

First Step Next

An Intervention for Young Children
with Problem Behavior



MU Center for SW-PBS
College of Education
University of Missouri



Introductions

- Susanna Hill
 - Tier 2-3 Consultant, MO SW-PBS Southwest
- Karin Leveke
 - Tier 2-3 Consultant, MO SW-PBS Hook Center

Outcomes

By the end of this session participants will be able to...

- Explain the need for early intervention
- Describe components of the *First Step Next* program
- Determine extent to which *First Step Next* may be a contextually appropriate intervention for staff and students in your setting.

First Step Next - Designed to catch our youngest students so we can teach them a pattern of behavior that will lead to school success.

- Research suggests that early and continued intervention can help put children on a positive developmental course that is maintained through high school. *(Hawkins, Catalano, Kosterman, Abbott & Hill, 1999)*
- Children who bring antisocial behavior patterns to school have an increased risk for long-term negative outcomes, including rejection by teachers and peers, school failure and dropout, and relationship problems. *(Cicchetti & Nurcombe, 1993; Reid, 1993)*
- Unfortunately, preschool and primary grade teachers are sometimes not well prepared to cope with the problems that these behaviors present in the classroom and on the playground.

SW-PBS Tier 2 Interventions

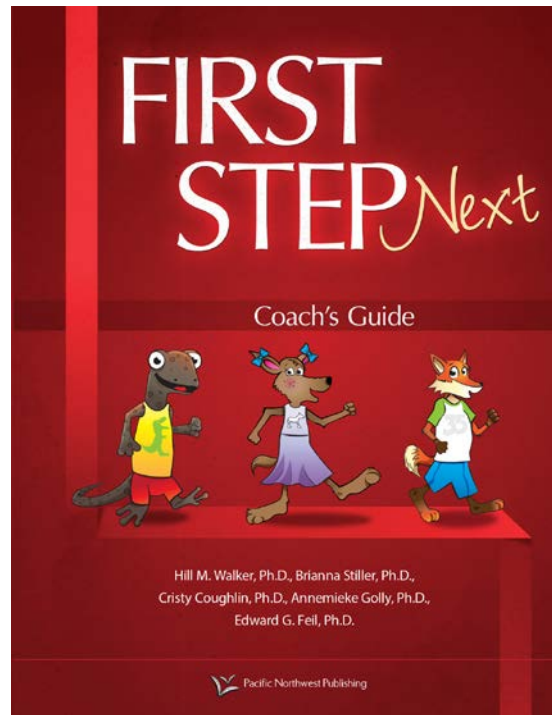
...In the Early Childhood Setting

- Check-In, Check-Out
 - Check in, Check out and teacher feedback often comes from the same person
 - More frequent feedback needed (every 20-30 minutes)
 - Problem behavior should be redirected as soon as it occurs
 - Appropriate behavior must be modeled with immediate opportunity to practice the skill
- Social Skills Intervention Groups
 - Social Skills are often taught classwide or to individual students through a behavior plan, but not to small groups of students.
 - Who will facilitate the group?
 - When and how often will the group take place?
 - Where will the group take place?
 - Family component sometimes missing

Get to Know the Materials

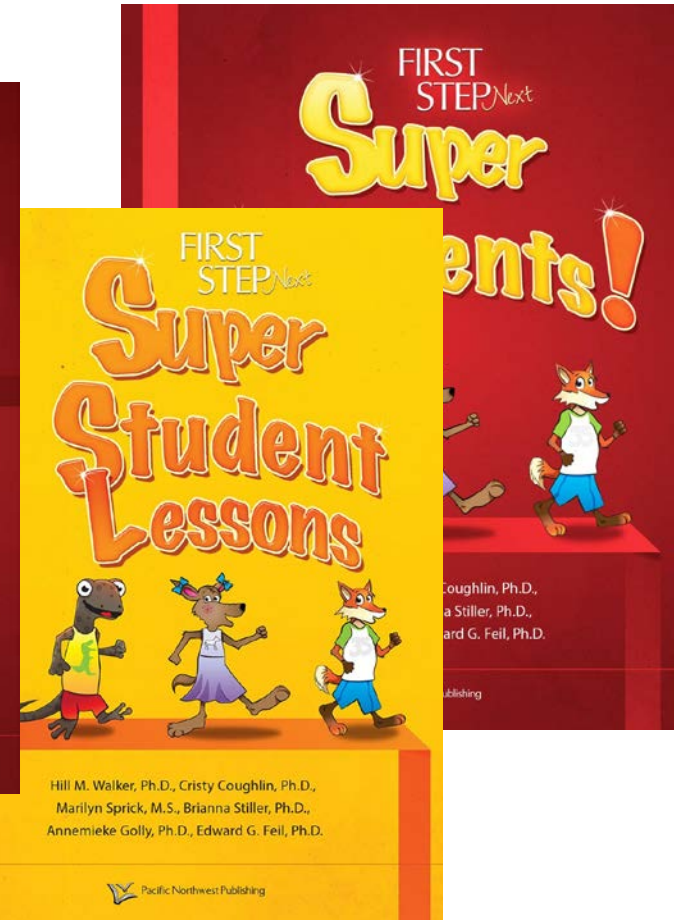
Coach Materials • Tote Bag

- Coach's Guide
- Super Student Lessons
- Super Students!
- Green and Red Cards
- Cooperation Cards
- Reward Cards
- Dry-erase marker



