TIER 1 SCHOOLWIDE AND CLASSROOM
# 6C: Focusing on Tier 1 in an Early Childhood K-2

Session Outcomes

- Understand the SW-PBS framework, its principles, and its relevance to early childhood settings
- Identify practical strategies for implementing SW-PBS in early childhood and early elementary programs including how to establish clear behavioral expectations and best practices in the classroom
- Explore how to use data to monitor fidelity of implementation to make informed decisions that improve outcomes
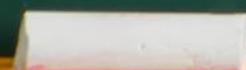
Maplewood Richmond Heights ECC

Meet your Presenters

Dr. Lauren Weissler
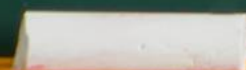District MTSS
Coordinator

Dr. Tanisha
Stanciel
ECC Principal
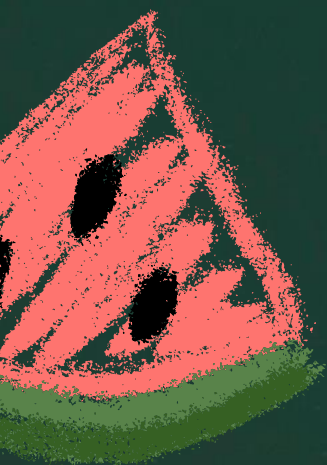
Who are we?

- Located in St. Louis County
- Pk-2nd Grade
- 506 Total Students
- Reggio Emilia approach
- School as a Studio Metaphor

Our Universals Journey

- 2023-2024 Specialist brought a desire for common language. Only had "Agreements". Building leadership saw the need to establish universal expectations across the building
  - Increased behaviors post-COVID
  - Desire for schoolwide consistency
  - Saw the need for proactive teaching of social-emotional behaviors
- BUT it needed to fit our culture and development of our students

|	Engaging Being actively involved and interested in learning with my class.	Caring showing feelings of kindness and concern for others.	Community Being part of a community means that you are connected to others and you help each other out
Hallway	Stay with your group Move quietly so other classes can learn	Place trash in the trashcan Tell an adult if you or a friend need help	Move quietly so other classes can learn Keep, hands, feet, and all objects to self Keep cubby area clean
Restroom	Get in Flush the toilet when done Wash your hands Get out "Quick, Quiet, and Clean"	Place paper towels in the trashcan No climbing in the stalls Give privacy to everyone Wash your hands	Tell an adult if there is a problem Waiting your turn
Playground	Play without screaming unless there is danger Use soft touch tag Stop play and line up when whistle is blown Follow the boundaries of playground adults Put personal items in line area before play	Share equipment If there is an accident, ask are you okay and apologize If someone is hurt, ask an adult for help Keep track of our personal things and bring them inside	Throw your snack paper in the trash cans Say our problems without blame Think of solutions to our problems Explore consequences Pick the best solutions
Cafeteria	Raise your hand if you need assistance from teachers Start silent lunch when expected right away Walking in, not pushing in line	Keep hands, feet, objects, and food to yourself Clean up the table and floor before dismissal If there is an accident, ask for help to clean it up	Say please and thank you to adults who help us Quiet table talking
Classroom	Flexible Thinking: -Keep trying -Use different strategies Whole Body Listening: Eyes on the speaker Ears listening Hands, feet, and all objects to self Doing your best work	Share with our friends Take care of tools and materials Put things back where they belong Takes responsibility for one's own actions Fix the mistakes we make	Say our problems without blame Think of solutions to our problems Explore consequences Pick the best solutions

