



Field Early Childhood Center
presents

The
WildCat WAY



The mission of
Field Early Childhood Center
is to inspire a love of learning
while developing good
character.

To achieve our mission, we . . .





THE WILDCAT WAY

Field Early Childhood Education Center's Behavior Matrix



| Expectations | Classroom and All Settings | Bathroom | Playground | Snack | Hallways |
|---------------------|---------------------------------|-------------------------|--|------------------------------|---------------------------------|
| Practice Respect | Eyes Watching Ears Listening | Quiet Mouth | Follow rules | Super manners Quiet Mouth | Quiet Mouth |
| Act Safely | Nice Hands Nice Feet | Wash Your Hands | Bottoms on Swings and Slides Woodchips stay on the ground | Sit on your bottom | Eyes Watching |
| Work Hard | Make good choices | Button and zip clothing | Play hard | Open your own snack | Go where you are supposed to go |
| Show Responsibility | Do Your Job | Put trash in trash cans | Line up quickly when whistle blows | Clean your area | Walking Feet |

CLASSROOM

Eyes Watching and
Ears Listening



Nice Hands
and Feet



Work Together



Do Your Job



HALLWAYS

Quiet
Mouth



Eyes
Watching



Walking
Feet



Go Where
You are
Supposed to Go



PLAYGROUND

Follow Rules



Bottoms on
Swings and Slides



Woodchips
Stay on the
Ground

Play Hard

Line Up Quickly
when the
Whistle Blows



Signag®

Encouraging Behavior

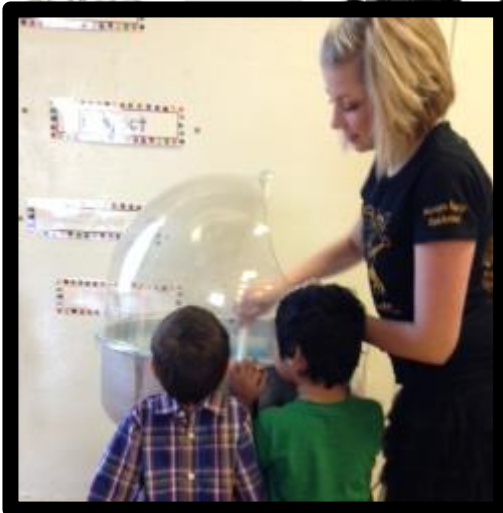


Encouraging Behavior



Goals and Celebrations

Class Parties



Building-Wide Parties



PBIS
and
Pizza



Parent
Information
Night

Home Matrix



THE WILDCAT WAY AT HOME

Field Early Childhood Education Center's Home Behavior Matrix



| Expectations | Behavior |
|------------------------|---|
| Practice Respect | I listen. I tell the truth. I have nice hands. I have nice feet. I use kind words. I use super manners. |
| Act Safely | I play safely. I use safety equipment (seatbelts, bike helmets, etc.) I stay with an adult when I leave the house. I stay out of the street. I stay away from strangers. I use walking feet indoors. |
| Work Hard | I put away my toys and personal belongings. I help at home. I try my best. |
| Show Responsibility | I put away my toys and personal belongings. I help at home. I follow directions the first time. I share my schoolwork. |



Parent
Information
Board

Monthly Parent Newsletter



Field Early Childhood Center

May

P.A.W.S. Report

Practice Respect 🐾 Act Safe 🐾 Work Hard 🐾 Show Responsibility

We've Been Busy...

Down at the Farm - Field Carnival

Thank You! Thank You!

Wow! Our Carnival last Friday was such a huge success! It couldn't have been without all of your help and generosity! We would like to thank everyone who sold raffle tickets, brought in donations, or worked a game!

THANKS!

Preschool Rocks

Bravo! All of the kiddos did such a Fabulous job last night at their "Preschool Rocks" program! We were so proud! Watch out Broadway, here we come!

Our Wildcat Word

Integrity

Being good when no one is watching

Looking Ahead...

