

Kansas Multi-Tier System of Supports & Alignment



Early Childhood Social Emotional and Behavior: Structuring

Early Childhood Structuring Guide for Social Emotional & Behavior

2018-2019 Academic Year



Introduction to Document

The *Kansas Multi-Tier System of Supports Structuring Guides* have been created to assist teams in documenting the structures necessary to begin the implementation of a Kansas Multi-Tier System of Supports and Alignment (MTSS). This document may contain tools that are to be used in conjunction with content area-specific documents for reading, mathematics, behavior, and social-emotional content areas. All Kansas MTSS documents are aligned with the *Kansas Multi-Tier System of Supports: Innovation Configuration Matrix (ICM)*, which describes the critical components of a MTSS and what each one looks like when fully implemented, and the *Kansas Multi-Tier System of Supports: Research Base*, which provides a basic overview of the research support for a MTSS.

www.ksdetasn.org/mtss

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Introduction

In Kansas, there is a belief that all children can learn. Fundamentally, every student should be challenged to achieve high standards, both academically and behaviorally. An aligned, systemic framework for ensuring all students have this experience is referred to as the Kansas Multi-Tier System of Supports (MTSS). Simply put, Kansas MTSS is a set of evidence-based practices implemented across a system to meet the needs of all learners. Horner et al. (2005) stressed the importance of supporting children both academically and behaviorally in order to enable them to reach their fullest learning potential. Kansas MTSS builds a system of prevention, early intervention, and support to ensure that all children learn. Additionally, Kansas MTSS establishes a system that intentionally focuses on leadership, professional development, and an empowering culture, in addition to a focus on student learning.

Kansas MTSS incorporates a continuum of assessment, curriculum, and instruction. This systemic approach supports both struggling and advanced learners through the selection and implementation of increasingly intense evidence-based interventions in response to both academic and behavioral needs. A brief to help start this conversation is located at <https://ksdetasn.org/resources/1266>. Whether your program is implementing a single content or planning to combine academic and behavior contents, it is essential you begin with the System's Guide and then the content guides. The Kansas MTSS system of alignment establishes a self-correcting feedback loop that includes ongoing monitoring of the effectiveness of instruction to ensure that each Kansas student achieves high standards.

Across the nation, schools use a variety of curricula, interventions, and methods to monitor student learning, both academically and socially. The goal of Kansas MTSS is to provide a systemic approach to meet the needs of all students. To achieve this, resources must be used in an effective and efficient manner. While Kansas MTSS does not necessarily require any additional resources or adding to existing practices, it does involve evaluating current practices to identify those that yield evidence of effectiveness, addressing areas that are missing, and replacing ineffective or inefficient approaches with those that are supported by research evidence. Kansas MTSS is a guiding framework for school improvement and accreditation activities to address the academic and behavioral achievement of all students.

Preschool MTSS for Social Emotional Learning and Behavior

The Council for Exceptional Children's Division of Early Childhood (DEC) advocates that, to support young children's social-emotional development and effectively address challenging behavior, educators must promote the use of culturally responsive, evidence-based practices in the context of program-wide, multi-tiered systems of support (Allen & Steed, 2016; U.S. Departments of Health and Human Services and Education, 2015a; DEC, 2017). Positive social and emotional development during early childhood provides an essential foundation for both cognitive and

academic success. Children who have strong social-emotional skills have higher academic achievement, are more likely to stay in school, and have stronger economic and educational outcomes in adulthood (Durlak et al., 2011; Jones et al., 2015). Unfortunately, emphasis on cognitive and academic preparation too often takes precedence over social emotional development in the early school setting (Raver, 2002). To ensure that students have the skills they need to be successful, early childhood programs must equally emphasize social emotional development with academics.

When there are concerns about a young child's social-emotional competence, a number of negative consequences may follow: Children's relationships with peers and family members are hindered, their cognitive development can be at risk, they are more likely to experience poor educational outcomes, and they may have higher rates of delinquency later in life (DEC, 2017). In the absence of support and intervention, children who experience early emotional or social difficulties can also develop more serious mental health disorders over time (NSCDC, 2004). However, when children are in supportive and nurturing environments and are able to build social and emotional competence, many positive results arise: Children are more likely to be prosocial and considerate of others, they are less likely to be overwhelmed by stress, they are more likely to know how to communicate their emotions effectively, and they are more capable of approaching learning positively, even when faced with difficult problem-solving situations (Copple & Bredekamp, 2009).

Children learn social behaviors within social contexts, therefore it is important that young children with challenging behaviors, including those with disabilities, be given opportunities regularly to interact with and learn from peers who have already acquired the ability to positively interact with others (Dunlap et al., 2013). Teaching social-emotional skills to young children with and without disabilities in inclusive settings supports all children's emotional literacy, encourages friendships, facilitates problem-solving skills, helps all children navigate the expectations of different environments, and builds community (Holahan & Costenbader, 2000; Henninger & Gupta, 2014). Additionally, young children with disabilities who receive high-quality, inclusive instruction are more likely to develop stronger social skills, have more friends, and are better adjusted to school climates (Guralnick, 2001; Odom, Buysse, & Soukakou, 2011; Rafferty & Griffin, 2005; Holahan & Costenbader, 2000; Strain, Bovey, Wilson, & Roybal, 2009; Banda, Hart, & Liu-Gitz, 2010).

Creating the Structure for a Preschool MTSS

The guidance for creating the necessary structure for a preschool MTSS currently focuses on the following:

1. Implementation of an evidence-based core curriculum that supports the acquisition of early social-emotional/behavior skills and serves as the foundation for meeting the needs of ALL children.
2. Instructional strategies and interventions that support the acquisition of early social-emotional/behavior skills through differentiated instruction (e.g. small flexible groups,

- embedded learning opportunities).
3. Determination of preschool end-of-the-year learning targets based on information gathered from early social-emotional/behavior screening tools, attendance, and behavior incident reports (BIRs) as identified by your leadership team.
 4. Universal screening and progress-monitoring activities that assess areas of early social-emotional/behavior development, particularly those in the areas of self-awareness, self-management, character development, and problem solving.
 5. Identification of young children for whom the core curriculum and instruction does not appear to be sufficient and who may be in need of more intensive instruction.
 6. Provision of tiered support (Tier 2/3) through more targeted instruction on specific skills, opportunities for practice, and corrective feedback.

Tier 1/Curriculum and Instruction for Social Emotional Learning and Behavior

From birth, young children begin developing knowledge and skills that build a foundation for later social emotional success. These skills do not develop in isolation, but are intertwined with other developmental domains (Copple & Bredekamp, 2009). As young children explore their world, specific interests spark in-depth investigations, and playtime provides meaningful opportunities to practice and become proficient. Teachers of young children must intentionally create environments and utilize instructional strategies that build children's social emotional abilities, while also promoting the capacity for self - reflection, exploration of emotions, and nurturing relationships.

