

# Our Voice Our Impact

Green Hills Head Start



# Demographics

9 Counties

7 Home Visitors

7 Centers

Preschool Classrooms

2 Infant Classrooms

2 Toddler Classrooms

48 Staff members





# Introduction

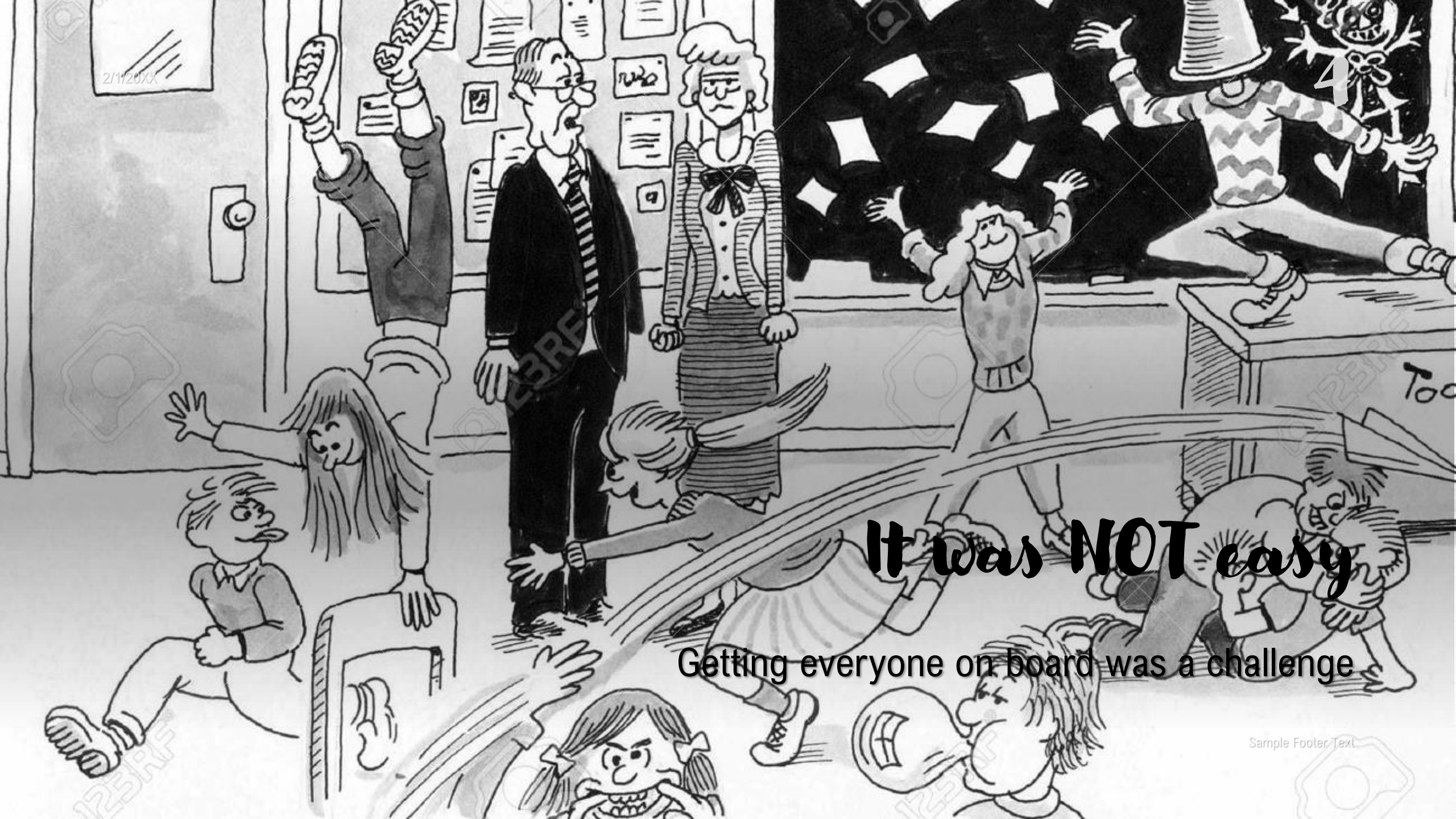
Green Hills Head Start began their journey with PBS in 2008.

Our foundation was built on setting the expectations across all nine counties as:

Being Safe...

Being Kind...

Being Responsible...