9th - Newton Co. Library
Presentation

12th - FFA Farm Animals
Visit

20th - Field Fun Day

23rd - Kindergarten Visits

29th - Last Day of School
for all Field Students

The Wildcat Way...

We can't wait to CELEBRATE the awesome job our Field kids did this year with the Wildcat Way! Buckets and Boards will be here on May 27th to perform. We are so excited about this upcoming event!



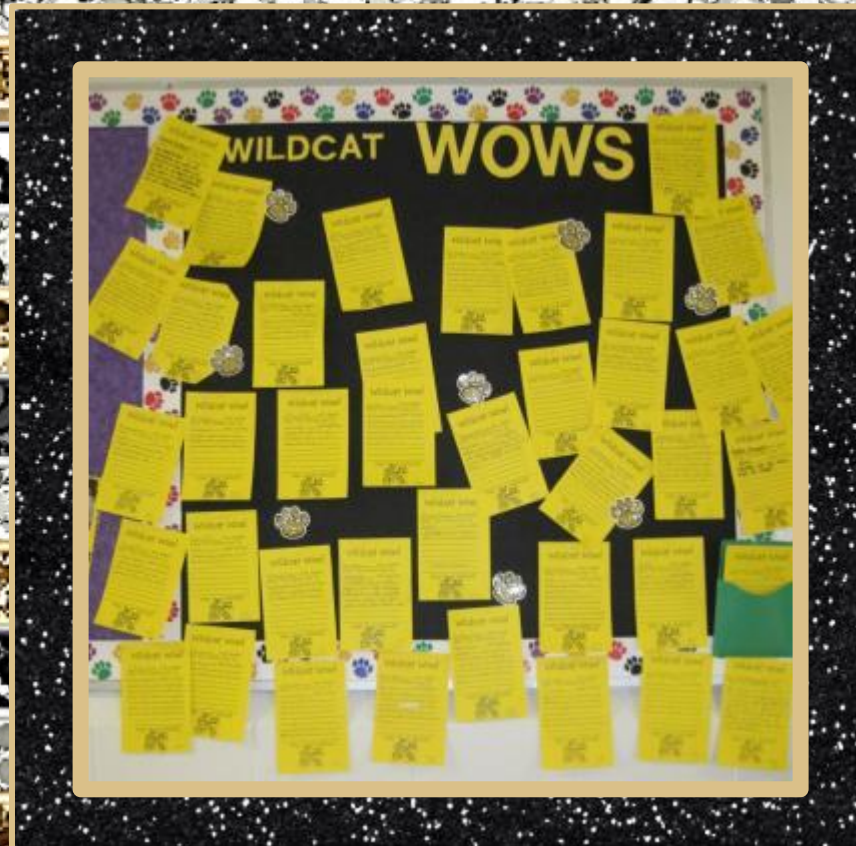
Wildcat WOWS

Home/School Connection

wildcat wow!

_____ was caught
doing "The Wildcat Way" by
_____ when he/she

Way to go Wildcat!



Boot Camp BBQ



PBIS Boot Camp

Get Your P.A.W.S. On!

August 12, 2013

PBIS Boot Camp

- *Pawprints
- *PBIS Binders
- *What is the Matrix?
- *How are the behaviors communicated?
- *How are positive behaviors encouraged?

PBIS Refresher Course

- *Update Binders
- *The power of positive
- *Review ODR
- *Review recess procedures
- *Staff Survey

Staff Binders

Field Early Childhood
PBIS
Binder



Includes:

- *Calendar
- *Matrix
- *Home Matrix
- *Lesson Plans
- *Teaching Schedule
- *ODR
- *Continuum of Encouragement
- *Guiding Hand
- *Procedures to Discourage
Inappropriate Behavior
- *Monitoring (Data)
- *Music CD



