventions to preschool-aged children (CASEL, 2013; Cefai et al., 2018; Murano et al., 2020; Schonert-Reichl, 2017). Consequently, educators should intentionally work on their own socioemotional competencies to model these skills during their daily interactions with children, and collaborate effectively with other adults, sharing different strategies and approaches (Jones et al., 2018; McClelland et al., 2017). Teacher's own well-being and socioemotional competence need to be accounted for. SEL programs also work on raising their confidence and satisfaction while preparing them to integrate SEL-based educational skills into everyday practice (e.g., emotional support and positive classroom management tools) (CASEL, 2013; Cefai et al., 2018; Jones et al., 2018).

Moreover, CASEL (2013, 2020) advanced a theory of action for effective SEL implementation in ECEC, bringing the spotlight to authentic school-family-community partnerships. In other words, this framework involves coordinating SEL practices across communities, families and other main caregivers, preschools and classrooms (CASEL, 2020; Cefai et al., 2018). Preschool-based programs in SEL must be a synonym for consistent, successful implementation practices (Jones et al., 2018). On a community level, ECEC professionals can work on finding active local programs, acknowledging them as relevant opportunities for out-of-school SEL and, if necessary, establish contacts and coordinate approaches (CASEL, 2020; Jones et al., 2018).

Regarding families and caregivers, effective practices include recognizing families as primary experts on the child's character and development, suggesting they should be active participants in the planning and progress of SEL and take part in decision-making (Cefai et al.,

2018). This requires investing in a two-way communication, with teachers helping families understand development and include them in SEL by creating learning activities for further discussion at home and caregivers informing teachers about their culture and idiosyncrasies as well as their child's needs (CASEL, 2020; Jones et al., 2018).

Educating the whole ECEC community on the value of socioemotional competencies and providing sufficient staff assistance and training is imperative (Cefai et al., 2018; Jones et al., 2018; Schonert-Reichl, 2017). In terms of general provisions for ECEC facilities, it is necessary to develop a solid system for planning SEL, which translates into building teams focused on gathering members from the whole ECEC staff to evaluate needs, assess available resources and define priorities and action measures (CASEL, 2020; Jones et al., 2018). With this information, these teams could also be responsible for exploring and selecting SEL programs that are most appropriate for the specific challenges their contexts are facing (Jones et al., 2018). However, this is not a once off measure and ECEC teams should systematically perform these assessments and make efforts to continuously enhance methods, analysing the results and outcomes of SEL practices to adjust interventions (CASEL, 2013, 2020; Mahoney et al., 2021).

To sum up, a growing body of research reflects the vital results of implementing SEL at the ECEC, as these are extremely useful approaches to strengthen children's psychological well-being and learning process (CASEL, 2013, 2020; Cefai et al., 2021; Greenberg et al., 2017; Mahoney et al., 2021) and its focus on "preschool-aged children may be particularly beneficial due to the developmental uniqueness of the preschool years" (Murano et al., 2020, p. 4).

UNIT 2: PRACTICAL COMPONENT

In this section, some activities related to the previous contents are presented.

BRINGING THE SPOTLIGHT TO SOCIOEMOTIONAL LEARNING (SEL) – PART I	
TYPE OF ACTIVITY:	*Video*
INSTRUCTIONAL PRACTICE:	*This activity invites teachers to watch a Ted Talk and identify skills and outcomes associated with SEL.*
DESCRIPTION:	Trish Shaffer is an educator and SEL Coordinator at a North American school. Please, watch the following Trish Shaffer's Ted Talk about SEL and reflect on the topics presented next. 1. Identify 5 skills associated with SEL. 2. Identify 5 outcomes of SEL.
TOOLS:	*Link to the video: https://www.youtube.com/watch?v=LbfpyJfI1ho*
SOURCES:	

BRINGING THE SPOTLIGHT TO SOCIOEMOTIONAL LEARNING (SEL) – PART II	
TYPE OF ACTIVITY:	*Video and Reflection*
INSTRUCTIONAL PRACTICE:	*This activity invites teachers to watch a Ted Talk and reflect about the importance of SEL.*
DESCRIPTION:	Trish Shaffer is an educator and SEL Coordinator at a North American school. Please, watch the following Trish Shaffer's Ted Talk about SEL and reflect on the topics presented next. 1. Why is it urgent to invest in SEL? 2. Choose one sentence/quote that resonated with you.
TOOLS:	*Link to the video: https://www.youtube.com/watch?v=LbfpyJfI1ho*
SOURCES:	

REFLECT ABOUT CASEL WHEEL (2020) – PART I

TYPE OF ACTIVITY:	*Diagram and Reflection*
INSTRUCTIONAL PRACTICE:	*This activity invites teachers to observe the CASEL Wheel (2020) and reflect on professional practices.*
DESCRIPTION:	Please, observe the CASEL Wheel (2020). Considering your professional experience, identify 2 practices you have been implementing in preschool for each 5 SEL dimensions and outer circle settings.
TOOLS:	*CASEL Wheel (2020)* *Adapted from the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020) and used with permission.*
SOURCES:	

REFLECT ABOUT CASEL WHEEL (2020) – PART II	
TYPE OF ACTIVITY:	*Diagram and Reflection*
INSTRUCTIONAL PRACTICE:	*This activity invites teachers to observe the CASEL Wheel (2020) and reflect on professional practices.*
DESCRIPTION:	Please, observe the CASEL Wheel (2020). Considering your professional experience: 1. Identify one or more SEL dimensions and/or setting domains in which you would like to improve your practice. 2. After you have identified this/these dimension/s and/or domain/s, select one specific practice you find useful for your professional improvement (resorting to the learning materials).
TOOLS:	*CASEL Wheel (2020)* *Adapted from the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020) and used with permission.*
SOURCES:	

SEL IN ECEC AND TEAMWORK	
TYPE OF ACTIVITY:	***Scenario and Reflection***
INSTRUCTIONAL PRACTICE:	*This activity invites teachers to reflect on practices and strategies to promote SEL in their specific ECEC contexts.*
DESCRIPTION:	Please, imagine you are coordinating a SEL team in your ECEC setting. In a short text (e.g., 500 words), write about: - The importance of ECEC; - The importance of SEL in ECEC; - **The presence of SEL in ECEC national curricular guidelines**; - Main priorities for SEL programs in your specific context - Facilitators and constraints for the implementation of SEL in your specific context
TOOLS:	
SOURCES:	

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UNIT 3: SELF-ASSESSMENT

TRUE-FALSE

- Early childhood education and care (ECEC) consists of a wide range of provisions aiming to benefit all children, with benefits for children in vulnerable situations. *[TRUE]*

- According to CASEL, socioemotional learning (SEL) is associated with three separate, distinct skills: social awareness, relationship skills and responsible decision-making. *[FALSE]*

- Promoting SEL abilities is associated with multiple behavioural improvements, such as increased altruistic attitudes, decreased aggressiveness and fewer risk-taking behaviours (e.g., bullying). *[TRUE]*

- Effective implementation of SEL programs focuses exclusively on promoting teachers' practices. *[FALSE]*

Read the following sentences and select the correct answer.

Some objectives of ECEC include:

(a) Provide meaningful learning opportunities for all children;

(b) Reduce inequalities and injustices;

(c) Preparing children with the skills to face future life challenges;

 (d) All of the above are correct.

Regarding social awareness, preschoolers are expected to:

(a) Express sensitivity and demonstrate care;

(b) Identify a variety of emotional states and moods in others;

(c) Speak positively about themselves;

(d) Options (a) and (b) are correct.

SEL programs implemented at the ECEC have been associated with:

(a) Poorer self-regulation skills;

(b) *Involvement in healthy relationships;*

(c) Engagement in risk-taking behaviours;

(d) Short-term outcomes only.

According to CASEL's framework, effective practices concerning families involve:

(a) Pushing every parent to be part of SEL decision-making processes;

(b) Focusing on a "one size fits all" approach for discussing SEL practices;

(c) Recognizing teacher's primordial role in SEL promotion;

(d) *Investing in open, culturally responsive, two-sided communication.*

TIPS

1. Explore active local SEL programs in your community.
2. Invest in a two-sided, culturally-responsive communication with families.
3. Explore possibilities to create a SEL-responsible team at your ECEC setting.
4. Intentionally work on your own SEL skills, as they reflect on your daily interactions and practices.
5. Promote a respectful, inclusive, caring climate that fosters genuine connections in your classrooms.

RESOURCES FOR AUTONOMOUS EXPLORATION

Websites:

- CASEL checklists (https://schoolguide.casel.org/search/?search=checklist&pg=1)

- CASEL Wheel (https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/#the-casel-5)

- CASEL programs (https://pg.casel.org/review-programs/)

- https://easel.gse.harvard.edu/taxonomy-project

- http://exploresel.gse.harvard.edu/

- https://www.rand.org/education-and-labor/projects/assessments.html

Videos:

- https://youtu.be/OPwzFiuR1m8 - Social-Emotional Learning: What Is SEL and Why SEL Matters

- https://www.youtube.com/watch?v=OfCLTQhW9GQ - Ted Talk "How can we support the emotional well-being of teachers?" by Sydney Jensen

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- https://youtu.be/fxRlPKSBGbc?list=PLNJiZRTK9Gf8Hh98pLulGD1BhdGkOHjKb - Decreasing Problem Behaviours: How Social-Emotional Learning Can Help

- https://www.youtube.com/watch?v=WE-VNiBVchY&list=PLM3PYurzmKsBh2yszNSiLmm7B6tE9pUnq - Demystifying Systemic Social and Emotional Learning (SEL) CASEL

- https://youtu.be/whzVUUbBh0Y - Empowering Educators (Second Step)

- https://www.youtube.com/watch?v=FIA0hoMNQxU - A Holistic Approach to Social-Emotional Learning

- https://youtu.be/ouXhi_CfBVg - SEL 101: What are the core competencies and key settings? (CASEL)

- https://www.earlychildhoodworkforce.org/joint-learning - webinars from Early Childhood Workforce Initiative

Digital games:

- https://sesamestreetincommunities.org/activities/breathe-think-do-interactive/ | https://cdn.sesamestreetincommunities.org/SSIC025_BellyBreathing/index.html?_ga=2.163756349.36912497.1668510638-1082227888.1668510638

- https://sesamestreetincommunities.org/topics/emotions/

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MODULE 2: BASIC THEORETICAL FRAMEWORK OF PBS

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INTRODUCTION

PW-PBS is considered an approach that uses educational methods to assist individuals in developing socially appropriate behaviours based on the children's specific needs while at the same time facilitating broader changes in the school system and school life (Carr et al., 2002).

Positive Behaviour Support (PBS) was first introduced in the 1980s, in the USA, in order to improve the selection, implementation, and documentation of effective behavioural interventions for children with behavioural problems. In the 1990s a shift into the concept of PBS arose, with the legislation of the Individuals with Disabilities Act of 1997 where PBS was legislated as appropriate for providing technical and evidence-based assistance to schools for improving support for children with behavioural disorders (Sugai & Simonsen, 2012). In the 2000s the National Technical Assistance (NTA) Center on Positive Behavioural Interventions and Supports (PBIS) was established and since then they are providing an evidence based holistic approach aiming to achieve academically and behaviourally important outcomes for all children (Sugai et al., 2000). With the new definition, the focus shifted to the relationship between academic and social behaviour children's success (Sugai & Simonsen, 2012).

