

# Early Childhood Positive Behavioral Intervention and Supports Statewide Strategic Plan

Head Start-State Collaboration Office, Coordinator

August 2008

## Early Childhood PBiS Vision – Mission – Guiding Principles

### **VISION**

All young children in Nebraska will have access to services that lead to meeting their social-emotional, behavioral needs.

### **RATIONALE**

For Nebraska's children to be able to optimally learn and become responsible citizens we must attend to their social, emotional, and behavioral development in their early years.

### **MISSION**

Using the framework of Early Childhood Positive Behavioral Intervention and Supports, build a system of support for families and those who work with young children to promote the healthy social, emotional and behavioral development of Nebraska's children within their natural and inclusive environments.

### **GUIDING PRINCIPLES**

1. Families are provided an opportunity to partner in every aspect in Early Childhood Positive Behavioral Intervention and Supports efforts.
2. Early Childhood PBiS training are accessible to parents, caregivers and those who work with or make policy decisions about young children.
3. Model fidelity are promoted by providing sufficient training and mentoring to those individuals and programs implementing Early Childhood PBiS.
4. Individuals and programs who may not be able to fully implement, can receive training and support in implementing strategies of quality improvement which are consistent with the Early Childhood PBiS framework.
5. Support efforts should build on and collaborate with those awareness, training and intervention efforts already in existence which support the social, emotional and behavioral development of young children, are built on evidence based practices and are compatible with the Early Childhood PBiS model.
6. State efforts directed toward assisting young children, in their social, emotional, behavioral development should be developed and implemented in a way that is compatible with the Early Childhood PBiS model.
7. State planning efforts are developed in collaboration with school Early Childhood PBiS planning and Early Childhood PBiS training and implementation.

**Early Childhood PBiS Leadership Team**

<p><b>Rae Anderson</b> National Child Care Information Center State TA Specialist/QUILT Consultant 1117 Jakob's Court Manhattan, KS 66503 Office (785) 537-1591 Cell (785) 770-2878 e-mail: randers@nccic.org</p>	<p><b>Amy Bunnell</b> Department of Health &amp; Human Services 301 Centennial Mall South P.O. Box 95026 Lincoln, NE 68509-5026 Business (402) 471-9329 E-Mail: amy.bunnell@dhhs.ne.gov</p>	<p><b>Linda Esterling</b> 5555 A Street Lincoln, NE 68510 Office (402) 488-0573 Fax (402) 488-2788 E-Mail: lindases@pipeline.com</p>
<p><b>Heidi Arndt</b> NE Dept. of Education Office of Early Childhood 301 Centennial Mall South Lincoln, NE 68509 Office (402) 471-1861 E-Mail: heidi.arndt@nde.ne.gov</p>	<p><b>Marcia Corr</b> Administrator NE Dept. of Education Office of Early Childhood 301 Centennial Mall South Lincoln, NE 68509 Office (402) 471-0951 Fax (402) 471-0117</p>	<p><b>Kathleen Feller</b> Child Saving Institute 115 S 46th Street Omaha, NE 68132 Business (402) 553-6000 x165 E-Mail: kfeller@childsaving.org</p>
<p><b>Sue Bainter</b> PRT Chair Central NE Rehab Services PRT #07 1058 Eastridge Seward, NE 68434 Office (402) 910-6400 Cell (402) 564-5753 Fax (402) 463-1121 E-mail: suebainter@yahoo.com</p>	<p><b>Gay DeMars</b> Head Start Child &amp; Family Development Inc. 123 Marian Rd. Hastings, NE 68901 gdemars@hshn.org</p>	<p><b>Carol Fichter</b> Director Early Childhood Training Center 6949 South 110th Street Omaha, NE 68128 Business (402) 557-6887 Fax (402) 557-6890 E-Mail: carol.fichter@nde.ne.gov</p>
<p><b>Lynne Brehm</b> Program Coordinator Department of Health &amp; Human Services Together for Kids and Families 301 Centennial Mall South P.O. Box 95026 Lincoln, NE 68509-5026 Office (402) 471-1384 E-Mail: lynne.brehm@dhhs.ne.gov</p>	<p><b>Cheryl Denner</b> NeHSA PO Box 273 Fairbury, NE 68352 Business (402) 729-2278 x316 Fax (402) 729-3175 E-mail: cdenner@bvca.net</p>	<p><b>Shari Fleshman</b> TA Specialist Caliber Region VII Head Start TA 601 E. 12th Street Rm 276 Kansas City, MO 64106 E-Mail: shari.fleshman@icfi.com</p>

