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### **Virginia Tiered Systems of Supports**

### **Tiered Fidelity Inventory (TFI) Companion Guide: Early Childhood Planning Tool**

#### **Introduction:**

It is well established that early childhoodrepresents both a “window of opportunity for enriching input and a window of vulnerability to the development of behavior problems” (Buysse & Peisner-Feinberg, 2013, p. 187). High quality early childhood programs recognize this opportunity and implement evidence-based practices that promote positive social-emotional outcomes and prevent challenging behaviors for all young children. Without this foundation, young children who exhibit challenging behavior in preschool are at increased risk for future problems with socialization and academic achievement (Buysse & Peisner-Feinberg, 2013; Green, Robbins & Bucholz, 2019; Vinh, 2011). Positive Behavior Intervention and Supports (PBIS) provides a framework for integrating these practices and ensuring programs and schools are prepared to respond to the unique context of early childhood. Implementation of PBIS in early childhood settings “has demonstrated positive effects on managing classrooms, decreasing challenging behaviors, and teaching socially appropriate replacement behaviors” (Green, Robbins & Bucholz, 2019, p.7).

**Purpose of theEarly Childhood Planning Tool:**

The Early Childhood (EC) Planning Tool is intended to serve as guidance for teams considering preschool and early elementary classrooms after completing the Tiered Fidelity Inventory (TFI). The additional enhancements for each feature reflect the use of evidence-based practices proven to promote the development of young children’s social and emotional competencies and prevent challenging behavior in preschool programs through first grade. Team members lacking knowledge of these practicescan use the operational language captured under “*what does that look like?*” to better identify areas of strength from those needing improvement when aligning early childhood data, practices, and systems.

**Recommended use of the Early Childhood Planning Tool:**

1. Complete the TFI
   * Teams first complete the SWPBIS Tiered Fidelity Inventory (TFI) to assess the implementation of the critical features of school-wide PBIS.
2. Use the EC Planning Tool
   * After completing the TFI, teams can use the EC Planning Tool to identify features that need further attention and teams that are in place to assist.
   * **Note:** At this time, no additional early childhood enhancements have been added to the Tier 3 features of this tool. Teams are encouraged to work within their school and/or early childhood program teams to build staff capacity to address children’s individual developmental, behavioral, and academic needs while considering the programmatic supports required to effectively implement intensive interventions. Tier 3 support should be considered for “those children who have not made adequate progress in Tier 1 and/or Tier 2 in the first half of the school year” as indicated by beginning and mid-year screening data (Carta & Young, 2019, p. 159).
3. Add early childhood priorities to the implementation plan
   * After using the TFI and the EC Planning Tool to identify priorities, a comprehensive action plan is developed to guide the implementation of a multi-tiered framework.

**EARLY CHILDHOOD ENHANCEMENTS**

**Criteria Scale:**  **NI** = Not Implementing, **PI** = Partially Implementing, **FI** = Fully Implementing

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| **TIER ONE** | | | | |
| **Subscale: Teams** | | | | |
| **TFI Feature** | **Early Childhood Enhancements** | **What does that look like?** | **Additional EC  Data Sources** | **Criteria** |
| **1.1 Team Composition**  Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation. | Tier 1 team includes early childhood member(s) with knowledge of the unique context of early childhood (e.g., administrator, coach, early childhood or early childhood special education teacher).  Additional members to consider include a family engagement coordinator and early childhood mental health consultant. | The roles of the early childhood member(s) and coach are to ensure two-way communication with faculty/staff on preschool through first grade teams and to support implementation fidelity of evidence-based interventions that are developmentally appropriate, address all domains of the child's development (i.e., language, cognitive, motor, social-emotional, and adaptive), and academic areas. Membership should be representative of all publicly funded preschool programs that exist within the division. | Preschool program organizational chart  Adapted Administrator Interview | **NI=** No early childhood member has been identified  **PI=** Early childhood member(s) attendance is below 80%  **FI=** Early childhood member(s) attendance is at or above 80% |