Coach's Guide includes:

- CD of Reproducibles
- Training DVD

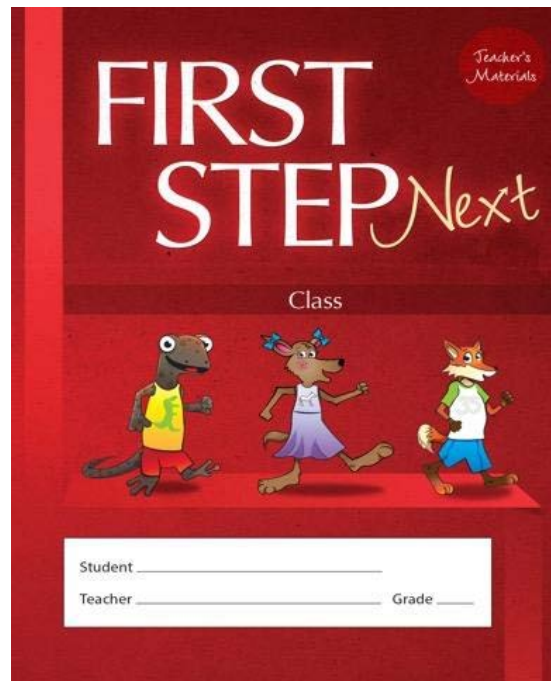


Get to Know the Materials

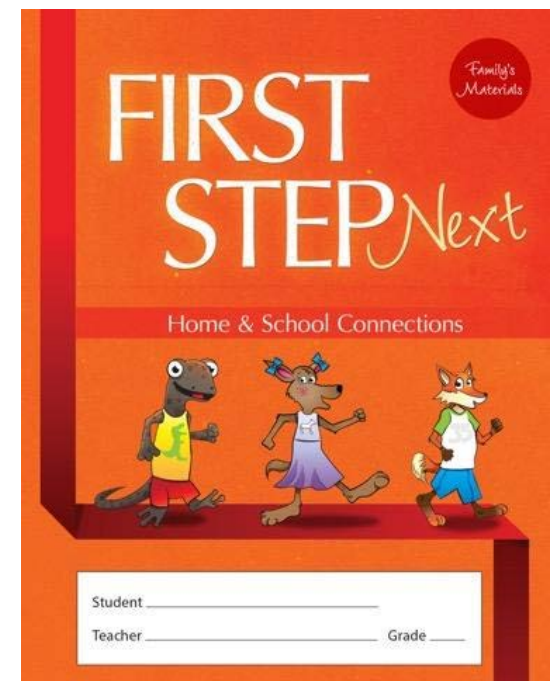
Student Sets (consumables)



Student Records
Forms and handouts
to distribute and keep



Teacher's Workbook
and support materials



Family Workbook
and support
materials

Who Is FIRST STEP Next For?

Young children who may:



- Tantrum
- Be physically aggressive
- Damage property of others
- Suddenly cry or display inappropriate affection
- Ignore teacher warnings or reprimands
- Make lewd or obscene gestures
- Be teased, neglected, or avoided by peers

FIRST
STEP *Next*





Who Is FIRST STEP Next For?

Young children who. . .

- Usurp more than their fair share of time.
- Drive even the strongest of teachers to . . .
- We tiptoe around and whose interactions with others are simply . . .



EXTERNALIZERS



FIRST STEP Next Candidates

Think of a child you know who may:

- Tantrum
- Be physically aggressive
- Damage property of others
- Suddenly cry or display inappropriate affection
- Ignore teacher warnings or reprimands
- Make lewd or obscene gestures
- Be teased, neglected, or avoided by peers



Aggressive Behavior Scale

What Is FIRST STEP Next?

A Tier 2 intervention for students in Pre-K through grade 2 at risk of failure due to behavioral challenges

Time Approximately 30 Program Days

Who Partnership: Parent, Teacher, Behavioral Coach

What 1:1 Behavioral Skill Lessons

In-class coaching by a coach for 7 days

In-class coaching by the teacher for 23 days

Foundational Concept 1

Behavior should be TAUGHT.