“The intent of Tier 1 efforts is to level the playing field by providing a consistent experience for all learners” (Lane, 2013). This is done by providing consistent and intentional instruction and opportunities for children to process, through play, the necessary skills to grow social competence. In early childhood, the key abilities children need as they enter school include confidence, a capacity to develop good relationships with peers and adults, concentration and persistence for difficult tasks, the ability to effectively communicate emotions, problem-solving skills and the ability to listen to instructions and be attentive while others speak (CSEFEL, 2010). An effective social emotional curriculum occurs throughout the preschool day and across all curriculum areas and routines. While specific lessons should be intentionally taught, social emotional skills must also be practiced and reinforced in natural settings.

Early Childhood Mental Health

Many of our youngest learners have had traumatic experiences, which can impact learning, behavior, and relationships. Social and emotional development is critical to school readiness and positive long-term outcomes (Raver & Knitzer, 2002; Thompson & Raikes, 2007). Although most children progress in their development without any significant challenges, research on the high rates of preschool expulsion due to challenging behaviors (Gilliam, 2005) suggest that 1 in 10 young children exhibit problem behaviors (Raver & Knitzer, 2002). In fact, early childhood providers have increasingly voiced concerns about young children showing signs of serious emotional distress and

have expressed the need for more training and assistance around managing challenging behaviors (Hemmeter, Corso, & Cheatham, 2006).

Young children's mental health must be addressed within the context of their families and daily environments. Young children need relationships that are supportive and environments that are predictable and encouraging. Trauma-sensitive early childhood programs help children feel safe and help educators understand the cycle of trauma (Bartlett, Smith, & Bringewatt, 2017). Due to the rising concerns around trauma in early childhood and issues related to early childhood mental health, a strong Tier 1 curriculum must provide many of the necessary supports children need.

Prevention is the first line of defense when it comes to managing challenging behaviors and creating safe environments for young children. In early childhood classrooms, social emotional instruction and prevention require an engaging environment, predictable schedules and routines, well-planned transitions, teaching of behavioral expectations, building of positive relationships, acknowledgement of students meeting behavioral expectations, visual supports, and the use of an evidenced-based social emotional curriculum with lessons specifically taught and reinforced throughout the day.

Engaging Environments

Environments that are engaging, predictable, and characterized by ongoing positive adult-child interactions are essential for promoting children's social emotional development and preventing challenging behavior (Hemmeter et al., 2006). The first step in creating an engaging environment is consideration of the physical aspects of the room.

- Are all areas of the room visible by adults?
- Is the traffic flow controlled? Is there ease in maneuvering, yet a limit to open spaces for running?
- Are areas clearly defined and appropriate for their purpose and work stations organized?
- Are materials easily accessible to children?
- Does the room have a warm and welcoming feel, without too much clutter or color that might overwhelm some children?

In addition to the physical room arrangement, it's important to consider the types of activities and materials provided within the environment. This includes providing appropriately timed activities that are not too long or too short, optimizing student engagement and opportunities to respond and interact, as well as changing and adapting activities when students become inattentive and distractible. It is important to ensure that classroom materials are engaging and inviting for young children, creating novelty by adding and taking away materials, and guaranteeing there are enough materials for each child to complete projects (Sprick, 2009).

Predictable Schedules/Transitions

How teachers structure time in the classroom has a great impact on the development of relationships and children's learning. Schedules should be flexible in length, yet consistent in the flow of activities. Teachers must consider the length of time, as well as the balance between quiet/active and teacher/child directed activities when designing a classroom schedule (Denno, Carr, & Bell, 2010). Preschoolers need extended time to interact with one another to become socially competent, which means it is important that teachers plan for large blocks of time for children to play and work together (Copple & Bredekamp, 2009).

An evidence-based practice that can have a large impact on classroom behavior is the use of a visual daily schedule (Denno, Carr, & Bell, 2010). Visual schedules help children track their daily progression through activities, when adults refer to it to indicate a change in activity. The use of a visual schedule provides security for young children and helps them develop an understanding of what will come next in their day. By posting and referring to a visual schedule, teachers also help children stay engaged in a current activity without anxiety about what or if a favorite activity might occur later. Visual schedules of routines can also help children who struggle to complete the steps of an activity or need help to participate and engage more independently (e.g. the steps to a bathroom routine or the sequence of activities during a large group time) (Dunlap et al., 2013).

Educators should also consider and limit the number of transitions within any day/activity and develop strategies to maximize the time children spend in planned activities (Hemmeter et al., 2008). An important consideration is the amount of wait time that occurs during transitions, because behavioral issues tend to rise when children's wait time is too long. Children become more restless, noisy, and distracted while waiting. Teachers are often not aware of the large amount of time their students spend waiting (Denno, Carr, & Bell, 2010). By reviewing their schedule objectively and creatively, teachers can create a schedule with fewer transitions and shorter wait times. One example is waiting for everyone to put on a coat to go outside to play: in a classroom with two adults, one adult could take a small group who are ready quickly out to play, while the second adult waits to take those children who take more time to put on their coats, hats, and gloves.

Finally, teachers should consider how the activities within their schedule flow from one to another. When an active activity, such as recess, is followed by a quiet activity such as story time, transitions must be thoughtfully planned to help children move from active to quiet and be ready for a story (Copple & Bredekamp, 2009)

Teaching Expectations

Young children come to school with a variety of experiences and understanding about acceptable behavior and social interactions based on their home and cultural environments (Bireda, 2002). They are just beginning to recognize that adult expectations may differ from one setting to the next;

therefore, the development of a set of program-wide specific behavioral expectations can help clarify for students and staff what the expected behaviors are and provide more consistency for young children. For programs with more than one classroom, teams should work together to create a set of common expectations and definitions for, at a minimum, the common areas shared between classrooms.

A behavioral matrix is a grid that identifies specific positive behaviors for each behavioral expectation within specific settings and contexts. A behavior expectation matrix lists broad expectations (i.e. be safe, be respectful, be responsible, be kind, etc.) along one axis and the classroom areas/activities along the other axis. Staff members work together to define what is meant by each expectation in each area/activity. For example, being respectful in a hallway may be defined as using a quiet voice and keeping your hands to yourself. Expectations should be limited to a small number per area and stated positively and in observable terms. The intent behind using positive terms (the behavior you want to see) is to make a simple and clear list of what behaviors students should be engaging in rather than an extensive list of negative behaviors you do not want to see (Sprick, 2009). If working in a school or center, it is important that expectations are consistent building wide.

