

Innovative Practices for Promoting Better Outcomes for Children with Behavioral Problems at Early Childhood Settings

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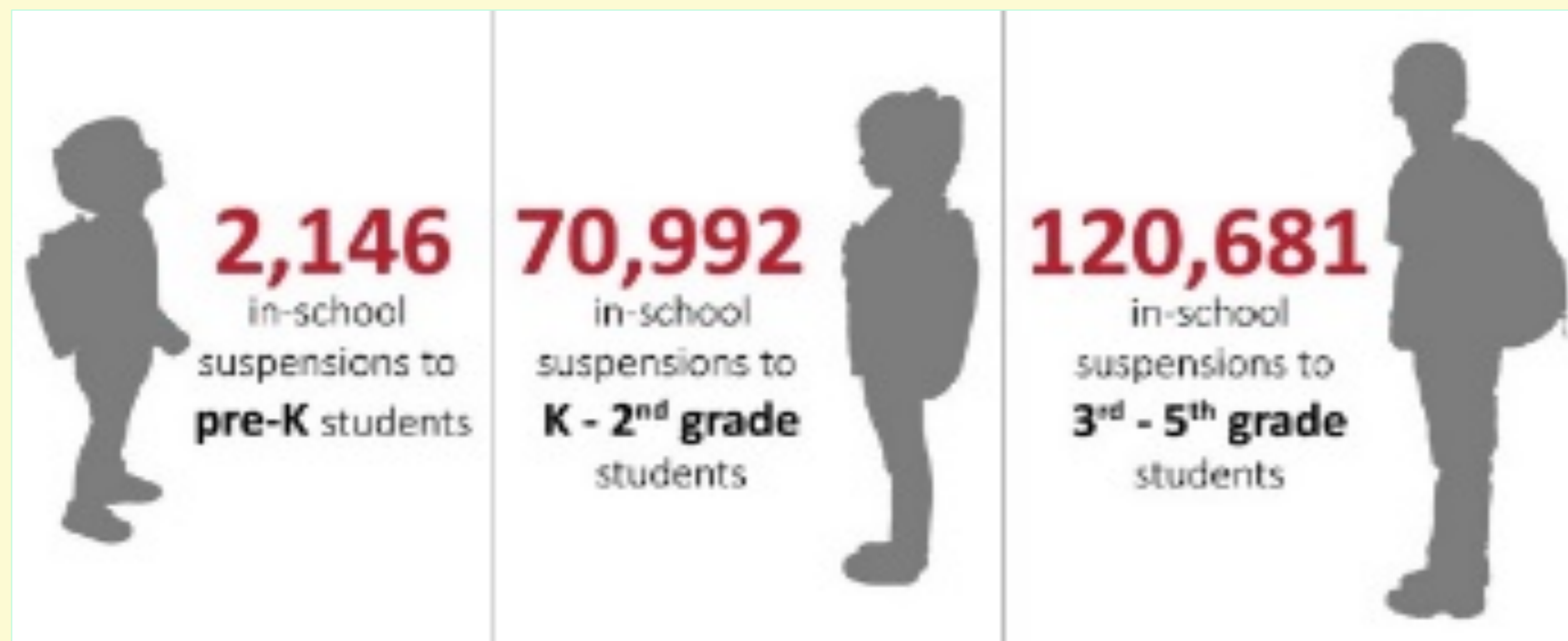


FIRST STEP GEORGIA
Every Child is Special



אוניברסיטת חיפה
University of Haifa

Growing number of children with behavioral problems became one of the primary focuses for early childhood development professionals.



An Analysis of Exclusionary Discipline in Texas' Pre-k and Elementary School Students.
<https://slate.adobe.com>

GOAL OF THE INTERVENTION

Design a training program for professionals in early childhood settings in Georgia, to reduce the prevalence of problem behavior, promote better educational and social – emotional outcomes of all children.