For problematic behaviors:

- Teach replacement behaviors:
Model, Guide, Practice!
- Precorrect
- Prompt
- Reinforce
- Respectfully re-teach in response to errors

Mistakes Are Okay

Tell yourself, "That's okay.

I can fix that."

Fix it or ask for help.



Foundational Concept 2

Attention reinforces behavior.

- Maximize attention to appropriate behavior.
Catch 'em doing the right thing.

- Minimize attention to inappropriate behavior.
Everything counts!



A Partnership

- Coach
- Teacher
- Parent/Caregiver



Shared Goals

Through a series of agenda items, the teacher and parent develop shared goals.



Overview of FIRST STEP Next Features

Super Student Skills Lessons

- One-on-one lessons with the behavioral coach
- Seven Super Student Skills (e.g., Ask for Attention the Right Way, Mistakes Are Okay)
- Focus on replacement behaviors

Follow Directions

Freeze and listen to the teacher.

Do what the teacher asks right away.



Super Student Skills Lessons (continued)

- Explicit instruction
- Practice with positive and negative examples
- Use of the Green and Red Card to deliver feedback



CLASS Sessions • Coach Phase

- One-on-one classroom coaching for 7 days
- Immediate feedback with the Green and Red Card
- Class reward when the student earns daily point goal



CLASS Sessions • Coach Phase (continued)

- Gradually increasing point intervals
(30 seconds to 5 minutes)

Gradually increasing session length
(20 minutes to 50 minutes)



CLASS Sessions • Teacher Phase

- Transfer of the Green Card game to the teacher at Day 8
- Program Days 8 to 20 (or 8 to 30)
- Gradually increasing point intervals (5 minutes to 10 minutes)
- Gradually increasing session length (1 hour to all day)



Coach to the Teacher

Home Component

- Daily Connections Note
- High fives and rewards on successful days
- A simple “try again” on days that aren’t successful

DAILY CONNECTIONS NOTE • DAY 1 Form SR13

Student: Angel Date: 9/30

Goal: 32 points Points earned/possible: 38 /40
 Class reward: Playing musical instruments
 Coach signature: Cristy Coughlin
(Draw a happy face or write something like, "Try again tomorrow.")

GOALS

- 1) Be Safe
- 2) Cooperate With Others
- 3) Be Responsible for Yourself

Today in school, we worked on the following skills:

- Follow Directions
- Be Safe
- Ask for Attention the Right Way
- Be a Team Player
- Do Your Best
- Be Cool
- Mistakes Are Okay

Positive Comments:
 Angel had a super day. Please give him a high five! He exceeded his goal and earned 38 points. Wow!

Home reward: Go to park
 Parent signature: Mrs. Robles

© 2015 Pacific Northwest Publishing

FIRST STEP Next

DAILY CONNECTIONS NOTE • DAY 1 Form SR13

Student: _____ Date: 9/30

Goal: 32 points Points earned/possible: 30 /40
 Class reward: N/A
 Coach signature: Cristy Coughlin
(Draw a happy face or write something like, "Try again tomorrow.")

Others (for Yourself) _____

Today in school, we worked on the following skills:

_____ Right Way

Home reward: _____
 Parent signature: _____

© 2015 Pacific Northwest Publishing

FIRST STEP Next

Angel played nicely during recess.



