

Rock Your Role
In
Early Childhood School Shoes
SW PBS Summer Institute



Outcomes for Today



Review the Eight
Effective Teaching
and Learning
Practices in the
Early Childhood
setting

Investigate
strategies and
tools used in the
early childhood
setting at
the Tier 1, Tier 2,
and Tier 3 levels

Meet the
Key Role
Players

21: Rocking Your Role in Early Childhood School Shoes
Early childhood is the foundation and springboard for embedding positive behavioral supports in order to propel social and emotional skills. Have you ever wondered how you might adapt SW-PBS strategies in early childhood? Wonder no more! The Early Childhood Learning Center has been identified as a Gold level exemplar school for the past 15 years. In addition to adapting SW-PBS strategies, we will teach you how to encourage all personnel to “rock their role” by using the Eight Effective Teaching and Learning Practices

Ice Breaker

See Think Me We

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Behavior Management

Why is Behavior Management Important?

Behaviors are prerequisites for academics and therapies. “Students learn appropriate behavior in the same way a child who doesn’t know how to read learns to read—through instruction, practice, feedback, and encouragement” (Dewhirst & Davis, 2011). Additionally, research shows that children with fewer problem behaviors will make greater gains in language skills (Justice et al., 2017).

What is PBS?

“SWPBIS” is short for “School-wide Positive Behavior Interventions & Supports.” It is often shortened even further to “PBS.” PBS is a framework for assisting schools in using evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students (Positive Behavioral Interventions & Supports).



(Heyauli, n.d.)

Essential 8

There are 8 essential (research-based) classroom practices. They are often referred to as the Essential 8. With frequent reinforcement of positive behavior, the Essential 8 classroom practices/strategies typically work for about 80% of the building’s students (PBS Tier 1).

1. Classroom Expectations
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty

(Hall, n.d.)



Choose a partner you don't know.

Choose 1 of the Essential 8's.

Brainstorm with them for 5 minutes.

List the ways you can implement the practice you chose.

Essential 8

Listening Rules



Eyes Watching



Ears Listening



Voices Quiet



Bodies Calm



Raise a Quiet Hand

(BNPDesignStudio, n.d., Khem, n.d., Wind Awake, n.d.)

1. Classroom Expectations

- The ECLC Rules Matrix define what it is to Be Safe, Be Kind, and Be a Friend in different settings.
- Remind kids that in the speech room we can: Be Safe, Be Kind, and Be a Friend.
- Review the listening rules as needed in therapy.
- Clearly state what the student needs to do (e.g., Remember your safe walking feet in the hallway. Remember, we push the cars.)
- Practice new skills and allow the student to demonstrate the skills.
- Reinforce skills frequently, providing positive feedback after the student completes the task correctly (Stam Fountain, 2015).

2. Classroom Procedures & Routines

- Teach therapy room procedure (e.g., book first, then games)
- Provide a visual schedule as needed



(Diversifysketch, n.d.)

(Hall, n.d.)



Essential 8

3. Encourage Expected Behavior

- Provide specific verbal positive feedback (e.g., I like your safe walking feet)
- Give positive feedback immediately to allow for a clear connection between the behavior and the feedback. Use it frequently when trying to build a new behavior and intermittently once the skill or behavior has been learned to maintain the behavior (Stam Fountain, 2015).



(Dobies, n.d.)

“Research indicates that you can improve behavior by 80% just by pointing out what someone is doing correctly” (Dewhirst & Davis, 2011).

(Canvasae, n.d.)

4. Discouraging Inappropriate Behavior

- Provide immediate, calm correction.
- Redirect, reteach, provide choices.
- If children are getting in trouble in the same place, the same way...it’s not them... it’s us (Stam Fountain, 2015).

Running:
Student is running in the hallway.
“Remember, we need walking feet in the hallway.” Practice this skill.

Throwing Items:
Student throws a toy car.
“Remember, use safe hands. Let’s push the car.”

Listening:
Student talks during story-time.
“When it’s my turn to talk, it’s your turn to listen.”



(Hall, n.d.)





Essential 8



(NotionPic, n.d.)