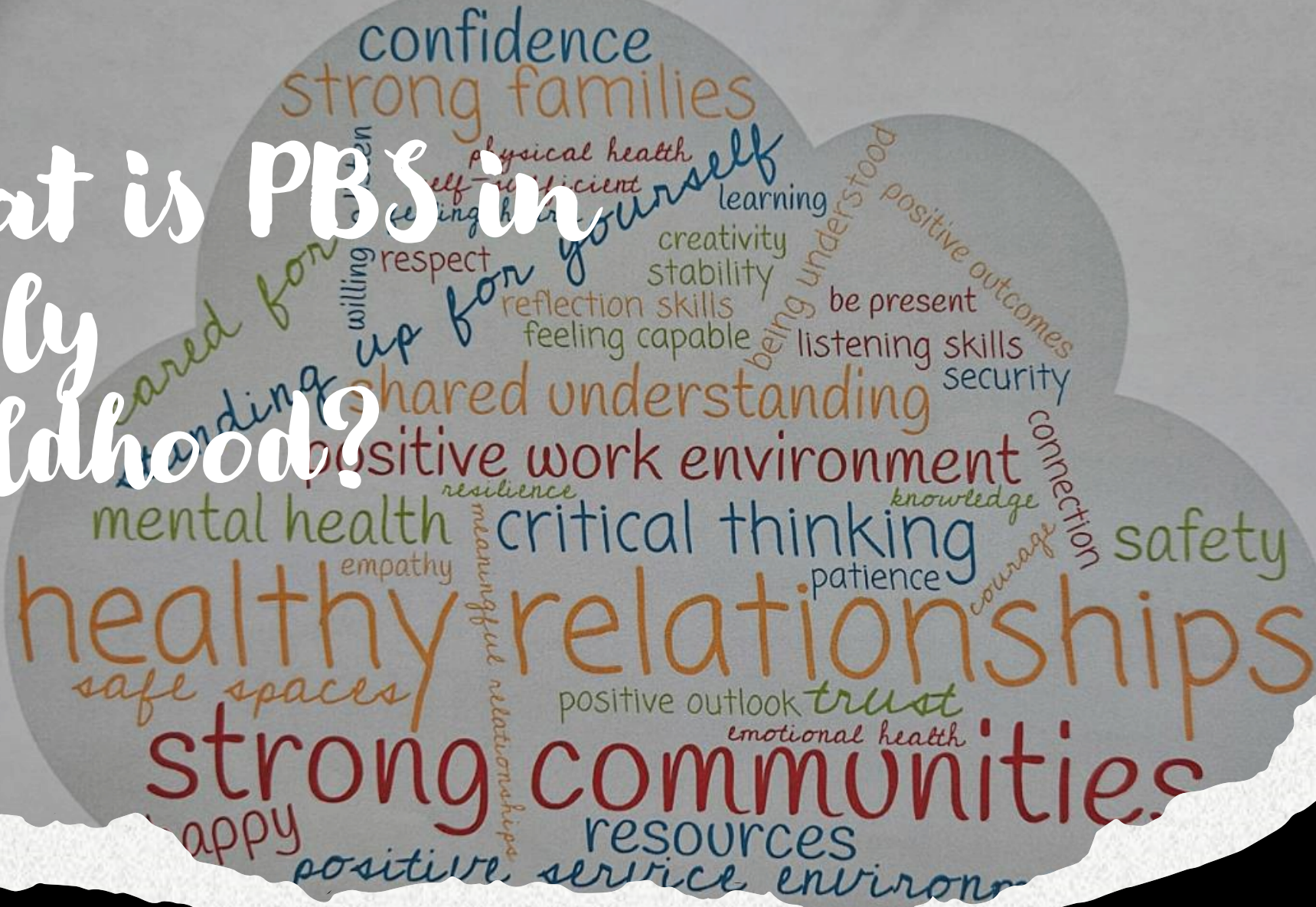


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**It was NOT easy**

Getting everyone on board was a challenge

# What is PBS in Early Childhood?



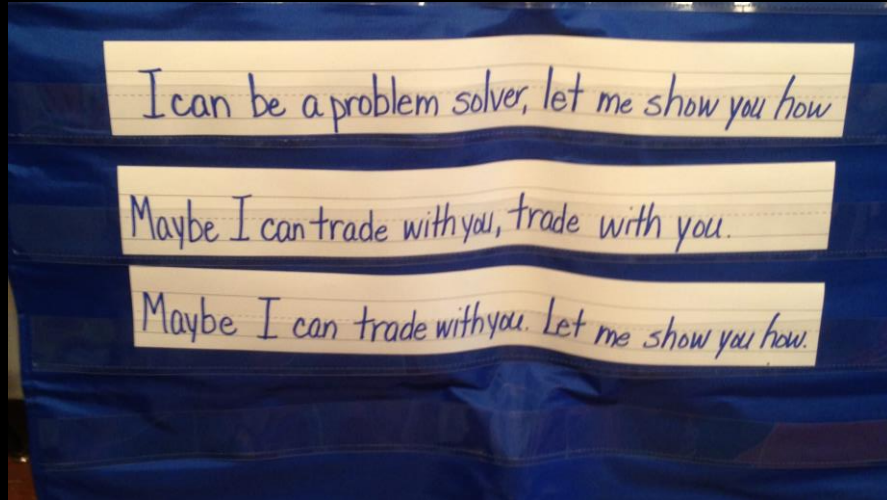
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# Creating Relationships

- Opening your doors to allow families and staff to communicate the needs of each person represented in the classroom.



Sample Footer Text



# COLLABORATION

Finding a solution to a daunting situation



# Our Voice

Empowering our staff to use the language, which in time showed them their **POWER!**

2/1/20XX



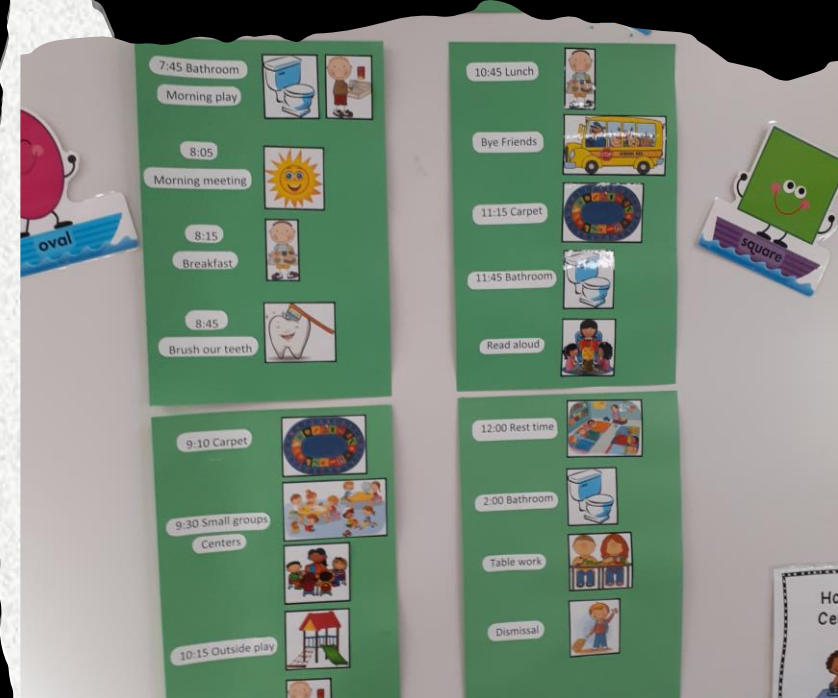
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*Their Power  
was  
building a  
strong  
foundation.*



# Tier 1

Setting the Expectations of your classroom and homes.



Having a  
voice &  
learning.

2/1/20XX

# Following the Data

Green Hills Head Start - Northwest		January		
<b>Precision Statement</b> Refusing to follow directions/being defiant with teachers.				
<b>Replacement Behavior</b> We listen to our teachers and are safe friends.				
<b>SMART Goal</b> We will see a decrease in defiant outburst (not listening, running from, and throwing objects) by setting clear expectations and providing proximity support.				
Components	Action Steps	Person Responsible	Target Date	Evidence of Implementation
<b>Prevent</b>	Pre-correct students of expected behavior, actively supervise, Increase Opportunities to Respond	All Staff	3/21/25	Tina Marrs & Staff
<b>Teach</b>	Teach/reteach expected behavior(s), Pre-correct expected behavior(s), Praise others for doing what is expected.	All Staff	3/21/25	Through Incident report and physical monitoring
<b>Recognition</b>	Increase specific positive feedback	Tina Marrs, Directors, FES staff	3/21/25	Through the data of PBS Big Five Reports and PBS tracking
<b>Corrective Consequence</b>	Clarify / Review minor and major behaviors and decisions rules with staff and students, Utilize Direct Strategies (Re-direct, Re-teach, Provide Choice, Student Conference)	Tina Marrs, Directors, FES staff, and teams	3/21/25	Going into the Centers and monitoring each classroom/walk throughs.