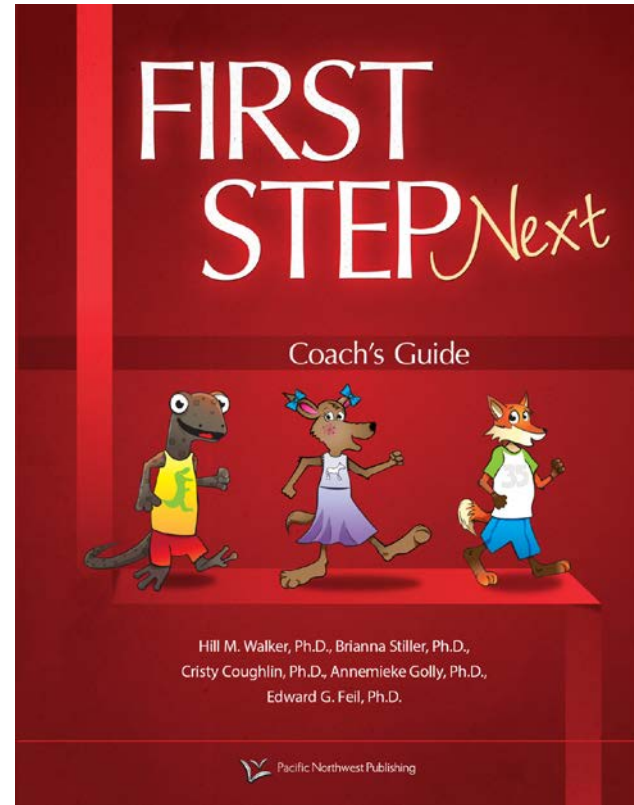
Celebrations and Maintenance



Materials to Support Your Efforts



MO SW-PBS



FIRST STEP Next



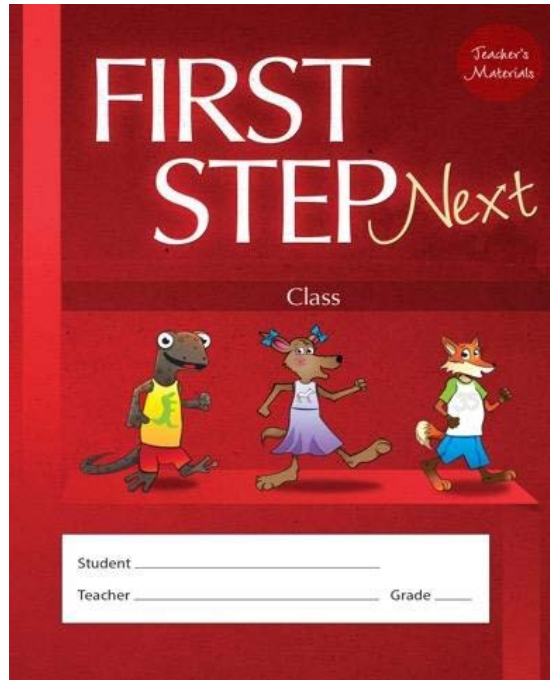
Materials (continued)

Student Materials (consumables)



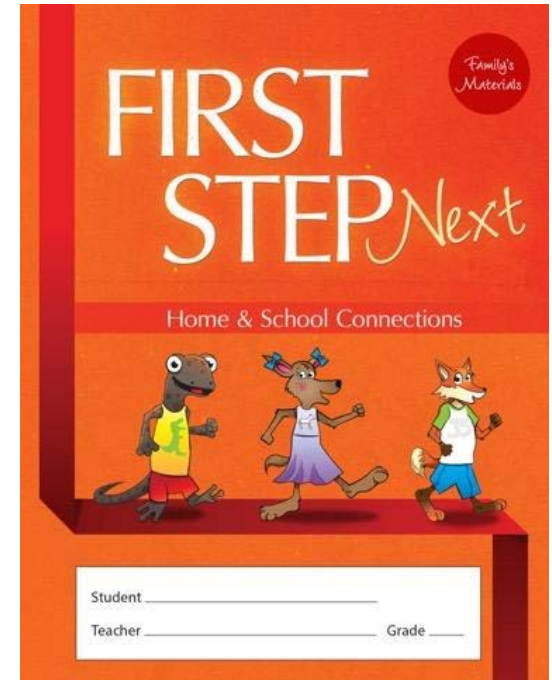
Student Records

Forms and handouts to distribute and keep



Teacher's Workbook

and support materials



Family Workbook

and support materials

What's Next?

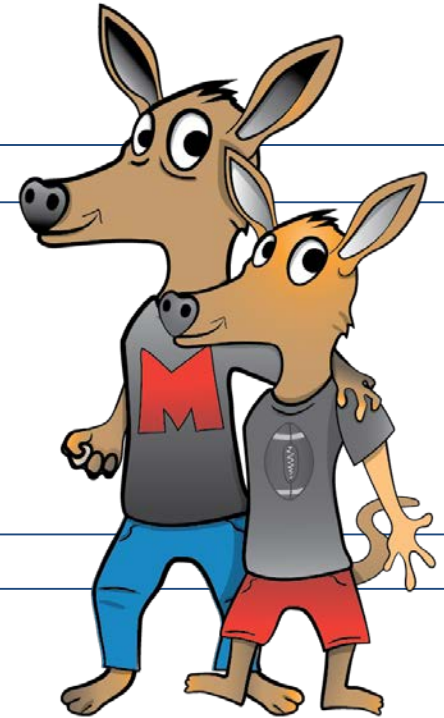
Screening and Eligibility

Pre-Implementation

CLASS Sessions

- Coach Phase
(including Skills Lessons)
- Teacher Phase

Maintenance Phase



1st Meeting with Student

1. Child agrees to participate
2. Child chooses meaningful rewards
3. Role play appropriate behaviors



Teaching the Red/Green Card Game

- Utilize the Green/Red card
 - Be sure the Green/Red card is visible
 - Always hold or position the card so that the child can see it
 - The **Green** side is shown continuously when the child is behaving appropriately
 - If the child displays inappropriate behavior, quickly turn the card to **Red**