The PBS has developed into a school-wide application. The PBS framework combines behavioural science, valued outcomes, practical and empirically supported procedures and a systemic perspective (Sugai et al., 2000). It is a prevention-oriented approach to children' behaviour focusing on promoting socioemotional learning and on identifying, defining and teaching behavioural expectations paired with enhancing appropriate behaviours. In addition, procedures for continuous evaluation of the effectiveness based on data are implemented into the school supports for the whole school system (school/family/community partnerships) (Warren et al., 2006).

Hence, with the school being the first context outside of the family in which children socialise, learn and provide them with opportunities to develop their social and emotional skills, teachers play a pivotal role as references for children since they influence their socioemotional skill development in and outside of the classroom (Villaseñor, 2017).

AIM OF THE MODULE

The aim of the module is to provide a short, yet comprehensive theoretical background of the PBS framework and insight into the main practices of PBS in classroom management. The reader shall read specific behavioural strategies. These are incorporated into the PBS framework as tools for teachers not in means of "managing" behaviour, but as instruments allowing them more flexibility and methods to correspond to children. The first and ultimate goal of every educational activity is to create and sustain strong relationships with children, for them to flourish.

LEARNING OBJECTIVES

After the completion of Module 2, you will be able to:

- Acquire the theoretical basic concepts of the PBS framework
- Distinguish between the holistic approach of PBS framework and other strategies or positive behaviour implementations and strategies available in research
- Understand the connection between theory and practice in the PBS framework

UNIT 1: THEORETICAL COMPONENT

To this date, scarce research and Instructional Practices have been implemented before the PBS-ECEC project in a European context in the preschool context. Research and practical experience from the US indicate the pivotal ingredients of effective programs in early childhood interventions. The use of an ecological approach is listed as first, referring to programmes that apply their interventions to the natural environments (e.g., whole school) and "*emphasize the use of functional and communication-based approaches to behavioural interventions*" (Fox et al., 2002). For an intervention to be considered effective, it should provide all children with educational processes that focus on social interaction (norms in different settings, communication skills, emotional regulation) and gradually move to an individualised intervention when deemed necessary (Blair et al., 1999; Kamps et al., 2000). In addition, all decisions should be data-driven and emphasise the development of alternative target behaviours to further support children in increasing their positive behavioural repertoire.

The Pyramid Model for Promoting Social Emotional Competence in Young Children

The model originated from high school-going populations; however, it has been adapted for other levels of education, including preschool. It is rare that a child will require intensive intervention at this age but there may be a few children who will need this. In the preschool and early years, the quality of the pedagogical environment is particularly important and this core premise is represented in this model. In line with the report of the working group on the ECEC European Community (EU, 2021), a holistic approach is necessary, meaning the articulation of all domains of children's development and learning. Each child is seen as curious, capable and intelligent and a co-creator of knowledge and interaction.

"ECEC services need to be child-centred, acknowledge children's views and actively involve children in everyday decisions in the ECEC setting". The preschool pyramid model incorporates

these ideas emphasising the importance of the learning environment, nurturing and responsive relationships and the professional preparation of the ECEC workforce (Center on PBIS, 2022).

The Pyramid Model builds upon a tiered public health approach to providing universal supports to all children to promote wellness, targeted services to those who need more support, and intensive services to those who need them. The model is supported at the foundation by an effective workforce. The foundation for all of the practices in the Pyramid Model are the systems and policies necessary to ensure a workforce able to adopt and sustain these evidence-based practices. In addition, in Tier 1, universal supports for all children through nurturing and responsive relationships and high quality environments. At the universal level we include the practices needed to ensure the promotion of the social development of all children.

- **High Quality Environments**
  - Inclusive early care and education environments
  - Supportive home environments
- **Nurturing and Responsive Relationships**
  - Essential to healthy social development
  - Includes relationships with children, families and team members

Tier 2 refers to prevention which represents practices that are targeted social emotional strategies to prevent problems. The prevention level includes the provision of targeted supports to children at risk of challenging behavior.

- **Targeted Social Emotional Supports**
  - Explicit instruction and support
  - Self-regulation, expressing and understanding emotions, developing social relationships and problem-solving

Last, Tier 3 refers to intervention which is comprised of practices related to individualized intensive interventions. The tertiary level of the Pyramid Model describes the need to provide individualized and intensive interventions to the very small number of children with persistent challenges.

- **Individualized Intensive Interventions**
    - o Family-centered, comprehensive interventions
    - o Assessment-based
    - o Skill-building

(National Center for Pyramid Model Innovations, 2023)

Figure 1. Pyramid Model (Retrieved from www.challenginbehavior.org)

BASIC CONCEPTS

PBS is a structured framework which encompasses 5 main concepts. All the aspects of the framework, from theory to implementation are tightly connected by the concepts of systems, data, practices and outcomes which while working together they lead to equity. The basic concepts of the framework are presented briefly below and are incorporated throughout the Modules.

Equity

The ultimate goal is for all aspects of the model to work together in order to achieve equity. This is evident when the PBS framework is integrated into the school system and all procedures and processes work together smoothly, they become a part of the school's life (Center on PBIS, 2022).

Figure 2. PBIS Basic Concepts (Retrieved from www.pbis.com https://www.pbis.org/pbis/what-is-pbis)

Systems

PBS systems refer to the team structures of the school (school personnel, children, parents, community members), coaches, and training to support educators (i.e., see module 3). These systems support the implementation in order to be long-term and of effective use for all members of the school system (Center on PBIS, 2022).

Data

PBS uses data (i.e., see module 5) to select, monitor and evaluate the outcomes of the interventions and strategies used, with scientific data backing up, fuelling and directing each step of the framework (Center on PBIS, 2022).

Practices

Practices consist of everything happening in the school and the classroom. These are important since the support of children takes place in the school setting. The aim is for the PBS practices to directly impact the school climate. As stated earlier, the interventions and practices are evidence-based and linked directly to the goals of the community (Center on PBIS, 2022).

Outcomes

All the elements serve to improve the outcomes. The different systems of a preschool community work together to achieve the desired outcomes. These include, among others, behavioural, social, emotional, and academic outcomes (also perceived as growth) along with the school climate and/or minimising problem behaviours (Center on PBIS, 2022).

In Europe, to our knowledge, the PBS framework in the preschool context was introduced in 2021 by an Erasmus + Key Action 3 initiative currently being implemented in four European countries (Greece, Cyprus, Portugal, Romania) during 2021 - 2024, with preliminary data presented to this date (Charalambous et al., 2022).

The classroom is one of the most important systems of each school and thus, PBS focuses on the classroom environment to achieve higher engagement of children into the learning process.

Through this, research shows that children report feeling better in their school, feel more connected with their teachers and classmates and learning/ school is enjoyable. There are eight documented practices enhancing effective teaching and learning by the Missouri Schoolwide Positive Behaviour Support (MO PBS, 2019-2020), listed below:

1. **Expectations and rules:** Setting high and clear expectations in our minds with our children is the beginning. Rules are referring to the specific tasks a child should meet to reach the classroom/preschool expectations. In order to facilitate children to incorporate the high expectations and rules in their behavioural and social repertoire, the rules should be observable (they can be seen), measurable (they can be counted), positively phrased (describing desired behaviours), understandable to all and applicable (feasible and in accordance with the school systems/ procedures/ values, etc.). In ECEC settings these should be simple and expressed in a positive way for example: "Be gentle", "Apologise if you hurt anyone", "Listen to your colleagues when they are talking", "Take care of things".

2. **Procedures and routines:** The classrooms and other spaces of the preschool setting (e.g., playground, hallway) routines/ procedures are defined by adults and children in steps, explained, modelled and posted with visual material in the classroom/ other area and reminded often. Some examples of procedures can be the arrival procedure, independent storage of play materials routine or any procedure that would assist children in developing a necessary skill. In ECEC the use of visual prompts and songs to support routine is helpful. Well-organised procedures maximise educational opportunities.

3. **Encouraging expected behaviour:** Encouraging expected behaviour with a menu of different strategies, creates a link between the behavioural curriculum created through the framework (expectations and procedures/routines to be taught) and children's performance feedback. There are three general types of encouraging behaviour:

1) **Adult attention:** Adult-child interactions are foundational for child well-being, development and learning. Adult attention is a very important tool teachers can utilise. Giving attention to the behaviours a teacher wants to see more of or to a child exhibiting the expected behaviour shows him/her, and the peers, how to behave. Depending on the frequency and/or the type of the challenging behaviour, the adult's attention should be modified accordingly. For example, if a child is exhibiting a challenging behaviour (e.g., one child tries to take a toy from another without asking), the teacher can wait a few seconds to see what happens, and highlight the child's positive behaviour when he/she eventually behaves as expected (i.e., when he/she asks for the toy he/she wants) This indirectly encourages the child to behave with kindness without stressing too much the slightly challenging behaviour.

2) **Specific Positive Feedback:** Specific Positive Feedback is a simple sentence describing to the children what they did which is appreciated by the teacher and coherent with preschool values and expectations. An example of Specific Positive Feedback is: "Thank you Maria for picking up the toy off the floor, this shows responsibility." The specific positive feedback has 3 components: Naming the child + describing the expected behaviour observed + linking the behaviour to the corresponding value.

3) **Reinforcement system:** This system aims to create a positive atmosphere around the expected behaviours. Reinforcements act as reminders of the expected behaviour that occurred for the child, and for the teacher to keep reinforcing the appropriate behaviours. The menu of reinforcers is created by each school based on the school culture and of what motivates children. Including children in the process of creating their own reinforcers menu is a good practice to further enhance motivation and engagement to cultivate positive behaviours. It is important to note that intangible/symbolic or social reinforcers should be privileged over tangible. Furthermore, many other pedagogical strategies should

be used, assuming that an education system based on positive values, on child/human rights, on the promotion of socioemotional learning and the development of intrinsic motivation is the priority.

4. **Discouraging unexpected behaviour:** Specific strategies are proposed to be used once an unexpected behaviour occurred, in order to discourage the unexpected behaviour. These should take place only after the ECEC setting has created a common language about how different behaviours are to be approached (in classroom behavioural management or other actions deemed appropriate). This also encompasses the implementation of indirect and direct strategies when unwanted behaviours occur and documentation of the incidences taking place in the classroom. In ECEC typically these involves refraining from intervening by giving the necessary time for children to be autonomous in solving their problems , distracting from misbehaviour, encouraging those who are doing the correct behaviour as indirect methods, while direct methods involve dialoguing with the child and supporting them in recognizing the consequences of their behaviour, as well as in creating prosocial alternatives.

5. **Active Engagement / Supervision:** Encompasses all the actions (moving, scanning, interacting, etc.) a teacher should do to support children in achieving the joint expectations of the classroom setting, increasing task engagement and allowing teachers to identify the children who would benefit from additional support to reach their goals. The three main tools of active supervision are to move - scan - interact effectively. Move around the classroom and have high levels of eye contact with children and responsive interactions with them (e.g., warm and responsive interactions that strengthen your bond with children, foster development, learning and their wellbeing). Adapting this to active learning in ECEC encompasses a particular attention to the organization of the group. For example, the organization of small groups or pairs of children can facilitate teacher-child interaction, increasing engagement and decreasing misbehaviour.