Field Early Childhood
PBIS Discipline Referral Form

ECSE: Y/N

Child's Name: _____ Teacher: _____

Referring Staff: _____ Date: _____ Time: _____

| Problem Behavior | Location | Person(s) Involved |
|-----------------------------|-------------------|--------------------|
| _____Physical Aggression | _____Classroom | _____None |
| _____Defiance/Disrespect | _____Playground | _____Peer(s) |
| _____Disruption | _____Hallway | _____Teacher |
| _____Property Misuse | _____Bathroom | _____Staff |
| _____Inappropriate Language | _____Library | _____Substitute |
| _____Bullying | _____Snack | _____Other: _____ |
| _____Dishonesty | _____Assembly | |
| _____Other: _____ | _____Other: _____ | |

| Trigger | Intervention(s) | Consequence |
|--------------------------------------|---------------------------------|--|
| _____Adult Request/Redirection | _____Adult Ignored Behavior | _____Loss of Privilege |
| _____Peer Provoked | _____Adult Verbal Redirection | _____Time Out |
| _____Attention Getting Peer/Adult | _____Adult Eye Contact | _____Parent Contact Phone/Note/Conference |
| _____Obtain Item | _____Adult Physical Attention | _____Office Referral |
| _____Adult Not Nearby | _____Sensory Strategy: _____ | _____Other: _____ |
| _____Unstructured Play | _____Other: _____ | |
| _____Difficulty of Task | | |

Comments: _____

Office Discipline Referral Form

Think sheet




THINK SHEET

Name: _____ Date: _____

I had trouble with:

| My Words | My Body | My Friends | Following Directions | Listening |
|---|---|---|---|---|
|  |  |  |  |  |

It happened:

| In the Classroom | In the Bathroom | In the Hallway | In the Library | On the Playground |
|---|---|---|---|---|
|  |  |  |  |  |

I was having a problem. . . Practicing Respect Acting Safe Working Hard Showing Responsibility

With:

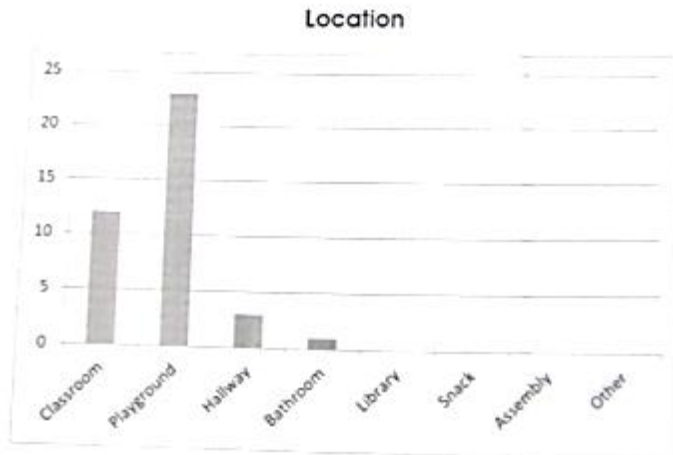
| An Adult | Myself | Myself and Others | My Class |
|--|---|---|---|
|  |  |  |  |

I feel:

| Mad | Sad | Scared | Happy | I Don't Know |
|--|---|---|---|---|
|  |  |  |  |  |

It is okay to be upset, but you still need to:
practice respect, act safely, work hard, and show responsibility.

November Big 5 Data



Big 5 Data Collection

Data Post-It Notes Meeting



Suggestions on motivating
a VERY unmotivated child.