An example of a behavior matrix is included below:

	Classroom	Bathroom	Playground
Be Safe	<ul style="list-style-type: none"> •Keep feet on ground •Use walking feet •Use inside voice 	<ul style="list-style-type: none"> •Wash hands with soap and water •One person in a stall 	<ul style="list-style-type: none"> •Go down slide on bottom •Rocks and wood chips stay on ground
Be Kind	<ul style="list-style-type: none"> •Share with others •Use listening ears 	<ul style="list-style-type: none"> •Use inside voice •Keep hands to self 	<ul style="list-style-type: none"> •Let others play •Keep body to self •Share

Visuals of area-specific matrices can be created from a larger matrix and posted where they are relevant, such as in the bathroom and by the door leading out to the playground. Younger children, especially preschoolers and kindergartners, may benefit from clear and colorful pictures that show or demonstrate the expected behaviors in addition to text. Below is an example of a bathroom-specific matrix.

Bathroom Expectations

Be Safe	<p>Wash Hands With Soap and Water</p>  <p>One Person In a Stall</p> 
Be Kind	<p>Use Inside Voice</p>  <p>Keep Your Hands to Yourself</p> 

Once a matrix is developed, students must be taught what each expectation looks like, sounds like, and feels like. It is important for students to know how to follow behavioral expectations and when they are correctly following the expectations. Therefore, along with the creation and teaching of expectations, educators must provide behavior-specific praise when children fulfill the behavioral expectations. Expectations should not be to be taught once, but should instead be taught multiple times per year when issues arise.

Positive Interactions

Preschoolers who have developed close relationships with their teachers tend to continue to have close relationships later in life (Copple & Bredekamp, 2009). It is essential for teachers of young children to foster non-contingent relationships with their students. This means the relationship between the teacher and student does not rely on the child's performance on school-related tasks, but

rather is nurturing of the whole child, their interests, and their life outside the classroom. Teachers can build these relationships by communicating true care and concern for each student, listening and engaging young children in conversations about their interests and topics important to them, and establishing personal and positive relationships that go beyond academics (Sprick, 2009).

Teachers should strive for a high ratio of positive interactions to negative interactions with students. Children tend to be better behaved when adults spend the majority of their time attending to their positive behavior and not their challenging behavior (Dunlap, et. al., 2013). Early childhood research suggests a ratio of 5 positive interactions (e.g. friendly conversations, nonverbal acknowledgement, praise) to every negative interaction (e.g. punishment, criticism, directives) is a critical ratio to best support and sustain constructive student-teacher relationships (Fredrickson & Losada, 2005). While this is true for most children, children with challenging behavior may need the positive to negative ratio to rise from 5:1 to possibly 8 or 10 positives to each negative interaction (Sprick, 2009).

Recognition Systems

Along with the use of 5:1 positive interactions, creating class or program-wide recognition systems can also help to support children’s understanding of classroom rules and expectations, as well as teach them appropriate social skills. Recognition systems need to be targeted, specific, and timely. When creating a recognition system for young children, it is important to consider children’s developmental abilities. Delayed recognition is generally ineffective for young children because they are not yet able to connect a delayed reward with previous behavior. Recognition systems for young children should focus only on positive behavior. Recognition systems that also highlight negative behavior (e.g. clip up, clip down) can create a climate of public shaming instead of encouragement.

The chart below lists some common teaching strategies for rules and expectations along with recognition systems appropriate for children of different developmental levels.

Behavior Strategy	12-24 Months	2-4 Years	4-7 Years
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Teach “The rule is…”	Above Comprehension	Appropriate for this age level	Appropriate for this age level
Teach Routines	Appropriate for this age level	Appropriate for this age level	Appropriate for this age level
Immediate re-inforcers (social and tangible)	Appropriate for this age level	Appropriate for this age level	Appropriate for this age level
Peer Modeling	Above Comprehension	Appropriate for this age level	Appropriate for this age level
Points for specific behaviors earned for future recognition	Above Comprehension	Above Comprehension	Limited to short durations
Caught “being good” tickets (non-specified behavior)	Above Comprehension	Above Comprehension	Only for a few at later stages
Earn points as a table or other “group-oriented” reinforcers	Above Comprehension	Above Comprehension	Some limited applicability
Card pulling	Above Comprehension	Above Comprehension	Above Comprehension
Behavior contracts	Above Comprehension	Above Comprehension	Above Comprehension
Intrinsic reinforcement and self-evaluation	Above Comprehension	Above Comprehension	Above Comprehension

Adapted from: <http://www.pent.ca.gov/beh/dev/relatingdevelopment.pdf>

Visual Supports

Visual supports can help young children complete tasks independently, show them how to interact with friends and the environment, provide choices for tasks, and support children’s completion of the steps within routines. All young children can benefit from the use of visual supports. They add clarification and visual information to teacher’s verbal explanations (Blagojevic et al., 2017). While not limited to expectation and schedules, visual displays of both classroom expectations and the daily schedule are important and should be accessible to young children. Visual supports may include a picture on a hook to show where to hang a backpack, a stop sign on a door to remind children about safety, feet on the floor to show children where to line up, tape on a table to show the space for completing a puzzle, and step-by-step directions to complete a routine or use materials in a center.

Physical objects such as a tray or a carpet square that define spaces for activities and help children organize themselves can also be used as visual supports (CSEFEL, 2010).

Standards and Curriculum

The Kansas Early Learning Standards (KELS), accessible at:

<http://www.ksde.org/Portals/0/Early%20Childhood/Early%20Learning%20Standards/KsEarlyLearningStandards.pdf> provide a starting point for teachers and curriculum committees. The KELS document provides information and guidance to early childhood providers on the developmental sequence of learning for children from birth through kindergarten. Aligned with the Kansas K-12 standards, the KELS are structured around domains for learning that include a whole child perspective.

The KELS were not designed to serve as an assessment or a curriculum. Rather, they were designed to guide educators in selecting curricula and assessments focused on the skills and knowledge young children should know and be able to do as a result of participating in high-quality early childhood programs. An understanding of social emotional development and evidence-based instructional strategies are fundamental considerations when selecting preschool social emotional curriculum materials.

The Kansas MTSS system of alignment advocates for the selection of a comprehensive, evidence-based preschool curriculum that address all domains of learning outlined in the KELS. While your MTSS efforts are focused on social behavior and/or academics when it comes to intervention, it is important that programs use curricula that address the needs of the whole child. Programs are encouraged to use resources such as the Head Start Preschool Consumer Reports (<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/curriculum-report-se.pdf>) and/or the

What Works Clearing House (<https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Pre-K,Behavior>) to examine the research evaluations of different preschool curricula.