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| **1.2** **Team Operating Procedures**  Tier 1 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan. | In an effort to align organizational structures, early childhood outcomes are intentionally included throughout the four team operating features. | Corresponding ways that teams can intentionally include early childhood throughout the four features include (a/b) monthly agendas and minutes show evidence that action steps are being monitored and early childhood is included in the problem solving process; (c) facilitator ensures that early childhood is represented within the agenda items at monthly meetings; data analyst provides early childhood data summaries; the process observer ensures that early childhood is represented in discussions and decision making; (d) action plan reflects identified steps toward improved implementation with unique considerations for early childhood settings and early learners. | Adapted Administrator Interview  Monthly data summaries | **NI=** Early childhood is not reflected in regular meeting format/agenda, minutes, defined roles, or a current action plan  **PI=** Early childhood is reflected in at least 2 but not all 4 features  **FI=** Early childhood is reflected in regular meeting format/agenda, minutes, defined roles, AND a current action plan |
| **Subscale: Implementation** | | | | | |
| **1.3** **Behavior Expectations**  School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place. | Tier 1 team simplifies school wide expectations for use in early childhood classrooms by identifying corresponding rules to clarify expectations for activities and routines.  Teachers are involved in creating classroom rules.  A variety of strategies are used to engage families in identifying expectations and rules. | The matrix includes rules that are developmentally appropriate and observable.  Examples of developmentally appropriate classroom rules include  Be safe → Keep hands and feet to yourself and use walking feet  Be Respectful → Inside voice and use a soft touch  Be Responsible → Help each other out and take turns  Identified rules should be shared at least annually with families to promote consistency between home and school. | EC observation tool (e.g., Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT))  PreSET Classroom Environment Observation [A2, A3]  Adapted Administrator Interview  Preschool program family handbook | **NI=** Corresponding rules to clarify behavioral expectations have not been identified AND no strategies were used to involve teachers and families  **PI=** Corresponding rules to clarify behavioral expectations have been identified but no strategies used to involve teachers and families  **FI=** Corresponding rules to clarify behavioral expectations have been identified AND strategies were used to involve teachers and families |
| **1.4 Teaching Expectations**  Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations. | Expectations, along with how to demonstrate the corresponding rules during social and academic activities are specifically taught and systematically reinforced.  Expectations are paired with visuals that are meaningful for all children served in the early childhood program and posted at eye level for a young child. | Examples of strategies to teach expectations and rules include   * visuals * social stories * puppets * role plays   The use of teaching strategies is monitored and adapted for individual children as needed.  Information is shared with families about how to apply these concepts at home and in the community. | EC observation tool (e.g., TPOT)  PreSET Teacher and Children’s Questions [B2, B3]  PreSET Lead Teacher Questions [B1]  EC Lesson Plans  Behavior Matrix  Preschool program family handbook  Social emotional curriculum (e.g., Al’s Pals, The Incredible Years, PATHS) | **NI=** Expected behaviors/rules are not specifically taught or reinforced, and expectations are not posted at a child’s eye level or paired with visuals  **PI=** Expected behaviors/rules are taught inconsistently, expectations are not posted at a child’s eye level, or expectations are not paired with visuals  **FI=** Expected behaviors are taught, reinforced, posted at a child’s eye level, AND paired with visuals |

