

## Behavioral Supports and Interventions Quality Indicators

### Classroom-Based Behavioral Supports and Interventions

This document serves to guide schools in their efforts to provide behavioral supports and interventions to preschool children in order to maximize positive behavioral outcomes. It provides quality indicators for effective practices that advance children's positive behavior and prevent and reduce challenging behavior. Schools can use the indicators to assess the types and quality of their current behavioral supports and to drive planning and program improvement.

The quality indicators are not meant to be a checklist and the corresponding look-fors are not exhaustive. The indicators should be used by schools to encourage reflection and dialogue around existing practices and to detail what the indicators look and sound like for all children across all classrooms.

It is important to note that the quality indicators in this resource focus on ***classroom-based behavioral supports and interventions***. Information contained within assumes that the necessary foundation, a consistent and comprehensive school-wide positive behavior program, is in place.

For reference, listed below are some critical components of an effective school-wide system of positive behavioral supports and interventions.

- There is a school-wide positive behavioral support system that emphasizes prevention and data-based decision-making to both reduce challenging behavior and improve educational performance.
- Family/caregiver engagement in the system is supported through a variety of mechanisms.
- There is a school-wide behavior policy for children that includes the promotion of social and emotional skills, use of positive guidance, and prevention approaches.
- The school-wide behavior system is supported by and is a priority for teaching teams.
- A team exists for behavioral support planning and problem solving.
- The school has a limited number (3-5) of expectations<sup>1</sup> for children's behavior which are positively stated.
- Expectations are developmentally appropriate and linked to concrete rules<sup>2</sup> for behavior within activities or settings.
- Behavioral expectations are directly taught to children.
- Children are acknowledged for demonstrating expected behaviors.
- Consistent responses are applied for negative behavior across teaching teams and settings.
- Responses to negative behavior are appropriate for children's ages and developmental levels.
- Data on children's behavior are collected and used to inform and improve the behavioral system.
- All teaching teams receive ongoing professional support and development.
- Structures are in place to provide evidenced-based supports to children at-risk for behavioral difficulties and those with chronic and severe behavioral challenges.

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<sup>1</sup> **Expectations** are broad concepts for desired behavior (e.g. be safe, be responsible, be respectful). They serve as guidelines for behavior and apply to all children across all settings and to adults in these settings <https://iris.peabody.vanderbilt.edu/module/ecbm/cresource/q1/p02/>.

<sup>2</sup> **Rules** identify and define the specific behaviors that teaching teams want children to demonstrate. Rules might vary depending on the setting (e.g. classroom, playground, hallway). These behaviors should be concrete, observable, and measurable (e.g. use walking feet, follow directions, use kind words) <https://iris.peabody.vanderbilt.edu/module/ecbm/cresource/q1/p02/>.

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## Caring and Supportive Relationships with and Among Children

*Do all children feel accepted and valued in the class?*

1.1 Classroom teaching teams have created a positive, warm and accepting environment for all children in the class.

*Look-Fors:*

- a. Teaching teams respect children and convey personal acceptance of each child.
- b. Teaching teams greet children by name.
- c. Teaching teams use language that supports children’s developing sense of positive identity and fosters a sense of empowerment and agency.
- d. Teaching teams use appropriate language and tone with children.
- e. Teaching teams engage and guide children in specific activities to build positive peer relationships.
- f. Teaching teams are aware of personal interests and experiences of children and build classroom connections.
- g. Teaching teams engage children in deliberate activities, experiences, structures and routines to foster classroom-community.
- h. Teaching teams hold high expectations of children that are clearly articulated, developmentally appropriate and based on children’s individual strengths and needs.

- i. Teaching teams engage in specific actions and activities to build positive adult – child relationships including responsive interactions, conversation, and play.
- j. Teaching teams model positive social interactions.

*Comments/Evidence:*

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## 1.2 All children feel valued and accepted by adults and peers in the classroom.

*Look-Fors:*

- a. Instructional strategies reflect and respond to cultural values, experience and learning process of children in the class.
- b. Teaching teams recognize their own cultural biases and are aware of how those biases may impact classroom management and children’s engagement.
- c. Teaching teams examine how their own personal perspectives toward children’s behaviors conflict with others, including other teaching team members and families/caregivers.
- d. Teaching teams’ responses to children’s behavior reflect an awareness of cultural differences in verbal and nonverbal cues.
- e. Teaching teams understand the components of the conflict-cycle<sup>3</sup> and intentionally avoid escalating interactions.
- f. Teaching teams treat children with equal respect and consideration despite behavioral challenges.