5. Active Supervision

- Listen and respond to students, including other children in the classroom
- Make eye contact with students
- Use students' names
- Speak to children at their level (physically)

6. Opportunities to Respond

- Provide increased opportunities for students to respond (e.g., whole group thumbs up/down during classroom language lessons).
- Provide a variety of methods for student participation, such as direct eye contact, smiling, thumbs up, or raising hands (Stam Fountain, 2015).

7. Activity Sequencing & Choice

- Mix mastered tasks with non-mastered tasks. Intersperse in a ratio of 1:3; one mastered to every three new items. For example, a student could practice a target sound in words (mastered task) before moving to phrases (new task).
- Provide choices- The student can choose between activities, materials used in the activity and/or the sequencing of activities (e.g., build a visual schedule)
- Use a visual timer

8. Task Difficulty

- Adjust the length of task or mode of response (e.g., break the task up into shorter tasks and reinforce each step).



(Bomsymbols, n.d.)

(Hall, n.d.)





“Educators cannot ‘make’ children learn or behave, but we can create the environment to increase the likelihood.”



(Giuseppe, n.d.)

An educator saying “there’s not time for PBS” is like a rancher saying “there’s not time to build a fence... I’m too busy chasing cattle.”



(Hall, n.d.)

(Kirksville R-III Early Childhood Learning Center, n.d.)

ECLC



Building Behavioral Strategies in Early Childhood

Learn effective techniques for
positive behavior.

Tier 1 Interventions/Strategies for Children

Kirksville Early Childhood Learning Center Rules Matrix



	Classroom	In Line	Commons	Playground
Be safe	<ul style="list-style-type: none"> 🐾 Walking feet 🐾 Keep hands, feet and body to self 🐾 Wash hands 	<ul style="list-style-type: none"> 🐾 Walking feet 🐾 Keep hands, feet and body to self 🐾 Body in group 	<ul style="list-style-type: none"> 🐾 Walking feet 🐾 Keep hands, feet and body to self 🐾 Body in group 🐾 Wash hands 	<ul style="list-style-type: none"> 🐾 Keep hands, feet and body to self
Be kind	<ul style="list-style-type: none"> 🐾 Eyes watching 🐾 Ears listening 🐾 Body in group 🐾 Clean up 🐾 Be flexible 	<ul style="list-style-type: none"> 🐾 Quiet voices 🐾 Eyes watching 🐾 Ears listening 🐾 Be flexible 	<ul style="list-style-type: none"> 🐾 Wait for our friends 🐾 Ears listening 🐾 Clean up 🐾 Be flexible 	<ul style="list-style-type: none"> 🐾 Ears listening 🐾 Clean up 🐾 Be flexible
Be a friend	<ul style="list-style-type: none"> 🐾 Share/Take turns 🐾 Use nice words 	<ul style="list-style-type: none"> 🐾 Use nice words 	<ul style="list-style-type: none"> 🐾 Push in chair 🐾 Use nice words 	<ul style="list-style-type: none"> 🐾 Share/Take turns 🐾 Use nice words









Listening Rules

*Eyes Watching
Ears Listening*

*Voices Quiet
Body Calm*

*Raise A Quiet Hand
Body in Group*



	 water
	 soap
	 wash hands
	 dry hands















Kirksville Early Childhood Learning Center

In Line Rules Matrix



Be safe	 Walking feet	
	 Keep hands, feet and body to self	
Be kind	 Quiet voices	
	 Eyes watching	
	 Ears listening	
Be a friend	 Use nice words	



Did you hang up your backpack?



Did you brush your teeth?



Did you go to the bathroom?



Did you wash your hands?

Abigail

Brady

Brooks



BLOCKS



PUZZLES and TOYS



SENSORY TABLE



MUSIC



EASEL



LIBRARY



WRITING CENTER



DRAMATIC PLAY





PARTY

- Riley
- Kyker
- Kyler
- Darius
- Autumn
- Salem
- Rowen
- Lincoln
- Briley
- Uriella
- Samuel

- Maci
- Chloe
- Gabriel
- Carter
- Bonheur
- Daisy
- Megane
- Wyatt
- Axel
- Cole
- Jessie
- Valerye
- Trystan

Popsicle



PBS Pajama Party!



PBS Football Field Party

ECLC Presents...

PBIS Family Night

Be Safe
Be Kind and
Be a Friend

Thursday
October 12
5:30

WOW!

Join us in the cafeteria for an informational presentation of PBIS and how you can use PBIS at home.

