

Early Childhood Positive Behavior Support Team



Center on the Social and Emotional Foundations for Early Learning (CSEFEL) • Good Beginnings Alliance • Hawai'i Association for the Education of Young Children • Hawai'i Families as Allies • Hawai'i Head Start State Collaboration Office • Hawai'i State Department of Education • Hawai'i State Department of Health • Hawai'i State Department of Human Services • Head Start Association of Hawai'i • Kamehameha Schools • Medical Home Works!/Community Pediatrics Institute • PATCH

Early Childhood Positive Behavior Support Site Readiness Checklist

Items to Consider	Yes	No
* In your estimation, is there (or will there be) a long term commitment from program leadership?		
* Is your current leadership/administration staff stable?		
Does your program currently have policies and/or procedures in place for supporting teachers who within their classrooms have children with challenging behaviors?		
Does your program currently have staff in place to support teaching staff and children with challenging behaviors within the classroom?		
Does your program currently have policies and/or procedures in place for supporting children with challenging behaviors?		
Does your program currently promote ongoing professional development?		
Is your program currently Accredited?		
Does your program currently have time built in for staff discussions, updates, etc?		
Does your program currently have policies and/or procedures in place for staff feedback?		
Does your program currently have policies and/or procedures in place for family feedback?		
Does your program currently have policies and/or procedures that encourage active family participation?		
* Does your program currently have staff member(s) who can help with the additional workload of implementation a new initiative?		
In your estimation, does your program have a positive climate?		
In your estimation, does your teaching staff have a good understanding of social emotional development for the age that they work with?		
In your estimation, does your teaching staff have a good understanding of how to support social emotional development for the age that they work with?		
In your estimation, does your teaching staff use developmentally appropriate practice with the children they work with?		
* Is your current teaching / support staff stable?		
TOTAL		

Add up your totals.

- If you have more boxes that are marked “yes” than “no”, becoming a demonstration site is a good option.
- If you have more boxes that are marked ‘no” than “yes”, you might want to consider being a pilot site.
- Questions with asterisks (*) should be marked “yes” to be considered as a demo site.

Additional Considerations:

1. It is always easier said than done!!

Knowing and understanding that no matter how good it looks on paper there will always be “snafus” when implementing, and learning to be okay with that.

2. It’s all about the process!

Don’t get caught up in the end product. For example, thinking that “things will get better once training is done”. System-wide implementation is a long term commitment. And although there are definite milestones along the way, training goes hand in hand with implementation and data collection to inform practices for continuous improvement.

3. Change is good!

As in anything else PBS will create change, even if only a small one. Realizing this ahead of time, and making plans to help staff, children, and families thru the change will make the process smoother.

- How many changes (if any) will be needed in order to align with the PBS pyramid model?
- How will staff, families handle implementation?
- What can you do to help staff/families get ready for change(s)?

4. Know your team!

Have a good understanding of the strengths and challenges of your team before implementation. This will give you a good understanding of the types of supports you will need to put into place. For example, will certain staff need additional training?

- How well does your staff know social emotional development for children ages 0-3? You might want to consider some training so staff has an underlying understanding of what is to be expected of children in this domain and how teachers can support it.
- Or, should you consider starting implementation with your strongest team first?

5. Know your program!

Have a good understanding of the strengths and challenges of your program before implementation, including clarity around roles, expectations and responsibilities. This will give you a good understanding of the type of infrastructure you will need to have in place.

- Who will be the point person for implementation?
- How will work load be looked at and addressed in anticipation of implementation?
- Will you have to move staff around to account for the extra workload?

6. Know your vision/mission and philosophy!

Make sure that there is an alignment with the PBS pyramid model both on paper and in practice.

- What is your current process for working with children with challenging behaviors?
- Does it align with the pyramid model? If not, what will it take to align it? For example, new policies or procedures? Some reconfiguration of staff?