*Comments/Evidence:*

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## Instruction Designed to Optimize Learning and Engagement

*Is instruction thoughtfully designed and delivered to be relevant, appropriately challenging and engaging for all children?*

### 2.1 Learning experiences are carefully planned to accommodate the needs of all children.

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<sup>3</sup> **The Conflict Cycle** is a paradigm that describes how the interaction between a child with behavioral challenges and a teaching team member follows a circular process in which the attitudes, feelings and behaviors of the child influence and in turn determine the attitudes, feelings and behaviors of the teaching team member. Nicholas Long, PhD. (n.d.).

*Look-Fors:*

- a. Complex tasks are broken into small steps.
- b. Activities have clear beginnings, ends, and efficient transitions.
- c. Teaching teams spend time preparing learning experiences that address children’s social, emotional, cognitive, language, physical and adaptive development.
- d. Teaching teams provide multiple ways for children to acquire skills and knowledge and demonstrate learning.
- e. Teaching teams adjusts both content and strategies to children’s developmental levels.
- f. Teaching teams incorporate strategies to address individual children’s needs and preferred learning process.
- g. Teaching teams attend to and adjust pacing, minimizing time in non-instructional activities.

*Comments/Evidence:*

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## 2.2 Learning experiences are structured and predictable.

*Look-Fors:*

- a. Instruction follows a sequential order that is logically related to skill development.
- b. Teaching teams clearly communicate directions so children have a clear plan of action and know how to engage.
- c. Teaching teams provide guided practice, modeling, coaching, and re-teaching.
- d. Teaching teams’ instructional presentation includes explanation and modeling, followed by coaching, guided and independent practice, and timely feedback.

*Comments/Evidence:*

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## 2.3 Teaching teams use multiple and varied techniques to engage children in learning activities in meaningful ways.

*Look-Fors:*

- a. Instruction includes developmentally appropriate research-based strategies to engage children; e.g. acknowledging, encouraging, modeling, informing, questioning, scaffolding, creating/adding/reducing challenges.
- b. Instructional materials are varied and interesting to children.

- c. Instructional materials are developmentally appropriate.
- d. Learning activities support multiple entry points and the abilities of all children.
- e. Teaching teams use variations in voice, movement, and pacing to reinforce attention.
- f. Teaching teams explicitly point out the connection between effort and outcome.
- g. Teaching teams give feedback that is specific and timely.
- h. Teaching teams make adaptations and modifications to ensure all children are meaningfully involved in every activity.
- i. Teaching teams employ a variety of grouping options including whole group, small and cooperative learning groups, and individual instruction.
- j. Teaching teams use strategies to ensure multiple and varied opportunities for learning, practice, and response.

*Comments/Evidence:*

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#### 2.4 Teaching teams provide direct and explicit instruction in learning strategies.

*Look-Fors:*

- a. Teaching teams provide explicit instruction in cognitive strategies e.g. asking questions, problem solving, as well as metacognitive strategies e.g., planning, monitoring, and reflecting.
- b. Teaching teams provide direct instruction in strategies to assist children to acquire new information and learn skills (e.g., activating prior knowledge; think-alouds; highlighting patterns, critical features, big ideas, and relationships; scripting).
- c. Teaching teams provide direct instruction in strategies to store and retrieve information by pairing new information to existing knowledge, providing prompts and cues, using visuals.

*Comments/Evidence:*

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#### 2.5 Teaching teams are continually assessing effectiveness of learning activities.

*Look-Fors:*

- a. A valid and reliable, developmentally appropriate assessment system aligned to the NYS Prekindergarten Learning Standards is in place.
- b. Procedures for monitoring progress and instructional decision-making are in place.
- c. Teaching teams use authentic assessment to improve instructional methods.

- d. Teaching teams systematically collect and review child data across all learning domains.
- e. Teaching teams use multiple sources to assess children’s learning and development (e.g. their conversations, misunderstandings, questions, play, work-samples).