Four Corners Data

Data-Based Decision Making



Playground
Zones

Positive Effects of Data-Based Decision Making

March Big 5 Data

Problem Behavior



Location



Individual Data Analysis

Month: _____

1. Total Number of ODRs for the month: _____

2. Data Analysis:

| <u>Problem Behavior</u> | <u>Location</u> | <u>Trigger</u> |
|-------------------------|-----------------|-----------------------|
| ___ Physical Aggression | ___ Classroom | ___ Request |
| ___ Defiance/Disrespect | ___ Playground | ___ Provoked |
| ___ Disruption | ___ Hallway | ___ Attention |
| ___ Property Misuse | ___ Bathroom | ___ Obtain Item |
| ___ Language | ___ Library | ___ Adult Not Near |
| ___ Bullying | ___ Snack | ___ Unstructured Play |
| ___ Dishonesty | ___ Assembly | ___ Task Difficulty |

Most frequent problem behavior: _____

Location these behaviors happen: _____

Why these behaviors happen: _____

Students with most ODRs: _____

3. What Matrix behavior do you want your students to exhibit instead of the problem behavior? _____

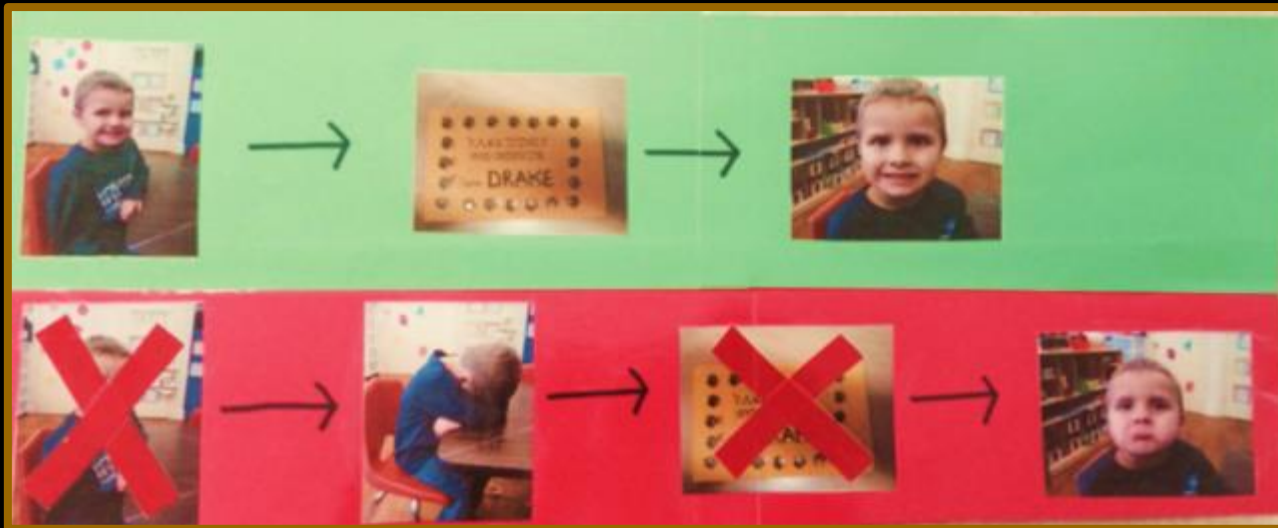
4. Game plan for changing this behavior: _____

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Individual Data Analysis
-Done monthly in care teams

Product of Individual Data Analysis

As a result of analyzing individual student data, it was determined that this student was receiving time out as a result of a failure to complete his work. In response to this, a choice chart was created.



Lesson Plans

The WILDCAT WAY Practice Respect-Act Safely-Work Hard-Show Responsibility Setting: Bathroom

Practice Respect QUIET VOICE

At Circle Time, have a discussion about why it is important to use a quiet voice in the bathroom.

Use Boardmaker or take photos to remind students to use a quiet voice in the bathroom.

Act Safely WASH YOUR HANDS

At Circle Time, talk about why it is important to wash hands after you go to the bathroom.

Teach a handwashing song; model, sing, practice.

Go to the bathroom in small groups.

Practice washing hands.

Encourage students to sing handwashing song while they wash their hands.

Work Hard BUTTON and ZIP

Go to the bathroom in small groups.

Talk about the importance of trying your best to button and zip your pants before you come out of the stall.