6. **Opportunities to respond:** All methods a teacher utilises fall under the opportunities to respond aiming to engage children in actively participating in their learning and contributing to the classroom experience. In ECEC engaging in playful activities to increase opportunities to respond is paramount. .Teachers should give children various options of participating and responding based on their learning style and personality.

7. **Sequencing and choice of activities:** Implementing strategies for sequencing the activities is important for enhancing children's engagement with the educational experience. Two suggested strategies of PBS for children are sequencing of activities and interchanging its difficulty. Sequencing of activities suggests teachers take into consideration the order in which the activities are created. In addition, interchange of activities refers to interchanging easier tasks with advanced-level tasks and also, interchanging structured activities with other type of moments to keep high levels of the children's interest. The goal is to create behavioural momentum where children with their teacher's guidance can scale up in following complex instructions with high levels of engagement with the teacher. Many ECEC use the Montessori approach where the children pick their own activities and creates their own sequence of learning.

8. **Task difficulty:** Considering the task difficulty, adjustments should be made to the length or to the time allocated for the task, to the mode of task completion and the instructions provided. Breaking difficult activities into smaller tasks and steps with interchanging methods minimises the emotional stress of children, promoting engagement and preventing behavioural disruptions (MO SWPBS, 2020). Many ECEC settings use pedagogical approaches so that children can engage in increasingly difficult levels of each activity using the materials in a sequence.

UNIT 2: PRACTICAL COMPONENT

The activities are designed to assist in combining the theoretical information of the module with the field of PBS. The first exercise is about mapping the current procedures of the ECEC setting. The second exercise is about stating the expectations through the PBS framework, the third about active supervision and the fourth about opportunities to respond. They are all reflective activities to provide the reader with a practical aspect of implementing PBS.

MAPPING OF SCHOOL PROCEDURES	
TYPE OF ACTIVITY:	**REFLECTION ACTIVITY**
INSTRUCTIONAL PRACTICE	*WWW What Works Well -The aim of this exercise is to record the behavioural processes and procedures currently working well in your ECEC setting in order to find a way to incorporate more of them into the PBS framework for your school.*
DESCRIPTION:	Use the table below to map your ECEC setting's current procedures and processes including systems, data, outcomes and practices you already use in your school.
TOOLS:	<table><tr><td>*Systems (.e.g. system of parents, teachers etc.)*</td><td>*Outcomes (behavioural, social, academic and emotional growth)*</td></tr><tr><td>*Data (documentation of behaviours, strategies used etc)*</td><td>*Practices (behaviours and strategies to support children)*</td></tr></table>
SOURCES:	*N/A*

CREATING EXPECTATIONS

TYPE OF ACTIVITY:	**REFLECTION ACTIVITY**
INSTRUCTIONAL PRACTICE:	*The aim of this exercise is to practice stating your expectations for the children in an observable, measurable, positive, understandable and applicable way. A checklist is provided for you to assess your own language.*
DESCRIPTION:	Use the table space below to write your expectation for children within the PBS framework.
TOOLS:	**Write the first draft of 1 expectation below:** _____ Use the table below to align your preschool expectations with the PBS framework and rewrite as appropriate: <table><tr><td>**Is my/our expectation:**</td><td>**Mark with √**</td></tr><tr><td>**Observable** (can be seen) i.e. Children show respect to others when talking.</td><td></td></tr><tr><td>**Measurable** (can be counted) i.e. Children wait for the other to end before start talking.</td><td></td></tr><tr><td>**Positively phrased** (describing desired behaviours) i.e. Children treat with care the other children.</td><td></td></tr><tr><td>**Easily understood** (use simple vocabulary) i.e. Children share their toys.</td><td></td></tr></table> *My expectation (final version):* _____
SOURCES:	*N/A*

MY ACTIVE SUPERVISION TOOLKIT

TYPE OF ACTIVITY:	**REFLECTIVE ACTIVITY**
INSTRUCTIONAL PRACTICE:	*The aim of this activity is to reflect on the active supervision methods (e.g. moving, scanning, interacting etc.) you use with your children. . Note down 1 new way to incorporate this into your teaching.*
DESCRIPTION:	Note down the active supervision methods you usually use with your children. Note down 1 new way to incorporate this in your teaching and set a date to incorporate it.
TOOLS:	*Active supervision methods I usually use with children:* 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____ *One new active supervision method I will incorporate this into my teaching:* _____ *To be accomplished by Date* _____
SOURCES:	*N/A*

MY OPPORTUNITIES TO RESPOND TOOLKIT

TYPE OF ACTIVITY:	**REFLECTIVE ACTIVITY**
INSTRUCTIONAL PRACTICE:	*The aim of this activity is to reflect on the opportunities to respond which you usually use with your children. Note down 1 new way to respond that you can incorporate in your future planning.*
DESCRIPTION:	Note down the opportunities to respond you usually use with your children. Note down 1 new way to respond and how you can incorporate this into your future planning.
TOOLS:	Opportunities to respond I usually use with children: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____ *One new way to respond that I will incorporate this into my practices:* _____
SOURCES:	*N/A*

QUIZ

1. PBS is a school wide system of positive behaviour management.

TRUE / FALSE

 Answer True

2. The Specific Praise follows the formula = Name of the child + specific behaviour observed + link to the expectation or rule.

TRUE / FALSE

 Answer True

3. Which of these are recommended practice for effective teaching using PBS?
   a) Procedures and routines
   b) Behavioural momentum
   c) Sequencing and choice of activities
   d) All of the above

Answer D

4. Reinforcement is a method of increasing positive behaviour.

TRUE / FALSE

Answer True

5. A teacher following PBS is encouraged to combine good teaching with strategies to promote children's engagement in order to maximise teaching time.

TRUE/ FALSE

Answer True

TIPS

1. When implementing PBS for the first time, it is advised to collaborate with an external coach and for the staff to receive appropriate training on the framework.
2. Always keep in mind the needs of children as a guide throughout the implementation of the PBS framework.
3. It takes time for the PBS framework to become a seamless part of a school's systems. Allow yourself and the children in your setting time to adjust.
4. Once Tier 1 is running smoothly in a school setting (after 2 - 3 years of implementation), Tier 2 and 3 can be included in the support provided to children.
5. Focus on what is working well (WWW) and do more of it
6. Clearly state expectations and rules for classroom and school
7. State rules and expectations in a positive way
8. Practise positive reinforcement to enhance your relationship with all children
9. Build on Tier 1 using local support in school and from families and communities
10. Identify children in need of support at more intensive levels (Tier 2 and Tier 3)

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MODULE 3: PROGRAMME-WIDE APPROACHES

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INTRODUCTION

Early childhood settings are essential for promoting social and emotional development, enabling peer interaction, relationship building, and emotional regulation. Social and emotional learning involves acquiring and applying knowledge, attitudes, and skills for understanding emotions, goal setting, empathy, building positive relationships, and making responsible decisions. The significance of programme-wide approaches for enhancing socioemotional learning is highlighted, with their effectiveness in improving behavior and creating a positive school climate. The purpose of this module is to equip early childhood professionals with skills to implement such approaches, like School-Wide Positive Behavior Support (SWPBS) and Programme-wide Positive Behavior Support (PW-PBS), by detailing their implementation phases.

Curricula in early childhood education and care in Europe and worldwide have traditionally taken a holistic approach to children's development, with social and emotional development being placed at the centre of pedagogy (Sylva et al., 2015). This holistic approach implies that learning should be developmentally appropriate and adapted to young children's rapid maturation, abilities and interests (Bjorklund & Pellegrini, 2000). ECEC settings are critical contexts for children's social and emotional development, since it´s where children spend a substantial part of their everyday lives. At preschool, children meet their peers, build relationships, interact with each other and try to regulate their feelings and behaviours (Bridges, 2017).

According to the CASEL Guide (2013, p. 4) "social and emotional learning involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions". Social and emotional learning is a core part of educational systems and human

development, and schools constitute the central socialising contexts where children can learn and acquire socioemotional skills (cf. Module 1).

Empirical evidence supports the adaptation of a programme-wide approach as an effective method for improving children's socioemotional learning, instead of other methods used in the past (e.g., classroom-focused approaches) (Goldberg et al., 2019). The programme-wide approaches follow a systems-change approach, which means that they work with the entire preschool for improving children's behavioural and socioemotional outcomes and promoting a positive school climate (Carr et al., 2002). Thus, within a programme-wide approach, any change at school requires the engagement of the entire school community (preschool staff, children and family) and not just the individuals (WHO, 1998). Jones and Bouffard (2012) recommended the programme-wide approach because it (a) supports continuing and consistent efforts across multiple contexts within the school and (b) promotes changes in overall culture and climate that have a greater impact on children's learning than the sum of its parts. The "Programme-Wide Positive Behaviour Support (PW-PBS)" and the "School-Wide Positive Behaviour Support (SWPBS)" are the programme-wide approaches that are implemented in early childhood and school-aged programmes (from kindergarten through Grade 12[1]), respectively.

Several initiatives that adopt a programme-wide approach to promote children's social and emotional learning have been implemented in some countries, for instance, the programme "Building School-Wide Inclusive, Positive and Equitable Learning Environments Through A Systems-Change Approach" (SWPBS) in Cyprus and in Greece, or the programme "Promoting Teachers Well-being through Positive Behaviour Support in Early Childhood Education (ProW)" in Portugal, Cyprus and Greece (for more successful practices and initiatives see the R1. Transnational Consolidated report. Research findings for developing the Guide on Positive Behaviour Support in Early Childhood and Care).

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[1] Note that specific terms are used in different countries.

AIM OF THE MODULE

The aim of this module is to provide ECEC professionals with skills and knowledge on programme-wide approaches titled School-Wide Positive Behaviour Support system approach (SWPBS) and Programme-wide Positive Behaviour Support (PW-PBS). This module presents the programme-wide approach by describing its phases when adapting it in an ECEC settings.

LEARNING OBJECTIVES

After completing this module, you will be able to:

- Describe the School-Wide Positive Behaviour Support system (SWPBS)
- Describe the Programme-Wide Positive Behaviour Support (PW-PBS) approach
- Define the eight components of the PW-PBS approach
- Identify practices and tips on implementing a programme-wide approach in ECEC settings

UNIT 1: THEORETICAL COMPONENT

The School-Wide Positive Behaviour Support approach

School-Wide Positive Behaviour Support (SWPBS) refers to a systems approach for establishing the social culture and individualised behaviour supports needed for a school to be a safe and effective learning environment for all children (Sugai & Horner, 2009, p. 309).

Tiered Framework

The SWPBS as a framework concerns the entire school community and includes all three tiers of prevention.

Tier 1 applies to everyone as universal prevention and is the focus of PBS - ECEC project. At this level of prevention, all children are receiving positive behavioural support since social and emotional regulation skills are considered as teachable skills, and useful for all children. Tier 1 focuses on creating and maintaining safe and supportive learning environments, where children's socioemotional competence is promoted, and any behavioural issue is prevented. In this level, every member of the preschool community (children, educators, family members, preschool staff, etc.) is aware of behaviours that are developmentally and socially appropriate and they are encouraged to exhibit them.

Tier 2 aims to support the 10 - 15% of children who need additional support to experience success and who did not respond adequately in the first level. Emphasis is given to providing additional opportunities for positive reinforcement.