Unique Early Childhood Needs

- Age-appropriate practices
  - Reading levels
  - Attention span
  - Social Emotional awareness
  - Language ability
  - Impulse control
- Learning "School"
  - Have to teach and reinforce vs assume students have the skills
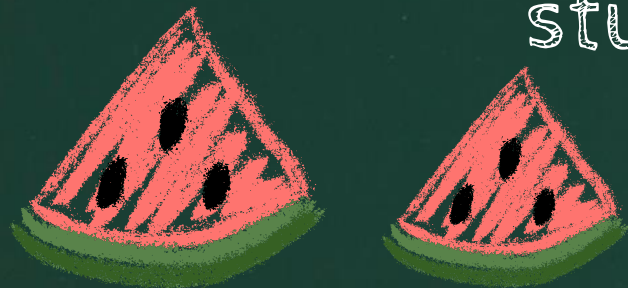
"Write down one core value or priority in your program/school. How might a schoolwide universal expectation align with or support that value?"
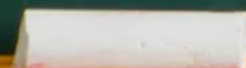
How we developed our Universals

- Started with the MTSS team creating the matrix
- Then it went to our Building Leadership Team for review
- Then the staff had an opportunity for feedback

In Our Classroom

We share with our friends.

We take care of tools and materials

We put things back where they belong.

We take responsibility for one's own actions.

We fix the mistakes we make.

Our ears are listening to the speaker.

We keep our eyes on the speaker

*We say our problems without blame.
*We think of solutions to our problems.
*We explore consequences.
*We pick the best solutions.

Flexible Thinking:
*We Keep trying
*We use different strategies.

Hands, feet, and all objects to self.

MRH

ENGAGED, CARING, COMMUNITY

How we recognize Students

- Spotlights
- Assemblies
- Student of the month
- Schoolwide Challenges
- Spot the Sunlight
- Dance Parties
- Snack Parties

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Student of the Month

March 2025

Awarded to:

Student

Sasha always does her best! She stays focused on her work and works well with partners and adults. Sasha is a great friend to others, and I can always count on Sasha to follow our expectations to the best of her ability. Keep up the hard work, Sasha. I'm proud of you!

Dr. Stanciel, Principal   Teacher

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ECC Golden Spotlight!

☐ Engaged   ☐ Caring
☐ Community

To: _____
For: _____

From: _____

Spot

- Spot was taken from inspiration from Elf on the Shelf. Students have to find Spot but not touch it.

- What does Spot do?
  - They show up to teach and reinforce behaviors with a social story
  - Students talk about the choices Spot is making and offer alternatives.

- Social stories, how do you get them?
  - AI (Work smarter not harder)
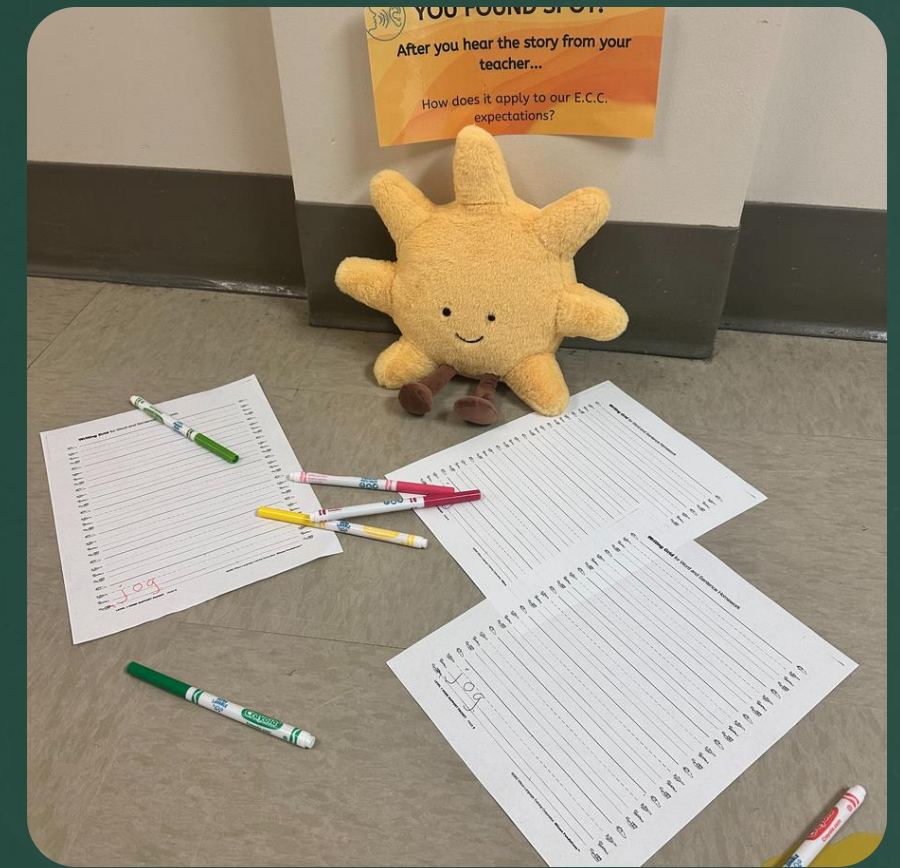
Try it