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| **1.5 Problem Behavior Definitions**  School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems. | Definitions for behavior used in early childhood settings distinguish challenging behaviors needing further examination and support from those that are developmentally normative.  In early childhood settings, it is expected that most, if not all behavior concerns are managed by classroom staff rather than office-managed. | A behavior is defined as challenging when it impacts a young child’s ability to form and maintain relationships with peers and adults, engage in learning and play, or develop new skills.  The behavior incident flow chart guides faculty/staff when responding to young children with definitions of behaviors that are supported by classroom staff vs the office. | Preschool program staff handbook  Preschool program family handbook | **NI=** Definitions used do not distinguish challenging behaviors from those that are developmentally normative, and procedures to manage challenging behaviors are not clearly documented  **PI=** Definitions and procedures exist, but are not clear and do not distinguish challenging from developmentally normative behaviors  **FI=** Definitions used distinguish challenging from developmentally normative AND procedures for managing behaviors are clearly documented |
| **1.6 Discipline Policies**  School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently. | Policies and procedures emphasize developmentally appropriate prevention practices and eliminate the option of short or long-term suspensions and expulsions of young children. | Faculty/staff use a consistent approach when addressing incidents of challenging behavior that is proactive, developmentally appropriate, and teaches the child the expected behavior.  Policies reflect strategies for partnering with families when challenging behavior occurs.  Policies reflect suspension/expulsion regulations and definitions found in Virginia’s Guidelines for the Prevention of Suspension and Expulsion of Young Children | Program Guidelines (e.g., Head Start Performance Standards)  Preschool program staff handbook  Preschool program family handbook  PreSET Lead Teacher Questions [C4]  Adapted Administrator Interview | **NI=** Documentation lacks evidence of developmentally appropriate prevention practices and utilizes suspension and expulsion of young children  **PI=**Documentation shows minimal evidence of developmentally appropriate prevention practices but utilizes suspension and expulsion of young children.  **FI=**Documentation includes evidence of developmentally appropriate prevention practices AND suspension and expulsion of young children is NOT an option |
| **1.7 Professional Development**  A written process is used for orienting all faculty/staff on four core Tier 1 SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance. | The written process used by all administrators, faculty, and staff is inclusive of developmentally appropriate and proactive approaches that should be consistently used to support young children in both classrooms and common settings. | The menu of training topics for faculty and staff who interact with young children should include   * strategies for building nurturing relationships with young children, * creating supportive environments that foster SEL, * targeted strategies that teach social emotional skills, * peer mediated strategies to promote inclusion, and * practices that support high quality teacher child interactions. | Needs assessments  Adapted Administrator Interview  PreSET Lead Teacher Questions [H4] | **NI=** Process is not inclusive of the developmentally appropriate and proactive approaches that staff should use in early childhood settings  **PI=** Process acknowledges early childhood faculty/staff but is not reflective of practices expected to be used in early childhood settings  **FI=** Process is inclusive of developmentally appropriate and proactive approaches that staff should use in early childhood settings |
| **1.8 Classroom Procedures**  Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. | Early childhood practices consistent with Tier 1 features are integrated into how instruction is provided on the core curriculum and within daily routines and activities. | Expectations are introduced during large group activities, and instruction on rules for specific activities and settings are embedded into the daily routine.  Teachers maximize learning across the day by   * providing positive attention at a rate of four to one, * establishing and teaching routines within routines, * creating a visual schedule and consistently referring to it, * individualizing support as needed, and * giving clear instructions so children know exactly what to do next. | EC observation tool (e.g., TPOT, CLASS)  PreSET: Teacher & Children’s Questions [D2, D3], Classroom Environment [A4, D1], Observation [C5, C6], & Transition [C7, D4, D5]  Social emotional curriculum (e.g., Al’s Pals, The Incredible Years, PATHS) | **NI=** Early childhood practices are not integrated into how instruction is provided in core curriculum and within daily activities  **PI=** Early childhood practices are inconsistently integrated into how instruction is provided across core curriculum and within daily activities  **FI=** Early childhood practices are integrated into how instruction is provided across core curriculum and within daily activities |
| **1.9 Feedback and acknowledgment**  A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students. | The formal system used across all early childhood classrooms should (a) be meaningful to the children and families being served, (b) focus on systematic use of immediate and frequent feedback, (c) avoid the use of long-term reinforcements such as tokens or tickets, (d) be shared with families along with examples of how it can be applied at home or in the community, and (e) recognize staff who are working to use appropriate strategies to build positive relationships with children. | Teachers systematically acknowledge prosocial behaviors by   * delivering positive feedback at a ratio of 4 to 1, * respecting the child’s preferences for receiving feedback, and * linking descriptive feedback to the expectations and rules. | PreSET Lead Teacher Questions [C2]  Adapted Administrator Interview | **NI=** No formal system is in place or it does not fit the guidance for use in all early childhood classrooms and settings  **PI=** A formal system is in place, but only partially fits the guidance for use in early childhood classrooms and is used inconsistently across all early childhood classrooms and settings.  **FI=** The formal system reflects the guidance for use in early childhood classrooms AND is used consistently across settings and within classrooms |