Teaching the Red/Green Card Game

- Utilize the Green/Red card
 - The card must be turned back and forth quickly as the child's behavior changes from appropriate to inappropriate (or vice versa)
 - When the child responds to the **Red** side of the card by returning to a task give positive feedback
 - “You made a good choice – you know how to work!”
 - The child must get clear feedback on appropriate and inappropriate behavior

Student Video

One on One Behavioral Skill Lesson - Overview



Practice in the Classroom

- Choose your proximity to the child
 - On the first day the coach stays right next to the child
 - After a few days of success, the coach moves further away
 - The coach should not move so far away or be at an angle where the child cannot see the Green/Red card

Practice in the Classroom

- Provide positive feedback to the child when appropriate
 - Both the coach and teacher provide verbal positive feedback during Days 1 through 5
 - Thumbs-up
 - Pat on shoulder
 - Rub on head
 - Verbal statement
 - Any other sign the child is doing well

Child Practice Video

- Coaching the Student in the Classroom -
Overview

Introducing the Class to FIRST STEP Next

See Coach's Guide,
pages 76–78.



MO S

Coach reviews the Green Card game with the class and announces the class activity reward.



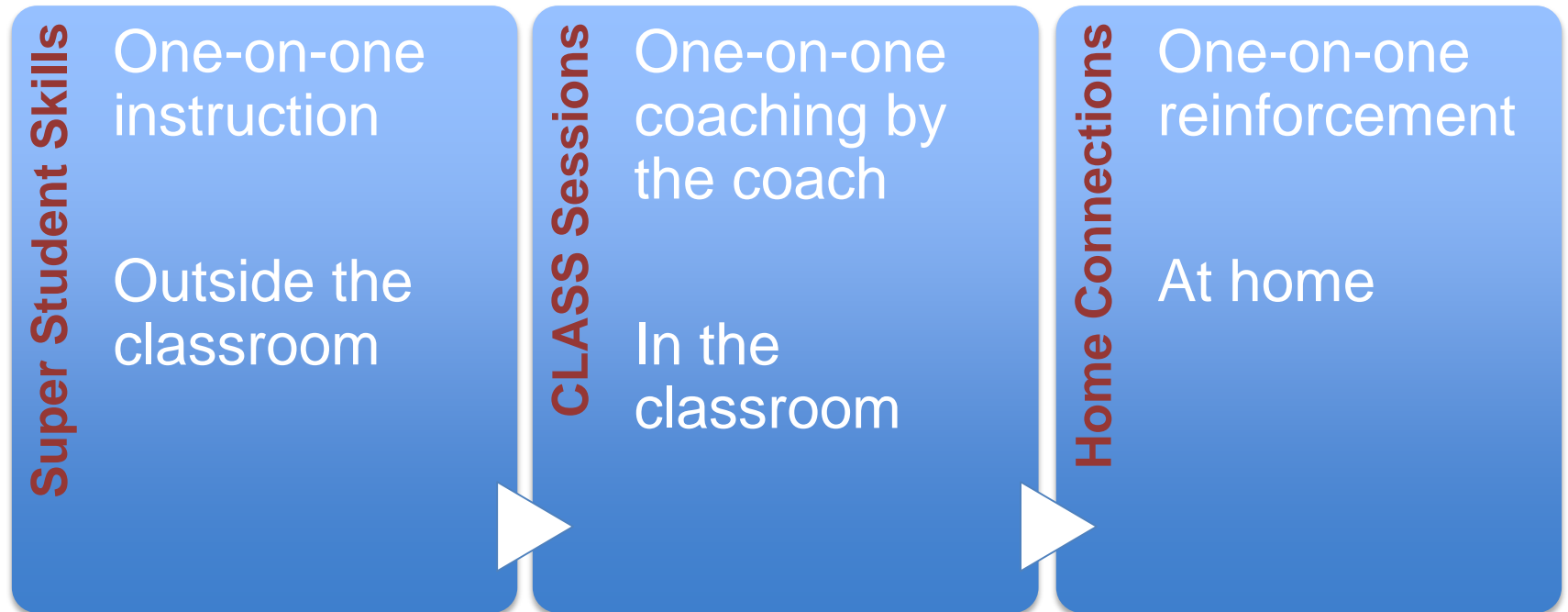
Coaching in the Classroom Video

- Bartley Classroom Introduction



Coach Phase

DAILY • PROGRAM DAYS 1-7



Coach checks in daily with the family.