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**DEFINITION**  
 Intervention, (Moving around room, Scanning room, Interacting with children)  
 Reinforcement (Specific Positive Feedback & Tokens)  
 Relationship building activities  
 Skills, classroom routines, calming strategies and Head Start Expectations

**May look like:** Increase in Movement, Off task, Withdrawal, Talking with Others, Starting & Stopping a Task  
 Child join the group  
 Reinforcement for student's meeting expectation  
 Expected behavior to the whole group  
 Verbal cue/prompt (i.e. Quiet Sign) to student  
 Opportunity to praise student

Student discreetly  
 Level so you are close to the student's eye level  
 Tell student what he/she is doing incorrectly. Tell them the expected behavior  
 Provide reasonable choices ("You can do/go \_\_\_\_\_")-even if it means that the adult has to compromise on initial expectation  
 TAKE AWAY and give child time to respond (1, 2, 3, 4, 5 to yourself)  
 Behavior improving? Recognize and acknowledge compliance and cooperation (even little steps) :)  
 Make changes in environment (for Ex. move the person/sound/item that may be encouraging the behavior)  
 Remove items or students that may be a safety concern if the student's behavior accelerates.

**ACCELERATION -May look like:** threatening, running away, not engaging with adult  
 Adult takes a moment to smile, breathe, relax  
 Be brief - Use FEW words - be aware of your voice tone, voice level  
 Decrease engagement with student  
 Adult takes the other children to another part of the room

**HELPING WORDS:**  
 "You are not in trouble."; "I can help you fix your problem.";  
 "I can see you are \_\_\_\_\_ and I want to help you."; "I'll be here for you when you are ready."; "We can fix this together."  
 \* "Let's go to the table (bean bag, safe place, calm down, etc) and talk (feel better, rest, etc)"

NCMC/Green Hills Head Start PBS

DEFINITION	BEHAVIOR EXAMPLES	RES
affects individual child Doesn't interfere with learning Appropriate minimal teacher intervention Instruction leads to self-correction	Poor manners Running feet Poor bathroom behavior Not keeping in 'personal' space Not sitting appropriately at table Not pushing chairs in	Redirect Demonstrate/teach Non-verbal cues Provide opportunity Offer praise for app
Interferes with another child or other children Interferes with learning Persistent/habitual Requires adult intervention Necessitates parent involvement Requires documentation	Not sharing Not picking-up Loud voices Not keeping hands/feet to self Tattling Inattention Defiance Inappropriate/mean language	Re-teach Allow for additional Encourage apology Active time-out Parent contact/con Document incident
Causes emotional/physical harm to self Affects whole class Interrupts learning Requires adult intervention Requires time to correct Necessitates parent involvement Requires documentation	Defiance/refusal to cooperate Material misuse/abuse Throwing tantrum Bullying	Removal from situa Placement in safe p Re-teach Allow for additional Parent conference Document incident Call Central Office
Causes harm to others Becomes a safety issue Violent/aggressive Requires adult intervention Requires removal from situation Necessitates parent involvement Requires documentation	Kicking/hitting/biting Throwing objects Destruction of property Running away Verbal aggression	Removal from situa Placement in safe p Limited attendance Referrals to outside Send home Call 911 Call Central Office

Green Hills Head Start  
PBS Big 5 Data Report

Location	Behavior Identified by Data	Plan Implemented
Jan 26	13 student's w/99 major behavioral incidents 8 student's w/18 minor behavioral incidents Parent refusal of help.	
Jan 26	Bethany No Behaviors identified for this quarter.	Daily PBS lesson w morning message. Weekly Focus of 1 the Expectations
Brookfield	1 student struggles with minor behavior of not listening. Continue to set routines and set expectations.	Daily PBS lesson w morning message. Daily focus on 1 our Expectations. Pre-corrects, re-teach, SPF, model and trauma smart connections.
Chillicothe A	3 students on Level 3 or 4 behavior for 3 months. 1 child referred to Preferred Family for support. Parent refusal of services or assistance. Working as a team and using pre-corrects will assist. Setting your expectations and being consistent with your routine will assist these children and support others.	Daily PBS lesson w morning message. Daily focus on 1 our Expectations. Pre-corrects, re-teach, SPF, model and trauma smart connections.
Chillicothe B	7 students on Level 3 or 4 behavior for 3 months. Working as a team and using pre-corrects will assist. Routine and consistency will assist in this child's development. Set your expectations before.	Daily PBS lesson w morning message. Daily focus on 1 our Expectations. Pre-corrects, re-teach, SPF, model and trauma smart connections.

