

**CONSISTENCY THAT
COUNTS IN
EARLY CHILDHOOD**

SCHOOL FAMILY



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ABOUT OUR SCHOOL



located right outside of Kansas City

PBIS with Conscious Discipline practices

District Data

ENROLLMENT

- **Early Childhood Center:** 171 students
- **Elementary:** 1046 students
- **Middle School:** 593 students
- **High School:** 754 students
- **Career Center:** 220 students

2564
STUDENTS PRE-K-12

42.1% FREE & REDUCED
LUNCH FAMILIES 

171 students (and counting)

COMMITMENTS

01

DEFINE CORE
EXPECTATIONS

02

CREATE SIMPLE,
SCHOOLWIDE
LANGUAGE

03

DEVELOP A
SHARED ROUTINE
PLAN

WHY CONSISTENCY MATTERS

Reduces anxiety and confusion, builds trust and security, supports emotional regulation, & increases positive behavior

Children thrive when they know what to expect





DEFINE CORE EXPECTATIONS

Understand how consistent teaching improves student behavior and emotional regulation.

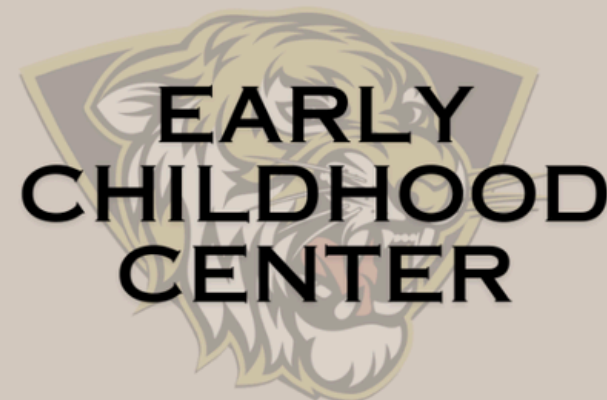
SCHOOL EXPECTATIONS

Be kind

Be safe



Be helpful



ECC EXPECTATIONS **ELEMENTARY EXPECTATIONS**

SAFE, KIND, HELPFUL

RESPECTFUL, RESPONSIBLE, SAFE

**EARLY CHILDHOOD
FRIENDLY**

**ASSUMES STUDENTS CAN DEMONSTRATE
GREATER INDEPENDENCE AND SELF
REGULATION**

**EASY-TO-UNDERSTAND
WORDS**

**REQUIRE DEEPER THINKING
AND UNDERSTANDING**

**IMMEDIATE, OBSERVABLE
ACTIONS**

**FOCUSES ON INTERNAL RESPONSIBILITY
AND SOCIAL EXPECTATIONS**

CLASSROOM EXPECTATIONS

Be Safe	Be Kind	Be Helpful
<ul style="list-style-type: none">◦ hands on our <u>own</u> bodies	<ul style="list-style-type: none">◦ saying nice things to our class family	<ul style="list-style-type: none">◦ bringing a napkin when someone spills something
<ul style="list-style-type: none">◦ resting on your cot	<ul style="list-style-type: none">◦ being nice to people◦ to listen◦ wave, say hello	<ul style="list-style-type: none">◦ putting toys away ?
<ul style="list-style-type: none">◦ walking feet	<ul style="list-style-type: none">◦ holding door open	<ul style="list-style-type: none">◦ to answer peers
<ul style="list-style-type: none">◦ listening ears	<ul style="list-style-type: none">◦ checking on friends	<ul style="list-style-type: none">◦ to look at peoples eyes
<ul style="list-style-type: none">◦ looking w/ our eyes at our fish	<ul style="list-style-type: none">◦ sharing toys◦ tap their shoulder for a turn◦ using peoples names	<ul style="list-style-type: none">◦ giving items: family pic, feeling buddy, water bottle
<ul style="list-style-type: none">◦ picking up our toys & putting them where they go	<ul style="list-style-type: none">◦ including peers, asking to play	<ul style="list-style-type: none">◦ share a toy◦ to be patient to wait
<ul style="list-style-type: none">◦ keeping shoes on		<ul style="list-style-type: none">◦ use our words w/ friends
<ul style="list-style-type: none">◦ wait on a dot		<ul style="list-style-type: none">◦ coming to find a teacher



CREATE SIMPLE, SCHOOLWIDE LANGUAGE

Helps students hear the same prompts and expectations no matter the classroom.

Social Stories

RADIO GAUGE



I NEED A SAFEKEEPER IMMEDIATELY in room _____.
I NEED A NURSE IMMEDIATELY in room _____.
Use this when you need either a safe keeper or the nurse and it is an emergency!