Tier 3 applies to about 5% of children of which the previous Tiers 1 and 2 have not been sufficient to reach the desired goals and success. Tier 3 provides intensive and individual support based on children's skills and abilities. The support within this level is targeted (Center on PBIS, 2022).

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The Programme-Wide Positive Behaviour Support approach implementation at ECEC

The extension of SWPBS to the preschool level is commonly referred to as Programme-Wide Positive Behaviour Support (PW-PBS) (Frey et al., 2010). The PW-PBS approach helps preschools to enhance social, emotional, behavioural and cognitive outcomes for children. When PW-PBS is implemented well, preschool settings can become safe and effective learning environments. The effective implementation of the PW-PBS approach in a safe learning environment means that positive behaviours are encouraged in a context beyond the classroom, by:

- creating a kind and trusting environment, which respects the differences, treating each of the children fairly and acknowledging their unique needs (Rushton & Larkin, 2001);
- supporting children's safety and learning (McFarland, 2022);
- constructing a positive place, which responds on children's capabilities to handle their own needs and promotes independence (Cerino, 2021);
- setting limits for children, that are developmentally appropriate (Cerino, 2021);
- providing opportunities for dialogue, asking questions, self-expression (White et al., 2015);
- acknowledging children's challenging behaviours and using them as learning opportunities for improvement (Carr et al., 2002).

The Programme-Wide Positive Behaviour Support components

The PW-PBS approach includes eight components that support children's behaviour and social and emotional competence, as well as promote the professional development of the preschool staff. The basic components of the PW-PBS approach (e.g., MO SWPBS, 2018-2019; ProW, 2021; Sugai & Horner, 2008) include:

1. **Common philosophy and purpose**: establish a common discourse around behaviour and socioemotional competence. A common philosophy and purpose leads to a common

vision, which reflects how the members interact in a positive and progressive way within the preschool environment. The vision focuses on the result (e.g., Our vision is to promote learning, social-emotional competence and positive behaviours of all children in predictable, positive and safe preschool environments).

2. **Leadership**: define team roles and responsibilities (e.g. the coordinator, internal coach, timekeeper, secretary and contact person).

3. **Identifying desired behaviour:** clarify the behaviours/ socioemotional skills, which are developmentally and socially appropriate for all members (children and adults) (e.g., promote safety or kindness, or responsibility).

4. **Learning and practicing desired behaviour**: support children in the process of understanding and demonstrating positive behaviours/ socioemotional skills. Effective strategies to support preschool children learn a positive behaviour include (a) planning activities to meet the needs of preschool children, (b) supporting children to comprehend and acquire the desired behaviour, and (c) supporting maintenance of the desired behaviour.

5. **Encouraging desired behaviour**: provide opportunities for children to practice positive behaviours and socioemotional skills. Ensure that all members acknowledge the importance of the desired behaviours and socioemotional skills and promote them with commitment. A visualised material (e.g., a behavioural matrix), which will be posted in the classroom and various areas of the preschool (e.g., hallway), will remind all participants, both staff and children, of their common purpose and help them work jointly to contribute to the successful implementation of these behaviour outcomes.

6. **Discouraging inappropriate behaviour**: Inappropriate behaviours are divided to minor and major based on their management mechanisms, e.g. respond to inappropriate behaviours and socioemotional skills in a positive manner; take advantage of their occurrence to encourage and practice desired behaviours.

7. **Ongoing monitoring and assessment**: collect data to review and assess the quality of these processes and make decisions. Data can be gathered from all team members of each preschool setting (cf. Module 5).

8. **Training, development and support of preschool staff**: develop a continuum of procedures to support preschool staff in implementing PBS strategies and encourage positive behaviours and socioemotional skills in children.

UNIT 2: PRACTICAL COMPONENT

The following activities were developed to support the theoretical part of the module concerning the implementation of a programme-wide approach in ECEC. The first activity asks the educators to reflect on the importance of promoting positive behaviours during the interactions in the preschool setting and think about the strategies that they implement. The goal of the second activity is to help educators to reflect on the importance of implementing a programme-wide approach in the ECEC setting. The third activity aims to engage partners in the process of establishing a leadership team. The fourth activity asks educators to reflect on their preschool's common philosophy, purpose and vision

THE IMPORTANCE OF THE WHOLE-SCHOOL PROGRAMME APPROACHES AT PRESCHOOL SETTINGS	
TYPE OF ACTIVITY:	*Video and reflection*
INSTRUCTIONAL PRACTICE:	*Educators are encouraged to see the video and reflect on the importance of establishing a programme-wide approach to promote a positive culture and positive behaviours at preschool.*
DESCRIPTION:	*The video presents two different programme-wide approaches during a day at school.* *Please watch the video and discuss the differences between the approaches. Considering your professional experience, write five strategies you use at your preschool to promote positive interactions with children.*
TOOLS:	*Link to the video: https://www.youtube.com/watch?v=VxyxywShewI*
SOURCES:	Atlanta Speech School (2016, August, 18). *Every opportunity*. Video. YouTube. https://www.youtube.com/watch?v=VxyxywShewI

THE IMPLEMENTATION OF A PROGRAMME-WIDE APPROACH IN THE ECEC SETTING	
TYPE OF ACTIVITY:	*Reflective activity*
INSTRUCTIONAL PRACTICE:	*The aim of this activity is to reflect on the importance of implementing a programme-wide approach in the ECEC setting.*
DESCRIPTION:	*Discuss with the members of your preschool team and share 4-5 ideas on what the Programme-Wide Positive Behaviour Support approach and the way it can be implemented in your preschool. Write your ideas on the list provided below:* 1. ………………………………………….. 2. …………………………………………. 3. ………………………………………….. 4. ………………………………………….. 5. …………………………………………
TOOLS:	
SOURCES:	

Programme-Wide Positive Behaviour Support approach	
What is it	**How it can be promoted**

ESTABLISHING A LEADERSHIP TEAM	
TYPE OF ACTIVITY:	*Discussion*
INSTRUCTIONAL PRACTICE:	*Educators are encouraged to discuss on each member's role in their leadership team and fill in the "List of leadership team (positive behaviour support)" (Annex I) and "School cooperation form" (Annex II).*
DESCRIPTION:	*Before starting the PW-PBS implementation, all preschool staff should agree to work on this programme-wide approach. The effort of all is of high importance for the effective implementation and the impact on their ECEC setting (PBS-ECEC Guide, 2022).* *In collaboration with the members of your team,* 1. *Discuss each member's role and responsibilities. Which role does fit to you best?* 2. *Fill in the table provided in the tools section.* 3. *Once you decide on the role of each member and responsibilities, fill in (a) the List of leadership team (positive behaviour support) form" (Annex I) and (b) "School cooperation form" (Annex II)* 4.
TOOLS:	1. *Leaderships member's role and responsibilities* <table><tr><th>*Name*</th><th>*Role*</th><th>*Responsibilities*</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> 2. *The following tools can be found in the PBS-ECEC Guide:* a) *List of leadership team (positive behaviour support) (Annex I)* b) *School cooperation form" (Annex II)*
SOURCES:	PBS-ECEC (2022). PBS-ECEC Guide - The Guide on Positive Behaviour Support in Early Childhood Education and Care.

DEFINING YOUR PRESCHOOL'S PURPOSE AND VISION

TYPE OF ACTIVITY:	*Discussion and reflection*
INSTRUCTIONAL PRACTICE:	*Educators are encouraged to discuss and share their ideas on their preschool's philosophy and decide their*
DESCRIPTION:	*Discuss with the members of your leadership team what does it look like the ideal preschool. Share your ideas on the common philosophy and purpose of your preschool. Then, decide and note your preschool's mission.*
TOOLS:	*Your answers below:* *The ideal preschool looks like:* …… …… …… …… …… ……… *Our common philosophy and purpose are:* …… …… …… ……… …… …… *Our vision is:* …… ……
SOURCES:	

THE COMPONENTS OF THE PROGRAMME-WIDE APPROACH	
TYPE OF ACTIVITY:	*Video and reflection*
INSTRUCTIONAL PRACTICE:	*Educators are encouraged to see the video, identify and write the basic components of the PBIS approach.*
DESCRIPTION:	*The video presents the theoretical background of the programme-wide approach for positive behaviour support.* *Dina Hidiq Zebib is a Certified Coach on Positive Behaviour Interventions and Supports (PBIS). Please watch the video, which she created and reflect on the topics presented.* *Write three characteristics of the whole-school programme-wide approach PBIS.* *Identify the components of the whole-school programme-wide approach PBIS.*
TOOLS:	*Link to the video: https://www.youtube.com/watch?v=URR7A33ArTY*
SOURCES:	Zebib, D. H. (2017, March, 26). What is PBIS? Video. YouTube. https://www.youtube.com/watch?v=URR7A33ArTY

IDENTIFYING DESIRED BEHAVIOURS

TYPE OF ACTIVITY:	*Case study and reflection*
INSTRUCTIONAL PRACTICE:	*Educators are encouraged to read the scenario and reflect on practices for identifying desired behaviours*
DESCRIPTION:	*Read the scenario and reflect on the topic presented.* *The staff of a kindergarten with children with a variety of cultural, linguistic, and ethnic backgrounds decided to implement a programme-wide approach to support children's socioemotional development and positive behaviours. The leadership team decided on three core values for the preschool desired behaviours: be safe, be kind, be responsible.* *The leadership team needs to decide on the desired behaviours for these values, keeping in mind children´s age, the settings of the behaviours and the diversity of classrooms.* *Help the leadership team clarify the desired behaviours that align with the preschool values by writing down four behaviours for each of the values.*
TOOLS:	
SOURCES:	

ENCOURAGING A DESIRED BEHAVIOUR	
TYPE OF ACTIVITY:	*Case study and reflection*
INSTRUCTIONAL PRACTICE:	*Educators are encouraged to read the scenario and reflect on practices for encouraging desired behaviours*
DESCRIPTION:	*Read the scenario and reflect on the topics presented.* *Ms. Anna is an educator in a five-year-old preschool classroom. She has done a great job supporting children to learn and comprehend desired behaviours; giving opportunities for dialogue and reflection with children around these behaviours and the respective socioemotional skills; encouraging, modelling and displaying the desired behaviour. She reviews the behaviour matrix during circle time, during transitions, and when one or more children are showing a challenging behaviour. Most of the children show the desired behaviours in preschool settings. However, Chris is having difficulty. Chris is constantly asking questions during small-group time. Although Ms. Anna finds Chris' questions interesting (e.g., "Where do hedgehogs sleep?" "Do fish drink water?" How do ants not fall when walking on walls?"), this behaviour does not give the other children the opportunity to speak and participate in the activity. By showing this behaviour, Chris also does not follow the classroom's expected behaviour "Take turns". Ms. Anna would like to help Chris learn how to wait his turn during small-group time so that other children have a turn at asking questions.* *Describe one strategy that Ms. Anna can use to encourage the desired behaviour "Take turns". Explain why you chose this strategy.*
TOOLS:	
SOURCES:	*Adapted scenario from: Hardy J., Brown J., Skow K., & the IRIS Center. (2015). Early childhood behaviour management. Retrieved from http://iris.peabody.vanderbilt.edu/case_studies/ECBM.pdf*