Show Responsibility PUT TRASH in TRASH CANS

At Circle Time pretend to wash hands in sink after getting 2 squirts of soap.

Give each child a paper towel.

Have children crumple up paper towels.

Throw paper towels in the air several times.

Ask students what the floor looks like (messy, dirty?)

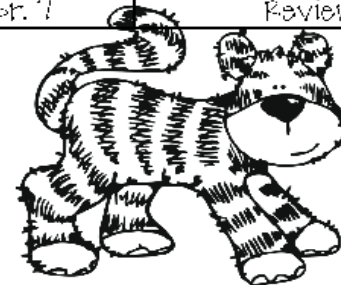
Ask students what they should do with paper towels when they are finished using them.

Have students take their paper towels to the trash can.





Field Early Childhood
PBIS Lesson Teaching Schedule 2013-2014

| Date | Lesson |
|---------|-------------------------|
| Aug. 14 | Classroom/All Settings |
| Aug. 15 | Playground |
| Aug. 16 | Bathroom |
| Aug. 19 | Snack |
| Aug. 20 | Hallway |
| Aug. 21 | Classroom/All Settings |
| Aug. 22 | Bathroom |
| Aug. 23 | Playground |
| Sept. 3 | Review |
| Oct. 29 | Classroom/Hallway/Snack |
| Oct. 30 | Bathroom/Playground |
| Dec. 2 | Classroom/Hallway/Snack |
| Dec. 3 | Bathroom/Playground |
| Jan. 7 | Classroom/Hallway/Snack |
| Jan. 8 | Bathroom/Playground |
| Feb. 18 | Review |
| Mar. 11 | Classroom/Hallway/Snack |
| Mar. 18 | Bathroom/Playground |
| Apr. 7 | Review |



Teaching Schedule

Tier 2 Referral Form & DPR


 Field Early Childhood
PBIS Tier 2 Referral Form


Student: _____ Date: _____
 Teacher: _____

Which of the following apply to this child? RI JP Party

Student Strengths (please list at least 3 strengths): _____

| Problem Behavior | | | |
|--|---|---|---------------------------------------|
| External Behavior: | | | |
| <input type="checkbox"/> Physical Aggression | <input type="checkbox"/> Defiance | <input type="checkbox"/> Disrespect | <input type="checkbox"/> Disruption |
| <input type="checkbox"/> Property Misuse | <input type="checkbox"/> Inappropriate Language | <input type="checkbox"/> Bullying | <input type="checkbox"/> Dishonesty |
| <input type="checkbox"/> Other: _____ | | | |
| Internal Behavior: | | | |
| <input type="checkbox"/> Exhibits Sadness | <input type="checkbox"/> Shy or Timid | <input type="checkbox"/> Teased or Bullied | <input type="checkbox"/> Acts Fearful |
| <input type="checkbox"/> Non-Assertive | <input type="checkbox"/> Withdrawn | <input type="checkbox"/> Does Not Participate | <input type="checkbox"/> Other: _____ |

Describe the problem behavior: _____

When does the behavior occur:
 large group activity small group activity independent activity transitions
 unstructured activity

Where does the problem behavior occur:
 classroom hallway restroom playground library snack assembly


Who does the student's behavior affect: him/herself peers teacher





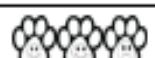

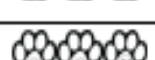
What happens after the behavior:
 adults respond peers respond student obtains item
 adults remove interaction peers remove interaction activity changed
 student sent to timeout/office

What interventions have you already tried?
 talk with student use of visual supports time out in classroom
 talk with family teacher proximity specific seating arrangement
 classroom reward system redirection restricted privileges


Date: _____

1/2 P.A.W.S. Club Report

My Goal: 

| | |
|--------------------|---|
| Expected Behavior: | |
| Circle Time |  |
| Bathroom Break |  |
| Snack |  |
| HWT |  |
| Centers |  |
| Recess |  |
| Thematic |  |