*Comments/Evidence:*

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## Classroom Managed to Support Children’s Engagement

*Are classroom activities managed in a proactive, positive and predictable manner so that instructional time is maximized?*

### 3.1 Classroom is physically arranged to promote positive interactions.

*Look-Fors:*

- a. The physical arrangement of the room minimizes crowding and distraction.
- b. Classroom design (i.e. placement of furniture, traffic flow) allows physical and visual access to materials for all children.
- c. There are enough materials so that children do not have to compete for resources.
- d. Classroom arrangement allows teaching teams to move about easily to support and engage with children.
- e. Classroom design has clearly defined spaces within the classroom that are used for different purposes.
- f. Classroom arrangement has flexible seating arrangements designed to match activities and meet the needs of children.
- g. Children have a clear view of teaching team members, and vice versa, at all times.

*Comments/Evidence:*

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### 3.2 There is a system in place to establish and teach clear expectations and rules.

*Look-Fors:*

- a. Classroom behavioral expectations are consistent with school-wide expectations.
- b. Classroom behavioral expectations are appropriate for age and developmental levels of children.
- c. A small number (3-5) of classroom behavioral expectations are defined.
- d. Classroom behavioral expectations are positively stated and easily understood.

- e. There are a small number (3-5) of concrete rules for behavior that are linked to classroom behavioral expectations.
- f. Rules for behavior are clearly defined, positively stated, and easily understood.
- g. Behavioral expectations and rules are directly and systematically taught.
- h. A variety of ways to teach behavioral expectations and rules are used so that all children understand them.
- i. Behavioral expectations and rules are reviewed, discussed, reinforced, and modeled throughout the day.
- j. Behavioral expectations and rules with visuals are posted about the room.
- k. To the extent possible, children and teaching teams are partners in the development of the behavioral expectations and rules.
- l. Teaching teams provide pre-correction and prompting for behavioral expectations and rules as well as ongoing feedback.
- m. Children have multiple opportunities to practice behavioral expectations and rules.

*Comments/Evidence:*

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### 3.3 Teaching teams actively supervise the classroom including watching for behaviors to acknowledge and behaviors to address.

*Look-Fors:*

- a. Behavioral issues are addressed with little or no interruption to the learning process.
- b. Teaching teams engage all children and call them by name.
- c. Teaching teams know what children are doing and what is going on in the classroom.
- d. Teaching teams move around the classroom at regular intervals.
- e. Teaching teams are able to anticipate and strategize for potential behavioral issues.
- f. Teaching teams actively supervise and monitor by scanning/looking around, interacting frequently with children, addressing negative behavior, and providing acknowledgements for positive behavior consistent with expectations and rules.

*Comments/Evidence:*

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### 3.4 Children are acknowledged for demonstrating positive behaviors.

*Look-Fors:*

- a. Acknowledgment for positive behavior occurs four times as frequently as acknowledgment for negative behavior.
- b. Acknowledgments are delivered to individuals, small groups and the whole class.
- c. Acknowledgments are given to children at all developmental levels and abilities.
- d. Acknowledgements are genuine and meaningful to individual and groups of children.
- e. All members of the teaching team give acknowledgements.
- f. Teaching teams provide specific praise for learning and social behaviors linked to classroom behavioral expectations and rules.
- g. Teaching teams use a wide repertoire of acknowledgements; (e.g. tangible, verbal, social, activities that are developmentally appropriate and meaningful to the children).

*Comments/Evidence:*

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### 3.5 The connection between negative behavior and consequences is clear.

*Look-Fors:*

- a. There is a planned approach for responding to negative behavior.
- b. Logical consequences for negative behavior are established.
- c. Consequences have clear connections to children's behavior.
- d. Consequences are always paired with re-teaching of positive behavior.
- e. Consequences are appropriate for children's age and developmental levels.
- f. Consequences are consistent and fair.
- g. All members of the teaching team know the expectations and rules for behavior and consequences for negative behavior.
- h. Consequences for negative behavior are coordinated and consistent across all members of the teaching team.
- i. Children know the consequences for negative behavior.

*Comments/Evidence:*

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### 3.6 Classroom transition time results in very few behavioral issues and children move to and from their activities successfully.

*Look-Fors:*

- a. Transition results in minimal loss of instructional time.
- b. Transition procedures are reviewed, reinforced, and re-taught as needed.
- c. Teaching teams provide instruction and practice in transition procedures throughout the day.
- d. Teaching teams use cues to signal upcoming transitions.
- e. Children are actively engaged during transitions.