LEARNING AND PRACTICING A DESIRED BEHAVIOUR - VOICE LEVELS

TYPE OF ACTIVITY:	*Learning activity and Play*
INSTRUCTIONAL PRACTICE:	*Using play to learn and practice a desired behaviour (levels of voice)*
DESCRIPTION:	1. *Children discuss with the educator the several kinds of voices which can be used (e.g., whispering, talking, singing, shouting, strong speaker).* 2. *The educator introduces the voices with the cards; each card represents a type/level of voice accompanied by a number and different colour (0-blue = no voice, 1-green = whisper, 2-yellow = talking voice, 3-orange = strong speaker, 4-red = outside voice).* 3. *When the children understand the cards, they draw each voice level on the "voicemeeter".* 4. *After drawing, the educator places 5 sheets with the colours of the "voicemeeter" on the floor (blue, green, yellow, orange, red). Children pass through each colour-level and either make the respective voice or pretend with pantomime a related action (e.g., pretend whispering).* *The "voicemeeter" is placed in a place where children can refer to it.* *Children are encouraged by the educator and preschool staff to regulate their voice based on the "voicemeeter" in all preschool settings.* *Watch the supporting video to understand how the "voicemeeter" can be used. Design one more activity for children to learn the desired behaviour "levels of voice". Include the "voicemeeter" as a tool in your activity.*
TOOLS:	*5 cards with levels of voices* *Printable "voicemeeter" (designed by the authors)*

	5 colouring cards
	Supporting video: *https://www.youtube.com/watch?v=dN7JQWx82ws*
SOURCES:	*The Printable "voicemeeter" adapted from:* *https://edonipiagogeio.blogspot.com/2016/09/blog-post_28.html* *Cards and charts can be retrieved from:* *https://edonipiagogeio.blogspot.com/2016/09/blog-post_28.html (in Greek)* *http://musicwithmrsdennis.blogspot.com/2012/06/all-about-voices.html* *https://topteacher.com.au/resource/noice-and-voice-level-chart-good-vibes-block-colour/*

UNIT 3: SELF-ASSESSMENT

1. Programme-wide approaches have a greater impact on children's learning than classroom-focused approaches.   **TRUE / FALSE**
   The right answer is true.

2. The programme-wide approach refers to improvements for preschool children only.
   TRUE / FALSE
   The right answer is false. The programme-wide approach refers to improvements to the whole culture and all members in the preschool.

3. The components of the programme-wide approach support children's behaviour and social and emotional competence, as well as promote the professional development of the preschool staff.   **TRUE / FALSE**
   The right answer is true.

4. While following a programme-wide approach, educators must ignore inappropriate behaviours in order to discourage them.   **TRUE / FALSE**
   The right answer is false. Educators should take advantage of the occurrence of an inappropriate behaviour in order to learn and practice the desired one.

5. The second level of a programme-wide approach focuses on creating and maintaining safe and supportive learning environments, where children's socioemotional competence will be promoted, and any behavioural issue will be prevented.
   TRUE / FALSE
   The right answer is false. The first level of a programme-wide approach focuses on creating and maintaining safe and supportive learning environments, where children's socioemotional competence will be promoted, and any behavioural issue will be prevented.

TIPS

1. Implement a programme-wide approach to improve the whole culture of all members in the preschool.
2. Take advantage of the occurrence of an inappropriate behaviour in order to give opportunities for learning and practicing the desired behaviour to children.
3. The first level of a programme-wide approach focuses on creating and maintaining safe and supportive learning environments, where children's socioemotional competence will be promoted, and any behavioural issue will be prevented.
4. Implementing a whole-school programme approach has a greater impact on children's learning than classroom-focused approaches.

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MODULE 4: PRACTICAL TIPS ON SUPPORTING SOCIOEMOTIONAL LEARNING AND PW-PBS

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INTRODUCTION

Early Childhood Education and Care (ECEC) teachers report children's challenging behaviour as one of their greatest concerns (Alkon et al. 2003; Joseph & Strain 2003) while the call for effective and efficient behaviour support and management in ECEC settings has been repeatedly highlighted in the last decade. Behavioural implementations in ECEC settings are relatively new and guidance on how to implement Programme-wide Positive Behaviour Support (PW-PBS) in ECEC settings is growing. PW-PBS is a promising model for supporting appropriate behaviour and decreasing challenging behaviour in ECEC programmes. In particular, PW-PBS is a framework comprised of universal, secondary, and tertiary strategies and system supports designed to improve the socioemotional competence of young children and reduce behavioural challenges. PW-PBS offers support to help ECEC teachers and childcare providers promote inclusive settings, so children may reach their full potential.

PW-PBS is a model for addressing the behavioural needs of children in ECEC environments. It provides a framework of three-tiered interventions focused on promoting socioemotional development and preventing challenging behaviour in children (Fox et al., 2003, 2010; Sugai et al., 2000). At the primary prevention level, PW-PBS focuses on developing positive relationships and designing high-quality supportive environments for all children. Secondary prevention focuses on providing explicit instruction in social skills and emotional regulation for children who need more structured support in developing these skills. Finally, tertiary interventions focus on developing comprehensive, function-based interventions for children who do not respond to primary or secondary supports (Fox et al., 2010). PW-PBS provides a framework for implementing evidence-based practices at each level, for collecting and utilising data for decision-making, and for building systems to support staff in implementing the framework (Stormont et al., 2008).

There is growing evidence to support the adoption of PW-PBS in ECEC settings and guidance is provided regarding the key features of implementation (Benedict et al., 2007; Duda et al., 2004; Fox & Hemmeter, 2009; Hemmeter et al., 2007; Stormont et al., 2008). Throughout the implementation, experts and trainers offer off-site and on-site training to provide ECEC practitioners with additional teaching tools to support children with unique needs while site-based leadership teams receive monthly consultation and coaching on data-based decisions in promoting successful inclusion practices and social-emotional competence of all children. The PW-PBS ensures programmes attend to both the implementation of evidence-based practices and develop the infrastructure to sustain these efforts. According to the Technical Assistance Center on Social and Emotional Intervention, programmes using this approach experience (a) reductions in challenging behaviour, (b) increases in children's social skills, (c) increased satisfaction of programme staff and families, (d) reduced turnover in the programme, (e) increases in teachers' competence and confidence in the support of children, (f) changes in classroom and programme climate, and (g) sustained implementation of the PW-PBS approach (Center on PBIS, 2022).

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Module 4 aims to inform ECEC teachers about the important tips and guidelines they need to take into consideration when adopting the PW-PBS approach based on the recommendations of previous research findings and relevant implementations in ECEC settings. The module presents practical tips and recommendations at the EU level that were found to be effective when aiming to improve children's behaviour and socioemotional competencies using the PBS approach.

LEARNING OBJECTIVES

After the completion of Module 4, you will be able to:

- Understand the key aspects that characterize the effective implementation of PW-PBS in ECEC settings.
- Identify and refer to effective pedagogical practices when using the PW-PBS in ECEC settings.
- Use specific strategies when applying the PW-PBS in teaching or ECEC settings in general.
- Use critical practices to encourage the family's or other specialists' role when implementing PW-PBS.

Previous research recommendations for using the PW-PBS approach at the ECEC

In recent years, it has become increasingly clear that the foundation for children's future success in life is laid very early in life (see e.g., Cunha et al., 2006; Jensen, Jensen & Rasmussen, 2017). Positive effects of ECEC are observed for cognitive skills as well as for socioemotional skills of the children (Pianta et al., 2009; Heckman et al., 2010) and socioemotional skills seem to be as important as cognitive abilities (Heckman & Kautz, 2012). International studies (e.g., Cerna et al., 2021; Crosnoe & Cooper, 2010; Jensen et al., 2017) have shown that early interventions can have positive effects in the sense that (especially) socially disadvantaged children are more likely to prosper, in both the short and the long run, if they receive social and intellectual stimulation from an early age. However, the studies do not tell us about the benefits for children in a system of universal access, where all children participate regardless of their socioeconomic background. Previous research findings (Jensen et al., 2017) highlight the importance of ECEC teachers' professional development to be capable to implement interventions by focusing on specific aspects which are seen as the recommended ones when aiming to enhance children's socioemotional development:

1. The PBS intervention needs to be implemented via an inclusive pedagogy, theoretically founded in the bioecological and contextual perspective of the ECEC setting.

2. The intervention needs to be designed for implementation in universal ECEC settings and daycares where all children attend despite their socioemotional background and individual needs.

3. The ECEC teachers need to be trained to implement a specific learning and developmental programme focusing on improving the whole preschool environment (i.e. interactions, inclusion, etc).

4. Teachers' professional development needs to focus on teaching them how to establish an inclusive preschool environment by developing system-based activities (i.e., rules, routines, lesson plans, etc) and renewing practices that could improve the individual child's development through responsive supportive interaction and inclusive learning environments.

5. ECEC teachers need to be trained on the PBS approach through ongoing education and training sessions where they learn to implement the programme and become reflective practitioners.

6. Better understanding of how professional development efforts focused on improving teaching quality needs to be combined with new curriculum components (including explicit instructional activities) in ways that promote positive teaching quality as well as increased child achievement (Domitrovich et al, 2009).

7. In the PW-PBS approach, the use of mentoring as a training technique is based on the assumption that teachers with greater knowledge and experience are a resource to those with less knowledge and experience.

Effective Practical tips at the EU level when aiming to improve children's behaviour and socioemotional competencies using the PBS approach

The PW-PBS approach describes a primary level of universal preventive practices that promote the social and emotional development of all children, built on a foundation of positive relationships; secondary interventions that address specific social and emotional learning needs of children at risk for challenging behaviour; and development of individualized interventions (tertiary level) for children with persistent challenging behaviour (Fox & Rochelle, 2006). Research shows that when ECEC educators teach children the key skills they need to understand their emotions and the emotions of others, handle conflicts, problem solve, and develop relationships with peers, their challenging behaviour decreases, and their social skills improve (Joseph & Strain, 2003). Emphasis on teaching social skills is just one component of multiple

strategies to support a child at risk for challenging behaviour. Additional critical strategies include collaborating with the family; addressing the child's physical and mental health needs; and offering the support of specialists and other resources to address the child or family's individual needs.

A set of effective practical tips when aiming to improve children's behaviour and socioemotional learning using the PBS approach in ECEC settings is presented below:

1. Reframing challenging behaviour

The PW-PBS approach guides teachers to view a child's challenging behaviour as serving a purpose for that child. Some children may use challenging behaviour instead of socially conventional and appropriate behaviour to avoid or join interactions and activities, obtain or avoid attention, and obtain objects. When teachers view challenging behaviour as actions children use to get their needs met, they can reframe this behaviour as a skill-learning or skill-fluency issue. Skill fluency refers to a child's ability to use a skill consistently and independently. Reframing challenging behaviour as a skill-instruction issue opens the door to the development of effective strategies teachers can implement in the classroom (Fox, et al., 2003; Gilliam, 2005; Grisham-Brown, Hemmeter, & Pretti-Frontczak, 2005).

2. Understanding the reasons for the challenging behaviour

Children may use challenging behaviour to get their needs met for a variety of reasons. For example, a child may have language development difficulties, social-emotional delays, difficulties with peer interactions, or developmental disabilities; they may have experienced neglect or trauma; or they may simply have not had opportunities to learn appropriate social or communication skills before entering preschool (Hemmeter et al., 2005; Hyson, 2004; Joseph & Strain, 2003; Kaiser & Rasminsky, 2007).

3. Teaching behaviours with a skill-learning process

Many skills are important in children's development of relationships with adults and peers. Skills help children learn self-regulation (the ability to respond appropriately to anxiety, distress, or uncomfortable sensations) and how to problem-solve. The PW-PBS encourages early educators to teach children these skills systematically, using planned procedures within developmentally appropriate activities and with sufficient intensity to ensure that children learn the skills quickly and can use them when needed (Grisham-Brown et al., 2005). When thinking about how to promote social skills' learning systematically, teachers need to be aware of the three stages of learning (Bailey & Wolery 1992). The first stage is skill acquisition - the skill is introduced to the child; the second stage is the fluency - the child has learned the skill and can use it easily; the final stage of learning is skill maintenance and generalization - the child can use the skill over time and in new situations. The main strategies for addressing each stage of learning in the instruction of social skills are noted below (Webster-Stratton & Lindsay, 1999; Hyson, 2004; Kaiser & Rasminsky, 2007):

- Introducing a new skill: Show-and-tell.
- Explain the new skill.
- Demonstrate it.
- Give positive feedback.
- Provide practice opportunities.
- Maintaining and generalizing the skill

For many children, moving from skill acquisition to skill generalization occurs quickly and seamlessly with little teacher effort. However, for children who are at risk for social development delays or challenging behaviour, a more systematic approach may be needed. To ensure the maintenance and generalization of a new skill, after introducing the skill and providing practice opportunities, teachers can offer repeated opportunities to practice the skill in familiar and new situations. At this stage of learning, children continue to need occasional encouragement to remember to use the skills, and they need feedback on the successful use of the skill in new situations.

Examples of Social and Emotional Skills to Teach
- o Following rules, routines, and directions
- o Identifying feelings in oneself and others
- o Controlling anger and impulses
- o Problem-solving
- o Suggesting play themes and activities to peers
- o Sharing toys and other materials
- o Taking turns
- o Helping adults and peers
- o Giving compliments
- o Understanding how and when to apologize
- o Expressing empathy with others' feelings
- o Recognizing that anger can interfere with problem-solving
- o Learning how to recognize anger in oneself and others
- o Learning how to calm down
- o Understanding appropriate ways to express anger
- o Make friends and keep friendships
- o Gain confidence
- o Resolve conflicts
- o Manage stress and anxiety
- o Learn social norms
- o Make appropriate decisions
- o Resist negative social pressure
- o Learn strengths and weaknesses
- o Gain awareness of what others are feeling

4. Adopting effective classroom teaching strategies

Instruction is more effective when it is embedded in the meaningful activities and contexts that occur throughout a child's day. In PW-PBS, the teaching of expectations and rules to children occurs through intentionally embedded instruction that is designed to match the child's level of cognitive and communicative abilities. Expectations are visible within the programme, are shared with families and the community, and are applied to all children and adults within the programme. Here are suggestions and examples for teaching social skills within classroom activities using specific teaching strategies (Center on the Social and Emotional Foundations for Early Learning, 2022).

a. **Modelling**. Demonstrate the skill while explaining what you are doing. As you pass a block to a child, say, "Look, I am sharing my blocks with my friend". Alternatively, use puppets to model the skill while interacting with a child, an adult, or another

puppet. A puppet can explain to the teacher and the class how she became angry and hit her brother to get a toy. You can ask the puppet to consider other solutions and then discuss what a child might do when he or she wants a toy that another child is using.

b. **Preparing peer partners**. Ask one child to show the skill or to help a peer use the target skill. You can prompt the peer by saying, "Carmen, Justin is still learning how to wait and take turns. Can you help him? Show him the line-up picture while you wait for a drink at the water fountain."

c. **Introducing playful activities**. Introduce a new skill through a song or a play. Use play to teach problem-solving, words that express feelings, identification of others' feelings, friendship skills, and so on.

d. **Using prompts.** Give a child verbal, visual, or physical prompts to use a skill during interactions and activities. When a child who has difficulty with initiating play interactions moves toward a group playing together, you might say privately, "Remember to use your words and ask to play."

e. **Encouraging**. Provide specific feedback when the child uses the skill. For example, describe what the child did: "You asked Joey for a turn. I saw that you two had a good time playing together." Encouragement can be verbal or a signal (i.e., a thumbs-up or high five).

f. **Using incidental teaching**. Guide the child to use the skill during interactions and activities. Quietly say to the child, "Maria, I see that you are very angry that all the trucks are being used. What can you do when you are angry? Let's go over the steps."

g. **Using story-telling**. Read fairy tales to help teach friendship skills, feeling words, problem-solving, and so on. While reading a story, pause and ask the children how a character in the story might feel or ask them to suggest ideas for solving the character's problem.

5. **Collaboration within the ECEC team.** PW-PBS requires open communication and coordinated effort among all individuals participating in the support process. Collaboration entails people who know and care about the focus individual sharing responsibility, resources, and a positive vision for their success. Features of effective collaboration are: (a) Mutual trust and respect, (b) Shared goals and objectives, (c) Open, respectful communication, (d) Effective conflict resolution, (e) Equity in task distribution, (f) Consensus decision-making (g) Ongoing problem-solving. Collaboration in PBS means that a team, made up of the individual, their family and friends, and service providers from various disciplines and environments, engage in all aspects of the support process (Association for Positive Behavior Support, 2021).

6. **Family Engagement.** PW-PBS encourages family engagement with the school's and programme's policies and practices. This feature is even more important for implementations of PW-PBS in ECEC programmes rather than any other level of education. Common family engagement elements include (a) frequent bidirectional communication with families; (b) provision of resources and education programmes to families; (c) ongoing collaboration with families to identify learning priorities and goals for children for home and school; (d) including family knowledge, skills, culture, and participation in the learning programme; and (e) activities aimed at nurturing the parent-child relationship. The development of partnerships with families is viewed by ECEC educators as essential for child learning and family well-being (Dunlap et al., 2013; 2017; Fox et al., 2002).

7. **Data Decision-Making Tools.** A core element of PBS is the use of data to inform intervention and systems development. However, it is important to acknowledge that the tools used for data decision-making must be matched to the population and context where they are applied. In PW-PBS, there are data decision-making tools to assess and track the implementation of programme-wide support by the programme leadership

team, to identify the strengths and needs of practitioners in the implementation of PBS practices to track behaviour and programme incidents, to regularly screen children for social emotional support needs, and to monitor the progress of interventions (Dunlap et al., 2013; 2017; Fox et al., 2002).

UNIT 2: PRACTICAL COMPONENT

This section consists of examples of activities aiming to provide ECEC teachers with the opportunity to exchange thoughts on the ECEC team and practice the training material and guidelines given by participating in interactive discussions and fun activities. There are different types of activities (ie., brainstorming, drawing, game, scenario) and each of them is focusing on a specific topic of Module 4. ECEC teachers are supposed to participate in the activities by collaborating with their ECEC working team.

COMMON SOCIOEMOTIONAL SKILLS	
TYPE OF ACTIVITY:	*Brainstorm activity*
INSTRUCTIONAL PRACTICE:	*Using group discussion and collaboration within the ECEC team to identify key socioemotional skills of ECEC children.*
DESCRIPTION:	In a group of 4-5 people (i.e., teaching staff, principal, supporting staff, etc.) discuss and create a pool of socioemotional skills that you considered important to be taught in your ECEC setting for promoting children's socioemotional development and managing challenging behaviours. Use a whiteboard on which all participants can easily write their ideas and pass the floor to others by expanding the discussion. Once ideas are noted, prioritise them within the team by setting specific criteria. Use the diagram provided below as a reference to discuss in the group each aspect of social and emotional learning and identify the skills that are related to each aspect.
TOOLS:	
SOURCES:	*Picture Retrieved from: https://bcchp.org/the-importance-of-social-emotional-learning-in-children/*

STAGES OF SKILL-LEARNING	
TYPE OF ACTIVITY:	*Peer-Activity*
INSTRUCTIONAL PRACTICE:	*Using peer-reviewing to exchange ideas on structuring a skill-learning lesson*
DESCRIPTION:	Take into consideration the suggested stages of learning a socioemotional skill and give an example for each stage based on a skill of your preference. Complete the table by describing the teacher or the children's actions in each phase! Then, discuss with a peer and exchange thoughts on your ideas.

TOOLS:

Introducing a new skill: Show-and-tell	*Explain the new skill*	*Demonstrate it*	*Give positive feedback*	*Provide opportunities for practice*	*Maintaining and generalizing the skill*

SOURCES:	

TEACHING SKILLS THROUGH VARIOUS TEACHING PRACTICES	
TYPE OF ACTIVITY:	*Drawing*
INSTRUCTIONAL PRACTICE:	*Using peer-reviewing to exchange ideas on structuring a skill-learning activity*
DESCRIPTION:	The following effective teaching strategies are presented to the ECEC teachers and multiple cards with the names of the strategies and socioemotional skills are scattered around the room. Each group randomly selects a card with a strategy and a card with a skill. Each group is asked to think about and describe how they would use that strategy to teach the corresponding skill by giving an example. The groups' examples are presented using a drawing.
TOOLS:	
SOURCES:	Examples of skills Retrieved from: https://www.mentalup.co/blog/social-and-emotional-skills-in-children https://www.oecd.org/education/school/UPDATED%20Social%20and%20Emotional%20Skills%20-%20Well-being,%20connectedness%20and%20success.pdf%20(website).pdf

DESIGNING A FAMILY ACTIVITY	
TYPE OF ACTIVITY:	*Scenario*
INSTRUCTIONAL PRACTICE:	*Engaging family in effective child behaviour management at home through positive behaviour support.*
DESCRIPTION:	Imagine that you are employed in an ECEC setting where parent and teacher collaboration is very limited due to different reasons (i.e, parents working hours, parents not being aware of their role in ECEC, unfriendly school climate, ECEC culture, etc.). Discuss with your peers what are the possible ways to inform parents about positive behaviour management at home. Suggest one idea of engaging parents in an interactive activity organised by the ECEC setting aiming to (a) inform them about their role in the socioemotional development of their child and (b) how to manage challenging behaviours at home. Use the list provided to note your ideas.

TOOLS:	*Teachers' role in the socioemotional development of their child*	*How to manage challenging behaviours at home*
	....	....

SOURCES:	

UNIT 3: SELF-ASSESSMENT

A self-assessment activity of Module 4 is provided in this section aiming to allow the trainers to reflect on what was covered in this module by participating in the following activity.