PRIMARY TARGET GROUP

Teachers, Caregivers and Professionals of Early Childhood Education Settings of Georgia

SECONDARY TARGET GROUP

- Multidisciplinary team members
- Settings' Administration
- Municipal Kindergartens Unions
- Ministry of Education and Sciences of Georgia

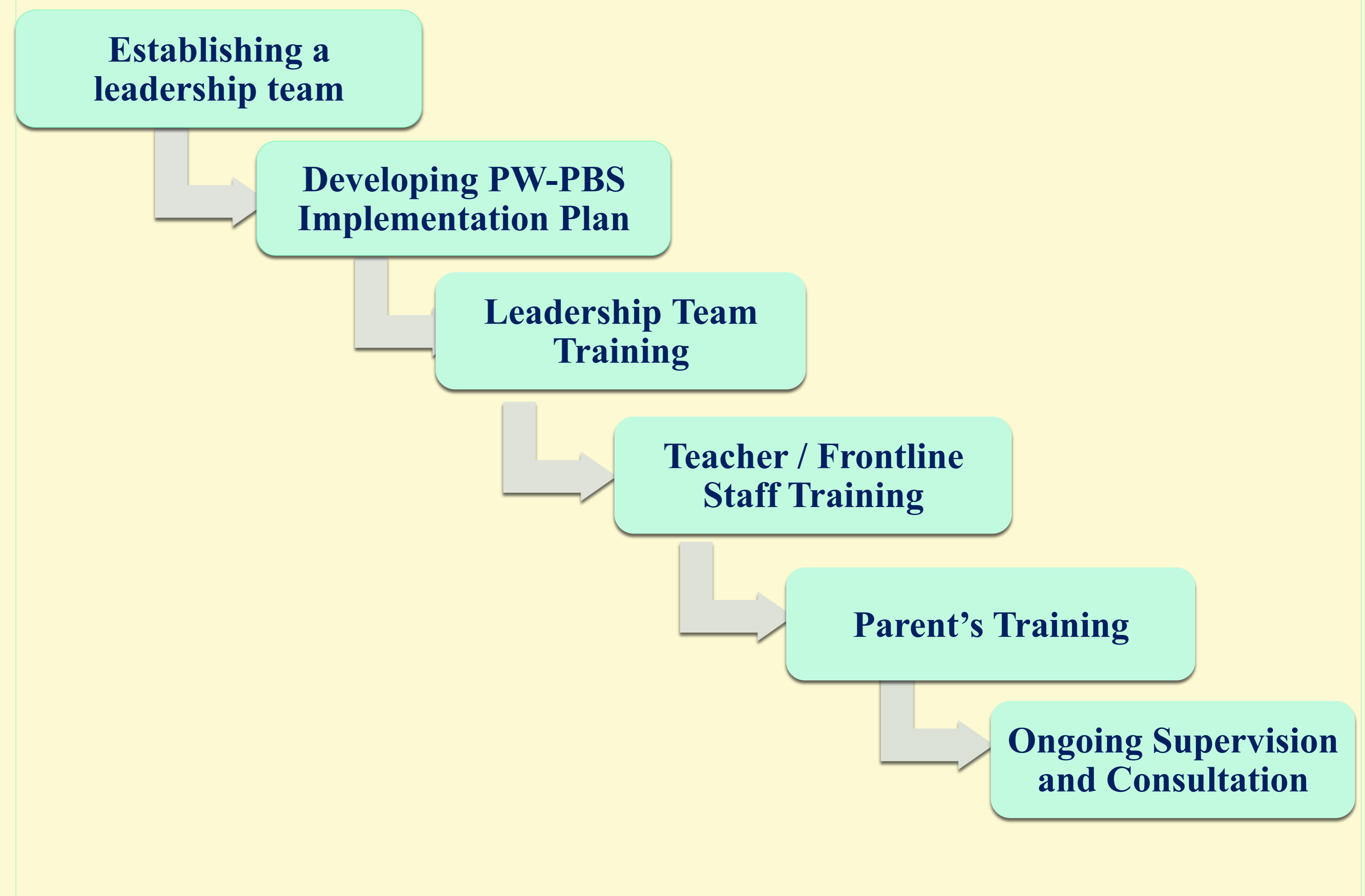
PRIMARY BENEFICIARIES

3 – 6 year children and their families

THEORETICAL GROUND

Hemmeter M, L., Fox L., Jack, S. J., & Broyles L. (2007). A Program -Wide Model of positive Behavior Support in Early Childhood Settings.

