Universal Prevention - Pre-School Systems

Positive Behaviour for Learning (PBL) in Preschools
Fact Sheet

PBL in preschools is aligned with the Early Years Learning Framework (EYLF) and supports the guidelines of the National Quality Standard to address key features of preschool learning environments. Preschool and school teams work together to develop a shared knowledge and understanding of Positive Behaviour for Learning and provide continued support for children from preschool through to school.

Outcomes of PBL in early childhood settings revolve around three key areas:

- Supporting children to have positive social behaviour experiences.
- Supporting staff capacity and knowledge about behaviour guidance.
- Building connections between the school and preschool that support positive learning environments.

“Guiding children's behaviour is one of the biggest challenges many child care providers face. Choosing and using the most appropriate guidance and discipline practices focus on ways to encourage and strengthen positive behaviour, ways to prevent misbehaviour, and ways to manage misbehaviour when it occurs” National Network for ChildCare NNCC.

For discipline methods to be considered effective: “They must not only end a disruption but also preserve children's sense of safety, teach them skills to use in the future, ensure that they continue to want to relate to adults, and promote healthy attitudes to authority” Louise Porter, 2011.

PBL in Preschool: A Continuum of System of Support

The triangle below presents a visual representation of the full range of support systems required for all students. The largest base portion of the triangle contains the foundation Tier 1 support systems that all children need to ensure positive relationships with children, families and colleagues as well the classroom preventative practices to provide a quality learning environment for all students. The higher and thus smaller portions of the triangle refer to the Tier 2 targeted social/emotional supports which require explicit teaching to some students and the Tier 3 intensive interventions for a small number of students which involves functional behaviour analysis within a 'wrap around' team process.
Features of PBL for Preschools Tier 1 Universal

Preschool learning environments look very different from the school classroom learning environment. Detailed below are the necessary components that must be considered as part of the PBL implementation process in a preschool context.

**Positive relationships are the foundation for all other practices across the tiers.**

Relationships should always:

- Be responsive and exemplify positive interactions with children.
- Involve partnerships with families.
- Involve collaboration and teaming with staff.

**Emphasis on teaching, guiding behaviour**

- Adult support for children to learn how to express emotions appropriately, play cooperatively and use social problem solving strategies
- Explicit instruction of social/emotional skills for all children.
- Teach/guide response to correct inappropriate behaviour.

**Quality learning environment**

Practices should include:

- Providing adequate materials and engaging activities.
- Providing well defined play-centres.
- Offering a developmentally appropriate and balanced schedule of activities.
- Structuring and teaching transitions, teaching rules.
- Providing individualised support.
Considerations for the developmental level of young children should include:

- Social development – lack of maturity in social interaction skills.
- Emotional development - lack of maturity to manage own behaviour.
- Communication development – receptive and expressive communication.

Children learning through play, requires that:

- Instruction is planned and embedded within play activities, tailored for small groups.
- Activities are brief and concrete.
- A variety of teaching strategies are used.

PBL and Early Years Learning Framework (EYLF) Connections

PBL aligns with the EYLF and supports the National Quality Standard. Some of the connections between the PBL framework and EYLF are listed in the table below.

<table>
<thead>
<tr>
<th>Positive Behaviour for Learning</th>
<th>Early Years Learning Framework</th>
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<tbody>
<tr>
<td>Teach behavioural expectations – teach children to be successful socially and academically.</td>
<td>Intentional teaching: providing children with strategies to make informed choices about their behaviours.</td>
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<td>Support appropriate behaviour – visual cues, prompting, positive verbal feedback, quality learning environment.</td>
<td>Responding to children's learning dispositions by giving acknowledgement, encouragement and additional ideas.</td>
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<td>Corrective consequences – provide a continuum of response - prompt, redirect, re-teach, choice, logical consequence, student conference. Misbehaviour = learning error. Emphasis on teaching and positive reinforcement.</td>
<td>Plan for a time and place where children can reflect on their learning and behaviour.</td>
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<td>Considers students' learning needs – social/emotional maturity, communication. Emphasis on teaching social/emotional skills.</td>
<td>Talking to children about their emotions - emotional regulation and self-control.</td>
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<tr>
<td>Emphasis placed on the teaching environment to support students' learning needs.</td>
<td>Provide opportunities and support for children to engage in meaningful and engaging learning.</td>
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Preschool PBL implementation steps

Preschool implementation is closely aligned with school-wide PBL implementation steps and includes:

1. Choosing behavioural expectations which are:
   - Three or less.
   - Developmentally appropriate.
- Visible.
- Connected school wide expectations.

2. Developing teaching matrix which:
- Determines appropriate behaviours that represent the three expectations across all settings and points of time.
- Supports common language.
- Is written in Observable, Measurable, Positive, Understandable, Always applicable (OMPUA) terms.

3. Teaching social behaviours which are:
- Well planned intentional teaching, focused on direct instruction – tell/model, guided practice, feedback, independent practice.
- Taught in context, regularly practise.
- Planned for generalisation.

4. Supporting appropriate behaviours to:
- Prompt and cue – verbal, visual, auditory, proximity.
- Set factors in place to support a high quality learning environment.
- Provide effective verbal feedback – specifically describe behaviour using language of expectations, provide a rationale. Verbal feedback should focus on the process of achievement, should acknowledge, show appreciation, be non-judgmental and be given in ratio of at least four positive to each corrective, 4:1.

5. Define and respond to problem behaviours to ensure staff consistency in response, by:
- Defining problem behaviour.
- Focusing on corrective consequences – misbehaviour = learning error – educative response.
- Developing a continuum of response that is delivered in a calm, consistent, brief, immediate, respectful manner that uses an educative response to guide behaviour. Continuum includes prompt, re-direct, reteach, choice, logical consequences, student conference.
- Providing support for the child to be successful in learning appropriate behaviour – e.g. communication, scaffold steps, prompts.

6. Data based decision making which:
- Is an efficient system for collecting, recording data and report generation.
- Is a practical team driven process to analyse data, define problems and problem solve interventions.
- Collects data on student behaviours.
  a) Behaviour incident record
  b) ABC observation tool
  c) Social/emotional assessments
  d) Learning stories/ anecdotal records
• Collects data on fidelity of PBL implementation.
  e) Pre-School-wide Evaluation Tool (Pre-SET)
  f) Benchmarks of Quality Preschool-wide (BoQPW).
  g) Early Childhood Self-Assessment Survey (ECSAS).

Recommendations for success

• Connect to PBL school wide systems of support – PBL team, data systems, and communication.
• Establish procedures for staff involvement, communication, professional learning and ongoing training – preschool wide and school wide.

References


For further support or information:

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Positive Behaviour for Learning Website