# Building Relationships with outside and inside resources for our children and families to be successful.

## Tier 2

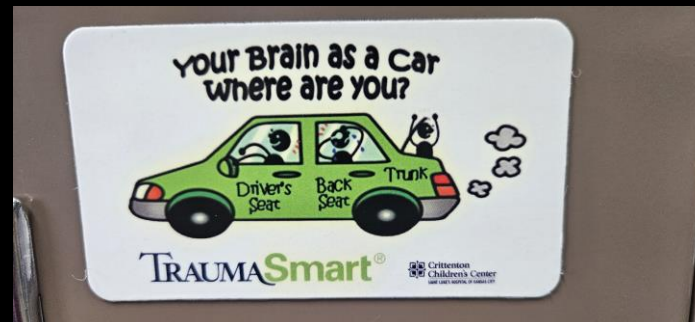
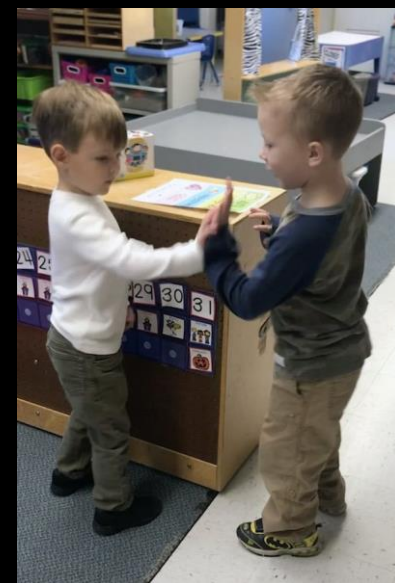
### Creating small meaningful groups



### Collaborating with outside help.



### Greetings & Safe Space



Green Hills H  
Tier II Refe  
Guidelines

A student must meet 3 out of the 5 to referral.

Students Name:

Parent Referral		
Teacher Observation		
Emotional Screener		
Brigance Screener		
Big 5 Report		

# Small Groups & Tier 2

Team meetings and collaborating with teachers helps us meet the needs of our children and families.



## Tier 3

- Taking the data, you have and the relationships you have built to aid a child/family in navigating behaviors that DO NOT define a child.





# Green Hills Head Start

"Serving Children and Families First"

205 West 18th Street  
PO Box 177  
Trenton, MO 64683  
(660) 359-2211  
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## Success Plan Child's name

Success Plan for **child's name**. This is a working document as we successfully meet **child's name** needs.

### 1. Targeted Plan:

**Child's name** will attend **location** (GHHS) from **time, days**. When needed in accordance with PBS Matrix, level 3 or 4 behaviors are demonstrated, parent/guardian may be called for child to go home.

### 2. Goal Strategies:

### 3. Success Goals:

Parents and Teachers helping students succeed.

By referring children to the correct resource. (PFH, LEA, etc.)

# Our Impact

- Families across our counties are provided education as well as modelled effort by our educators.
- PBS is displayed across our centers and group interactions for parents and visitors to see.
- Children are excited to tell you about their classroom expectations.
- Teachers experience a true understanding of CLASS; providing Emotional Support, Organization, and Instructional Guidance.

# Yearly Timeline

This is an informational meeting for parents where PBS is discussed, and materials are sent home.

Daily expectations are reviewed and practices. This can also be an expectations they are struggling to comply with.

WE celebrate full token boards, accomplishments of each individual child and whole group WOW moments.



Data is reviewed quarterly. Each teacher tracks minor and major behaviors in their classrooms. If a teachers has a child that is struggling, we pull the data sooner and begin the process of observation/referral

Family days are conducted at the end of each study and parent groups are a part of that.

There are moments when a reset is necessary, ours is scheduled for all staff after break. Others may be added by teachers due to new children coming in or a behavior that has escalated.