In addition, programs should examine their selected curriculum to determine whether social emotional learning is adequately addressed. Some comprehensive curricula provide strong support for social emotional learning, while others may not. If this is the case, supplemental social emotional learning materials might also be needed to strengthen the overall program and ensure that students' outcomes are maximized.

Behavioral Response Strategy

In addition to creating a supportive classroom climate, teaching expectations, and social emotional learning, educators need to understand how to respond when challenging behaviors occur. Punishment alone is ineffective at preventing challenging behavior from happening again. Discipline without learning is a missed opportunity to apply critical thinking and problem-solving skills to

social and behavioral missteps. The goal is to keep the focus on learning, while maintaining a safe environment for all students. When children begin to display minor negative behavior, they need feedback to keep misbehavior from escalating into something more serious. When serious behaviors occur, educators need to know the steps they should take to de-escalate and respond in ways that help reintegrate the child back into classroom activities. Leadership teams should develop a response strategy flowchart (see appendix for example) to outline the steps staff members are expected to follow when challenging behavior occurs.

Professional Development, Curriculum Fidelity, and Communication

Once a program has determined what their social emotional learning curriculum will be during the implementation of their beginning MTSS efforts, the leadership team will want to record this information on their Tier 1 Protocol with enough specificity to ensure that all teachers can implement the curriculum with fidelity. Typically, curricula contain more components/content/days than can be implemented within a classroom day or year. Leadership teams should decide what parts of their curriculum are “have to” elements and what are left up to teacher discretion. It will be important when comparing data across classrooms that there is some consistency regarding what and how the preschool curriculum is taught. It is also important to keep in mind what the curriculum itself considers critical elements. For research-based curricula that have demonstrated positive outcomes, decisions to eliminate or reduce the time spent on an essential element can impact the results your program may have.

As noted above, an important part of social emotional learning is the daily schedule. Leadership teams will want to make decisions about expectations regarding the daily schedule. A preschool program’s daily schedule is a critical component of curriculum and instruction. Depending on your program’s philosophy and/or requirements, you may want to determine how much time children should be expected to have for self-directed learning, how much time should be teacher-directed, the maximum duration of a teacher-directed activity, etc. This step will ensure that leadership teams have outlined an achievable and developmentally appropriate expected use of their preschool curricula and also help provide consistency in implementation across classrooms. Teams should create a sample schedule with expected time allotments for a day. Decisions about what parts of the curriculum must be implemented, in what types of settings (whole group, small group, play), and for how long (how long should a typical whole group last?; how much time should be spent outside or in play?) should then be documented and communicated to teachers.

Whether implementing a new curriculum or refining the use of a current curriculum, professional development is another task leadership teams should take time to consider and plan. Creating a plan for professional development is a critical step to ensuring fidelity and sustainability. Teams should consider the following:

- What training will staff members need to implement curriculum expectations?
- Who needs to know the expectations?

- When and how the curriculum expectations will be communicated to staff?
- What type of follow-up will be needed?
- Who will communicate the expectations to new staff?
- How and when will new staff receive training on the curriculum?

Leadership teams will want to plan for both their communication and professional development needs each time they meet. Communication is an important aspect of achieving staff buy-in and sustained change. Therefore, while developing your communication and professional development plan, teams should make sure there is bidirectional communication. A one-way communication plan may get the message out, but it does not allow messages to come back easily. Reciprocal communication is critical if the leadership team is to create a plan that will be supported by staff.

Once these decisions have been made and documented, leadership teams will also want to consider how they will monitor the fidelity of the implementation of their plan. Monitoring fidelity of curriculum implementation is not meant to be punitive; rather, it is intended to provide information for leadership teams to use when making data-based decisions regarding their MTSS. Curriculum fidelity data can provide insight into needed professional development, assist teams in making determinations about curriculum, and/or help leadership teams decide whether the expectations they outlined are appropriate and possible. Using the expectations that were outlined for teachers regarding the Tier 1 Protocol, a checklist can be created outlining curriculum expectations. This checklist could be used by an administrator during walkthroughs as a reflective self-assessment or as a peer-mentoring tool. How the fidelity checklist will be used and how fidelity will be monitored is up to the leadership team based on the needs of their system.

Assessment

Comprehensive Assessment Plan and Data-Based Decision Making

Preschool programs already use a variety of assessment tools for a variety of purposes. Developmental screening tools (e.g. DIAL, ASQ) are used to determine which students may have developmental delays and may need further assessment. Diagnostic assessments (e.g. DECA, Brigance, PLS, Peabody Motor Scales) often compare children to a standardized sample and are most generally used to determine whether a child may qualify for special education or other services. Curriculum-based assessments (e.g. AEPS, Carolina, Teaching Strategies Gold) are used multiple times per year to measure a child's progress over time and help teachers in planning core curriculum. Program assessments (e.g. ECO, Kindergarten Readiness Snapshot) are measures required by funders and used to evaluate the overall effectiveness of programs. In the Kansas MTSS process, the first step to creating a comprehensive assessment plan it is to consider the assessment tools you are already using, the purposes for which you are using these tools, and whether there are tools or practices that are duplicative in purpose or are no longer necessary. This information should be

documented on your Comprehensive Assessment Plan along with other decisions your leadership team makes about the assessments that will be used in your program.

When screening students for their social emotional and behavioral needs, the type of data needed extends slightly beyond the singular concept of one universal screening tool. There are three foundational data sources needed to successfully identify students at risk for social emotional and behavioral needs. These three data sources are also reliable at assessing the overall climate of the school environment. They include a universal screening tool, attendance, and behavioral referrals.

Universal Screening

The next step in the MTSS process is to determine what your program will use as a universal screening tool. Unlike developmental screening tools, a universal screening tool is used to compare students to a normative sample or standard for the purposes of identifying which students are at risk for later learning difficulties based on indicators that are predictive of later achievement. A developmental screening tool identifies children who may have a developmental delay, while a universal screening tool identifies students who may be at risk and ranks them based on that risk into levels/tiers. This distinct difference makes the data from a universal screening tool particularly helpful for examining the effectiveness of your curriculum and supports a process for tiered intervention.

Universal screening tools appropriate for assessing young children in the area of social emotional development assess skills related to overall social emotional wellbeing. Typically, these skills fall into categories such as self-regulation, compliance, affect, and interactions with others. They are valid and reliable for this purpose, can be used with confidence to make instructional decisions, and can be given at least three times per school year. To assist teams in selecting universal screening tools appropriate for early childhood programs the document *Preschool Universal Screening Tools* can be found in the appendix.