MO SW-PBS





One-on-One Super Student Skills Lessons With Coach

Where

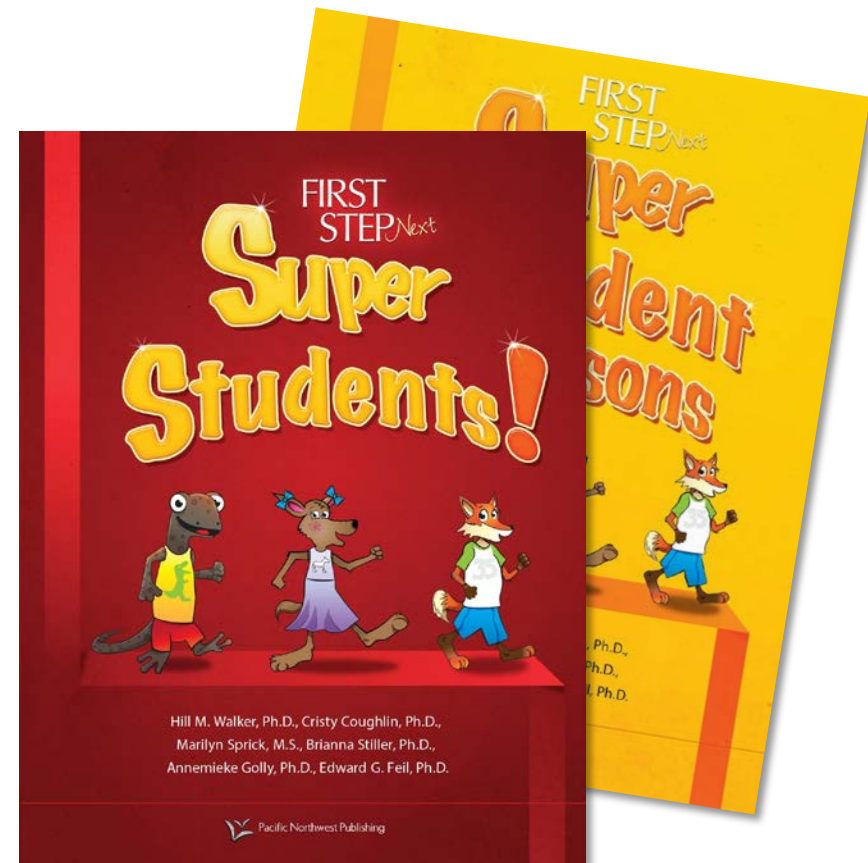
Quiet spot near the classroom

When

10 minutes before CLASS Session

How Often

First 7 days (with review as appropriate)



MO SW-PBS

Super Students! Book

Follow Directions

Freeze and listen to the teacher.
Do what the teacher asks right away.



Skill Steps

When the teacher gives the attention signal, Franklin Fox says ...



I freeze.



I listen to the teacher.



I do what the teacher asks right away.

When the teacher gives the attention signal, Franny Fox says ...



I freeze.



I listen to the teacher.



I do what the teacher asks right away.

Story Board Applications

Preparation



Scripted lessons are provided to help you prepare.

During lessons, simply follow the lesson steps.

Student trades Cooperation Cards for a Mystery Reward.

- Mystery Rewards: Brainstorm options.
- Write rewards on Reward Cards.
- Have rewards ready to deliver right away.



Coach Phase • Day 1 CLASS Session

Partner Practice

- Time: 30-second point intervals
- Green Card Behavior: Provide positive feedback. Use the Point Summary chart.
- Red Card Behavior: Red Card ignored. Prompt correct behavior after 30 seconds.
- Red Card Behavior: Disruptive. Initiate a one-minute timeout. Success—return to group.
- Celebration and delivery of class activity reward

Coach completes and sends home Daily Connections Notes.

DAILY CONNECTIONS NOTE • DAY 1 Form SR13

Student: Angel Date: 9/30 Goal: 32 points Points earned/possible: 38 /40

Class reward: Playing musical instruments
Coach signature: Cristy Coughlin
(Draw a happy face or write something like, "Try again tomorrow.")

GOALS

- 1) Be Safe
- 2) Cooperate With Others
- 3) Be Responsible for Yourself


Today in school, we worked on the following skills:

- Follow Directions
- Be Safe
- Ask for Attention the Right Way
- Be a Team Player
- Do Your Best
- Be Cool
- Mistakes Are Okay

Positive Comments:
Angel had a super day. Please give him a high five! He exceeded his goal and earned 38 points. Wow!

Home reward: Go to park
Parent signature: Mrs. Robles

© 2015 Pacific Northwest Publishing FIRST STEP_{Next}



DAILY CONNECTIONS NOTE • DAY 1 Form SR13

Student: Angel Date: 9/30 Goal: 32 points Points earned/possible: 30 /40

Class reward: N/A
Coach signature: Cristy Coughlin
(Draw a happy face or write something like, "Try again tomorrow.")

GOALS

- 1) Be Safe
- 2) Cooperate With Others
- 3) Be Responsible for Yourself


Today in school, we worked on the following skills:

- Follow Directions
- Be Safe
- Ask for Attention the Right Way
- Be a Team Player
- Do Your Best
- Be Cool
- Mistakes Are Okay

Positive Comments:
Angel played nicely during recess.