*Comments/Evidence:*

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### Direct Instruction in Child Behavioral Self-Management

*Do children receive support in learning to manage their own behavior?*

#### 4.1 Children learn to monitor and change behavior and to plan future behavior when faced with new situations.

*Look-Fors:*

- a. Teaching teams use signals and cues to alert children to assess and monitor their own behavior.
- b. Teaching teams use signals and cues to remind children of behavior expectations and rules and strategies for coping, problem solving, and regulating emotions.
- c. Teaching teams help children to identify appropriate choices and solutions.
- d. Teaching teams model self-regulation in developmentally appropriate ways for children.
- e. Teaching teams provide direct and systematic instruction in strategies for self-regulating, self-management, and self-evaluation.
- f. Children have opportunities to practice strategies for self-regulation independently and with guidance and support.

*Comments/Evidence:*

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#### 4.2 Teaching teams encourage and children engage in systematic problem solving about behavior.

*Look-Fors:*

- a. Teaching teams provide direct instruction in problem solving strategies for decision-making, exploration, classification and hypothesizing about behavior.
- b. Teaching teams allow, encourage, and support children to engage in problem solving process.
- c. Teaching teams provide think-aloud/self-talk demonstrations about behavior and social problem-solving.
- d. Teaching teams encourage children to talk about their thinking about their behavior, i.e. discuss how they are feeling, participate in guided problem solving, role-play.
- e. Teaching teams pose questions about behavioral and social situations that promote thinking.
- f. Teaching teams create a planned approach for problem solving processes within the classroom.
- g. Children are acknowledged for their problem-solving efforts.

Comments/Evidence:

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### Evidenced-Based Targeted Supports and Interventions Strategies

*Are there effective, evidence-based, targeted supports and interventions in place for children in need of more intentional, focused and explicit instruction and interventions?*

#### 5.1 Evidence-based social skills instruction is provided as needed based on data

*Look-Fors:*

- a. Children are provided targeted and explicit social and emotional skill instruction as needed,
- b. Instruction addresses the acquisition, performance and generalization of positive and prosocial behavior and social and emotional competencies.
- c. Procedures for monitoring progress and instructional decision-making are in place.
- d. Instructional decisions are based on child data.
- e. Instructional strategies include modeling, role-plays, descriptive feedback, coaching, and generalization.
- f. There is a plan and opportunities for generalization of skills and behaviors during different activities and in settings such as the playground and hallways.
- g. Teaching teams provide frequent performance feedback for desired/positive behaviors.
- h. Teaching teams individualize instruction based on children’s developmental needs.

Comments/Evidence:

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## Intensive Interventions for Children with Severe and Chronic Behavioral Difficulties

*Is there a consistent and comprehensive system for developing and implementing individualized interventions for children with significant behavioral support needs who have not sufficiently responded to classroom-wide supports and targeted interventions?*

6.1 Evidence-based intensive individualized interventions for children with chronic and severe behavioral difficulties are in place.

*Look-Fors:*

- a. There is a system for addressing challenging behavior that includes:
  - Increasingly intensive supports and interventions.
  - On-going observations of the child's/children's behavior to identify factors such as activities or interactions that may predict challenging behavior.
  - Use of data-driven problem-solving process.
- b. Highly individualized interventions are matched to child's /children's needs based on data.
- c. Individualized interventions are implemented with fidelity.
- d. There is a specific plan for teaching behaviors to replace the challenging behavior that includes explicit and direct instruction.
- e. Replacement behaviors/skills are taught when the challenging behavior is not being observed.
- f. Replacement behaviors are appropriate for the age and developmental level of the child.
- g. A process is in place for monitoring and evaluating the effect of the interventions and strategies and modifying them when necessary.
- h. Teaching teams use proactive and positive behavior support strategies to prevent and reduce the intensity and duration of challenging behavior.
- i. Child/children are taught replacement behaviors/skills (e.g. social, communication, self-regulation, problem-solving) for the challenging behavior.

*Comments/Evidence:*

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Sources:

- [Inventory of Practices for Promoting Children's Social Emotional Competence, CSEFEL](#)
- [Early Childhood Program-Wide PBS Benchmarks of Quality, version 2.0., NCPMI](#)
- Adapted from [New York State Education Department \(NYSED\) Quality Indicator Review and Resource Guide for Behavioral Supports and Interventions](#)