I NEED A SAFEKEEPER in room _____.
I NEED A NURSE in room _____.
Use this when you need either a safe keeper or the nurse, but it is not an emergency.



I NEED AN EXTRA SET OF HANDS in room _____.
Use this when you just need another person to help with a transition, or to allow you to use the restroom, etc.



I don't need to call for any kind of assistance.

Safekeeper Guide

Bus Expectations

ECC Bus Expectations

Keep your hands in your lap and your backpack next to you.



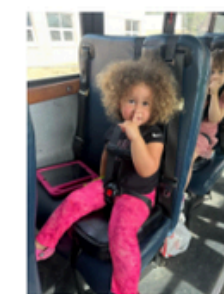
Walk safely up the stairs and use the hand rails



1. Buckle up
2. Keep hands to yourself
3. Stay in your seat



Stay quiet and listen to the bus driver!



Common teacher language

USE MISTAKES AS A CHANCE TO LEARN...

You may _____ or _____.

If you _____ again, you will _____.

Tell me what will happen
if you _____ again.

What works best for you?

REDIRECT AND TEACH A BETTER WAY

You wanted _____.

You may not _____.

_____ hurts.

When you want _____,

say or do _____.



Common teacher language

RECOGNIZE FEELINGS

Your face is going like this (model face).

You seem _____.

You wanted _____,

OR you were hoping _____.

You can handle this.



GIVE WORDS TO USE

Ask child: Did you like that?

Go tell _____:

"I don't like it when you

_____.

Please _____ instead.

Common teacher language

Look for Chances to
Praise and **Encourage!**



You _____
so _____.
That was
so helpful!

Keep Calm!

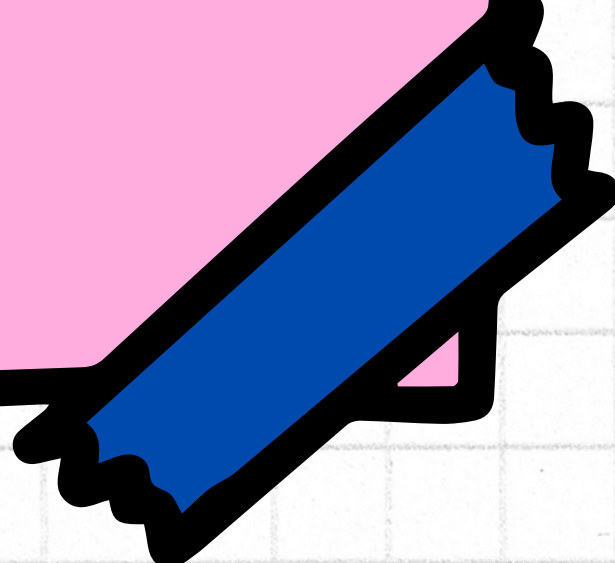


Stop. Smile.
Take a deep breath,
and relax.
Others will catch
your calm.



DEVELOP A SHARED ROUTINE PLAN

to ensure transitions, common areas, and instruction are predictable for all children.



Hallway



Walking
feet



Quiet
voices



Stay with your
teacher

Stairs



One on a
step



Up on one side,
down on the
other



Hold the rail on
your way up or
down

Bathroom



Quiet voices



One friend at a time



Wash hands

Bus



Walk safely up the stairs



Stay buckled and keep hands in lap



Quiet voices and listen to the bus driver

Office



Listen to Mrs. Kim



Pick a seat



Make a choice

Areas that were not pictured:

- Nurse's office
- Speech rooms
- OT/PT room
- Gym
- Ms. Sarah's office
- Dr. Katie's office

TEACHING EXPECTATIONS DAILY

Model behaviors
consistently

Practice in real
situations

Use visuals and
reminders

Reinforce throughout
the day

Consistency =
Confidence

Use positive
Intent

WHAT DOES "THE SAME WAY EVERY DAY" LOOK LIKE?



Same language



Same routines



Same expectations
across spaces



Same adult
responses



Predictable Routines



Smooth Transitions



PRACTICE ACTIVITY

- What routines feel chaotic in your day?
- Where do you notice students struggling most?
- What language do you consistently use?

think-pair-share



DESIGN YOUR ROUTINE PLAN (MAP)

DAILY SCHEDULE
Add the prompts

TRANSITION SUPPORTS

EXPECTED BEHAVIORS

ADULT RESPONSES

PUTTING IT ALL TOGETHER

TEACH EXPECTATIONS DAILY

KEEP ROUTINES PREDICTABLE

USE SHARED LANGUAGE

STAY CONSISTENT AS A TEAM



QUESTIONS?

Book giveaway