Use an AI resource (ChatGPT, Google Gemini, Magic Schoolbus, etc.) and ask it to create a social story.

Sample prompt: Create a social story to help K-2nd-graders understand why sharing is important on the playground using Spot. Have the students predict what Spot should do.
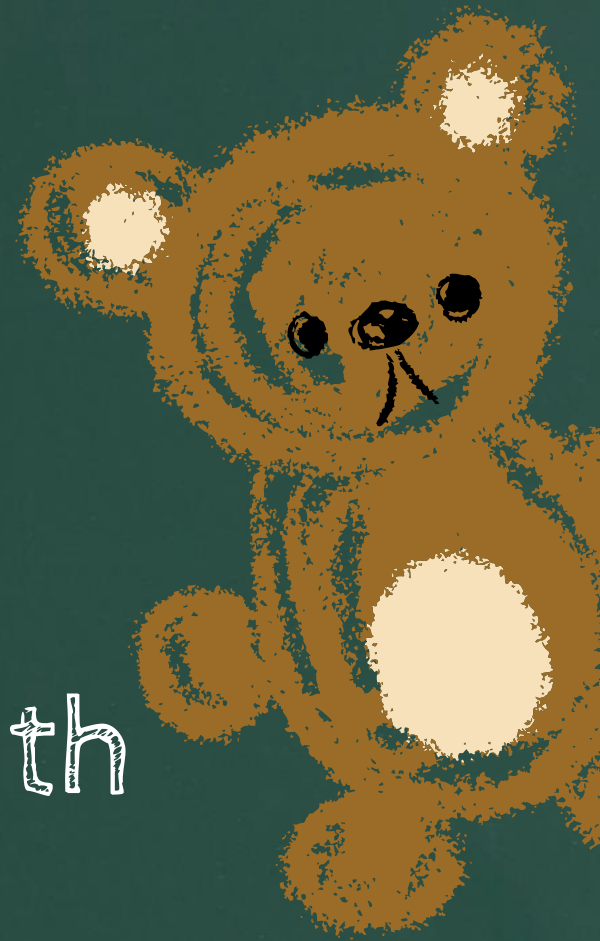
Effective Classroom Practices Walkthroughs

We used it during 1st quarter to encourage the use of effective classroom practices in each class.

Data Collection

K-2 BUILDING GOALS CHECK

CLASS EXPECTATIONS
69%

CLASS PROCEDURES AND ROUTINES
78% FANTASTIC!