Creating a comprehensive assessment system is one of the major structuring tasks that must be completed by your leadership team. Kansas MTSS recommends screening preschool students at least two times per year using a social emotional universal screening tool. This information should be reviewed alongside elementary universal screening data to support discussions related to the adequacy of your preschool curriculum, the match between your preschool and kindergarten scope and sequence, as well as information necessary to meet the needs of individual students. However, when comparing preschool and elementary data, leadership teams should keep in mind the makeup of their preschool population. In most school systems, all preschool students do not attend a public school preschool program. In addition, the students who do attend preschool in a public school often qualified for that program because they met at-risk criteria or were receiving preschool special education services.

Your leadership team will use universal screening data to examine the adequacy of your curriculum and your system's need for professional development. Classroom staff will use universal screening data to plan for differentiated instruction with the core curriculum, and to identify students in need of additional support for social emotional/behavioral skills and to determine the focus of that intervention. Each universal screening tool sets the criteria for determining which students are at or above benchmark and which students are in need of Tier 2/3 support. Programs should follow the decision rules for the tool they select when using this information to group students into levels of tiered support.

Attendance

Intuitively we know it is important for students' learning that they be in school. Students must attend school regularly to benefit from what is taught there. However, each year, an estimated 5 to 7.5 million U.S. students miss nearly a month of school with both excused and unexcused absences (Jensen, Sprick, Sprick, Majszak, & Phosaly, 2013). This lost instructional time erodes the promise of early education. In a study by Ehrlich, Gwynne, Pareja, and Allensworth (2014), Chicago Public School students in preschool, kindergarten, and 1st grade who were absent more than 10% of the time were more likely to have moderate to significant reading risk, reinforcing the relationship between attendance and achievement.

Too often, however, early childhood programs overlook this problem because they simply aren't looking at the right data. They calculate the number of students who show up for school every day, and they tabulate how many students have unexcused absences. They often don't add up *all absences*, including both excused and unexcused absences to see how many days a student has *actually missed instruction*. Chronic absenteeism is defined by Attendance Works (2017) as missing 10% or more of school days (both excused and unexcused).

Kansas MTSS recommends collecting and examining attendance data on a quarterly basis to evaluate whether there are young children missing more than 10% of the total number of school days.

Behavior Referrals

Another data source for social emotional/behavior comes from documentation of behavioral incidents that occur in and across classrooms. The use of a common form such as a Behavior Incident Report (BIR, see appendix for an example BIR) allows early childhood programs to look at building, classroom, and student level needs around core curriculum and instruction. When teams analyze behavior referrals, they often see trends in program-wide needs such as re-teaching of playground expectations when the BIRs indicate a spike in referrals from that setting.

The critical components of BIR data that are tracked within Kansas MTSS are:

- WHAT behavior?
- WHICH student?
- WHERE (location of incident)?
- WHEN (time of incident, day of week)?
- WHO made the referral?
- WHY did the behavior occur (function)?
- What activity (e.g., arrival, snack, transition, story, dramatic play)?
- What grouping (e.g., independent, small group, large group)?
- Which adult noted the behavior (in classrooms where more than one adult may be included)?

Progress Monitoring

Progress monitoring is conducted within Kansas MTSS to inform staff of students' growth in knowledge and skills. Monitoring progress regularly and using the data to make instructional decisions results in students making more social emotional growth than when teachers do not use progress monitoring. Teachers' accuracy in judging student progress increases when progress monitoring strategies are used consistently (Stecker & Fuchs, 2000).

For preschool students in the core (Tier 1), progress monitoring is often done through the use of curriculum-based assessments (e.g. AEPS, Teaching Strategies Gold) administered three to four times per year. These assessments are tied to content area instruction and help teachers determine whether students have learned the concepts and skills taught so that instruction may be adjusted to re-teach concepts or provide additional practice on skills not yet mastered.

For students receiving supplemental (Tier 2) and intensive (Tier 3) instruction, progress-monitoring data are used to chart the growth of individual students on targeted skills. Progress monitoring for students receiving supplemental or intensive instruction answers two questions:

1. Is the intervention working?
2. Does the effectiveness of the intervention warrant continued, increased, or decreased support?

Social emotional universal screening tools cannot also be used as progress monitoring tools, because they cannot be given with enough frequency to monitor intervention effectiveness and be used to make changes to the level of intervention a student receives. Instead, preschool programs are encouraged to use mastery monitoring strategies as a means to assess and monitor the progress of students receiving tiered intervention. Mastery monitoring strategies are teacher designed and involve directly collecting data on a student's mastery of the specific skills being taught in intervention. Typically, changes to the level of tiered instruction a preschool student receives will only happen after each universal screening benchmark period; however, teachers can use the data

they collect through mastery monitoring and their knowledge of the child to make changes when the intervention efforts do not seem to be effective or indicate that a change is needed.

Collecting and graphing progress-monitoring data over a series of weeks will provide a visual pattern of skill acquisition for students receiving additional support. Kansas MTSS recommends mastery monitoring data collection in preschool should occur at least one time every two weeks for students receiving Tier 2 support and once a week for students receiving Tier 3 support.

Diagnostic Assessments

It is not generally necessary for leadership teams to identify a formal diagnostic process to determine instructional focus in preschool. Preschool early social emotional learning intervention will focus on class wide environmental strategies at Tier 2; however, an analysis of the function of the behavior at Tier 3 may be needed. A formal or informal functional behavior analysis (FBA) process involves an observational examination of what precedes a student's behavior (known as the antecedent) and what happens immediately afterwards that reinforces the behavior (the consequence). Strung together, this creates a pattern of antecedent (A), behavior (B), and consequence (C) that can be used to determine a student's behavioral tendencies and motivations. These tendencies and motivations can then be used to create a hypothesized function of the student's behavior to more accurately predict and determine why the behavior is happening. Once an FBA is completed, a behavior intervention plan (BIP) or a behavior support plan (BSP) is created to organize a highly personalized Tier 3 intervention plan for a student.

Professional Development, Assessment Fidelity, and Communication

Once assessments have been selected, your leadership team should plan for appropriate professional development and ongoing support to all staff expected to use these tools and processes. Decisions need to be made about who will administer the universal screening, score, and enter data into your database. For social emotional universal screening tools used with young children, teachers and/or parents will be completing the assessment. Regardless of whether every staff member administers the assessment or only classroom teachers, all staff need to understand the purpose, rationale, uses of the assessment, and how to interpret the instructional implications of data. Initial and ongoing training should be differentiated according to the expected use, alignment of practices, and each staff member's prior knowledge.

It is important to monitor the fidelity of assessment administration, especially when it is new for staff. Fidelity monitoring ensures that all data are valid and reliable. The following are three main areas to be considered:

1. Are assessments administered and scored by staff members who have been trained to do so?
2. Are assessments administered according to the assessment calendar?
3. Are assessment results correctly interpreted and used to guide intervention?