Goals of PBIS

Child care is provided and a snack is included.

1. To increase positive and appropriate behavior.

LEARN!

3. To enhance Academic performance of all students

2. To reduce inappropriate behavior

RSVP to the ECLC Facebook event page or to your child's teacher.

PBS Parent Night

Positive Behavior Supports (PBS) in the Home

Early Childhood Learning Center
(660) 626-1459

<https://www.kirksville.k12.mo.us/o/ecl>

[c https://www.facebook.com/KVECLC](https://www.facebook.com/KVECLC)

ECLC PBIS Tier System Flow Chart

Tier 1 Strategies	Tier 2 Strategies	Tier 3 Strategies
Cub Chat	Check In Check Out	Functional Behavior Assessment
PBIS Universal Strategies	Small Group Social Skills	Behavior Implementaton Plan
Capturing Kids Hearts	Environmental Intervention	LEAP
		Individualized Social Skills

How to Refer to Tier 2 or 3

Data Decision Rule

4 Majors in 2 Weeks; 6 Minors in 1 Day Equal a Major
 Request Observation (If Timely)- Check Essential 8's & Problem Behavior
 Monitored by Tier 1 Data Manager, Will inform Tier 2 Coordinator

Teacher Input Form

2 Weeks of Data (Majors, Minors, ABC Data
 and/or Targeted Behavior Intervention)
 Request Observation (If Timely)- Check Essential 8's & Problem Behavior
 Teacher give to Tier 2 Coordinator

Tier 2 or 3 Team Referral

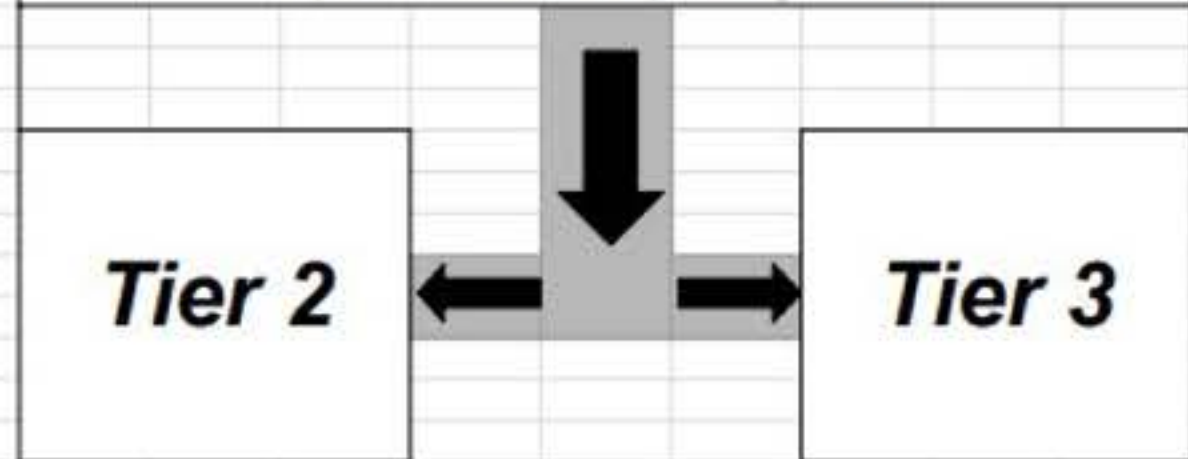
Monitored by Tier 2 or 3 Coordinator
 Coordinator will reach out to teacher to collect 2 weeks of data
 Request Observation (If Timely)- Check Essential 8's & Problem Behavior

Universal Screener: ASQ:SE

Monitored by Tier 2 Coordinator
 Tier 2 Coordinator will assign social skills groups

IEP Team

May refer a child to Tier 2 or 3 by contacting Coordinator



The teacher must contact the parent anytime a new decision is made.

Rocking Tier 2

Tier 2 Process

*Family is contacted by teacher to make aware of referral

*Tier 2 meets within two weeks of referral

*Discuss child's concerns

*Review Data/Child Records (Medical, IEP, SPED Evaluation, etc if applicable)

*Request/Review Observation - Check Essential 8's

*Identify problem area to be addressed

*Mini Functional Behavior Assessment to determine function of behavior if necessary

*Make summary statement

*Determine behavior goal

*Discuss strategies/interventions

*Decisions: You can pick one or all.

