

North Iowa Community Action  
**HEAD START** &  
**EARLY HEAD START**



***Positive Behavior Interventions  
& Support (PBIS)***

# **WHAT IS POSITIVE BEHAVIOR INTERVENTION & SUPPORT (PBIS)?**

NICAO Head Start/ Early Head Start has been utilizing Positive Behavior Interventions and Support since 2002. It provides guidance on research based strategies that:

- Promote social-emotional competence.
- Prevent social-emotional delays in children at risk for emotional and behavior issues.
- Intervene effectively with the children who engage in ongoing persistent challenging behavior.



These are all supported by an effective workforce which means all teachers are trained and supported to implement these strategies.

Ultimately, using PBIS in Head Start and Early Head Start provides children with the social-emotional skills that will prepare them for Kindergarten and beyond.

# ***TEACHER PRACTICES***

## **Teachers accomplish this by:**

- Developing nurturing relationships with all families and children.
- Arranging the classroom environment to support the needs of all children.
- Teaching social skills to children who may need extra support.
- Knowing that challenging behavior is communication and using that knowledge to plan effective interventions.

## **In the classroom this looks like:**

- Classroom environments that are inviting and use visuals to help children know what to do.
- Predictable schedules that are reviewed often.
- Defined classroom rules that are reviewed and referenced throughout the day.
- Effective instruction in friendship skills, problem solving, learning about emotions and how to handle big emotions appropriately.
- Giving children positive feedback often.
- Providing extra instruction and support for individual children.



# ***PROGRAM WIDE EXPECTATIONS***

NICAO has adopted a set of program wide expectations. These are general ways that we want all children and adults to behave in our program. These expectations are: ***Be kind, be respectful, and be safe.***



Teachers work with children to develop rules that help them learn what this looks like in each area of the classroom and school.

## ***MORE INFORMATION***

More information on PBIS strategies are available from your classroom teacher or family advocate. We have information on different challenging behavior, including:

- Bedtime routines
- Tattling
- Tantrums
- Many more...

# ***Positive Strategies for Families to Increase Social Emotional Competence***

- **Give your child choices when possible.**
  - *“Do you want the red or green bowl?”*
- **Remind your child of the rules positively.**
  - *“Remember to stay safe, walk up the steps and go down the slide.”*
- **Help your child know when something will end or change.**
  - *“We have five more minutes and then it will be time to eat.”*
- **Catch your child being good– and try to do it often!**
  - *“Wow! You are sitting so nicely in the cart!”*
- **Tell your child exactly what to do.**
  - *“First you get in the bath, then you get bubbles.”*
- **Hug and hold your child. Respond to their interests.**
- **Talk, read and sing with your child often even when they are babies.**





***Get in touch!***



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