Effective techniques to minimize scoring errors while ensuring fidelity include making sure examiners have the following:

- Excellent training
- Opportunities to practice
- Periodic training review
- Experienced examiners mentor/check first time examiners scoring
- Opportunities for shadow scoring (two examiners score the same student, thereby allowing them to compare scores)

Within the framework of professional development, having new examiners work with experienced examiners and providing opportunities for shadow scoring offer the best opportunities for ongoing professional development of staff. Such opportunities need to be included within the larger professional development plan being implemented and monitored by your leadership team.

In planning for professional development, it is helpful for leadership teams to consider the following questions specific to each assessment method:

- Which staff members are expected to administer the assessment?
- Which staff will not be administering the assessment, but will be involved in interpreting instructional implications of the results?
- Which staff members, if any, have experience with or have previously received professional development on the assessment?
- Which staff members need to attend initial professional development on the administration of the assessment?
- Which staff members need to attend initial professional development on the interpretation of the assessment?
- When (date) will staff first be expected to administer the assessment?
- When (date) will initial professional development be provided?
- Who will provide the professional development?
- Who will monitor the correct administration (fidelity) of assessment?
- What method will be used to monitor the correct administration (fidelity) of the assessment?
- How frequently will the administration (fidelity) of the assessment be monitored?
- When and how will ongoing professional development for staff be provided?
- When and how will professional development for staff needing additional support in effective assessment administration of the assessment be provided?
- Who will provide professional development for new staff and how will it be provided?

These questions are designed to help leadership teams as they begin the development of an overall professional development plan. Once specific decisions are made, the leadership team should record the results on the staff development plan and design a process for how these

decisions will be communicated with staff. Once again, it is important to remember that communication is a key aspect of achieving buy-in and sustainability. Therefore, procedures are designed and executed to ensure regular and consistent communication about what is happening with regard to your MTSS efforts—not only among the leadership team, but also with all stakeholders. It does not have to be a large formal plan; it only needs to be as large and formal as necessary for the leadership team to ensure that bi-directional communication occurs.

Leadership teams need to consider communication with various stakeholders regarding how, when, and what assessments are given. Staff members will need to know about decisions regarding changes in assessment practices. Parents are also interested in assessments in which their children will be participating, and leadership teams will need to discuss how the results of assessments will be shared with parents. The leadership team should make decisions regarding what information is appropriate to share with which stakeholders and when that information should be shared.

- Who needs the information about assessments?
- What information do they need?
- When will communication occur?
- Who will provide the information?
- How will the communication be provided?
- What feedback or input will be requested?
- How will the feedback/input be used?

Once the leadership team develops a communication plan regarding assessment, the plan should be implemented and then regularly reviewed at leadership team meetings. Any communications that have occurred or feedback that has been received can be shared with team members and any needed revisions can be planned and implemented. In this way, consistent communication between the leadership team and stakeholders is ensured.

Tier 2/3

Grouping for Preschool Social Emotional Learning Intervention

Preschool populations by their very nature include children of a wide variety of skill level. Therefore, preschool daily schedules are designed to provide multiple opportunities for differentiated instruction along the developmental continuum. ALL children, those needing Tier 1, 2, or 3 support, should participate in the core social emotional curriculum with differentiation provided. Differentiation of core curriculum is considered Tier 1 for all students.

When grouping students for tiered interventions for social emotional/behavioral needs, collaborative teams will consider 3 data sources: 1) your universal screener, 2) attendance, and 3) BIR information.

Intervention for social emotional/behavior in preschool is typically provided within the classroom across the daily schedule and does not often require additional time/small group instruction. How an intervention will be implemented depends on the interventions a leadership team selects to include on its Tier 2/3 Protocols.

Interventions at Tier 2 may be taught to the entire class (e.g. use of a solution suitcase) and then coached and modeled when issues arise. Other strategies may require a student to reflect after each activity through the use of an individual schedule or recognition chart. Teachers may foster friendship skills by coaching children during self-directed play or designing small group lessons around selected social skills. Whichever interventions are chosen, a combination of strategies that include direct instruction and embedded learning will be needed. It is also important for leadership teams to be specific about social emotional/behavior interventions to be used by collaborative teams, to ensure that social emotional interventions are intentionally provided to students requiring this level of support.

Preschool social emotional/behavior interventions at Tier 3 will also require a combination of direct instruction and embedded learning; however, at Tier 3, teams are more intentionally examining and determining the function of a student's behavior to individualize interventions for each student in need of Tier 3 support.

Tier 2/3 Protocols

Leadership teams will develop both Tier 2 and Tier 3 Protocols for preschool social emotional/behavior. A protocol outlines a procedure or system of rules that govern the selection of intervention methods and materials based on the intervention area. Just as leadership teams determine the core curriculum, it is crucial that they consider what staff members will use to provide social emotional/behavior interventions. A protocol makes it easier for staff members to implement interventions because they do not need to design individualized interventions for each student. It also helps leadership teams as they examine data. If teachers are selecting from the same few interventions and students are not making the progress expected, leadership teams have documentation that different intervention materials and approaches are needed.

Leadership teams should identify current materials and critically evaluate them to ensure that essential skills are represented and materials will support targeted areas. Leadership teams must also consider the evidence base of different interventions and instructional approaches. Prior to

selecting, purchasing, or using any instructional materials, it is critical to carefully review the research base and match it to the needs of your student population. A variety of evidence-based interventions can be found to match learner needs. To assist teams in selecting early social-emotional/behavioral interventions appropriate for young children, the document *Preschool Social Emotional Intervention Ideas* can be found in the appendix.

In Kansas MTSS, the intervention curriculum protocol incorporates a portion of the protocol methodology and the problem-solving model. This is referred to as a hybrid model. In a hybrid model, a set group of interventions is defined to be used throughout the system. The interventions are chosen from a list of research-based approaches designed for specific areas of concern. Collaborative teams determine which intervention is to be used first, based on universal screening data. Once the intervention begins, progress monitoring data are used to determine whether the intervention needs to be adjusted, intensified, or customized, based on pre-established decision rules (McCook, 2006).

The goal of interventions should always be to accelerate learning. If a student's performance indicates that this is not happening, the intervention needs to be adjusted. Intensity of instruction may be needed in order for the interventions to be effective. Torgesen (2006) proposes that, for intervention groups to work properly, intervention systems require program-level monitoring and regular adjustments. This is accomplished in Kansas MTSS as collaborative teams meet on a regular basis to analyze students' progress, making adjustment to instruction and use the self-correcting feedback loop for communication. At least eight key aspects are involved in developing and maintaining an effective intervention system:

1. Strong motivation on the part of teachers and school leaders to be relentless in their efforts to leave no child behind.
2. A psychometrically reliable system for identifying students who need interventions in order to make normal progress in learning math.
3. A reliable system for monitoring the effectiveness of interventions.
4. Regular team meetings and leadership to enforce and enable the use of data to adjust interventions as needed.
5. Regular adjustments to interventions based on student progress.
6. Enough personnel to provide the interventions with sufficient intensity.
7. Programs and materials to guide the interventions that are consistent with evidence-based research.
8. Training, support, and monitoring to ensure that intervention programs are implemented with high fidelity and quality (Torgesen, 2006).

