

## Continuous Quality Improvement in PA

### Supporting Social Emotional Competence and Addressing Challenging Behavior (K1, K2, K3, K4, K5)

The purpose of this form is to provide information about initiatives that could support programs in addressing CQI after needs are identified through examination of relevant sources of evidence.

<b>Title of activity/initiative:</b>	<b>Pyramid Model of Positive Behavior Support</b>
<b>Purpose, goal and expected outcomes of the initiative. How is this activity important to program quality?</b>	Designed to increase early care providers' competence and confidence in supporting young children's social and emotional development and ability to teach self management and problem-solving skills.
<b>Description of initiative and any component parts (Technical assistance available, professional development, program assessment inventories, etc.)</b>	Variety of PD events for OCDEL, PA Key and Regional Key Staff, and for EI and EC practitioners
<b>Program eligibility criteria or recommended programs for initiative</b>	<p>Age Group Serving: <input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Pre-K <input type="checkbox"/> SACC <input checked="" type="checkbox"/> All</p> <p>Program Type: <input type="checkbox"/> All  <input checked="" type="checkbox"/> Head Start <input checked="" type="checkbox"/> Early Head Start <input checked="" type="checkbox"/> PA Pre-K Counts  <input checked="" type="checkbox"/> Early Intervention Providers <input type="checkbox"/> School District  <input checked="" type="checkbox"/> PCHP <input checked="" type="checkbox"/> xNFP <input checked="" type="checkbox"/> Keystone Babies            Other:</p> <p>Child Care: <input checked="" type="checkbox"/> All  <input type="checkbox"/> STAR 1 <input type="checkbox"/> STAR 2 <input type="checkbox"/> STAR 3 <input type="checkbox"/> STAR 4  <input type="checkbox"/> Center <input type="checkbox"/> Group <input type="checkbox"/> Family</p>
<b>Website(s) for initiative</b>	<a href="http://www.vanderbilt.edu/csefel">www.vanderbilt.edu/csefel</a> <a href="http://www.challengingbehavior.org">www.challengingbehavior.org</a> <a href="http://www.papbs.org">www.papbs.org</a>
<b>Identify focus areas the initiative addresses</b>	<input type="checkbox"/> Administrative Competencies <input type="checkbox"/> Best Practice in Teaching and Learning <input type="checkbox"/> Cultural Competence and Supporting Diversity <input checked="" type="checkbox"/> Engaging Families <input type="checkbox"/> Healthy Children/Families/Practitioners <input checked="" type="checkbox"/> Social Emotional Competence and Challenging Behavior <input type="checkbox"/> Other (list): _____ <input type="checkbox"/> Other (list): _____ Notes:
<b>Other initiatives, resources, organizations or professional development that support or enhance the initiative</b>	SpecialQuest, Mind in the Making, PA PBS Project (birth through high school), ECMH project, PATHs, The Incredible Years <a href="http://www.csefel.org">www.csefel.org</a> <a href="http://www.tacsei.org">www.tacsei.org</a>
<b>Audiences for direct participation in the initiative, list all that apply</b>	<input checked="" type="checkbox"/> Directors <input checked="" type="checkbox"/> Management/Leadership Teams <input checked="" type="checkbox"/> Teachers

	<p>X Assistant Teachers  <input type="checkbox"/> All Staff  X Parents  X Board Members  <input type="checkbox"/> Community Stakeholders  <input type="checkbox"/> Children</p> <p>Is a component of the initiative that information be brought back to the program and intentionally shared with other s?  <input type="checkbox"/> Yes    X Not necessarily</p> <p>Notes:  Early care and education staff, administrators and parents. Boards of directors and/or parent groups.</p>
<b>Research or national context to support the initiative</b>	Positive Behavior Support is an evidence based process that is referenced in a growing number of best practice and regulatory documents as an essential component of effective instruction and care.
<b>Keystone STARS or Program Standards addressed and CBK Topic Codes (if applicable)</b>	Explicitly supports the Social and Emotional standards and the Partnerships for Learning standards of the Early Learning Standards. Various components of this project address a number of the CBK topic codes and levels.
<b>Additional information or materials</b>	See websites above for resources and materials Monitor training calendars at <a href="http://www.pakeys.org">www.pakeys.org</a> and <a href="http://www.pattan.net">www.pattan.net</a> regularly for current offerings
<b>Other clarification or information about the activity</b>	Challenging behavior is a common reason given for EC programs' concern about serving children with disabilities. Research shows that children with challenging behavior are asked to leave early care settings at three times the rate of expulsion in grades K-12. Developing the skills of early care providers in managing challenging behavior and helping children develop socially and emotionally has been shown to decrease the rate of expulsion of young children and enhance learning for all children. Programs that implement the pyramid model with fidelity typically report higher rates of staff satisfaction and lower rates of staff turnover.
<b>Contact person for questions about this Initiative</b>	Susan Zeiders: <a href="mailto:szeiders@pattan.net">szeiders@pattan.net</a> Michele Walsh: <a href="mailto:micwal@berksiu.org">micwal@berksiu.org</a> Julia Slater: <a href="mailto:jslater@pattan.net">jslater@pattan.net</a>