1. Determine intervention and collect data

2. Refer to SPED

3. Refer to Tier 3

*Review data every 2 weeks and make decision:

1. **Continue** intervention

2. **Modify** intervention

3. **Fade** intervention (Need 4 weeks of goal met data)

4. **Discontinue** intervention

5. Start new intervention

6. Refer to SPED

7. Refer to Tier 3

Tier 2 practices may include:

- Providing additional instruction and practice for behavioral, social, emotional, and academic skills
- Increasing adult support and supervision
- Providing additional opportunities for positive reinforcement
- Increasing prompts or reminders
- Increasing access to academic supports
- Increasing access to social and emotional supports
- Increasing school-family communication

Tier 2 Interventions & Strategies

- Check in Check out
- Small Group Social Skills
- Environmental Interventions

(am to pm, sensory strategies, Full day to 1/2 day class,
Change the environment (furniture/mirrors/toys)

😊 KindnessChart 😊 Date _____

Green = Maintaining a safe body

Yellow = yelling and screaming

Red = hitting, spitting, kicking, running away (not maintaining a safe body)

11:45am Bus/Arrival	😞	😞	😊
11:45 – 12:25 Choice Time/Question of the Day	😞	😞	😊
Transition to Literacy activities	😞	😞	😊
12:30–12:45 Literacy-storytimeorMatt/Molly	😞	😞	😊
Transition to Group	😞	😞	😊
12:45–1:00 Group/CircleTime	😞	😞	😊
Transition to Gross Motor	😞	😞	😊
1:00-1:30 Outdoor/IndoorGrossMotor	😞	😞	😊
Transition to Snack	😞	😞	😊
1:30–1:50 SnackTime	😞	😞	😊
Transition to Math/Story/WW	😞	😞	😊
1:55–2:10 Math/Story/Writer’sWorkshop	😞	😞	😊
Transition to Choice Time	😞	😞	😊
2:10–2:35 ChoiceTime/SmallGroup	😞	😞	😊
Transition to Cub Chat	😞	😞	😊
2:40–2:50 CubChat	😞	😞	😊
Transition to Launch/Dismissal	😞	😞	😊
2:50-3:00 Launch/Reading/Dismissal	😞	😞	😊

GREEN _____ YELLOW _____ RED _____

Incentive Criteria

Initially, reinforce student’s each time he earns 5 😊 , then gradually increase this number.

18 Green Smiley Faces Possible - Goal of 80% or at least 14 😊

Incentives - prize box or individual time with reinforcing adult

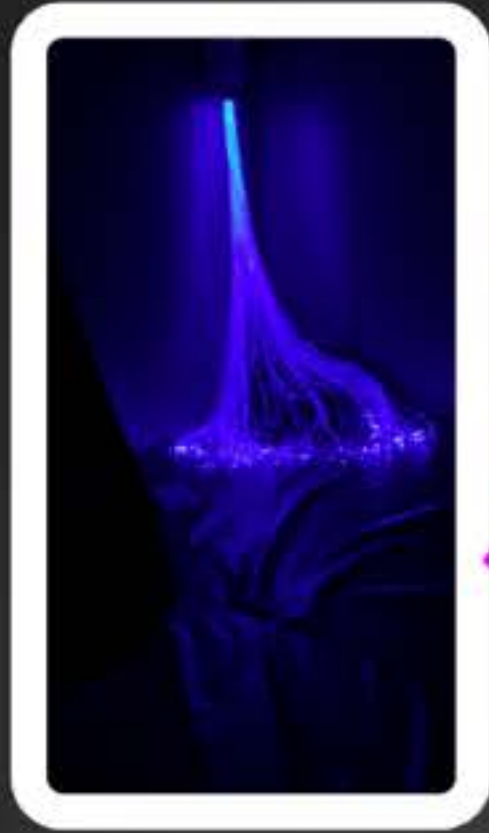
***We want to recognize any positive behavior as often as we can.