Professional Development, Assessment Fidelity, and Communication

Once intervention materials/approaches have been selected, it will be necessary to provide professional development that is comprehensive, sustained, and intensive enough to support all staff members who are expected to use the curricula/approaches to provide instruction. Simply having a protocol plan available does not ensure appropriate use. Staff members must have a working knowledge of the content and materials, as well as an understanding of the planning and pacing required. Leadership teams must set clear expectations that curricular materials/approaches be implemented and used with fidelity and provide professional development to support such outcomes.

Ensuring Fidelity of Intervention

The professional development plan for intervention curriculum implementation is dynamic in nature and results in the curriculum being implemented with fidelity. It is a plan that proactively identifies activities based on individual staff learning needs and will result in the knowledge and skills necessary to utilize the curriculum. It ensures that staff members are accessing and utilizing curricular materials in the expected matter, by planning for and conducting intermediate and follow-up activities. To accomplish this, leadership teams should establish methods for monitoring the use of the curriculum by individual teacher from which information is collected and utilized to differentiate among ongoing professional development and support for each staff member.

Activities for monitoring the fidelity of the curriculum implementation are not intended to be punitive, but rather, should be understood as a piece of the overall professional development plan, resulting in further staff support as needed. To accomplish this, a method to check for the correct use of the curriculum materials needs to be established. Leadership teams are responsible for establishing a plan to monitor and support the correct and effective use of curriculum materials.

In planning professional development, it is helpful for a leadership team to consider the following questions specific to each intervention selected:

1. Which staff members are expected to implement the intervention?
2. Which staff members, if any, have experience with or have previously received professional development on the intervention?
3. Which staff will not be implementing the intervention, but will be expected to align instruction with it?
4. Which staff members need to attend initial professional development on the intervention?
5. When (date) will staff be first expected to use the intervention?
6. When (date) will initial professional development be provided?
7. Who will provide the professional development?

8. Who and how will it be ensured that staff have all materials necessary to implement the intervention?
9. Who will monitor the use/implementation (fidelity) of the intervention?
10. What method will be used to monitor the use/implementation (fidelity) of the intervention?
11. How frequently will the use/implementation (fidelity) of the intervention be monitored?
12. When and how will ongoing professional development for staff using the intervention be provided?
13. When and how will professional development for staff needing additional support to use the intervention effectively be provided?
14. Who and how will professional development for new staff be provided?

As at each of the previous steps, once decisions have been made and documented for Tier 2/3 intervention, leadership teams should create a plan for communication/dissemination. Collaborative and district-level teams will need to know the plan so it can be carried out with fidelity. Leadership teams should consider the following:

- Does the communication plan need to be modified?
- Are there steps that need to be modified?
- Did the discussion of a communication plan for intervention lead to a need to develop an action plan or to add any items to the Stop-Doing List?

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Appendix

Preschool Universal Screening Tools for Social Emotional			
Reference	Description	Target Group	Cost/ Retrieval Information
<p>Early Screening Project: (ESP; Walker, Severson, & Feil, 1994)</p>	<ul style="list-style-type: none"> The ESP is a screening tool that assesses the frequency and intensity of behavior problems in young children. There are three stages of assessment, ranging from teacher rankings and ratings to direct observations of behavior. 	<ul style="list-style-type: none"> Preschool 	<p>There is a free version online at http://esp.ori.org/index.html</p> <p>Walker, H.M., Severson, H.H., & Feil, E.G. (1995). <i>Early Screening Project</i>. Eugene, OR: Oregon Research Institute. (A KIT is available for purchase from Applied Behavior Science Press, 261 East 12th Avenue, Suite 210, Eugene, OR 97401, Phone: 888.345.8744, Fax: 541.345.3854)</p>
<p>Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997)</p>	<ul style="list-style-type: none"> Used to assess students on five behavioral domains: conduct problems, hyperactivity, peer problems, emotional symptoms, and prosocial behavior. 	<ul style="list-style-type: none"> Preschool – High School 	<p>Free – Download online and score by hand or access web-based administering and scoring for a nominal price</p> <p>http://www.sdqinfo.org</p>

<p>BASC – 2 Behavioral and Emotional Screening System (BASC-2 BESS; Kamphaus & Reynolds, 2007)</p>	<ul style="list-style-type: none"> • Used to identify children who may be experiencing behavioral or emotional issues that negatively impact their academic achievement or social relationships. 	<ul style="list-style-type: none"> • Preschool (starting at age 3), • School-age through 12th grade 	<p>Approximately \$100 for the preschool kit (Manual and 25 each of the parent and teacher forms.</p> <p>Approximately \$1 per form for packages of 25 or 100 forms.</p> <p>Approx \$70 for the manual.</p> <p>Under \$600 for the ASSIST software and about \$20 for the group scanning header sheets.</p> <p>www.pearsonassessments.com</p> <p>Available as part of the AIMSweb® Data Management System (Pearson, 2008) with on-line entry, scoring, and reporting.</p> <p>\$4 per student per year as a stand-alone.</p> <p>Additional \$1 per student per year with an existing AIMSweb package.</p> <p>www.aimsweb.com</p>
<p>Social Skills Improvement System: Performance Screening Guide (SSiS-PGS; Elliott & Gresham, 2007)</p>	<ul style="list-style-type: none"> • Used to gather information about students in four domains: prosocial behavior, motivation to learn, reading skills, and math skills. 	<ul style="list-style-type: none"> • Preschool, Elementary School, • Secondary school 	<p>Under \$20 for a preschool package of 4 forms (1 needed per class of 25 students).</p> <p>http://www.pearsonclinical.com/education/products/100000356/social-skills-improvement-system-</p>

			ssis-performance-screening-guide.html
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Preschool Social Emotional Intervention Ideas

Tier 1 Instructional Practices

- Predictable schedules (visual)
- Predictable routines
- Explicit instruction of behavioral expectations for routines
- Social skills curriculum lessons
- 5:1 Behavior-specific praise
- Active supervision
- Opportunities to respond - <http://ebi.missouri.edu/wp-content/uploads/2016/05/OTR-EBI-Brief.pdf> or <http://ebi.missouri.edu/?cat=10>
- Balanced schedule (teacher directed/child initiated)