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<p><b>Patricia Ann Gorecki</b>                  Central NE Community Services                  RT 1, Box 95044                  Scotia, NE 68875                  Home (308) 496-4317                  Business (308) 745-0780                  Email: tgorecki@cennecs.org</p>	<p><b>Les Kimmons</b>                  PTI of Nebraska                  3135 N. 93rd St                  Omaha, NE 68134                  Office (402) 346-0525                  E-Mail: lkimmons@pti-nebraska.org</p>	<p><b>Joan Luebbers</b>                  Part C Consultant                  NE Dept. of Education                  301 Centennial Mall South                  Lincoln, NE 68509                  Business (402) 471-2463                  E-Mail: joan.luebbers@nde.ne.gov</p>
<p><b>Chris Hanus</b>                  Department of Health &amp; Human Services                  301 Centennial Mall South                  P.O. Box 95026                  Lincoln, NE 68509-5026                  Office: (402) 471-9308                  E-Mail: chris.hanus@dhhs.state.ne.us</p>	<p><b>Eleanor Kirkland</b>                  Head Start/Even Start Director                  HSSCO                  NE Department of Education                  301 Centennial Mall South                  Lincoln, NE 68509-4987                  Email: eleanor.kirkland@nde.ne.gov</p>	<p><b>Gay McTate</b>                  Family Enrichment Inc.                  820 S. 75th St                  Omaha, NE 68104                  Business (402) 391 x2477                  Fax (402) 397 x4268                  gmctate@cox.net</p>
<p><b>Jen Hernandez</b>                  Director of Early Childhood Policy                  NE Children and Families Foundation                  215 Centennial Mall South, Ste 200                  Lincoln, NE 68508                  Business (402) 817-2011                  Email: jhernandez@nebraskachildren.org</p>	<p><b>Lisa Knoche</b>                  UNL                  238 Teachers College Hall                  Lincoln, NE 68588                  Email: lknoche2@unl.edu</p>	<p><b>Betty Medinger</b>                  DHHS                  Office of Economic and Family Support                  301 Centennial Mall South                  Lincoln, NE 68509-5026                  Business (402) 471-9434                  Email: betty.medinger@dhhs.ne.gov</p>
<p><b>Melody Hobson</b>                  NE Dept of Education, Early Childhood                  301 Centennial Mall South                  PO Box 94987                  Lincoln, NE 68509-4987                  Office (402) 471-0263                  E-Mail: melody.hobson@nde.ne.gov</p>	<p><b>Pat Lopez</b>                  Lincoln Lancaster County                  Health Department                  3140 N Street                  Lincoln, NE 68510                  Business (402) 441-6200                  Fax (402) 441-8323</p>	<p><b>Kee Ann Mulfinger</b>                  TA Specialist                  Region VII Head Start TA                  601 E. 12th Street Rm 276                  Kansas City, MO 64106                  Office: (712) 876-2243                  Cell (712) 870-1708                  kmulfinger@netins.net</p>
<p><b>Barbara Jackson</b>                  Director of Education                  985450 Nebraska Medical Center                  Omaha, NE 68198-5450                  Business (402) 559-5765                  Fax (402) 559-5737                  E-Mail: bjjackso@unmc.edu</p>	<p><b>Mary Ann Losh</b>                  NE Dept Of Education                  301 Centennial Mall South                  P.O. Box 94987                  Lincoln, NE 68509                  Office (402) 471-4357                  Email: maryann.losh@nde.ne.gov</p>	<p><b>Martha Nash</b>                  Early Childhood Training Center                  6949 South 110th Street                  Omaha, NE 68128                  Office (402) 597-4830                  Fax (402) 597-4828                  E-Mail: martha.nash@nde.ne.gov</p>

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<p><b>Alicia Oestmann</b>                  DHHS - Department of Health &amp; Human Services                  301 Centennial Mall South                  P.O. Box 95026                  Lincoln, NE 68509-5026                  (402) 471-9327                  Email: alicia.oestmannhss.ne.gov</p>	<p><b>Shirley Pickens-White</b>                  DHHS - Department of Health &amp; Human Services                  301 Centennial Mall South                  P.O. Box 95026                  Lincoln, NE 68509-5026                  Business (402) 471-9196                  shirley.pickenswhite@dhhs.ne.gov</p>	<p><b>Barbara Schliesser</b>                  Director of Federal Programs                  NE Dept. of Education                  301 Centennial Mall South                  P O Box 98947                  Lincoln, NE 68509                  Business (402) 471-4324                  Fax (402) 471-0117                  E-mail: barb.schliesser@nde.ne.gov</p>
<p><b>Jolene Palmer</b>                  Nebraska Department of Education                  301 Centennial Mall S                  Lincoln, NE 68509                  (402) 471-2944                  Email: jolene.palmer@nde.ne.gov</p>	<p><b>Carol Puffer</b>                  Training Coordinator                  Early Childhood Training Center                  6949 South 110th Street                  Omaha, NE 68128                  Business (402) 597-4823                  Fax (402) 597-4828                  Email: carol.puffer@nde.ne.gov</p>	<p><b>Sue Sheridan</b>                  UNL                  216 Mabel Lee Hall                  Lincoln, NE 68588</p>
<p><b>Traci Penrod-McCormick</b>                  Child Saving Institute                  115 S. 46th St                  Omaha, NE 68132                  Office: (402) 553-6000 ext. 135                  Email: tpenrod@childsaving.org</p>	<p><b>Marilyn Scheffler</b>                  UNL-Kearney                  253 Barkley Center                  Lincoln, NE 68583                  Office: (402) 472-5492                  Email: mscheffler@unl.edu</p>	<p><b>Connie Shockley</b>                  PTI of Nebraska                  3135 N 93<sup>rd</sup> St                  Omaha, NE 68134                  Office (402) 991-6713                  cshockley@pti-nebraska.org</p>
<p><b>Janie Peterson</b>                  Behave N Day Center                  8922 Cuming Street                  Omaha, NE 68114                  (402) 926-4373                  Email: janiep@behavenkids.com</p>	<p><b>Rhodanne Schiller</b>                  Caliber                  601 E. 12th St Rm 276                  Kansas City, MO 64106                  Office: (816) 781-0784                  Email: rhodannes@aol.com</p>	<p><b>Mark Smith</b>                  Consumer/Family Coordinator                  Munroe-Meyer                  Nebraska Center on Disabilities                  985450 Nebraska Medical Center                  Omaha, NE 98198                  Business (402) 559-5744                  Fax (402) 559-5737                  E-mail: msmitha@unmc.edu</p>

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<p><b>Jan Thelen</b>                  ECSE Coordinator                  NE Dept. of Education                  301 Centennial Mall South                  Lincoln, NE 68509                  Office (402) 471-4319                  Fax (402) 471-5022                  Email: jan.thelen@nde.ne.gov</p>	<p><b>Carey Winkler</b>                  Parent Representative                  Email: careywink@msn.com</p>	
<p><b>Joni Thomas</b>                  DHHS - Department of Health &amp; Human Services                  301 Centennial Mall South                  P.O. Box 95026                  Lincoln, NE 68509-5026                  (402) 471-9401                  joni.thomas@dhhs.ne.gov</p>		
<p><b>Diane Young</b>                  Ralston Public Schools                  8545 Park Drive                  Ralston, NE 68127                  Office: (402) 898 x3449                  dianne_young@ralstonschools.org</p>		
<p><b>Yasmeen Wells</b>                  Educare of Omaha                  2123 Paul Street                  Omaha, NE 68102                  Office: (402) 898-1783                  Email: ywells@educareomaha.org</p>		

Positive Behavioral Supports (Early Childhood PBiS) Strategic Plan

**Early Childhood PBiS Strategy I: Develop and Maintain an Infrastructure that Supports Early Childhood Positive Behavior Supports (Early Childhood PBiS).**

**I.A. Action Step**

Develop administrative support and a leadership team that includes pilot projects (Childcare, Head Start, Schools, and Pre-K)

Activities	Resources	Person(s)	Timeframe	Expected Outcome	Status
<p>1. Designate the Head Start State Collaboration Office (HSSCO) as a coordinating entity.</p> <ul style="list-style-type: none"> <li>• Maintain Roster of membership (-HSSCO)</li> <li>• Establish Leadership Team meeting schedule. (Work Phase monthly or often, then quarterly) Agenda</li> <li>• Minutes archived/disseminated at HSSCO</li> </ul>	<p>Available:</p> <ul style="list-style-type: none"> <li>-Funding from Together for Kids and Families &amp; Head Start State Collaboration Office</li> <li>-Early Childhood Training Center, CSEFEL, Pilot Projects, Early Childhood Professional Development Network, Behavioral Health Regional System, Department of Education School-aged Early Childhood PBiS initiative.</li> <li>-SPDG-Training- Money to ECTC next 3-4 years.</li> <li>Possible- TA from CSEFEL, NeAEYC</li> </ul>	<p>Responsible: Eleanor Kirkland</p>	<p>September 30, 2007, Ongoing</p>	<p>Coordination of Early Childhood PBiS statewide effort</p>	<p>HSSCO has been serving in this capacity and will continue over 2008-09 year.</p> <p>Roster and strategic plan are posted online. Updates are made periodically.</p> <p>Have had a few members ask to be removed from the Leadership Team.</p> <p>Agenda for meetings is planned with facilitator and steering group. Notes from meetings are sent out to all members via email after meetings are held.</p>

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**I.B. Action Step**

Complete an inventory regarding projects of existing mentoring/coaching initiatives in early care and education.

Activities	Resources	Person(s)	Timeframe	Expected Outcome	Status
<p>1. Identify a common definition of what is meant by the term “mentoring/coaching”</p>		<p>Responsible: Infrastructure subcommittee</p>	<p>May 29, 2007</p>		<p>A subgroup of committee began drafting in May 2007 with ongoing revisions and feedback . Working with CSEFEL now have working definitions of and job descriptions with most recent review of Leadership Team June 2008.</p>
<p>2. Answer the following questions:</p> <ul style="list-style-type: none"> <li>• Who are they?</li> <li>• Where are they?</li> <li>• What are they doing?</li> <li>• How are they funded and for</li> </ul>	<p>Potential:</p> <ul style="list-style-type: none"> <li>▪ New 0-3 Initiative- Marcia Corr, Jessie Rasmussen</li> <li>▪ EDN- Amy Bunnell, Joan Luebbers</li> <li>▪ EHS Infant Toddler Initiative- Diane Lewis</li> <li>▪ TEACH- Pilot- Linda Zinke</li> <li>▪ RTC/PDN- Melody Hobson</li> <li>▪ Early Childhood PBiS Pilots –Omaha Region VI Children’s Service-Alice Drake, Lincoln/Cedars- Ann Caruso</li> </ul>	<p>Responsible: Infrastructure subcommittee</p>	<p>September-December 2007</p>	<p>Identify programs where mentoring/coaching exist that may be a resource for Early Childhood PBiS implementation</p>	<p>In cooperation with the Environment Rating Scales state leaders team, we are looking at our capacity and identifying need of mentors/coaches that can cut across program areas [i.e.,</p>



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Activities	Resources	Person(s)	Timeframe	Expected Outcome	Status
<p>how long?</p> <ul style="list-style-type: none"> <li>• What data do they collect?</li> <li>• Where is the data stored?</li> <li>• Who is the target audience?</li> <li>• Is the scope of work limited by funders regulations/requirements?</li> </ul>	<ul style="list-style-type: none"> <li>▪ H.S./T.A. and local programs- Rhodanne Schiller</li> <li>▪ CC Health Consultants- Penny Gildea, Kathy Karsting</li> <li>▪ School buildings doing Early Childhood PBiS- Jolene Palmer</li> <li>▪ State funded Pre-K programs (who do they call for TA?)- Melody Hobson</li> <li>▪ Food and Nutrition Programs- Connie Stefkovich, Peggy Trouba,</li> <li>▪ CC Licensing Specialists- minimal- Pat Urzedowski or Diane Kvasnicka</li> <li>▪ Ronda Newman (HHSS- protection and safety) in Omaha</li> <li>▪ QRS Pilots- Dawn Davis</li> <li>▪ Strengthening Families- Kathy Stokes</li> <li>▪ Inclusive Practices Teams (PDFI)- Jan Thelen</li> <li>▪ Steps to Success/Head Start- Rhodanne Schiller</li> </ul>				<p>program quality, social-emotional-behavioral, child development info, etc.]. Linda Meyers, NDE and Betty Medinger, DHHS, have been leaders in informing this and garnering support of other key stakeholders as identified in “Resource” column.</p>
<p>3. Cross walk between the mentor/coach initiatives and Early Childhood PBiS.</p>	<p>Potential:</p> <ul style="list-style-type: none"> <li>▪ New 0-3 Initiative- Marcia Corr, Jessie Rasmussen</li> <li>▪ EDN- Amy Bunnell, Joan Luebbers</li> <li>▪ EHS Infant Toddler Initiative- Diane Lewis</li> <li>▪ TEACH- Pilot- Linda Zinke</li> <li>▪ RTC/PDN- Melody Hobson</li> <li>▪ Early Childhood PBiS Pilots –Omaha Region VI Children’s Service-Alice Drake, Lincoln/Cedars- Ann Caruso</li> <li>▪ H.S./T.A. and local programs- Rhodanne Schiller</li> <li>▪ CC Health Consultants- Penny Gildea, Kathy Karsting</li> <li>▪ School buildings doing Early Childhood PBiS- Jolene Palmer</li> <li>▪ State funded Pre-K programs (who do they call for TA?)- Melody Hobson</li> </ul>	<p>Responsible: Infrastructure subcommittee</p>	<p>June 2008</p>	<p>Identify programs where mentoring/coaching may exist that may be a resource for Early Childhood PBiS implementation</p>	<p>Early Development Network also has PDFI coaches/teams that can be tapped/included in this work. They have already been trained and have organized network. Jan Thelen, NDE, is contact person.</p> <p>TEACH pilot provides coaching to identified programs for Quality Enhancement</p>

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Activities	Resources	Person(s)	Timeframe	Expected Outcome	Status
	<ul style="list-style-type: none"> <li>▪ Food and Nutrition Programs- Connie Stefkovich, Peggy Trouba,</li> <li>▪ CC Licensing Specialists- minimal- Pat Urzedowski or Diane Kvasnicka</li> <li>▪ Ronda Newman (HHSS- protection and safety) in Omaha</li> <li>▪ QRS Pilots- Dawn Davis</li> <li>▪ Strengthening Families- Kathy Stokes</li> <li>▪ Inclusive Practices Teams (PDFI)- Jan Thelen</li> <li>▪ Steps to Success/Head Start- Rhodanne Schiller</li> </ul>				<p>Project. Tracy Gordon, at NeAEYC contact person.</p> <p>Head Start grantees tap into the resources as provided by their TA Specialists; these persons are also included in our PBiS Leadership Team meetings.</p>

**I.C. Action Step**

Explore sustainable funds for infrastructure and projects based on information gathered.

Activities	Resources	Person(s)	Timeframe	Expected Outcome	Status
1. Create a funding matrix with current projects and how long funds will be sustained		<p>Early Childhood PBiS Leadership Team.</p> <p>Lead: HSSCO</p>	August, 2007	Matrix disseminated to inform work	<p>This activity under revision due to intervening opportunities as follows:</p> <p>Based on the successful application to</p>

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Activities	Resources	Person(s)	Timeframe	Expected Outcome	Status
					receive technical assistance from the CSEFEL organization and the SIG partnership provides funding to get local program staff in for the CSEFEL training these sources support Strategy II, Professional Development and Training; and separate contract with Munroe-Meyer Institute with SIG to support Strategy III as well as grants from Child Care for the Nurturing Healthy Behaviors' Pilot projects in Omaha, Lincoln, Hastings.
2. Develop budget projection for sustainability at the state and local level.	Leadership Team	Responsible: Leadership team	July 1, 2008	Seek additional funding	This will be addressed at our October 1, 2008 leadership team

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Activities	Resources	Person(s)	Timeframe	Expected Outcome	Status
					meeting along with a review of the status of our strategic plan over all.

**I.D. Action Step**

Implement Early Childhood PBiS statewide by supporting existing projects and developing additional pilot sites across Nebraska.

Activities	Resources	Person(s)	Timeframe	Expected Outcome	Status
1. Use evaluations to drive decision making.	Pilot sites in operation Data team Professional Development team	Leadership team, Barb Jackson (evaluation), Marilyn Scheffler, Barb Schliesser	June 2009	Sustainability and replication of Pilots	Pilot sites are in beginning phases of implementation and a proposal for a PBiS Leadership Team process evaluation, being supported by Lisa Knoche at UNL, will be presented in October at Leadership Team meeting.

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**I.E. Action Step**

Raise awareness regarding the importance and effectiveness of Early Childhood PBiS to support children’s social-emotional-behavioral development.

Activities	Resources	Person(s)	Timeframe	Expected Outcome	Status
1. Imbed Early Childhood PBiS message in existing public engagement efforts.	NCFE HHS (Winds of Change, TFKF) NDE ECTC NE Infant Mental Health Association Kim Foundation	Kelly Medwick	Ongoing	Increased awareness regarding Early Childhood PBiS  Public will & Public policy development	Have met with NCFE Kelly Medwick and the social-emotional-behavioral “message” is embedded in the NCFE public engagement campaign activities.
2. Targeted outreach <ul style="list-style-type: none"> <li>• Protection and Safety</li> <li>• Foster Care</li> <li>• Service Coordinators</li> <li>• Family Support</li> <li>• Families</li> <li>• WIC</li> <li>• Newborn Visitation Nurses</li> <li>• Primary Care Providers</li> <li>• Mental Health Providers</li> <li>• Schools</li> <li>• Community Child Abuse Prevention Councils (NCFE supports these)</li> <li>• Statewide conferences</li> <li>• Professional associations</li> </ul>	Conferences Professional associations	Leadership team	Ongoing	Stakeholder meeting to engage in Early Childhood PBiS	We are promoting our work through our constituent groups, presentations at conferences, state, local, and regional meetings. Would like more opportunity to work with foster care and parents. Need to create promo/info materials other than technical pieces on

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Activities	Resources	Person(s)	Timeframe	Expected Outcome	Status
					<p>HSSCO website. CSEFEL has numerous resources that can be helpful for local programs.</p> <p>As a statewide initiative, we need a “brand” to be able to demonstrate our work and progress. Evaluation reports will be posted on the PBiS web page and links with NDE/HSSCO/EC TC/ Together for Kids&amp;Families.</p>

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**PBS Strategy II: Develop an infrastructure to deliver Positive Behavioral Support training and technical assistance to families and caregivers through the early care and education system of Nebraska.**

**II.A. Action Step**

Build competency of the mental health and early childhood workforce through a multi-systemic approach to professional development designed to implement early childhood Positive Behavioral Supports. (Activities reflect developing the approach and infrastructure through trial pilot sites, ongoing evaluation, and expansion.)

Activities	Resources	Person(s)	Timeframe	Expected Outcome	Status
<p>1. Develop a professional development subcommittee to implement and provide oversight for the EC PBS professional development initiative.</p> <p>a) Complete the design of a plan to support statewide implementation.</p> <p>b) Prepare the application to CSEFEL for the state project partnership grant.</p>	<p>Available:</p> <p>- Together for Kids and Families, Head Start State Collaboration Office, Early Childhood Training Center, CSEFEL, Pilot Projects, Early Childhood Professional Development Network, Behavioral Health Regional System, NE Department of Education School-aged PBS initiative, Region VII Head Start TA specialists Nebraska Children and Families Foundation, Early Development Network, Gaps and Barriers Subcommittee of the ECICC, 0-3 Endowment, parents reps.</p> <p>Needed: Sustaining</p>	<p>Responsible: <b>PD Subteam- Gay (Family Enrichment) Martha (ECTC), Carol (ECTC), Mark (UNMC), Tracy (CSI), Trish (HS)</b></p> <p>Partner(s): Pilot Projects, Early Childhood Professional Development Network, Behavioral Health Regional System, Department of Education School-aged PBS initiative, NDE Office of Early Childhood, HHS Child Care, TFKF, HSSCO, Early Development Network, Head Start Assoc., Infant Mental Health Assoc., NeAEYC, parents reps.</p>	<p>a) July, 2007</p> <p>b) Fall, 2007</p> <p>December</p>	<p>Leadership team, inclusive of the diverse programs in early childhood, mental health and of parents, that sustains an infrastructure of accessible and customizable training and technical assistance to energize and support high quality early care and education service delivery that integrates positive behavior support.</p> <p>A range of ongoing supports are</p>	<p>1. There is a professional development subcommittee established: Gay McTate, Mark Smith, Trish Gorecki, Martha Nash, Traci Penrod, Carol Puffer</p> <p>1. a) Developed a professional development plan</p> <p>1. b) CSEFEL application complete and successful. The grant is for training and technical assistance. Grant writer from Nebraska Children and Families Foundation, Amy Welty lent her writing skills to writing the grant. This also served as a way for us to pull together our information and history of the project.</p>

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<p>2. Program Wide Early Childhood PBS State Leadership Team develops a support network that builds and sustains early childhood PBS professional development on an ongoing basis building on existing efforts and meeting needs of various audiences.</p> <p>a) Establish opportunities for refresher trainings for existing teams and networking with peers. Develop a PBS Training Plan – Detailed to address needs of local efforts.</p> <p>b) Team identifies resource or support personnel who are able to facilitate ongoing implementation of early childhood PBS at all levels (project level mental health consultants and early childhood professionals, training teams, clinical supervisors, mentor/coaches) Local efforts will include Continuing Education for different audiences – strands continuous improvements of the training material, i.e. master trainings.</p> <p>c) Accessible T/TA for the local supervisory mentor/coach, etc. T.A. to P.B.S. Site or Sites mentor or coach. T.A. to Regional mentor or coach who support the site mentor or coach.</p> <p>d) Develop/Provide access to program resources such as an awareness workshop, ‘readiness for implementation’ checklist, a PBS parent workshop(s), and other customizable information needed to support program implementation (i.e. a toolkit of</p>	<p>funds. Pilot funding allows for some development of these activities. CCDF quality funds, infant toddler earmarked funds, NDE and ECTC utilize resources, need to identify other resources as well.</p> <p>(Infrastructure Plan—cross over issue)</p>		<p>2008 and ongoing as newly identified needs arise</p> <p>Training Plan – August 2007</p> <p>Strategic Plan would be further defined after the Training Plan is fully developed.</p> <p>June 2007 and ongoing development</p> <p>October 2007 and ongoing</p>	<p>readily available to programs at all stages of planning, implementation, refinement and continuous improvement.</p> <p>“Communities of EC PBS learners” are available locally, regionally, and at the state level to share learning experiences.</p>	<p>2. First round of training through CSEFEL is complete as of June 26, 2008. One hundred participated in the four day training of trainers. The group was split between the Infant/toddler modules and the Preschool modules. In November the group will come back together and cross train, trainers will then be trained to deliver training birth to five. Evaluations demonstrated the training was well received. There was enthusiasm in the group to put their knowledge to work. State leaders attending the Infant/toddler modules had content suggestions that CSEFEL will consider as the modules are revised.</p> <p>2. a) A schedule of refresher and additional training is yet to be established.</p> <p>2. b) Four Demonstration sites have been selected. Each site will select a classroom to pilot the Early Childhood Positive Behavioral and intervention Support strategies. They will offer training through the CSEFEL modules, that promotes social emotional competence, to all staff.</p>



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<p>planning and implementation resources)</p> <p>e) Enhancement of the ECTC website on Early Childhood Positive Behavior Supports, offering a range of supports to programs and professionals (include posting of the EC PBS toolkit).</p> <p>f) Identify an array of workshops that complement PBS implementation (ex. Safe and Secure, Early Learning Guideline’s Social/Emotional, Attachment, etc) Do a crosswalk of workshops related.</p> <p>g) Linking PBS to other related topics. – Include in examples CSEFEL Modules.</p> <p>h) Explore web-training of PBS (interactive)</p> <p>i) Identify and/or develop workshop opportunities for parents/families</p>			<p>October 2007</p> <p>December 2007</p> <p>December 2007</p> <p>December 2008</p> <p>June 2007 and ongoing (currently pilot projects are doing some of this now.)</p>		<p>Demonstration sites:</p> <p><b>Child and Family Development</b> in Hastings are recipients of a DHHS state funded Nurturing Healthy Behaviors grant. They are working with community child care in several rural communities</p> <p><b>Child Saving Institute</b> in Omaha is a recipient of the DHHS state funded Nurturing Healthy Behaviors grant and a partner in the Omaha Kid Squad effort. They work to meet the needs of children exhibiting challenging behaviors in their child development program. They have mental health therapists on staff.</p> <p><b>Cedars Youth Services</b> in Lincoln has multiple child development sites. They receive funds through a DHHS Nurturing Healthy Behaviors grant to provide the services of a mental health therapist in their child development programs. They also will be piloting the CSEFEL parent modules.</p> <p><b>Plattsmouth Early Childhood Programs</b> blend their Head Start, state funded and early childhood special education programs together.</p> <p>c) The CSEFEL Planner</p>

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					<p>assigned to Nebraska, Tweety Yates from the University of Illinois at Champagne will provide regular and ongoing support to the sites and the coaches through a schedule of conference calls, onsite consultation, individual contacts, and additional training yet to be determined.</p> <p>d) An awareness workshop has been developed. It has been presented at various conferences and will continue to do so.</p> <p>A readiness kit is in development</p> <p>ECPBiS parent workshops will be piloted at Cedars starting in the fall. The title of the six part series is <i>Positive Solutions for Families</i>.</p> <p>Demonstration sites have been supplied with a variety of resources including the CSEFEL materials and videos. They will continue to receive resources as funds allow. These will include videos, resource books, articles, and training materials.</p> <p>e)UNL Graduate student; Martha Ostrom has further developed the Early Childhood Training Center website around relationships. Additional information will continue to be added, especially addressing the</p>

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					<p>environment, teaching social skills, and providing intervention strategies.</p> <p>f) Not formally complete at this time</p> <p>g) Currently exploring the relationship to the Environment Rating Scales and how this fits together.</p> <p>h) State is exploring the system they will use for training and communication purposes.</p> <p>i)CSEFEL has developed the <i>Positive Solutions for Families</i> training series that will be piloted at Cedars in the fall.</p>

Activities	Resources	Person(s)	Timeframe	Expected Outcome	Status
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<p>3. Pilot Site Work: Engage Nebraska trainers (through ECTC), using CSEFEL's evidence-based practices as a resource, during 2007-2008, to train additional pilot site personnel (both rural and urban, to be determined), primarily focused on developing positive behavior supports through the early child care and education system.</p> <p>- 2 ½ day training session in NE with 2 one-day on-site follow-ups for the projects funded by HHS-Office of Economic and Family Support, Child Care. (Participants would include child care center directors, staff, mental health consultants, mental health supervisors, and other identified pilot project personnel from the community.)</p> <p>- additionally, specific workshop for the program leadership team in each pilot would be provided (preferably prior to start-up).</p> <p>- assistance and facilitation of networking opportunities at local level.</p> <p>- a Regional mentor/coach (LMHP) is available to meet at least monthly with emerging program teams and at least quarterly with established teams.</p>	<p>Available:</p> <p>-Early Childhood Training Center, CSEFEL, Pilot Projects, Early Childhood Professional Development Network, Behavioral Health Regional System, Department of Education School-aged PBS initiative.</p> <p>Needed: Funding from State Infrastructure Grant and ongoing TA from CSEFEL.</p>	<p>Responsible:</p> <p>Professional Development Subcommittee of PBS Leadership Team and ECTC for training delivery (HSSCO designee lead: Martha Nash)</p> <p>Partner(s): CSEFEL, Pilot Projects, Early Childhood Professional Development Network, Behavioral Health Regional System, Department of Education School-aged PBS initiative, NDE Office of Early Childhood, HHS Child Care, TFKF, HSSCO, Region VEE Head Start TA Specialists</p>	<p>Planning initiated April-June, 2007</p> <p>June-August, 2007 (Lincoln &amp; Omaha)</p> <p>TBA (other child care projects that are funded)</p> <p>Follow-up training and networking TBD by local pilots</p>	<p>Pilot sites participate in training and begin to implement Early Childhood Positive Behavior Support strategies.</p> <p>NDE's N-SPDG pilot sites will be invited to participate &amp; the broader early childhood and mental health community is invited to participate, as space allows.</p> <p>Pilot/project sites are able to access and address ongoing training and implementation supports.</p>	<p>3. Demonstration sites will be begin training staff in fall of 2008. Tweety Yates will guide the process and implementation.</p> <p>Four days of training for trainers is complete.</p> <p>There were also a couple of sessions on coaching. Additional training for coaches is an identified need.</p> <p>There is not a statewide system in place at this time. There are trainers now trained from across the state, but no funds to support their training time and expenses.</p> <p>Head Start TA personnel are involved in all training.</p>
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<p>-see attached Program Training Plan, customized to each child care project site, for Head Start projects (with Reg. VII TA), for NDE's N-SPDG EC pilots</p>					
<p><b>Activities</b></p>	<p><b>Resources</b></p>	<p><b>Person(s)</b></p>	<p><b>Timeframe</b></p>	<p><b>Expected Outcome</b></p>	<p><b>Status</b></p>
<p>4. Train the Trainers: Expand local expertise in the PBS model by training a minimum of 8 training teams consisting of one Licensed Mental Health Practitioner and one Early Care and Education Professional program, for up to 30 participants per session for one or two sessions.</p> <p>-The train-the trainer session would also be open to a limited number of elementary school psychologists or other behavior specialists from school sites that are implementing Positive Behavior Supports in their buildings, and are operating pre-school, bridging transition between approaches for school age children and those ages 0-5.</p>	<p>Available: Early Childhood Training Center, Safe and Secure Training Teams, local pilot project expertise, Nebraska Association of School Psychologists.</p> <p>Needed: 1) Funding from State Infrastructure Grant and 2) ongoing TA from CSEFEL through ECTC (state application to be made in fall, 2007)</p>	<p>Responsible: Professional Development Subcommittee of PBS Leadership Team, HSSCO Designee, Lead: Martha Nash (ECTC)</p> <p>Partner(s): CSEFEL, Pilot Projects, Early Childhood Professional Development Network, Behavioral Health Regional System, Department of Education School-aged PBS initiative, NDE Office of Early Childhood, HHS Child Care, TFKF, HSSCO</p>	<p>April 2008, or as CSEFEL state project selection determines (if successful)</p>	<p>-Each site supports participation of a training team, who, following the TOT, will provide the ongoing training for that project and others in the community.</p> <p>-Well versed professionals with the knowledge, expertise, and deliver to provide training, coaching and support to other early childhood &amp; mental health workers.</p> <p>-Additional teams participate in the training representing ECTC to expand state level capacity</p> <p>- School-wide projects and early childhood projects will have better continuity; functional behavior assessment will be conducted in the context of the teaching pyramid.</p>	<p>4. Train the Trainers: Part One is complete as of June 26. There will be two additional days of training in November so that trainers are competent training birth to five. One hundred participants were trained. The participants included those with early childhood and mental health backgrounds. They were selected from across the state of Nebraska.</p>
<p><b>Activities</b></p>	<p><b>Resources</b></p>	<p><b>Person(s)</b></p>	<p><b>Timeframe</b></p>	<p><b>Expected Outcome</b></p>	<p><b>Status</b></p>
<p>5. Train the Projects: NE Training Teams</p>	<p>Available: Identified</p>	<p>Responsible:</p>	<p>April 2008</p>	<p>An increased capacity to provide</p>	<p>5. Trainers are identified.</p>