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| **1.10 Faculty Involvement**  Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months. | Data shared includes early childhood sources. | No additional guidance. | No additional data sourced recommended. | **NI=**EC data is not shared annually and faculty are not given the opportunity to provide input  **PI=** EC data is shared at least annually OR faculty are given the opportunity to provide feedback on universal foundations at least annually  **FI=** EC data is shared at least 4 times per year AND faculty have been given the opportunity to provide feedback on universal foundations within the past 12 months |
| **1.11 Student/Family & Community Involvement**  Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months. | Communication with families supports positive behavior outcomes for young children and engages them in planning and decision making to promote children's social emotional development. | Program/school engages, informs, and partners with families through a variety of culturally-responsive communication methods (e.g., phone calls, email, newsletters, parent night, home visits). | PreSET Lead Teacher Questions [F1, F2]  Administrator Interview adapted [F3-5]  Preschool program family handbook | **NI=** Communication with families does not occur  **PI=** Communication with families is infrequentor only achieved through one method  **FI=** Communication with families is frequent and through a variety of methods |

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| **Subscale: Evaluation** | | | | | |
| **1.12 Discipline Data**  Tier 1 team has instantaneous access to graphed reports summarizing problem behavior events organized by frequency, location, time of day, and by individual student | Tools used to collect data fit the unique context of classrooms supporting young learners. The data collection system used program and/or school-wide reflects early childhood settings. | Early childhood data system established which tracks incidents of challenging behavior. | Behavior Incident Report System (BIRS)  EC-SWIS  PreSET Lead Teacher Questions [E2]  Adapted Administrator Interview [E1, E3] | **NI=** No data system or EC data not entered  **PI=** System that includes EC data exists but not used with consistency, no real time access  **FI=** System that includes EC data exists with real time access and is monitored at least monthly |
| **1.13 Data-based Decision Making**  Tier 1 team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making. | The problem-solving process monitors not only child level data and the use of teaching practices, but also considers the resources, planning time, and the professional development needs of early childhood teachers and staff to support systematic implementation. | The problem-solving process used considers data from the following sources   * incidents of challenging behavior (e.g., BIRS, EC SWIS), * progress monitoring data, * teacher’s use of evidence-based practices (e.g., TPOT, PreK CLASS), * universal screening data (e.g., ASQ:SE-2, DECA, VKRP, PALS), and * menu of PD options offered. | Adapted Administrator Interview [E4] | **NI=** The problem-solving process does not monitor child level data, use of teaching strategies, or consider the professional development needs of EC teachers to support implementation at least monthly  **PI=** The process used monitors child level data and use of teaching strategies at least monthly, but does not consider the professional needs of EC teachers  **FI=** The problem-solving process monitors child level data, use of teaching strategies and the professional development needs of EC teachers to support implementation at least monthly |
| **1.14 Fidelity Data**  Tier 1 team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually. | Tier 1 team uses a PW-PBIS measure (e.g., EC PW-BoQ, Pre-SET, Pre-SAS) or TFI Companion Guide: EC Planning Tool on an annual basis. | No additional guidance. | No additional data sourced recommended. | **NI=** No Tier 1 EC data collected  **PI=** Tier 1 EC data collected informally and/or less than annually  **FI=** Tier 1 EC data collected and used for decision making annually |