ENCOURAGING EXPECTED BEHAVIOR
30%

ACTIVE SUPERVISION
47%
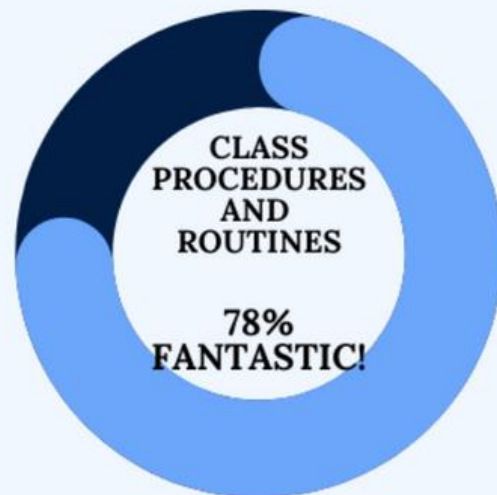
More info to come on each of these next week!
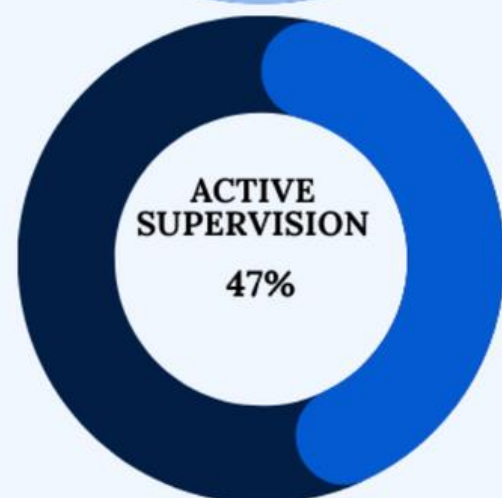
Classroom expectations **should be visible and referred to** when addressing behaviors whether positive or redirecting. If you need a poster, please see Ms. Corrigan. Specialist areas must have expectations that are specific to your area.

Let's increase encouraging expected behavior even if it is recognizing students doing what is expected!

Much of the active supervision observed was occurring during whole-group teaching, read-aloud, or whiteboard lessons. This would likely look different during different activities.

Our goal is to grow these percentages to 90% across K-2 by the end of September!

Shared the data with the staff in newsletters and staff meetings.

Family Engagement

- Kindergarten Transition Fair
- Family newsletters
- Farmers Markets
- Kindness March
- Studio Night
- Black History Living Museum
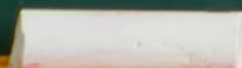- Guardian Guidance Seminars

Discuss

"What are some ways you currently engage families in supporting positive behavior, or what's one new idea you'd like to try?"

Lessons Learned

- Include all voices at some point in the process, it moves the work along.
- Tie any change or project to the learning philosophy of the school
- Build capacity to speed up the process

Think

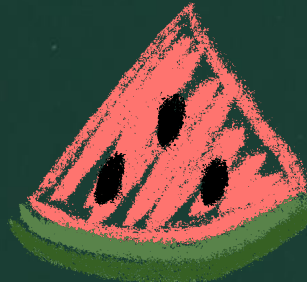"What's one challenge you anticipate in implementing or strengthening Tier 1 universals in your setting, and what's one potential solution?"
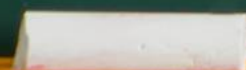
What's Next

- Include more student voice
- Continue to work on classroom practices and strengthening Tier 1 supports
- Continue to blend academic and social-emotional behavior
- Academic Tier 1 work
  - ELA
  - Math
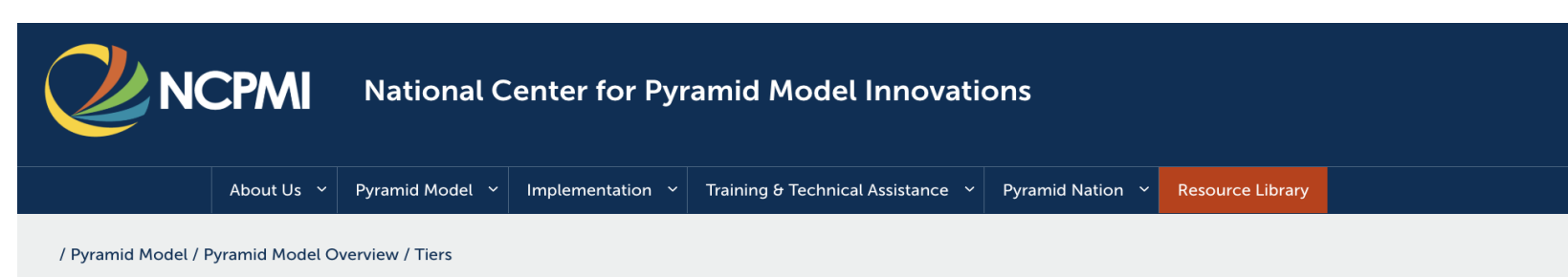- Continued focus on equity for all students