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<p>(as trained in the Train the Trainer) are available, as other PBiS projects are initiated throughout the state, to offer local training and support to Licensed Mental Health Practitioners, to early care and education program leaders and all other personnel to carry out local PBS projects.</p>	<p>training teams and school behavioral specialists, current Early Childhood PBS sites, and interested Early Childhood PBS sites, CCDF pilot funds to support consultation time.</p> <p>Needed: Funding from State Infrastructure Grant Additional funds to support consultation time.</p>	<p>Professional Development Subcommittee of PBS Leadership, ECTC (HSSCO Designee Lead: Martha Nash)</p> <p>Team.Partner(s): Pilot Projects, Early Childhood Professional Development Network, Behavioral Health Regional System, Department of Education School-aged PBS initiative, NDE Office of Early Childhood, HHS Child Care, TFKF, HSSCO</p>	<p>and ongoing</p>	<p>local T/TA to early childhood programs implementing Early Childhood Positive Behavior Support.</p>	<p>Implementation has not commenced, there are not currently funds to support statewide training. Demonstration sites will begin training at their locations with their staff in the fall.</p>
<p><b>Activities</b></p>	<p><b>Resources</b></p>	<p><b>Person(s)</b></p>	<p><b>Timeframe</b></p>	<p><b>Expected Outcome</b></p>	<p><b>Status</b></p>
<p>6. Convene stakeholders to develop early childhood core competencies for all who are engaged in program-wide adoption of EC PBS.</p> <ul style="list-style-type: none"> <li>- Review newly developed early childhood core competencies (social/emotional domain)</li> <li>- Review the core competencies being considered by the NE Infant Mental Health Association</li> <li>- Engage faculty to consider relevant coursework for inclusion of early childhood positive behavior support concepts.</li> <li>- Engage all interested professional development stakeholders to consider relevant workshops and other professional development</li> </ul>	<p>ECTC-designated professional development funds (across several funding streams)</p> <p>Need: Additional funding supports</p>	<p>Lead: HSSCO Designee, ECTC/NDE – Martha Nash, Terry Rohren, Melody Hobson</p> <p>Partner(s): CSEFEL, Pilot Projects, Early Childhood Professional Development Network, Behavioral Health Regional System, Department of Education School-aged PBS initiative, NDE Office of Early Childhood, HHS Child Care, TFKF, HSSCO, Region VII H.S. TA Specialists, NE Infant</p>	<p>Nov, 2007- June, 2008</p>	<p>More clearly articulated social-emotional competencies of the early childhood care and education, mental health, and other relevant professional groups</p> <p>Common understanding across all relevant disciplines that impact early childhood years</p> <p>All personnel, regardless of discipline or professional role share some common understanding and skills related to early childhood positive</p>	<p>6. There are Core Competencies developed for early childhood professionals. The subcommittee will look at how well those support the promotion of social emotional competence. This will be a future activity.</p>

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opportunities that complement the professional development of early childhood PBS.		Mental Health Association, higher education, interested others		behavior support	
<b>Activities</b>	<b>Resources</b>	<b>Person(s)</b>	<b>Timeframe</b>	<b>Expected Outcome</b>	<b>Status</b>
<p>7. Public awareness/education</p> <p>- review existing public awareness efforts, including TFK&amp;F Mental Health workgroup; Born Learning/Learning from Day One, others that can be tied to.</p> <p>-Link to other groups interested in the same issue, i.e. Psychiatrists, Pediatrics, Health Depts., WIC, Psychology Association,</p> <p>-</p> <p>Milestones Document Developmental Wheels Don't have Social Emotional milestones Developed.</p> <p>- Need a press release for local programs to use.</p>	<p><u>Available:</u> NCFE – Public Awareness Campaign, White Paper ECMH Association released currently found on the ECTC website, Kim foundation and website, Building bright futures – Douglas and Sarpy County, 0-3 Endowment</p> <p>HHS-Maternal and Child Health Unit may be a resource for this</p>	<p>Implementation: <b>This is a needed subgroup, and plan.</b></p> <p>Possible members: NCFE Public Awareness Kelly Medwick, University P.D. (Lisa Kelly Vance, UNO School Psychology), SW – Service Learning Activity? (Tulane University Materials?)</p> <p>Alicia Oestmann –HHS Special Services would lead this activity.</p>	2009 (2 years)	Public awareness messaging is consistent and comprehensive; efforts are coordinated to more effectively utilize resources	
<b>Activities</b>	<b>Resources</b>	<b>Person(s)</b>	<b>Timeframe</b>	<b>Expected Outcome</b>	<b>Status</b>

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<p>8. Articulate a professional development framework that supports effective implementation of EC PBS within programs serving children, to include ages birth to five.</p> <ul style="list-style-type: none"> <li>- Convene stakeholders</li> <li>- Identify currently available resources and professional development activities</li> <li>- Engage CSEFEL consultants in Birth-Five specific statewide planning</li> <li>- Develop or utilize materials that are specific to birth to three.</li> </ul>	<p>Resources: CSEFEL, Tulane University, Head Start, etc.</p>	<p>EDN co-leads, ECTC</p> <p>Partners: Pilot Projects, Early Childhood Professional Development Network, Behavioral Health Regional System, Department of Education School-aged PBS initiative, NDE Office of Early Childhood, HHS Child Care, TFKF, HSSCO, Early Development Network, Head Start Assoc., Infant Mental Health Assoc., NeAEYC, parents reps.</p>	<p>Winter, 2007 through fall of 2008 (or as CSEFEL state project prescribes, if NE is selected)</p>	<p>Unique developmental issues of birth to five are addressed within the EC PBS framework.</p> <p>Continuity of implementation across the age span, beginning at birth and continuing throughout the school years.</p>	<p>In progress, we will have the expertise and consultation of CSEFEL for three years (currently in the first year). This will provide impetus to keep moving forward.</p>
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Revised 6/18/07/Status Report July/2008