Chronic Absenteeism Preschool

- Resources
 - http://www2.ed.gov/datastory/chronicabsenteeism.html?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=
 - <http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000083-Insights-into-Absenteeism-in-DCPS-Early-Childhood-Program.pdf>
 - http://ceelo.org/wp-content/uploads/2016/02/ceelo_fastfact_state_ece_attendance_2016_02_01_final_for_web.pdf
 - <http://www.edweek.org/ew/articles/2015/03/18/districts-work-with-families-to-curb-pre-k.html>

Personal Development (Safety and self-management – recognize one’s emotions and one’s strengths and limitations. The ability to regulate one’s emotions, thoughts, and behaviors)

- Check in/check out (CICO)
- Self-monitoring
- Banking time
- Family education
- Providing choice (PTR-YC)
- Intersperse difficult or non-preferred task with easy or preferred task (PTR-YC)

- Self-regulation
 - Tucker the Turtle – http://challengingbehavior.fmhi.usf.edu/do/resources/teaching_tools/ttyc_updated_toc.html
 - Belly Breath Song <https://www.youtube.com/watch?v=mZbzDOpylA> Sesame Street
 - Sit and Watch - <http://ebi.missouri.edu/?cat=10>
- Scripted stories - http://challengingbehavior.fmhi.usf.edu/do/resources/teaching_tools/ttyc_updated_toc.html

Social Development (interpersonal skills – empathize with others, emotional literacy, establish and maintain relationships, friendship skills)

- CICO
- Friendship/play skills
 - Super Friend - <http://csefel.vanderbilt.edu/resources/strategies.html#teachingskills>
- Reinforce desirable behavior (PTR-YC)
- Communication skills (PTR-YC)
- Emotional literacy
http://challengingbehavior.fmhi.usf.edu/do/resources/teaching_tools/ttyc_updated_toc.html and <http://csefel.vanderbilt.edu/resources/strategies.html#teachingskills>
- Scripted stories
http://challengingbehavior.fmhi.usf.edu/do/resources/teaching_tools/ttyc_updated_toc.html

Character Development (responsibility and decision-making – make choices, social norms, problem solving)

- Individual schedules
http://challengingbehavior.fmhi.usf.edu/do/resources/teaching_tools/ttyc_updated_toc.html
- Conflict resolution
 - Solution kit <http://csefel.vanderbilt.edu/resources/strategies.html#teachingskills>
 - Problem-solving steps
<http://csefel.vanderbilt.edu/resources/strategies.html#teachingskills>
- Scripted stories - http://challengingbehavior.fmhi.usf.edu/do/resources/teaching_tools/ttyc_updated_toc.html

Tier 3 – Prevent Teach Reinforce

Other Resources

- Evidence Based Intervention Network - http://ebi.missouri.edu/?page_id=227

BIR Example

Behavior Incident Report

Child's Name:	Does Child have IEP? (circle one) Yes No	
Date:	Time of Occurrence:	
Staff Completing Form:		
Behavior Description:		
Problem Behavior (check most intrusive)		
<input type="checkbox"/> Physical aggression	<input type="checkbox"/> Inconsolable Crying	<input type="checkbox"/> Running Away
<input type="checkbox"/> Self Injury	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Property Damage
<input type="checkbox"/> Stereotypic Behavior	<input type="checkbox"/> Verbal Aggression	<input type="checkbox"/> Unsafe Behaviors
<input type="checkbox"/> Disruption/Tantrums	<input type="checkbox"/> Non-compliance	<input type="checkbox"/> Trouble Staying Awake
	<input type="checkbox"/> Social withdrawal/isolation	<input type="checkbox"/> Other _____
Activity (check one)		
<input type="checkbox"/> Arrival	<input type="checkbox"/> Diapering	<input type="checkbox"/> Departure
<input type="checkbox"/> Classroom Jobs	<input type="checkbox"/> Meals/Snack	<input type="checkbox"/> Clean-Up
<input type="checkbox"/> Circle/Large Group Activity	<input type="checkbox"/> Outdoor Play	<input type="checkbox"/> Therapy
<input type="checkbox"/> Small Group Activity	<input type="checkbox"/> Special Activity/Field Trip	<input type="checkbox"/> Individual Activity
<input type="checkbox"/> Centers/Indoor Play	<input type="checkbox"/> Self-Care/Bathroom	<input type="checkbox"/> Other _____
	<input type="checkbox"/> Transition	
Others Involved (check all that apply)		
<input type="checkbox"/> Teacher	<input type="checkbox"/> PT	<input type="checkbox"/> Substitute
<input type="checkbox"/> Paraprofessional	<input type="checkbox"/> SLP	<input type="checkbox"/> Peers
<input type="checkbox"/> Student Teacher	<input type="checkbox"/> Family Member	<input type="checkbox"/> None
<input type="checkbox"/> OT	<input type="checkbox"/> Other Support Staff	<input type="checkbox"/> Other _____
Possible Motivation (check one)		
<input type="checkbox"/> Obtain desired item	<input type="checkbox"/> Gain adult attention/comfort	<input type="checkbox"/> Obtain Sensory
<input type="checkbox"/> Obtain desired activity	<input type="checkbox"/> Avoid adults	<input type="checkbox"/> Avoid Sensory
<input type="checkbox"/> Gain peer attention	<input type="checkbox"/> Avoid task	<input type="checkbox"/> Don't Know
<input type="checkbox"/> Avoid Peers		<input type="checkbox"/> Other _____
Strategy/Response (check one or the most intrusive)		
<input type="checkbox"/> Verbal reminder	<input type="checkbox"/> Time with teacher	<input type="checkbox"/> Family contact
<input type="checkbox"/> Curriculum modification	<input type="checkbox"/> Re-teach/practice expected behavior	<input type="checkbox"/> Loss of item/privilege
<input type="checkbox"/> Move within group	<input type="checkbox"/> Time in different classroom	<input type="checkbox"/> Physical guidance
<input type="checkbox"/> Remove from activity	<input type="checkbox"/> Time with support staff	<input type="checkbox"/> Physical hold/restrain
<input type="checkbox"/> Remove from area	<input type="checkbox"/> Redirect to different activity/toy	<input type="checkbox"/> Other _____
<input type="checkbox"/> Provide physical comfort		
If applicable, administrative follow-up (check one or most intrusive)		
<input type="checkbox"/> Non-applicable	<input type="checkbox"/> Arrange behavioral consultation/team	<input type="checkbox"/> Transfer to another program
<input type="checkbox"/> Talk with child	<input type="checkbox"/> Targeted group intervention	<input type="checkbox"/> Reduce hours in program
<input type="checkbox"/> Contact with family		<input type="checkbox"/> Other _____
<input type="checkbox"/> Family meeting		

Comments: