

Assessment and Planning Tool for Positive Behavior Support For Young Children

The Assessment and Planning Tool for Positive Behavior Support (PBS) for Young Children is designed to help childcare providers, early childhood personnel, and families evaluate the learning environment.

This tool has four areas:

- **Environment**
- **Relationship**
- **Behavior and Learning Support**
- **Program**

Each area contains indicators or recommended practices that may help identify areas of change needed to provide positive behavior support. The indicators are meant to stimulate discussion. After discussing the results, an action plan of change toward positive behavior support can be developed and implemented using the Summary and Action Plan pages.

Instructions: **Read and rate each statement:**

Yes = Consistently present

Sometimes = Emerging or inconsistently present

Not Yet = Not present

References

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Environment

Yes
Sometimes
Not Yet

Maintain a safe and orderly environment

		Yes	Sometimes	Not Yet
1	Equipment and materials are clean, sturdy, safe, age appropriate, and in good repair.			
2	Adult materials are out of reach of children.			
3	Room arrangement limits open space to discourage running.			
4	Traffic patterns allow child to move about without disruption to others.			
5	Individual interest areas are clearly defined (e.g., sensory area, art, blocks).			
6	Environment is designed for clear view of all areas by adults.			
7	Shelves are uncluttered allowing easy viewing of choices.			
8	Materials are logically organized (e.g., drawing paper is near crayon and marker bins).			
9	Distracting stimuli is kept to a minimum.			
10	Environment includes a small quiet area.			
11	Children's art work is displayed.			
12	Air circulation, temperature, and lighting are comfortable.			
13	Sound levels are appropriate to the circumstances (e.g., room is quiet when children are listening and room may be louder when children are playing).			

Yes
Sometimes
Not Yet

Plan an organized and predictable environment

		Yes	Sometimes	Not Yet
1	Handbooks of policies and procedures are disseminated to parents and followed by staff.			
2	Daily schedule of all activities has visual cues (pictures) and is posted.			
3	Daily schedules are followed.			
4	Daily schedule reflects flexibility to meet individual child needs (e.g., rests, bathroom breaks, and snacks).			
5	Events are sequenced to alternate types of activities (e.g., active/quiet, teacher directed/child directed).			
6	Clear and predictable routines are established for arrival and dismissal.			
7	Behavior expectations (rules) are posted prominently and stated positively (e.g., walk slowly).			
8	Consequences for following and for not following the rules are discussed, clearly stated, taught and frequently reviewed.			
9	Consequences for following and not following rules are consistently applied.			
10	Sufficient time is provided for children to become actively engaged in learning experiences.			
11	A variety of developmentally appropriate techniques for transition are in place (e.g., using auditory signal that clean-up time is approaching, using an adult as a receiver at the next activity to get children engaged).			
12	Daily opportunities are planned for children to experience large group, small group, and individual learning situations.			
13	Changes in the routine are planned with staff and discussed with children.			
14	During group activity, length of time each child waits between his/her turn is kept to a minimum.			
15	Length of scheduled activity meets individual attention span and abilities.			
16	Toys are periodically rotated to maintain child interest.			

Assessment and Planning Tool

Arrange environment to support independence

		Yes	Sometimes	Not Yet
1	Many materials and activities are multi-sensory.			
2	Shelves have picture labels for location of toys and objects.			
3	Materials, equipment, and furniture are adapted for children with disabilities.			
4	Daily opportunities are scheduled to allow for child choice.			
5	Adults are visible and interactive for modeling, monitoring, facilitating, and supervising.			
6	Boundaries are clearly indicated (e.g., taped boundaries, furniture arrangement).			
7	An illustrated job chart is displayed, if children have a designated chore or task.			
8	Furniture and materials remain in the same pattern.			

Relationship

		Yes	Sometimes	Not Yet
1	Children who exhibit behavior concerns are not disenrolled.			
2	Individual and cultural differences of staff and children are shared and supported.			
3	Staff interactions reflect knowledge and understanding of individual history and personal situations.			
4	Materials reflect the culture of the child's home.			
5	Time is provided for children to interact and play with each other.			
6	Collaborative and cooperative activities are planned based on the appropriate developmental age.			
7	Adults are available for assistance and reassurance.			
8	Parents are encouraged and supported to participate in activities			
9	Adult vocal response is controlled and reflects caring and concern.			
10	Disappointment and/or dissatisfaction is expressed in a neutral tone of voice.			
11	Physical contact is used for comfort and guidance, not punishment.			
12	Encouragement and genuine praise are offered frequently throughout the day.			
13	Staff acknowledge individual children upon arrival and dismissal.			
14	Staff spends individual time with each child.			

Behavior and Learning Support

		Yes	Sometimes	Not Yet
1	Objectives for learning are written for each individual child.			
2	Progress on objectives is recorded and shared.			
3	A philosophy and procedures related to behavior concerns are described in the policy handbook.			
4	A system exists for documenting behavior concerns.			
5	When needed, functional assessment of a behavior is completed with staff and parents.			
6	Written behavior plans are reviewed often.			
7	Ongoing communication between parents and staff regarding child's progress on plan is recorded.			
8	Activities and materials are modified to meet learning differences.			
9	Problem solving and social skills are taught and modeled.			

Program

		Yes	Sometimes	Not Yet
1	Program is licensed and/or accredited.			
2	Staff employment pattern is stable.			
3	Staff accesses community resources for children as needed.			
4	Staff accesses <i>Early On</i> ® and Project Find Coordinators as needed.			
5	Administrator, staff, and parents have knowledge and/or training about positive behavior support.			
6	Policy for transition to the next program or service is followed.			
7	Time and resources are allotted for staff and/or parent training.			

Assessment and Planning Tool Summary

Date: _____

1. Cross out all the indicators that were "Yes." All remaining indicators are "Sometimes" or "Not Yet."

Safe & Orderly Environment	1	2	3	4	5	6	7	8	9	10	11	12	13			
Organized & Predictable Environment	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Environment Supports Independence	1	2	3	4	5	6	7	8								
Relationships	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
Behavior Learning Support	1	2	3	4	5	6	7	8								
Program	1	2	3	4	5	6	7	8	9							

2. From the remaining "Sometimes" and "Not Yet" indicators, pick one indicator in each learning environment area to work on.

Safe & Orderly Environment	_____
Organized & Predictable Environment	_____
Environment Supports Independence	_____
Relationships	_____
Behavior Learning Support	_____
Program	_____

Select one indicator to work on.

Area:
Indicator:
Goal Statement:

Action Plan

Ideas	Materials Needed	Who Does It	By When	Date Completed

Next Meeting _____ Date: _____ Time: _____ Place: _____