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| **TIER TWO** | | | | |
| **Subscale: Teams** | | | | |
| **Feature** | **EC Enhancement** | **What does that look like?** | **Additional EC Data Sources** | **Criteria** |
| **2.1 Team Composition:**  Tier 2 (or combined Tier 2/3) team includes a Tier 2 systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs. | Early childhood membership includes individuals with experience supporting staff to use targeted interventions and/or young children in early childhood classrooms AND has administrative authority over preschool programs. | Tier 2 team includes early childhood membership to promote the use of targeted evidence-based interventions that are developmentally appropriate, address all domains of the child's development (i.e., language, cognitive, motor, social-emotional, and adaptive), and academic areas. | No additional data sources recommended | **NI=** Tier 2 team does not include someone with experience supporting staff to use targeted interventions and/or children in early childhood settings AND has administrative authority over preschool programs  **PI=** Tier 2 team includes someone with experience supporting staff to use targeted interventions OR children in early childhood settings OR a person with administrative authority over preschool programs  **FI=** Tier 2 team includes someone with experience supporting staff to use targeted interventions and/or children in early childhood settings anda person withadministrative authority over preschool programs |
| **2.2 Team Operating Procedures:**  Tier 2 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined  meeting roles, and (d) a  current action plan. | Tier 2 team reviews meeting procedures to ensure there is a mechanism for communicating with families about the need for an intervention and providing regular updates on progress. | No additional guidance | No additional data sources recommended | **NI=** Meeting procedures have not been reviewed to ensure there is mechanism for communicating with families about the need for an intervention AND regular updates on progress are not provided  **PI=** Meeting procedures have not been reviewed to ensure there is mechanism for communicating with families about the need for an intervention OR regular updates on progress are not provided  **FI=** Meeting procedures have been reviewed to ensure there is mechanism for communicating with families about the need for an intervention AND regular updates on progress are provided |
| **2.3 Screening:**  Tier 2 team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/ family/student nominations) to identify students who require Tier 2 supports. | Tier 2 team uses decision rules and multiple sources of data aligned with early childhood evidence-based practices including information collected from families. | Early childhood data sources include progress monitoring and outcome data for young children’s developmental, academic, and social emotional competencies (e.g., positive self-concept, emotional literacy, social problem solving, and friendship skills) and information collected from families.  Additionally, behavior tracking systems (e.g., BIRS) used in preschool programs focus on commonly seen behaviors that are of concern to the teacher due to an elevated level of intensity, frequency, and duration instead of systems that track rule infractions or ODRs. | Common data sources used to identify young children in need of targeted interventions include  Behavior Rating Scales and social-emotional screening tools  (e.g., ASQ:SE, SEAM, Social Skills Improvement Scales, Preschool Behavior Scales)  Curriculum Based Assessments (e.g., Teaching Strategies Gold)  Teacher observation and reporting  Behavior incident tracking (e.g., BIRS) | **NI=** Decision rules and multiple data sources do not align with early childhood EBPs AND do not include information collected from families  **PI=** Decision rules and multiple data sources do not align with early childhood EBPs OR do not include information collected from families  **FI=** Decision rules and multiple data sources align with early childhood EBPs AND include information collected from families |
| **2.4 Request for Assistance:**  Tier 2 planning team uses written request for assistance form and process that are timely and available to all staff, families, and students. | Written methods for requesting assistance are modified to reflect academic and social behaviors that often occur in early childhood classrooms, preventative strategies that are developmentally appropriate, including sensory needs as a possible motivator for behavior. | No additional guidance | No additional data sources recommended | **NI=** Requesting assistance forms used do not reflect academic and social behaviors that often occur in EC classrooms AND do not include preventative strategies that are developmentally appropriate including, sensory needs as a possible motivator for behavior.  **PI=**Requesting assistance forms used do not reflect academic and social behaviors that often occur in EC classrooms OR do not include preventative strategies that are developmentally appropriate including, sensory needs as a possible motivator for behavior.  **FI=**Requesting assistance forms used reflect academic and social behaviors that often occur in EC classrooms AND preventative strategies that are developmentally appropriate including, sensory needs as a possible motivator for behavior. |
| **Subscale: Interventions** | | | | |
| **2.5 Options for Tier 2**  **Interventions:**  Tier 2 team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched  to student need. | Tier 2 team reviews the documented evidence of current options to ensure the effectiveness is matched to the needs of young children. If a lack of interventions is found, then the team identifies additional targeted interventions and supports that have an early childhood evidence base. | Tier 2 team reviews the documented evidence of current options to ensure the effectiveness is matched to the needs of young children. If a lack of interventions is found, then the team identifies additional targeted interventions and supports that have an early childhood evidence base. | No additional data sources recommended | **NI=** Evidence of current options is not reviewed to ensure the effectiveness is matched to the needs of young children AND additional interventions and supports with an EC evidence base are not identified  **PI=** Evidence of current options is not reviewed to ensure the effectiveness is matched to the needs of young children OR additional interventions and supports with an EC evidence base are not identified  **FI=** Evidence of current options is reviewed to ensure the effectiveness is matched to the needs of young children AND additional interventions and supports with an EC evidence base are identified |
| **2.6 Tier 2 Critical Features:** Tier 2 behavior support interventions  provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report). | No additional enhancements | No additional guidance | No additional data sources recommended |  |
| **2.7 Practices Matched to Student Need:**  A formal process is in place to select  Tier 2 interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture,  developmental level). | The process used includes opportunities for teachers and teams to engage with families to select, deliver, and monitor the child’s response to interventions and supports to ensure goodness of fit. | No additional guidance | No additional data sources recommended | **NI=** The process used does not include opportunities for teachers and teams to engage with families to select, deliver, and monitor the child’s response to interventions and supports to ensure goodness of fit.  **PI=** The process used does not include opportunities for teachers and teams to engage with families to select OR deliver OR monitor the child’s response to interventions and supports to ensure goodness of fit.  **FI=** The process used includes opportunities for teachers and teams to engage with families to select, deliver, AND monitor the child’s response to interventions and supports to ensure goodness of fit. |
| **2.8 Access to Tier 1 Supports:**  Tier 2 supports are explicitly linked to Tier 1 supports, and students receiving Tier 2  supports have access to, and are included in, Tier 1 supports. | No additional enhancements | No additional guidance | No additional data sources recommended |  |
| **2.9 Professional Development:**  A written process is followed for teaching all relevant staff how to refer students and implement each Tier 2  intervention that is in place. | The process ensures that all early childhood staff supporting young children have access to training and classroom coaching for practice and intervention implementation. | Additional training and coaching topics necessary for early childhood staff include the purpose and use of universal screenings, systematic instruction, progress monitoring, the behavior tracking system, and data informed decision making. | No additional data sources recommended | **NI=** Process does not provide early childhood staff any additional training and classroom coaching for practice and intervention implementation  **PI=** Process provides early childhood staff either additional training OR classroom coaching for practice and intervention implementation  **FI=** Process provides early childhood staff any additional training and classroom coaching for practice and intervention implementation |
| **Subscale: Evaluation** | | | | |
| **2.10 Level of Use:**  Team follows written process to track proportion of students  participating in Tier 2 supports, and access is proportionate. | No additional enhancement | No additional guidance | No additional data sources recommended |  |
| **2.11 Student Performance Data:**  Tier 2 team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier 2 intervention outcomes data and decision rules for progress monitoring and modification. | No additional enhancement | No additional guidance | No additional data sources recommended |  |
| **2.12 Fidelity Data:**  Tier 2 team has a protocol for ongoing review of fidelity for each Tier 2 practice. | No additional enhancement | No additional guidance | No additional data sources recommended |  |
| **2.13 Annual Evaluation:**  At least annually, Tier 2 team assesses overall effectiveness and efficiency of strategies,  including data-decision rules to identify students, range of  interventions available, fidelity of implementation, and on-  going support to implementers;  and evaluations are shared with staff and district leadership. | No additional enhancement | No additional guidance | No additional data sources recommended |  |