Strategies & Interventions

- Visual Schedules
- First/Then
- Provide Choices
- Timers
- Wiggle seat
- Weighted blanket/stuffed animal
- Fidgets or squishies
- Sit at the table versus large group
- Sensory Room
- Sensory strategies
- Observation
- OT consult
- Close proximity
- Mobile token board
- 'Out of the Box' Reinforcement:
- Play time with peer of choice
- Lunch/snack with preferred adult
- Class Helper
- Extra gross motor time
- Time of iPad
- Line leader
- Play activity/game of his choice
- Own prize box
- Wait time
- Preferential seating
- Distraction
- Change of face
- Social Stories
- Hand over hand
- Power cards
- Explore possibility of SpEd referral
- Are essential 8's in place?
- Brain Breaks
- Task difficulty - adjust length or mode of response
- Push into bigger room to help with transition to Kindergarten
- Home token boards
- Provide additional instruction and practice of skills
- Provide additional opportunities for positive reinforcement
- Increase school and family communication
- Explore possibility of outside resources
- Review data



Social Skills & RTI Teaching



SENSORY ROOM



Handwritten text on a black background, possibly a signature or stylized name. The text is written in white and consists of several characters and symbols:

- The top row contains a large, stylized 'C' followed by 'h', 'a', 'l', 'k'.
- The bottom row contains 'K', 'a', 'K', and a scribbled-out section.

The overall appearance is that of a signature or a stylized name, possibly 'Chalk' or 'Chalk K'. The 'K' characters are particularly prominent and stylized.

Rocking Tier 3

Tier 3 practices include:

- Engaging students, educators, and families in functional behavioral assessments, behavior intervention planning
- Coordinating support through wrap around and person-centered planning
- Implementing individualized, comprehensive, and function-based supports

Tier 3 Process

- *Family is contacted by teacher to make aware of referral
- *Tier 3 Team meets within 2 weeks of referral
- *Tier 2 Coordinator or IEP Team will contact Tier 3 Coordinator
- Leap Coordinator is Michelle and Tier 3 Coordinator is Christy.
- *Functional Behavior Assessment is completed within 2 weeks - Managed by Tier III Coordinator
- 1. Classroom Intervention - Completed by Teacher
- 2. Description of Strengths & Problem Behavior - Completed by Tier III Coordinator and Teacher
- 3. Record Review - Completed by Tier III Coordinator
- 4. Intervention/Reinforcements - Completed by Teacher
- 5. Context Analysis of Social/Emotional Performance - Completed by Teacher
- 6. Setting Events - Completed by Teacher
- 7. Antecedent Analysis - Completed by Teacher
- 8. Consequence Analysis - Completed by Teacher
- 9. Family Input - Completed by Tier III Coordinator
- 10. Function of Problem Behavior - Completed with Tier 3 Team at meeting
- 11. Summary Statement - Completed with Tier 3 Team at meeting
- * Prioritize the function of behavior to be addressed
- * Decisions: You can pick one or all
- 1. Direct Social Skills
- 2. Refer to SPED
- 3. Refer to LEAP
- 4. Change placement
- 5. Create Behavior Intervention Plan within 1 week - Completed by Tier 3 Team
 - a. Competing Behavior Pathway
 - b. Intervention Strategies
 - c. Consequence Strategies
 - d. Safety Plan
 - e. Implementation
 - f. Monitoring and Evaluation Plan
 - g. Generalization and Maintenance
 - h. Review Plan with Parent/Family
 - i. Tier 3 Coordinator creates Data Sheet
 - j. Teacher keeps data daily and gives data to Tier 3 Coordinator weekly
 - k. Family is contacted by teacher with weekly progress.
 - l. Fidelity of Implementation & Social Validity Checks- Monthly
 - m. Tier 3 Team meets, reviews data every two weeks and make decision
 - 1. **Continue** Behavior Intervention Plan
 - 2. **Modify** Behavior Intervention Plan
 - 3. **Fade** Behavior Intervention Plan (Need 4 weeks of goal met data)
 - 4. **Discontinue** Behavior Intervention Plan
 - 5. Return to Tier 1 or Tier 2
 - 6. Refer to SPED

3 Methods of qualifying for Tier 3 Support

- Universal Screening
- Existing School Data
 - Tier 2 strategies are ineffective and data suggests more support is needed.
- Teacher Nomination

Early Childhood Learning Center Behavior Intervention Plan
 (items in bold print are entered into STI SETs computer system)

StudentName:SampleStudent(Notallstudentswillhave3functionsofbehavior) DateofMeeting:10/2/15

Action Team Members: ECSE teachers, ECSE assistant teacher, Behavior Analyst, Parent, School-Based Social Workers, SLP, OTA

1. Competing Behavior Pathway

		<p align="center">Desired Replacement (Long Term Objective)</p> <p>Begin and complete tasks and verbal directives</p> <p>Use kind words to request desired wants/needs</p>	<p align="center">Reinforcing Consequences for Desired Replacement</p> <p>Successful completion of tasks/verbal directives and use of kind words to make requests for desired wants/needs result in increased independence and choices</p>		
NA	<p align="center">Setting Event</p>	<p align="center">Triggering Antecedent</p> <p>Given task or verbal directive</p> <p>Free play</p> <p>Free play</p>	<p align="center">Problem Behavior</p> <p>Use unkind words, hit, kick, grab clothes, pull hair, scratch, throw toys, run from teacher.</p>	<p align="center">Maintaining Consequences</p> <p>Prolong task or verbal directive</p> <p>Reaction from peers/adults</p> <p>Gains desired item</p>	<p align="center">Function</p> <p>Escape task and directives</p> <p>Gain attention</p> <p>Gain items</p>
		<p align="center">Alternative Replacement Behavior (Short Term Objective)</p> <p>Request a break</p> <p>Ask for help to gain items and attention</p>			

The Roles We Play



ECLC Secretary

How do you rock your role at ECLC?

Ms. Heather: "I greet each child by name with a smile, I encourage positive behavior with specific verbal praise."



Ms. Britney, How do you rock your role with PBS?

Ms. Britney: I provide opportunities for children to earn tokens and reinforce the expectations with specific positive words.

Ms. Laryn, How do you rock your role with PBS?

Ms. Laryn: I provide a safe, structured, and nurturing environment.



How do you rock your role at PBS?



Ms. Kara: "I recognize expected behavior and reinforce with tokens. I also expand and use the Cub Chat lessons daily."



How do you rock
your role at
PBS?

Ms. Stacie: "I use
a visual
schedule."



ECLC Director,
How do you rock
your role at PBS?
Melissa: "I help make
positive phone calls
home."



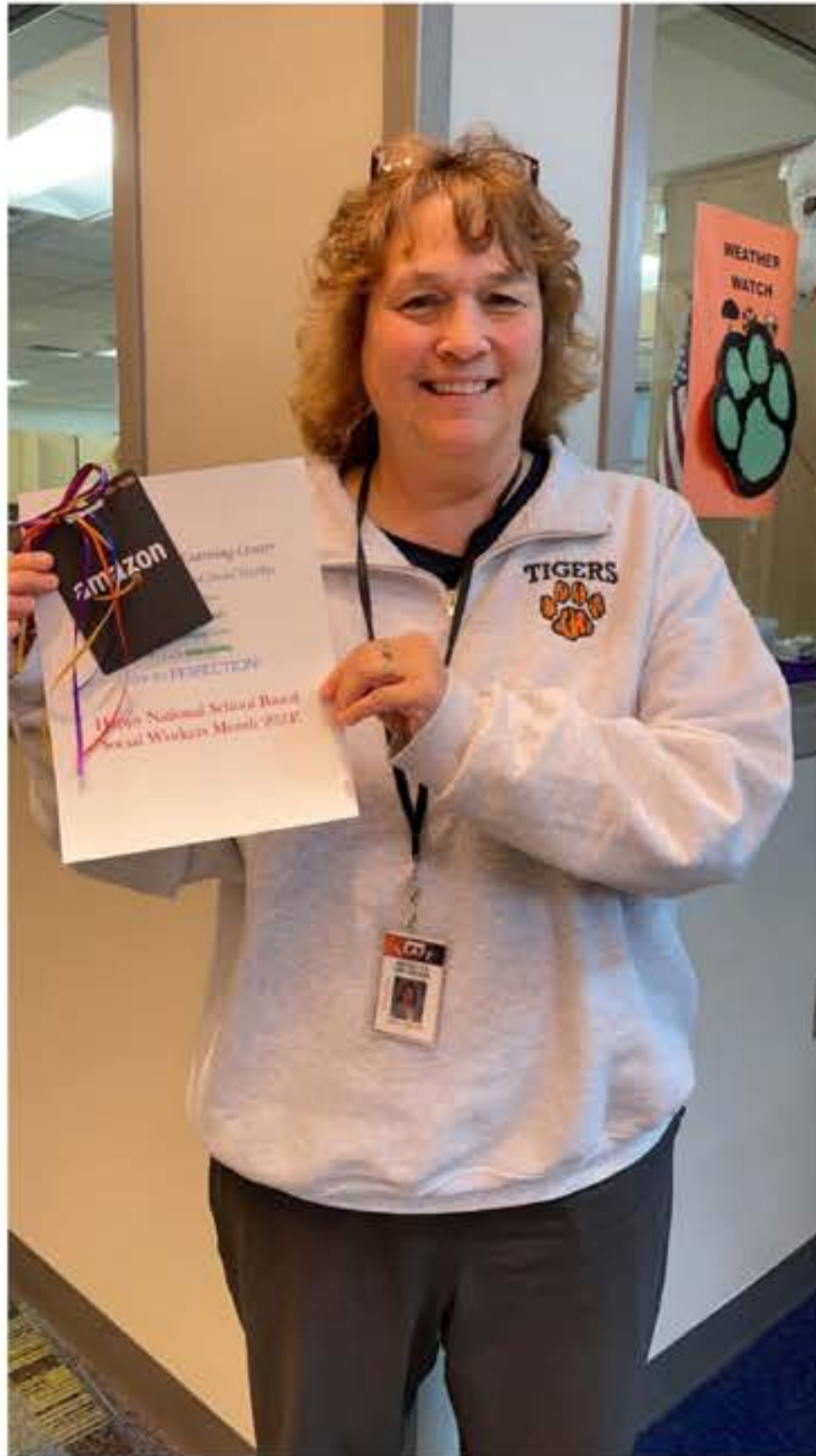


Positive
Phone call
Home



PBS Positive Office Referral

School Based Social Worker



Ms. Christy, How do you rock your role at PBS?

Ms. Christy: I Provide support to students and staff; collect, monitor, and share data; coordinates Tier meetings; builds culture & climate and promotes a fun working environment.

Fun fact if you want to “Taco About It”, she is available.



Process Coordinator

How do you rock your role with PBS?

Brandi, "I use matrix language when interacting with children at breakfast."



A woman with glasses and a colorful butterfly on her shirt is sitting at a desk. She is holding a pen over a notebook. There are papers and a printer on the desk. The background is white with a light green circle in the top left corner.

School Nurse

How do you rock your role at ECLC
with PBS?

Nurse Elaine, "I help keep our
children safe, I greet each child by
name, offer hellos and hugs

POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS

on the BUS!



Bus Driver/Paraprofessional



Ms. Michelle, How do you rock your role as a busdriver?
Ms. Michelle: When bus riders make safe choices and are helpers I reinforce with tangible items (snacks)

Breakfast and Lunch Extraordinaire

How do you rock your role?

Ms. Lori: "I hand out tokens with specific praise and encourage children to use walking feet"





Ms. Lori: "I also provide a check in opportunity for children who need a little more."



How do you rock your role with PBS?
Austin: "I say hi and make time for 1:1
interactions with children."

Day Custodian

“I also engage in activities that contribute to providing (non-contingent) items.”-Mr. Austin