Home reward: _____
Parent signature: _____

© 2015 Pacific Northwest Publishing FIRST STEP_{Next}



Student Record (SR13)
Already copied and ready to use

Coach connects with parent. How?

Coach Phase • Interval and Point Schedule

Recycling Days

Try again. Point goal not met. Recycle back to the last successful day.

Troubleshooting

See Coach's Guide, Section 3.6, on pages 121–138.

CLASS Implementation Schedule

	Program Day(s)	Lesson (Sequence may vary.)	CLASS Session Length	Interval	Point Goal	Points Possible	Reward Earned	
COACH	1	Follow Directions	20 min.	30 sec.	32	40	Daily	
	2	Be Safe	20 min.	1 min.	16	20	Daily	
	3	Ask for Attention the Right Way	20 min.	2 min.	8	10	Daily	
	4	Be a Team Player	20 min.	4 min.	4	5	Daily	
	5	Do Your Best	30 min.	5 min.	5	6	Daily	
	6	Be Cool	40 min.	5 min.	7	8	Daily	
	7	Mistakes Are Okay	50 min.	5 min.	8	10	Daily	
TRANSITION	8	Review	1 hour	5 min.	10	12	Daily	
	9	Review	1.5 hours	5 min.	15	18	Daily	
	10	Review	2 hours	5 min.	20	24	Daily	
TEACHER	11	Review skills as needed	2 hours	8 min.	12	15	Daily	
	12		2 hours	8 min.	12	15	Daily	
	13		2 hr., 24 min.	144 min.*	8 min.	15	18	Daily
	14			144 min.*	8 min.	15	18	Daily
	15		2 hr., 56 min.	176 min.*	8 min.	18	22	Daily
	16			All day	8 min.	36	45	Daily
	17		All day	8 min.	36	45	Daily	
	18		All day	8 min.	36	45	Daily	
	19–20**		All day	8 min.	36	45	2 days	
	21–22		All day	10 min.	29	36	2 days	
23–24	All day	10 min.	29	36	2 days			
25–27	All day	10 min.	29	36	3 days			
28–30	All day	10 min.	29	36	3 days			
30+	Review skills as needed	According to Maintenance Plan						

RECYCLING DAYS 1–18: If the student is not successful, go back to the last day the student was successful (e.g., If unsuccessful on Day 8, go back to Day 7).

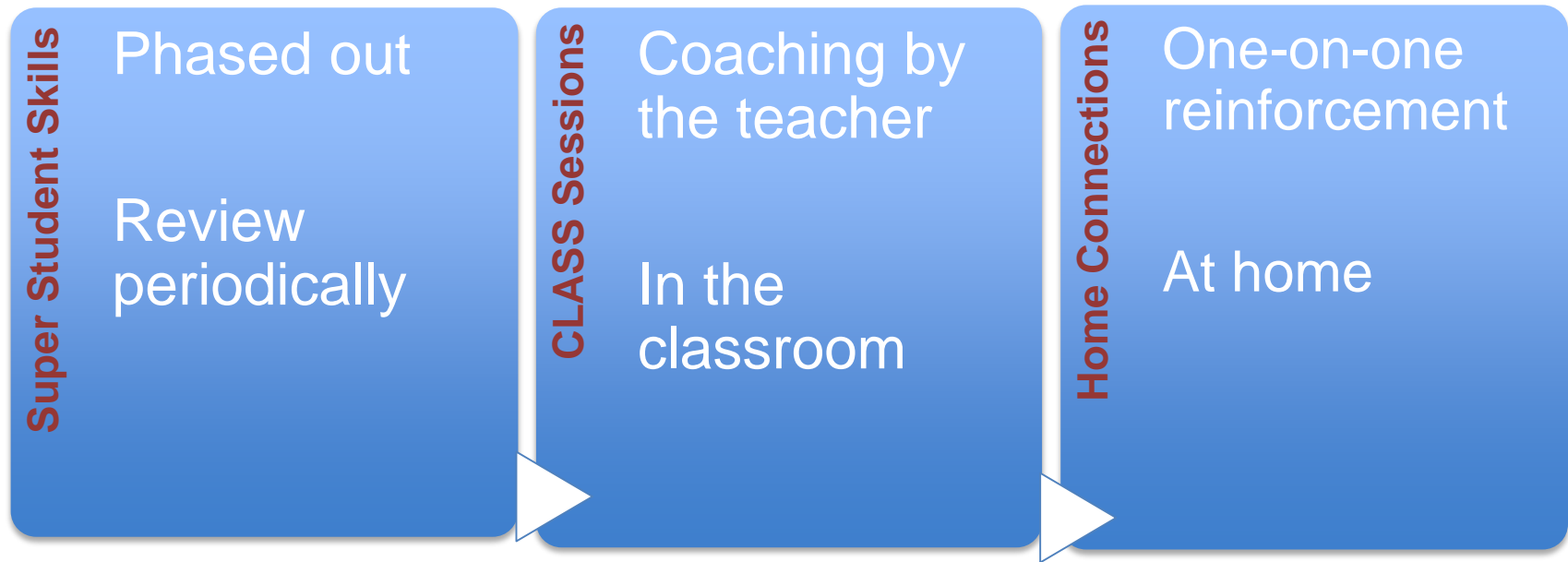
RECYCLING DAYS 19–30: The schedule is the same for 2 to 3 consecutive days. If the student is not successful, recycle back to the beginning of the last set of successful days (e.g., If the student doesn't meet the point goal on Day 27, go back to Day 23).