**Glossary**

**Behavior Incident Report System (BIRS)** isa system used in early childhood classrooms to collect and analyze occurrences of behavior.

**Classroom Scoring Assessment System (CLASS)** is an observation tool used to measure the effectiveness of classroom interactions among teachers and children.

**Challenging Behavior** is defined as “any repetitive behavior a child engages in that 1) interferes with the child’s or his peers’ learning, or 2) negatively affects his social interactions with peers and adults. This includes behaviors such as verbal or physical aggression, tantrums, noncompliance, property destruction, withdrawal, and self-injury” (Hardy, Brown, & Skow, 2015, p.29).

**Developmentally Appropriate Practice** is a term used to describe teaching practices that are appropriate to the child’s age and level of development, recognizes young children as unique individuals, ensures goals and experiences are suited to their learning, age, and development, are responsive to the social and cultural contexts in which children live, and are challenging enough to promote their progress and growth (Copple & Bredekamp, 2009).

**Early Childhood** as used in this document refers to the developmental period young children experience between birth and eight years of age. While early childhood is generally thought to be preschool – an educational program that occurs before kindergarten, it also extends into the early elementary years.

**Preschool** as used in this document refers to publicly funded early care and education programs for three- and four-year-olds (e.g., Early Childhood Special Education, Head Start, Virginia Preschool Initiative, and Title 1).

**Teaching Pyramid Observation Tool (TPOT) for Preschool Classrooms** is “an instrument designed to measure practitioner’s implementation of teaching and behavior support practices associated with the *Pyramid Model for Promoting Social Emotional Competencies in Infants, and Young Children*” (Fox et al., 2014, p.1). The classroom observation tool is intended to be used in classrooms serving children between two to five years old.

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