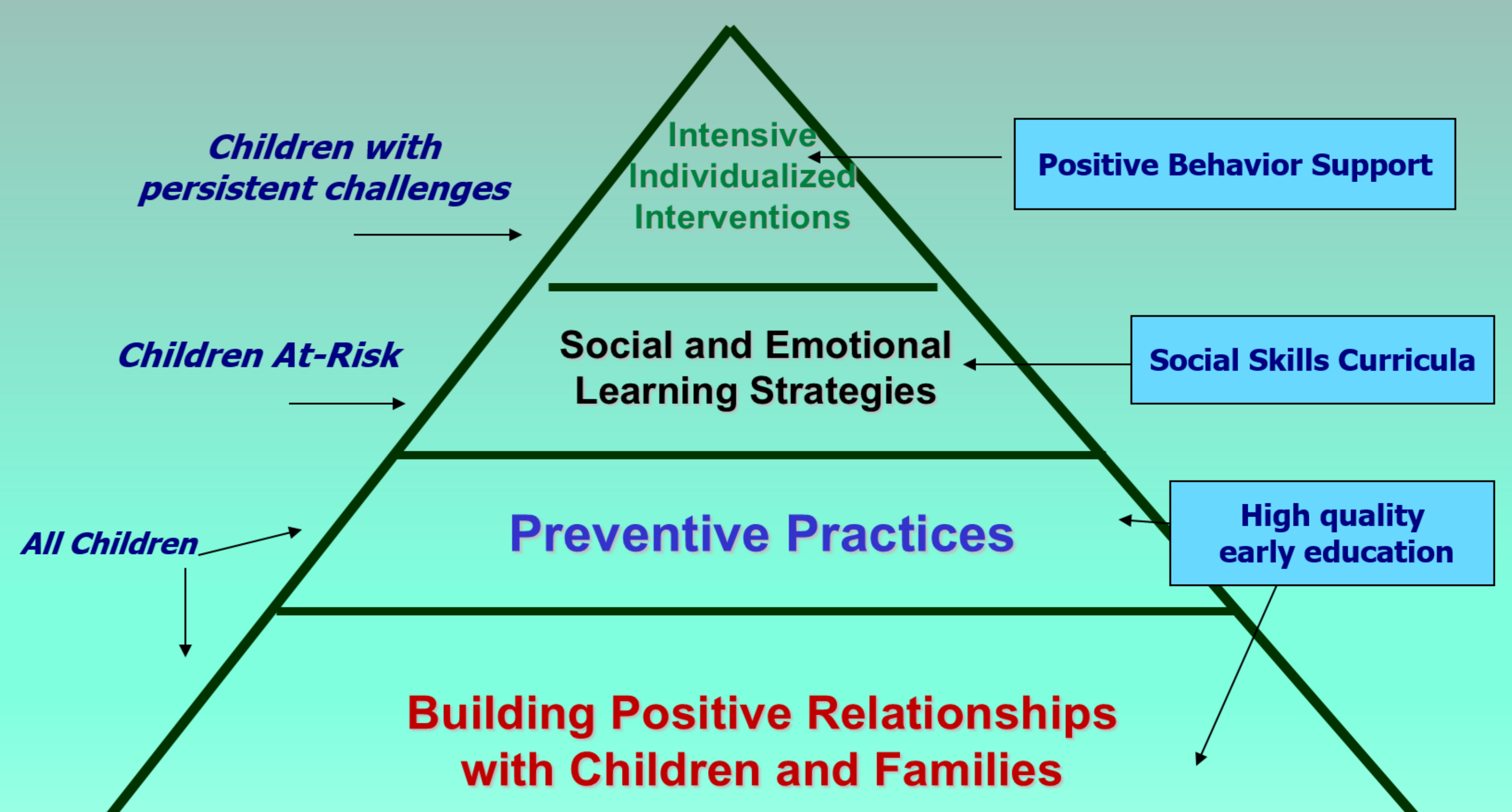
APPLICATION OF THE MODEL



MEASURES

1. Preschool Wide Evaluation Tools (PreSET; Steed & Promerleu, 2012).
Measures features of implementation fidelity of PW-PBIS
2. Child Behavior Checklists (CBCL, Achenbach, T. M)
3. Global Guidelines Assessment (GGA, Association for Childhood Education International, 2003, 2006, 2011, Maryland, USA)

Promoting Social and Emotional Competence within Early Education and Care Environments



Center for Evidence Based Practice: Young Children with Challenging Behavior
www.challengingbehavior.org