* Odd times are required for equal intervals.

** If the student has been primarily successful and has met the point goal for five consecutive days, you may start a maintenance plan.

Teacher Phase

PROGRAM DAYS 8–10 (Transitioning to the teacher)



Second Meeting with Parent, Teacher, Coach

PROGRAM DAYS 11–30

Teacher assumes responsibility. Coach monitors and provides support. Coach checks in with family once a week.

What's Next?

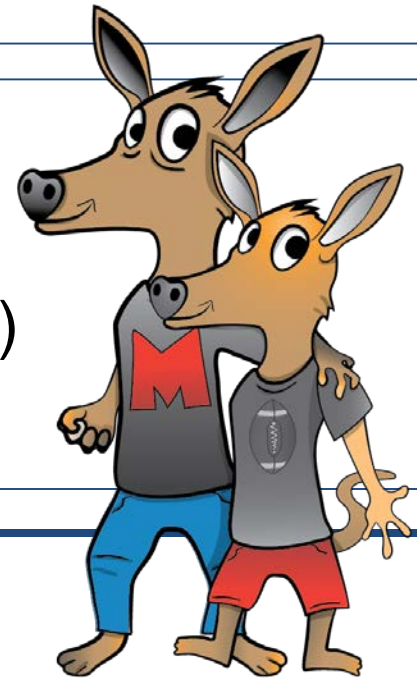
Eligibility and Screening

Pre-Implementation



CLASS Sessions

- Coach Phase
(including Skill Lessons)
- Teacher Phase



Maintenance Phase

Barriers to Effective Implementation

- Lack of stakeholder commitment
 - Concerns about screening children
 - Objections to utilizing rewards
 - Parent Support
- Constraints of school/class schedules
 - Needs to occur daily
- Limited resources
 - Coach, Time, Materials
 - 50-60 hours over 3 months; Cost

Resources

- First Step to Success Information
 - <http://www.firststeptosuccess.org>
- What Works Clearinghouse
 - <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=179>
- OSEP Technical Assistance Center of PBIS
 - http://www.pbis.org/research/secondary/first_steps_to_success.aspx

Resources

- Purchase *First Step Next* Materials
 - Full Kit: \$485
 - Student Sets: \$144
 - Super Students Book: \$20
- <https://pacificnwpublish.com/products/FIRST-STEP-Next.html>

Resources

- First Step Next Training Sessions
 - Two-day workshop
 - Columbia MO (fall and spring)
 - Springfield MO (Sept. 2 and Nov. 4)
- Register through Hook Center RPDC or SWRPDC

Contact Information

- RPDC Regional and/or Tier 2/3 SWPBS Consultant
- Karin Leveke, Tier 2/3 SWPBS Consultant
 - levekek@missouri.edu
- Susanna Hill, Tier 2/3 SWPBS Consultant
 - HillSJ@Missouri.edu

References

2015-16 MO SW-PBS Tier 2 Team Workbook <http://pbissmissouri.org/wp-content/uploads/2012/04/2015-MO-SW-PBS-Tier-2-WB-073115.pdf>

Lembke, E. (2010). *Ask the experts response from Erica Lembke*. Washington, D.C.: National Center on Response to Intervention. Retrieved May 19, 2011, from <http://www.rti4success.org/resources/ask-expert>

McIntosh, K., Preddy, L. K., Upreti, G., Hume, A. E., Turri, M. G., & Mathews, S. (2014). Perceptions of contextual features related to implementation and sustainability of school-wide positive behavior support. *Journal of Positive Behavior Interventions*, 16(1), 31-43.

Sprague, J., Cook, C., Wright, D., & Sadler, C. (2008). *RTI and behavior: A guide to integrating behavioral and academic supports*. Horsham, Pennsylvania: LRP Publications.

Umbreit, J., Ferro, J., & Liaupsin, C. J. & Lane, K. L. (2007). *Functional behavioral assessment and function-based intervention: An effective, practical approach*. Prentice Hall.