SELF-ASSESSMENT ACTIVITY	
TYPE OF ACTIVITY:	*Game*
INSTRUCTIONAL PRACTICE:	*Reflection on the content covered under Module 4 using self-assessment*
DESCRIPTION:	*Using the wheel of questions, practice the different parts of the learning content of Module 4 by answering the questions provided. By clicking on the wheel, a question will be randomly selected and presented on your screen. Note your answers using notes for each question. Once answering the first question you can simply move on to the next one by clicking again on the wheel.* ***Questions:*** *1. Which of the teaching strategies you have already in place for promoting children's socioemotional development are in line with the effective classroom practices for implementing the PW-PBS suggested in Module 4?* *2. Can you give an example of how the practice of "reframing challenging behaviour" can be applied in an ECEC classroom?* *3. To what extent understanding the reasons for a child's challenging behaviour can be beneficial when aiming to positively support and manage such behaviours?* *4. Child behaviours needs to be taught using intentional pedagogical practices, and not be considered as granted.* *5. Can you provide one example of a social or emotional skill you have taught in your classroom? What will you change or adjust based on what was suggested in the training provided?* *6. Choose one of the effective teaching practices suggested when using the PW-PBS (i.e. modelling, playful activities, prompts, encouragement, incidental teaching, story-telling, cooperative teaching, etc)*
TOOLS:	*Link for the self-assessment activity: https://wheelofnames.com/h3z-48p*
SOURCES:	

TIPS

1. Establishment of inclusive pedagogy and environment is fundamental for the efficiency of the PW-PBS intervention.
2. ECEC teachers need to be trained on how to establish an inclusive school environment by developing system-based activities (i.e. rules, routines, lesson plans, etc) and renewing practices that could improve the individual child's development through responsive supportive interaction.
3. Through PW-PBS implementation teachers learn how to become reflective practitioners.
4. In the PW-PBS approach, the use of mentoring as a training technique is based on the assumption that teachers with greater knowledge and experience are a resource to those with less knowledge and experience.
5. When thinking about how to teach social skills systematically, teachers need to be aware of the three stages of learning (skill acquisition, fluency, maintenance and generalization)
6. A set of effective teaching practices when aiming to improve children's behaviour and socio-emotional competencies using the PBS approach in ECEC settings is required.
7. Additional critical strategies for PW-PBS implementation are required (e.g. collaborating with the family, addressing the child's physical and mental health needs, offering the support of specialists and other resources to address the child or family's individual needs)

PBS-ECEC

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MODULE 5: ASSESSMENT AND MONITORING METHODS

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INTRODUCTION

Welcome to Module 5: Assessment and Monitoring Methods. The previous modules introduced you to the importance of socioemotional learning in early childhood education and care, reviewed the basic theoretical framework of PBS, and provided you with various practical tips on supporting socioemotional learning. Now that you have a basic understanding of socioemotional learning and PW-PBS, it is time to learn more about assessment and monitoring practices used during the implementation of Positive Behaviour Supports. In this module, we will explore the importance of using appropriate assessment tools to gain knowledge on the effectiveness of PW-PBS implementation in helping children develop socioemotional skills and mitigating challenging behaviours. We will highlight the importance of all individuals taking part in PW-PBS implementation being fully committed to ensuring its effectiveness at all stages of the programme by undertaking the appropriate assessment. In this module, you will learn about various types of assessment and monitoring tools available in ECEC settings, and you will be encouraged to reflect on the assessment practices that you currently undertake in your professional setting.

During PW-PBS implementation, you should regularly measure implementation progress in two broad areas: attainment of key skills and changes in children's behaviour (Ryan & Baker, 2020). Using appropriate assessment tools to document challenging behaviours and to measure the socioemotional learning of children in ECEC is an essential component of monitoring the effectiveness of PBS and the implementation of any behaviour support programme (Halle & Darling-Churchill, 2016).

When using assessment tools, it is useful to consider socioemotional development and behavioural problems as existing on a continuum (Isakson et al., 2009). On the one side, children experience a healthy development of skills and acquire the knowledge needed to understand who they are, how they are feeling and how to take part in interactions with others (Jones &

Doolittle, 2017). In other words, they are experiencing typical socioemotional development, which as we know from previous modules, is vital for positive school adjustment over time, enhancing learning engagement, reducing discipline problems, and even promoting future employment and health outcomes (Bireman & Motamedi, 2015; Greenberg et al., 2017). On the other end of the continuum, children are not developing to the point of acquiring skills such as self-regulation, self-awareness, empathy or social engagement and, as a result, may display challenging behaviours (Isakson et al., 2009), which in turn can negatively impact educational outcomes and quality of life (Brock & Beaman-Diglia, 2018). Assessment strategies allow us to observe where each individual child lies on the continuum of socioemotional development and how their position on the continuum changes during the implementation of appropriate behaviour programmes.

Ideally, a successful behaviour support programme should include initial baseline information, where possible, to allow a comparison of pre- and post-intervention scores (Pringle et al., 2018). Assessment used before the implementation of a behaviour support programme also allows educators to establish how much support individual children will need, and to devise appropriate behaviour support plans for each child (Fisher et al., 2020). However, assessment should not end at baseline or only occur at the beginning and the end of the intervention. Frequent and consistent monitoring strategies provide educators with knowledge of the aspects of behaviour programmes that are more effective, as well as the areas that may need changes or improvement. This allows the implementation of programmes like PW-PBS to run smoothly.

In addition to documenting challenging behaviours and measuring socioemotional learning to determine the effectiveness of the behaviour programme, assessment tools should also be used more broadly, to monitor the systems and practices supporting PW-PBS. In other words, the programme fidelity needs to be evaluated (Center on PBIS, 2020; Grey et al., 2018; Ryan & Baker, 2020).

Regular monitoring of the behaviour programme is needed to:

- "Prevent ineffective practices from wasting time and resources.
- Improve the efficiency and effectiveness of current procedures.
- Eliminate elements of the system that are ineffective or inefficient.
- Make modifications before problem behaviour patterns become too durable and unmodifiable.
- Ensure equity and fairness remain strongly present in interventions and rewards." (Balow, 2022, p.1).

Appropriate evaluation of PW-PBS should focus not only on programme outcomes (academic and behaviour targets), but also on data (collected to support success and identify barriers), practices (used to obtain success) and systems (supporting long-term, durable, successful PBS implementation) (Balow, 2022; Horner & Sugai, 2015; Sugai et al., 2010). For example, professionals working towards the implementation of PW-PBS should consistently monitor the following:

- The **PBS team**: Is there a team member in charge of PBS implementation? Has appropriate training of all team members taken place? Does the team have administrative support? Does the team have regular meetings? Has the team established a clear mission/purpose?

- **Staff commitment**: Are the staff aware of the importance of SEL and are aware of behaviour problems in the educational setting through regular data sharing? Are relevant members of the staff involved in establishing and reviewing goals of the programme? Have staff members identified a child or children who could benefit from more intensive interventions?

- The establishment of **data collection and analysis**: Is information on challenging behaviour being correctly recorded? Are data being analysed on a regular basis?

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- **Family engagement**: Have families of children informed of the programme? Is the family involved in the planning and decision-making process? Are families invited to take part in parent meetings or individual meetings regarding the programme? Are there are multiple mechanisms for sharing the program wide plan with families?

- Etc.

These aspects of PW-PBS implementation work together to reach the ultimate goal of the programme: helping children to develop critical socioemotional skills and mitigating challenging behaviours. Without the use of appropriate assessment and monitoring methods, the successful implementation of PW-PBS in early years settings cannot occur. It is vital that the programme undergoes consistent and appropriate appraisal to ensure that it is working correctly to reach its goal (Pinkelman & Horner, 2019). Evaluation and assessment should not be a one-time event, as it is most useful when data are collected repeatedly, summarised at regular intervals and appropriately used to inform decisions about further implementation of the behaviour programme (Center on PBIS, 2020).

For the purpose of this module, we will review and explore assessment and monitoring tools designed to measure and record socioemotional skill development and challenging behaviours, as well as tools designed to evaluate the overall implementation of PW-PBS and all its components. In this module, you will learn about assessment tools which can be used specifically in ECEC, or ones which can be adapted to suit the preschool setting.

AIM OF THE MODULE

In this module, we outline the benefits of using assessment strategies to monitor the impact of PBS implementation in early years settings and present a range of assessment tools and processes typically used as part of PW-PBS implementation. While many assessment tools have been created with primary or secondary schools in mind, this module will highlight monitoring tools developed for early years settings or ones which can be adapted. The module includes a range of activities which will allow you to gain a deeper understanding of the importance of using assessment methods during PW-PBS implementation, to reflect on your current practices, and to test the knowledge gained during the exploration of this learning material. The module also provides you with a range of resources like videos, articles and websites for autonomous exploration to deepen your understanding of the topic.

LEARNING OBJECTIVES

On completion of this module, you will be able to:

o   Understand the importance of using assessment in ECEC to collect data on challenging behaviours and monitor the socioemotional learning of the child;

o   Review the importance of frequent and consistent evaluation of all aspects of the Positive Behaviour Support programme, to ensure its success;

o   Critically examine assessment tools and processes typically used as part of PW-PBS implementation;

o   Reflect on how you implement assessment and monitoring methods in your practice;

o   Explore online assessment tools and resources available for educators.

The PW-PBS approach helps schools to collect data and monitor the impact of the strategies used during the programme implementation in their setting. Data guide every aspect of PW-PBS implementation and the decisions made along the way (Center on PBIS, 2022). Schools implementing PBS: i) use evidence-based practices to support student/children needs; ii) regularly check the effectiveness of their practices; iii) use data to identify strengths of the implementation to uncover further needs of the children, and to monitor their progress (Center on PBIS, 2022). More specifically, assessment and monitoring tools allow educators to identify whether the implementation of PBS is working in mitigating challenging behaviours and supporting the learning of socioemotional skills in their classroom.

As many assessment tools have been created specifically with primary or secondary schools in mind, it is important for early years educators to consider the use of tools that have been developed specifically for preschool classrooms or adjusting tools for the consideration of early educators (Fox & Perez Binder, 2015). Examples of assessment tools developed specifically for the use in preschool classrooms or early years settings include:

- Early Childhood Self-Assessment Survey: Assessing Behavioural Support in Early Childhood Settings: This tool allows early childhood teachers to assess the behavioural support strategies used in their classrooms and the level of available programme support to assist them in supporting children with challenging behaviour. The information from this survey can be used to assess what is in place, what works, and what needs to be modified. This is a freely available tool which can be downloaded online and filled out by the teacher independently. It is a simple tool which helps to form a basis of understanding of the types of supports and strategies currently available to the early years' educator.

- The Teaching Pyramid Observation Tool (TPOT) (Hemmeter et al., 2018): This tool has been developed to measure how well teachers are implementing the 3 tiers of the

[Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children](#) in classrooms serving children 2–5 years of age. This tool can be shared with teachers to help them identify areas for improvement. The TPOT is completed by an assessor during a 2-hour period of observation and a 20-minute interview with the teacher. During this time, teacher-directed and child-initiated activities, as well as transitions between activities are observed, discussed and scored using three subscales:

- Key teaching practices (observable practices indicating good use of the Pyramid Model, e.g., teaching behaviour expectations);
- Red flags (observable practices which impede the implementation of the Pyramid Model, e.g., reprimanding a child for expressing emotions); and
- Effective strategies for responding to challenging behaviour (essential practices which teachers should use to respond to any incident of problematic behaviour).

- [The Behaviour Incident Recording System](#): This tool was designed to collect and record behaviour incidents in early childhood settings. Teachers may already have an incident report system in their educational setting, but this tool may provide them with specific ideas about what behaviours to record. A Behaviour Incident Report (BIR) is created when a serious behaviour incident is observed. The report gathers information relating to the following: problem behaviour, activity, others involved, possible motivation, response, administrative follow-up, ethnicity, gender, dual-language learner. The information gathered as part of this recording system can be used to make decisions about providing behaviour supports to children and teachers. The data collected are summarised monthly allowing for an examination of the factors which typically relate to behaviour incidents, the frequency of the incidents and any potential equity issues (if disproportionality is recorded relating to race, gender, etc.).