Questions

Possible Next Steps

Revisit MO SW-PBS Tier 1 Resources

Explore National Center for Pyramid Model Innovations

Connect with your Regional Consultant or District Leaders

National Center for Pyramid Model Innovations
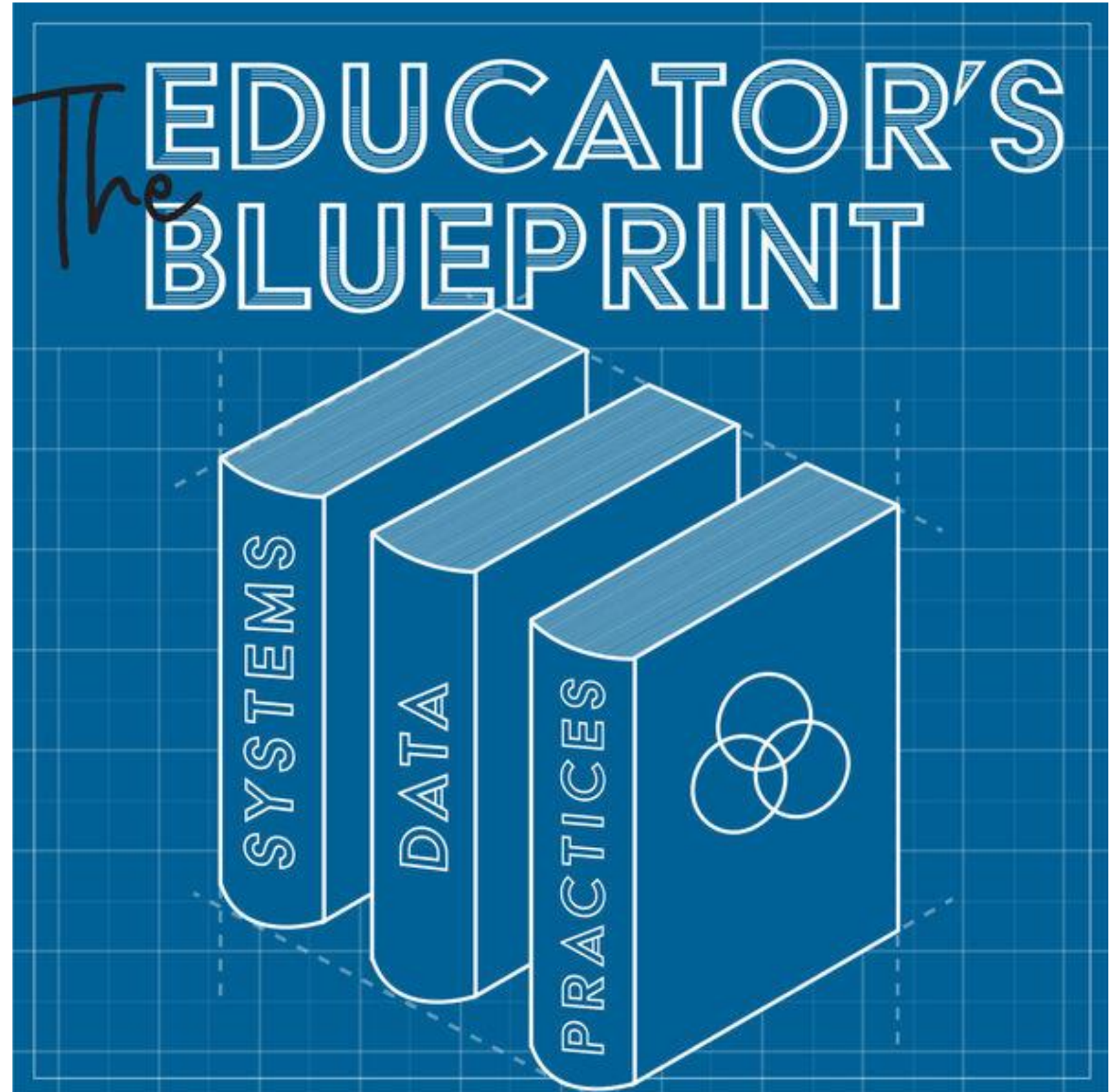

MO SW PBS resources!

Join The Educator's Blueprint

Learn from friends in the field...

- **Episode 45: Dr. Charis Wahman and Early Childhood**
- **Episode 46: Dr. Lise Fox on Inclusion of Young Children in Community Settings**
- **Episode 66: A Reggio Approach to Early Childhood Dr. Tanisha Stanciel**

Click me

2025 National PBIS Leadership Forum

www.pbisforum.org

save the date

Pre-Forum Leadership Institute

Tuesday **October 21st**

National PBIS Leadership Forum

Wednesday
Thursday **October 22nd-23rd**

Hilton Chicago, Chicago, IL

Mark your calendar now!

This two-day forum is designed to support school, state, regional, and local educational leaders, together with community and family partners, to increase the effectiveness of school environments through PBIS. Sessions and topic-specific strands will provide guidance and tools for strengthening prevention-based systems that support the social, emotional, and behavioral needs of students to ensure engagement in learning.
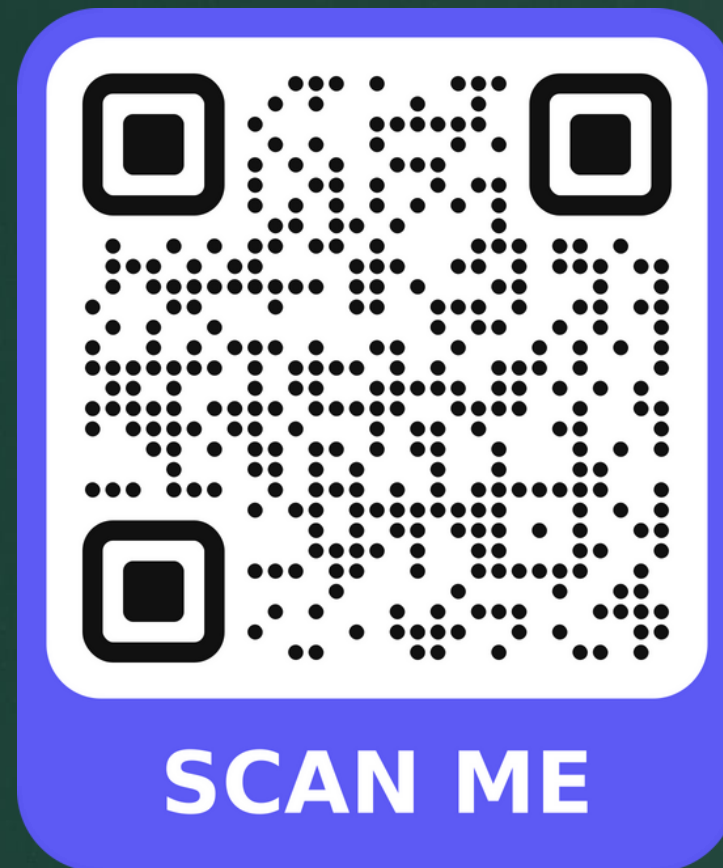
CENTER ON
PBIS Positive Behavioral Interventions & Supports

The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS

Resources

https://edushare.ing/MRHECC

SCAN ME

Evaluation

Reminder ...
Please complete the session evaluation in the Guidebook App

MISSOURI SW-PBS SUMMER INSTITUTE

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BUILDING CONNECTIONS FOR TEACHER WELL-BEING AND STUDENT SUCCESS