Custodian as Santa/Director as Santa's Helper

Paraprofessional/Storyteller

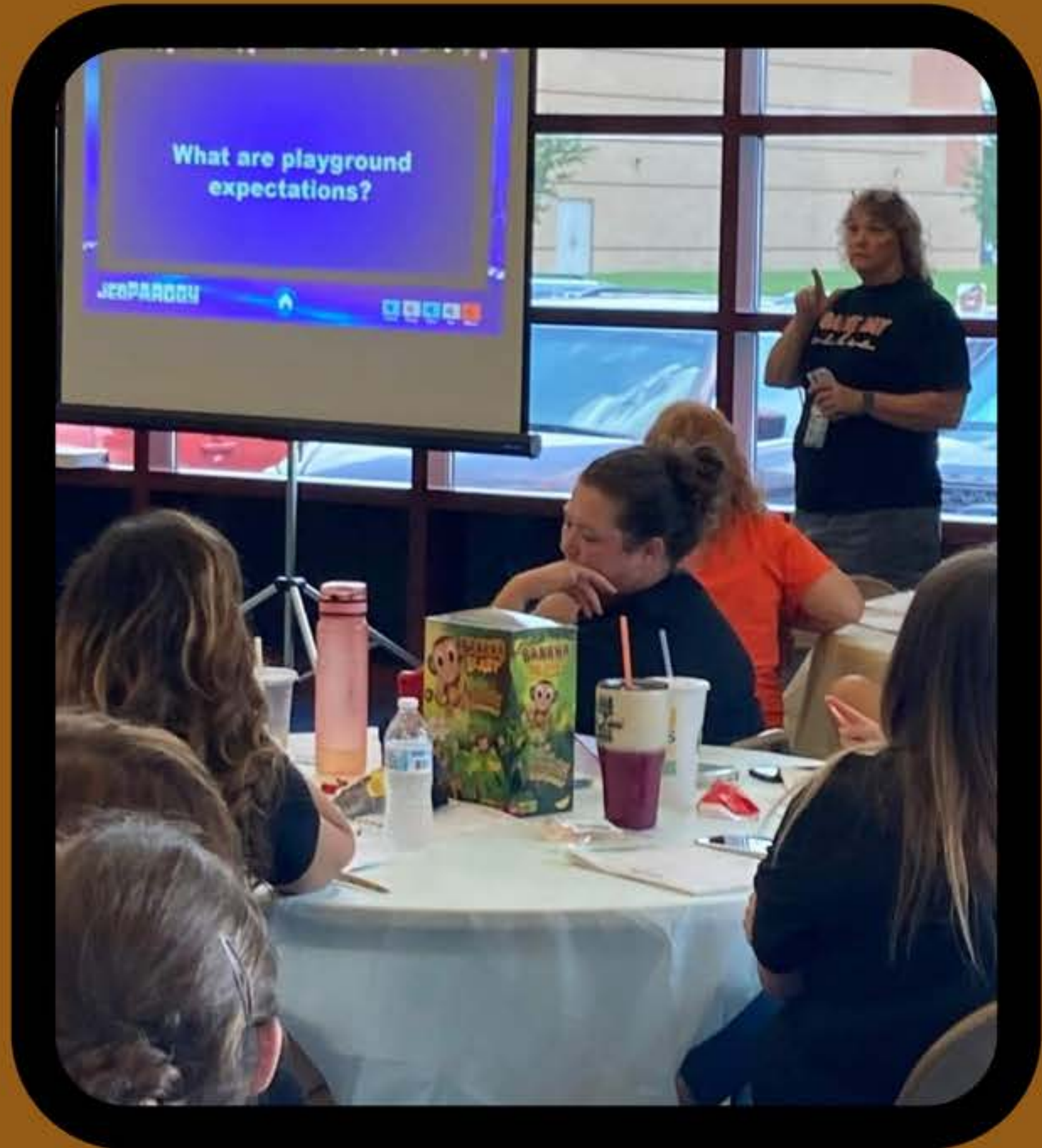


Mr. Robert, How do you rock your role with PBS?

Mr. Robert: I teach the expectations, redirect at children's level, use matrix language, provide structure and consistency.

Tier 1 Strategies for Staff

Rocking Our School Shoes







Monthly Tier 1 Appreciation/Activities

September: Who dat? Bulletin Board

October: Pumpkin Themed Breakfast

November: Pie Cart

December: Thankful Board

January: Dip Off/A Flurry of PBS Strategies

February: Mardi Gras Beads/Rock/Paper/Scissors

March: March Madness Bingo

April : Ice Cream Sundae Bar

May: Cinco De Mayo Food



OH SNAP

WHO IS DAT



Handwritten notes on a white card, including the words 'Mystery', 'Mystery', and 'Mystery' written vertically.



A flurry of Tier 1 strategies



LET THE MADNESS BEGIN...



#ECLCMARCHMADNESS

Staff are recognized for using PBS

*Staff Nomination

*Tier I Team chooses a winner for PBS Prestigious Staff of the month

*Tiger Tickets with the opportunity to spin "The Wheel"



Speech and Language Pathologist





Ms. Jennifer, How do you rock your role PBS Style ?

“I teach Truman Students the basics of PBS and use the concepts of PBS to reinforce their learning.”

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Please remember to complete the session feedback survey in
the Guidebook app.

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