- Some assessment tools are available for purchase, e.g., the [Preschool-Wide Evaluation Tool (PreSET™)](#) (Steed & Pomerleau, 2012): This is a comprehensive tool which allows

early years educators to examine how well the interventions implemented as part of PW-PBS are working, and what areas of the implementation may need to be improved to better support children's socioemotional and behaviour needs. This assessment is conducted twice a year, by an unbiased outside observer, e.g., a school psychologist. The tool assesses the effectiveness of PW-PBS in early years through a thorough review of the programme documents, classroom observations of teacher and child behaviours, and structured interviews with staff and three children from each classroom. Amongst its many goals, PreSET aims to help programmes measure their progress towards behavioural and socioemotional goals, to work on issues with implementation and report better outcomes, to target quality improvement efforts and to determine professional development needs of early years staff.

- The Strengths and Difficulties Questionnaire (SDQ): This is a brief behavioural screening questionnaire about 2-17 year olds. It exists in several versions to meet the needs of researchers, clinicians and educators and in the case of preschoolers, can be filled out by the parent or educator. All versions of the questionnaire include 25 items examining psychological attributes (emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and prosocial behaviours). The follow-up versions of the SDQ include not only the 25 basic items and the impact question, but also two additional follow-up questions for use after an intervention. Has the intervention reduced problems? Has the intervention helped in other ways, e.g. making the problems more bearable? Examples of the SDQ, as well as scoring instructions, can be found here: https://www.sdqinfo.org/py/sdqinfo/b3.py?language=Englishqz(UK).

The above are just some examples of tools designed specifically to assess PW-PBS implementation in early years settings. As mentioned, educators also have a choice to adjust tools which were not designed with early years settings in mind. For example, Fox and Binder (2015) suggest that leadership teams may adjust the scoring criteria of the PBIS Team

[Implementation Checklist](#) (Sugai et al., 2014) or the [SchoolWide Benchmarks of Quality](#) (Kincaid et al., 2010), which are freely available for download online. A list of other assessment tools can also be found at https://www.pbis.org/resource-type/assessments and at [https://www.pbisapps.org/.](https://www.pbisapps.org/)

It is important to remember that no behaviour programme or intervention is perfect, but that using appropriate assessment methods in a consistent manner allows members of the implementation team to ensure that a high standard of interventions is maintained to reach their agreed goals.

Time to Reflect	
TYPE OF ACTIVITY:	*Reflective Activity*
AIM:	*The aim of this exercise is to reflect on the assessment strategies which you have already implemented in your classroom to monitor children's challenging behaviours or socioemotional learning.*
INSTRUCTION:	*Use the box below to reflect on the types of assessment strategies you already use in your classroom. Do you have a system of recording challenging behaviours? How do you measure socioemotional learning of children? Or maybe you haven't used this type of assessment before and wish to think about how you might use it. Use the space below to reflect on your approach to using assessment tools to monitor socioemotional and challenging behaviours of children attending your classroom.*
TOOLS:	
SOURCES:	*N/A*

Creating a Common Understanding	
TYPE OF ACTIVITY:	*Reflective Activity*
AIM:	*The aim of this activity is to reflect on behaviours which you, as an educator, consider to be challenging in the classroom. It is important that all members of the staff implementing PW-PBS have a common understanding of what constitutes problematic behaviour. This is vital as many of the assessment strategies discussed in this module require teachers to record any and all instances of challenging behaviour. Having a clear understanding of behaviours which can be classed as challenging will ensure a consistent approach and accurate reporting.*
INSTRUCTION:	*Use the box below to list any and all behaviours which you find particularly challenging in your classroom. What other behaviours pose a risk in early childhood settings? Consider sharing this list with your colleagues, and discuss their thoughts to create a common understanding of challenging behaviours in your educational setting.*
TOOLS:	
SOURCES:	*N/A*

Try it Yourself	
TYPE OF ACTIVITY:	*Checklist*
AIM:	*The aim of this activity is to allow you to practice using an assessment tool. In this module, we have provided you with some examples of assessment tools specifically designed for use in early years educational settings. One of these tools was the Early Childhood Self-Assessment Survey which allows the assessment of behavioural support in early childhood settings. It is a basic tool which can be filled out by the teacher independently.*
INSTRUCTION:	*Click on the link below to access the website of the Center on Positive Behavioural Interventions and Supports. Download the Early Childhood Self-Assessment Survey and try to fill it out, keeping in mind your educational context. If you are not currently working in an early years setting, you can think of an educational setting that you are familiar with or make one up. Remember, this is only a practice exercise to make you familiar with using tools which assess behavioural programmes and supports.*
TOOLS:	*https://www.pbis.org/resource/early-childhood-self-assessment-survey-assessing-behavioral-support-in-early-childhood-settings*
SOURCES:	Center on PBIS. (2022). *What is PBIS? https://www.pbis.org/resource/early-childhood-self-assessment-survey-assessing-behavioral-support-in-early-childhood-settings*

Explore Other Options	
TYPE OF ACTIVITY:	*Research Activity*
AIM:	*The aim of this activity is to introduce you to the variety of assessment and monitoring tools available to educational settings. This will help you better understand that as a teacher implementing PW-PBS, you are not limited to one tool, but you have the option to use what works best for you and your classroom.*
DESCRIPTION:	*Click on the link below to access the Assessment section of the website of the Center on Positive Behavioural Interventions and Supports and explore the various types of assessment tools available, keeping in mind your needs as an educator and the needs of children attending your classroom. Alternatively, you can perform a Google search to find more websites with assessment and monitoring tools which you may find useful.*
TOOLS:	*https://www.pbis.org/resource-type/assessments*
SOURCES:	*Center on PBIS. (2022). What is PBIS? https://www.pbis.org/resource/early-childhood-self-assessment-survey-assessing-behavioral-support-in-early-childhood-settings*

UNIT 3: SELF-ASSESSMENT

Complete the below quiz to test the knowledge gained by engaging with this module.

1. There are no specific tools designed for the assessment of PW-PBS in early years educational settings.
   True / False
   (Answer: False. Some examples of tools designed for early years settings include The Behaviour Incident Recording System or The Teaching Pyramid Observation Tool (TPOT).)

2. Assessment of PW-PBS implementation must always be conducted by an unbiased outside observer.
   True / False
   (Answer: False. Teachers or PBS teams directly involved with the programme can also use assessment tools to evaluate its effectiveness.)

3. Assessment of the effectiveness of PW-PBS implementation must include the regular monitoring of children's socioemotional and behaviour skills.
   True / False
   (Answer: True. While it is important to assess all aspects of PW-PBS, including faculty commitment or data analysis strategies, it is vital to regularly monitor children's progress with socio-emotional learning. This is the ultimate goal of the programme implementation).

4. It is enough to only conduct assessment of the effectiveness of PW-PBS once during the programme implementation.
   True / False
   (Answer: False. Regular assessment of all aspects of the programme is necessary to monitor its effectiveness and make appropriate changes to strategies being used, if necessary.)

TIPS

1. Choose assessment tools which are suitable for your educational setting.
2. PW-PBS is a team effort – make sure that all team members are familiar and comfortable with using the chosen assessment methods.
3. Establish a clear understanding of what constitutes a challenging behaviour or the socio-emotional skills which you wish to measure using your chosen assessment tool.
4. Use assessment wisely – make sure that the results achieved from the assessment are used to modify the programme appropriately to reach its goals.

RESOURCES FOR AUTONOMOUS EXPLORATION

- Center on Positive Behavioural Interventions and Supports – Assessments: https://www.pbis.org/resource-type/assessments
- How To Measure SEL - 7 Approaches to Consider: https://www.branchingminds.com/blog/measuring-sel-social-emotional-learning#:~:text=SEL%20Assessments,of%20students%20to%20each%20other
- Review of measures of social and emotional development: https://www.sciencedirect.com/science/article/pii/S0193397316300065
- Positive Behaviour Supports in Practice - How to Analyse Bahaviour: https://www.youtube.com/watch?v=rJNGQbYromM
- Best Practices For Measuring Social Emotional Learning: https://cdn2.hubspot.net/hubfs/3409306/Best%20Practices%20for%20Measuring%20Social-Emotional%20Learning.pdf
- Measuring Social & Emotional Development in Children Birth to Age 3: https://files.eric.ed.gov/fulltext/ED595217.pdf
- Using the Social-Emotional Assessment/Evaluation Measure (SEAM™) with Young Children: https://www.youtube.com/watch?v=zlp68FHK67Y

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CONCLUSION

Taking into consideration that ECEC teachers are reporting children's challenging behaviour as one of their greatest concerns for the last few years, the PBS-ECEC training package aims on enhancing ECEC teachers' knowledge and skills in promoting socioemotional learning and dealing with challenging behaviours in ECEC settings. By providing opportunities for continuing professional development and support for the teachers of today, PBS-ECEC online modules promote effective teaching strategies that can be used to efficiently prevent or manage challenging behaviours and create positive school environments that promote social inclusion and academic engagement.

The PBS-ECEC training package course is available in the PBS-ECEC e-learning platform giving the ECEC professionals the opportunity of asynchronous learning via the virtual environment, as well as to access the course information and material, participate in learning activities and use assessment tools to evaluate their performance. The current innovative training package includes a set of modules that follow bespoke pedagogical approaches aiming to strengthen teacher knowledge and capacity, and provide evidence-based practices for promoting socioemotional development in ECEC, a crucial dimension in child development and wellbeing. In addition, the PBS-ECEC training package is a guiding and supporting tool for ECEC teachers when designing and implementing PW-PBS, with specific emphasis on training centre-based ECEC teams to deliver key elements of PW-PBS across ECEC settings.

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ANNEX I

List of Leadership Team (Positive Behaviour Support)

Preschool:

School Year:

Leadership Team (Positive Behaviour Support)

	NAME	TELEPHONE NUMBER	EMAIL	ROLE
1				Chairperson/ Coordinator
2				Internal Coach
3				Timekeeper
4				Secretary/ Recorder/ Notetaker
5				Contact person

ANNEX II

Preschool Cooperation Form

All individuals who have agreed to have their preschool and classroom participate in the implementation of the intervention " Programme Wide Positive Behaviour Support" in Early Childhood need to read and sign this form, indicating that they have been informed of the actions to be planned and implemented by the preschool staff.

By participating in the project, I understand that:

Trainings - Meetings

I understand that I will participate in the training sessions and meetings related to the implementation of the intervention, for better coordination with the other educators participating in the programme. If I need information, guidance and support I will contact my colleagues and my preschool's external coach.

Responsibility

- I will take part in activities and processes to support implementation in my classroom, such as developing and creating materials and meeting with fellow teachers and parents/guardians.
- I will work to develop systematic communication with families about the implementation steps of the Positive Behaviour Support system.
- I will take responsibility for implementing the system in my classroom and seek support and guidance from the external collaborator on related issues.

During the implementation of the Positive Behaviour Promotion system, I will:

- Use behavioural data to guide our decision making.

- Implement a common curriculum and promote preschool values and common behaviours.
- Implement a common preschool-wide recognition/feedback system
- Actively participate in the evaluation of our action plan and take appropriate action to revise it.

Declaration of responsibility

I agree to the above terms and conditions and agree to participate myself and my class in the structured intervention "Programme Wide Positive Behaviour Support.

YES ☐   NO ☐

	NAME	POSITION	CLASSROOM	NUMBER OF CHILDREN	SIGNATURE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Implementing Positive Behaviour Support in Early Childhood Education and Care

PBS-ECEC