Crosswalk Issues – for ongoing planning and discussion:

- Sustainability University - NCFE
  - o What is the goal and when implemented?
- Higher Education in infrastructure and in the training plan.
- Public Awareness - NCFE
- Researching other training efforts regarding integration
- Provide access to program resources
- Supervisory/Mentor Coaches (high priority)
- Readiness Issues of Program
- Resources Identified
  - o i.e.
    - coaching resources



- Training resources
  - T.A's etc.
- Infrastructure must be inclusive and sensible. Top Level/ Mid-Level / Front Line need to be aware and included.

**Early Childhood PBiS Strategy III: Evaluate Impact of Early Childhood Positive Behavioral Support Implementation**

**III.A. Action Step**

Utilize a multi-method approach, including both qualitative and quantitative methodologies that will encompass both formative and outcome evaluation based on the logic model theory of change. The evaluation will have two primary purposes: 1) to provide information to the project staff for continuous improvement and ultimately, 2) to provide a system of progress monitoring to inform the program regarding the quality of implementation of the consultation/ service model and its impact on children, families, and staff outcomes.

Outcomes—specific to Action Step	Indicators -- specific to Outcomes	Status
<p><b>Targeted Children:</b></p> <ol style="list-style-type: none"> <li>1. Improved behavior and improved emotional/social development.</li> <li>2. Decreased behavior symptoms resulting in decreased removal of targeted children from childcare settings.</li> </ol>	<ul style="list-style-type: none"> <li>○ Improved scores on the Devereaux Early Childhood Assessment based on parent and teacher ratings.</li> <li>○ Less than 5% removal of targeted children from childcare due to behavioral/mental health concerns.</li> <li>○ Periodic tracking child's progress on goals.</li> <li>○ % of children served and documentation of the types of services provided.</li> </ul>	<ul style="list-style-type: none"> <li>○</li> </ul>
<p><b>Family Members of Targeted Children:</b></p> <ol style="list-style-type: none"> <li>1. Greater understanding of child's behavior and parental role in change.</li> <li>2. Greater acceptance of mental health services due to less stigma and greater access to assistance in the natural environments of children (early care and education settings).</li> <li>3. Increased strategies to support child's behavior and social-emotional development.</li> </ol>	<ul style="list-style-type: none"> <li>○ Increased knowledge, skills, and strategies based on self-ratings of knowledge of their child's socio-emotional skills, as measured by a pre- and post-test (including open-ended questions).</li> <li>○ Improve by 85%, parental acceptance of consultation/therapy offered through the project in collaboration with the child care giver and mental health practitioner.</li> </ul>	
<p><b>Childcare Program Staff:</b></p> <ol style="list-style-type: none"> <li>1. Increased knowledge and confidence in working with children (and their families) related to social-emotional development and related issues.</li> <li>2. Increased knowledge and confidence in working with identified children and communicating with parents re. social/emotional development and related behavioral</li> </ol>	<ul style="list-style-type: none"> <li>○ Increased skills in working with children as rated on a Teacher Rating scale as measured by self-report (including open-ended questions)</li> <li>○ Improved Social Emotional Climate in the Classroom as rated on the Teaching Pyramid Observation Tool for Preschool Classrooms (Draft Fidelity Measures Tool Created by Hemmeter &amp; Fox).</li> </ul>	<ul style="list-style-type: none"> <li>○</li> </ul>

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concerns.	<ul style="list-style-type: none"> <li>○ Focus group with teachers/directors to discuss the consultation, its impact and suggestions for improvement.</li> <li>○ % of teachers participating in training activities and satisfaction with training.</li> </ul>	
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Activities	Resources	Person(s)	Timeframe	Expected Outcome	Status
1. Develop an evaluation subcommittee to implement and provide oversight of the evaluation process.	<p>Available:</p> <ul style="list-style-type: none"> <li>-Funding from Together for Kids and Families and Head Start State Collaboration Office</li> <li>-Pilot methodologies from Omaha and Lincoln</li> </ul> <p>Needed: Funding from State Infrastructure Grant and ongoing TA from CSEFEL.</p>	<p>Responsible: Barb Jackson</p> <p>Partner(s): Nurturing Healthy Behaviors Pilots, NDE Early Childhood PBiS Evaluators</p>	April 2007	Development of a program evaluation plan.	
2. Program-based information systems are agreed upon, in place and implemented as indicated in Action Step I.A.	<p>Available: Pilot methodologies from Omaha and Lincoln</p> <p>Needed: Funding from State Infrastructure Grant and ongoing TA from CSEFEL.</p>	<p>Responsible: Barb Jackson</p> <p>Partner(s): Nurturing Healthy Behaviors Pilots, NDE Early Childhood PBiS Evaluators</p>	January 2008	Implementation of evaluation in order to provide data to assess the outcomes of the Nurturing behavior projects and to provide information to continually improve the processes of the pilot projects.	
3. Evaluation team provides biannual dissemination, celebration and acknowledgement of outcomes, accomplishments and recommendations to Early Childhood PBiS Leadership Team and ECICC Gaps and Barriers Subcommittee for continuous	<p>Available: N/A</p> <p>Needed: Funding from State Infrastructure Grant and ongoing TA from CSEFEL.</p>	<p>Responsible: Evaluation subcommittee of Early Childhood PBiS Leadership Team.</p> <p>Partner(s)</p>	July 1, 2008	Review of the evaluation report and determine recommendations for program improvements and new areas of inquiry.	

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improvement.					
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