I was successful today when I: _____

KEY: 

Redirects: _____

Staff Survey

Please Tell Us

Your name: _____

Your birthday: _____

Your favorite candy: _____

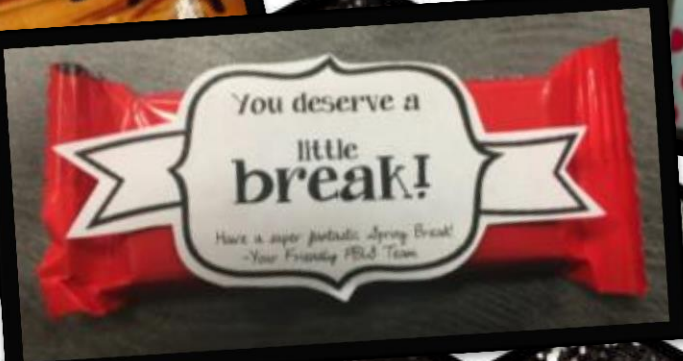
Your favorite snack: _____

Your favorite drink: _____

Your favorite color: _____

Thank you!

Staff BUY IN





Incentives

Monthly Staff Trainings

Eight Essential Classroom Management Components

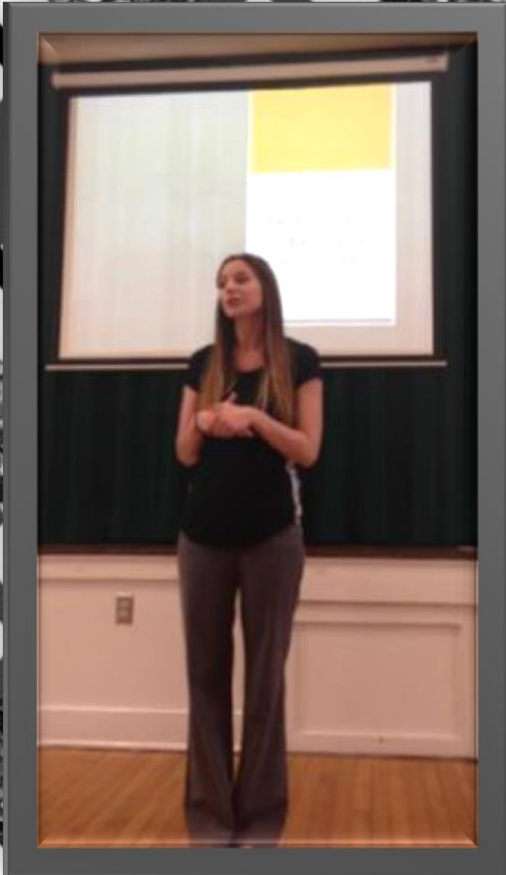


Program-wide PBS/MBI: Essential Features of Classroom Management

Becky Beckner, PhD
Columbia Public Schools
rbeckner@columbia.k12.mo.us

- * Classroom expectations and rules
- * Classroom procedures and routines
- * Continuum of acknowledgement of appropriate behavior
- * Continuum of response strategies and error correction
- * Active supervision
- * Multiple opportunities to respond/engage
- * Activity sequence and offering choices
- * Pre-academic success and task difficulty

FBA Training in Collaboration with Crowder College



Training Review Games





PBiS
Pajama Night



Break the Rules BINGO

| | | |
|------------------------------|----------------------|-------------------------|
| Walking Feet | Quiet Mouth | Put Trash In Trash Cans |
| Woodchips Stay On The Ground | Super Manners | Swing On Your Bottom |
| Sit On Your Bottom | Slide On Your Bottom | Nice Feet |



