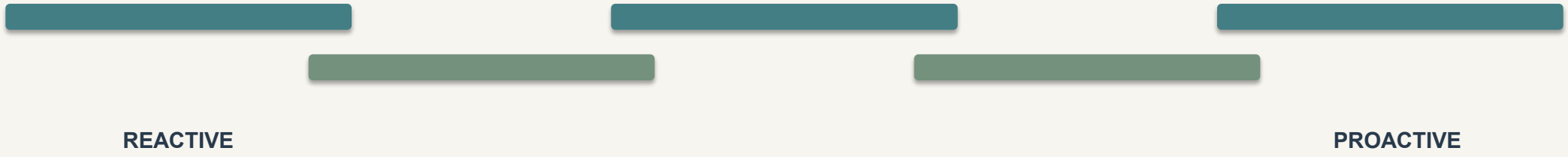
UNDERSTANDING & RESPONDING TO CHALLENGING BEHAVIOR

The Shift to Systems

using Program-Wide Pyramid Model Implementation

Gloucester Township Public Schools Preschool Program
Nicole Petronglo – Supervisor
Amy Hans – PIRS
Andrea Foglietta, BCaBA – PIRS
Nicole Dudek – Social Worker/PIRS

“There comes a point where we need to stop just pulling people out of the river. We need to go upstream and find out why they’re falling in.”



The Mindset Shift

Why take a systems approach?

What changes when challenging behavior is no longer viewed only as an individual child problem?

The context has changed

Code limits preschool suspensions and expulsions.

- Children and families are navigating complex, modern stressors.
- Educators need support, not just more strategies added to their plate.

The response must change

Move from reactive classroom management toward a program-wide approach to:

- prevent
- teach
- respond
- support

The Pyramid Model

A multi-tiered system of support that strengthens:

- children's social-emotional development
- relationships and environments
- individualized supports
- the adults who implement them

Turn and Talk

Across several classrooms, children are leaving group activities, refusing directions,
and escalating when asked to transition.

If this behavior is showing up across classrooms,
is this still an individual child problem?

What might this tell us about our system?

The Infrastructure of a Strong System

Four connected practices move us from reacting to continuously improving.

1 Leadership
& Shared Ownership

Vision • buy in • fidelity • quality

2 Expectations
& Family Partnership

Developmentally appropriate expectations • proactive communication • partnership

3 Data-Driven
Systems

Patterns • better questions • targeted support

4 Continuous
Support

Program assessment • coaching • feedback • reflection • adjustment

↻

CONTINUOUS IMPROVEMENT

1 Leadership & Shared Ownership

Build the foundation

Establish a team and shared vision for implementation

- Use the leadership team to maintain direction and fidelity to the model
- Assess staff readiness and gather feedback
- Leverage the team to distribute leadership, so staff have meaningful opportunities to influence implementation

Move from:
“We think we’re doing this.”

to:
“What concrete program-wide practices are in place and what still needs attention?”

Use Implementation Guidelines

Insert pics or link to BOQ and PM Implementation Text

2 Expectations & Family Partnership

What are we actually asking children - and families - to know, understand, and demonstrate?

Appropriate Expectations

Define what is developmentally appropriate behavior vs. persistent challenging behavior

Appropriate Goals

Define program-wide expectations that are developmentally appropriate.

1. We take care of ourselves
2. We take care of each other
3. We take care of our school
4. We take care of our world

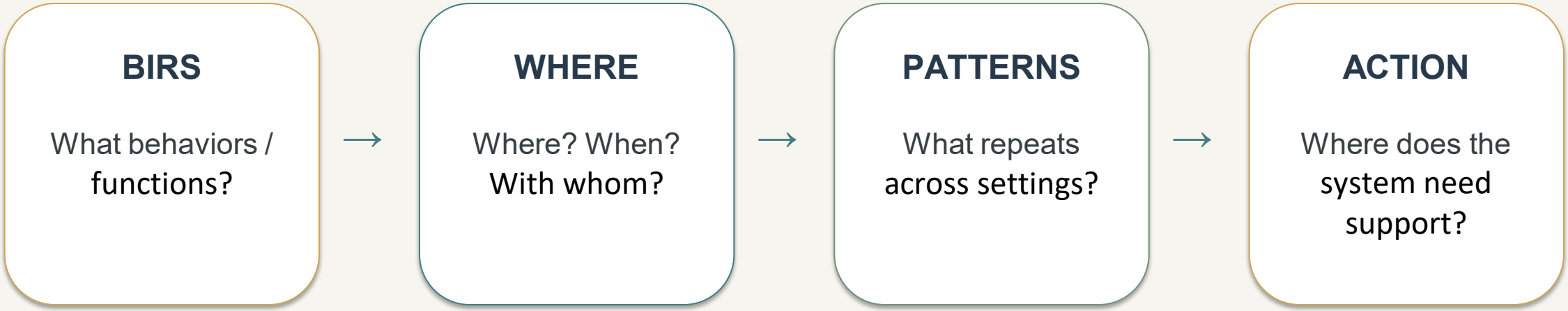
Share with Families as partners

Families bring knowledge about children's strengths, needs, culture, communication, experiences, and behavior.

Appropriate expectations + shared language = shared partnership

3 Data-Driven Systems

Use data to ask better questions.



When we see the same pattern across classrooms, our response shouldn't automatically be to identify more children who need intervention. Sometimes the data tells us that the system needs something different.

4 Continuous Support

Changing practice requires ongoing support.

Program assessment

Are the practices we expect actually being implemented?

The base of the Pyramid Model is Effective Workforce.

Practice-Based Coaching

- Coaching Survey
- Focused observations
- Collaborative feedback
- Goal Setting

Try → Reflect → Adjust

- Modeling
- Teachers need opportunities to practice, reflect, adjust, and try again.

Ongoing Micro-Supports

- TPOT Tip of the Week
- “Caught ya” using Pyramid Strategies
- Peer observations

We can’t train people into a new system in *one* professional development session.

GOING UPSTREAM

The goal is not to stop supporting individual children.

It is to build a stronger system around them.

LEADERSHIP

Shared ownership

EXPECTATIONS

Shared language +
Shared expectations

DATA

Patterns → Questions =
Changes

SUPPORT

Coaching + Continuous
improvement

Resources and Next Steps

Changing practice requires ongoing support.

NCPMI

https://www.challengingbehavior.org/resources/

Program Wide Benchmarks of Quality

Leadership Team Implementation Handbook

Center for Autism and Early Childhood Mental Health

https://inside.montclair.edu/colleges-schools-research/education/ceel-center-consortium/autism-and-early-childhood-mental-health-center

BIRS Resources

Video: BIRS Intro

BIRS Download package

Demo Sites

Visit us!

npetronglo@gloucestertownshipschools.org