BREAK THE RULES BINGO

Scavenger Hunt



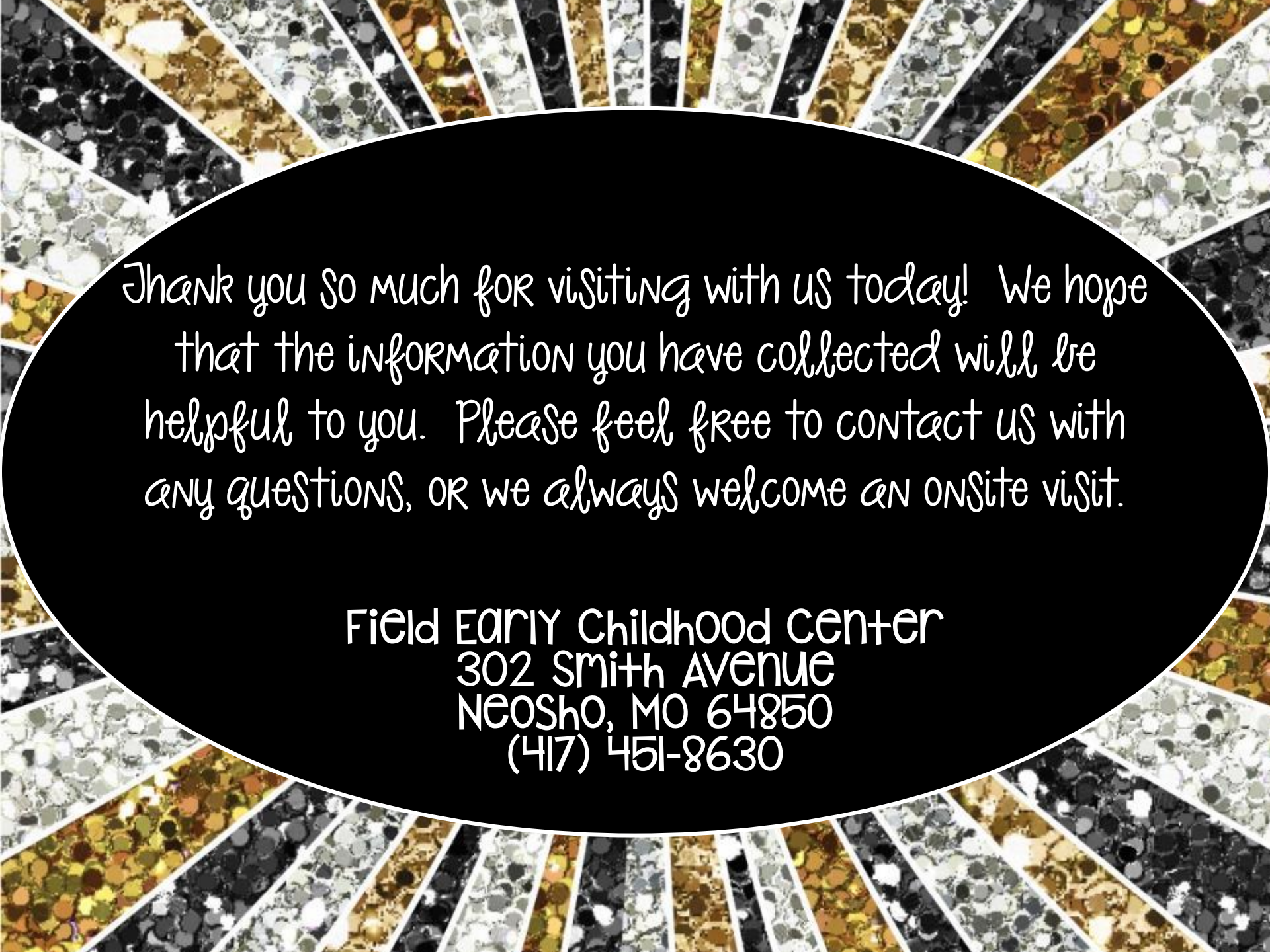


Surprise Christmas Lunch



MATRIX PUZZLES





Thank you so much for visiting with us today! We hope that the information you have collected will be helpful to you. Please feel free to contact us with any questions, or we always welcome an onsite visit.

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