# Documentation & Data

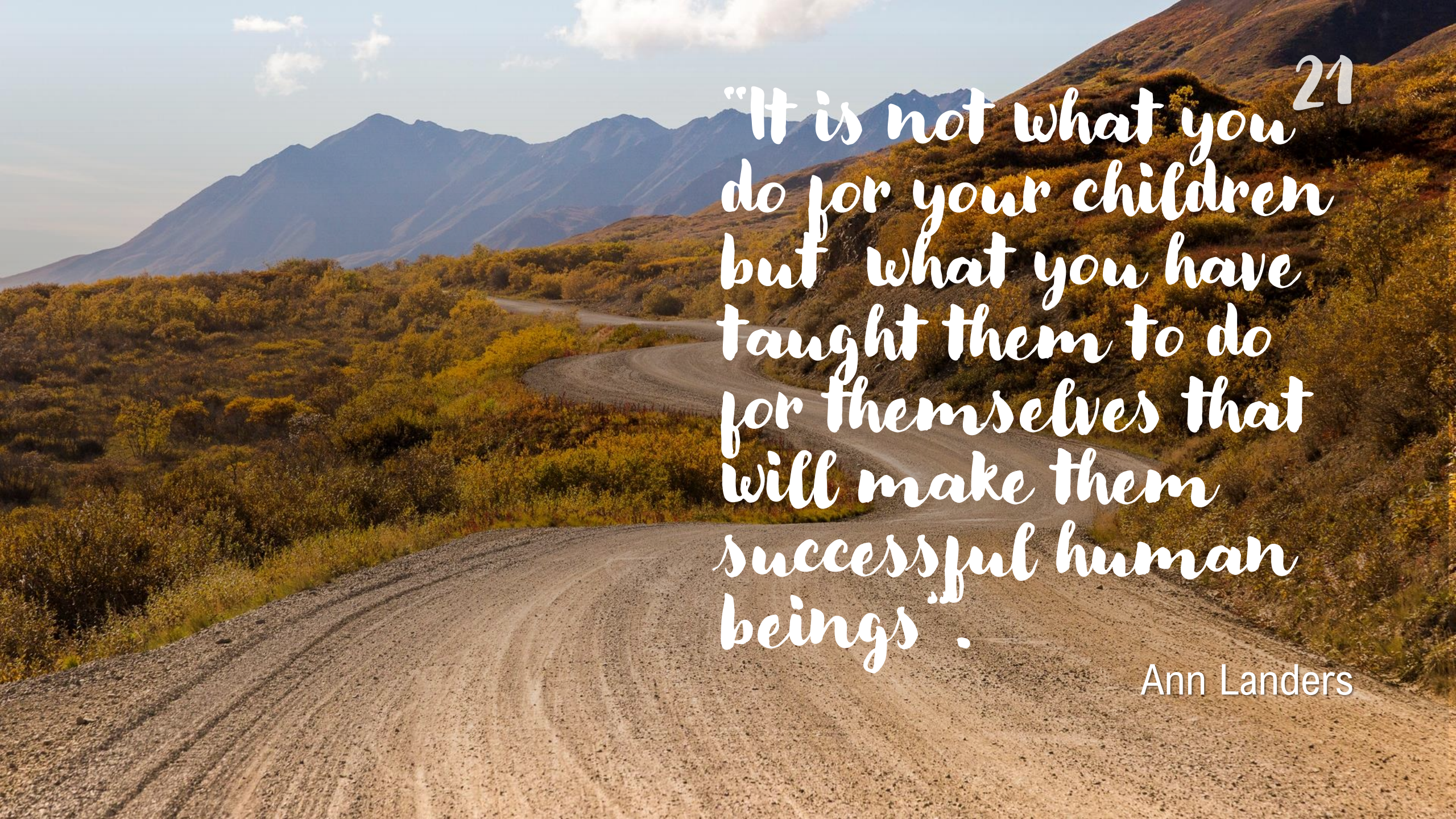
- Documentation is the key, when you want to see what behaviors are affecting your classroom.
- Quarterly Solution Plans
- Big 5 Reports
- Team Meetings
- Success Plans



# Our Philosophy of behavior

- BEHAVIOR is learned.
- BEHAVIOR is communication!
- Children DO NOT LEARN what to do when they are only given negative reinforcement.
- To LEARN social behaviors, children MUST be directly taught!
- To RETAIN new, appropriate behaviors, children MUST be given SPECIFIC POSITIVE FEEDBACK, as well as opportunities to PRACTICE the new behavior.





<sup>21</sup>  
"It is not what you  
do for your children  
but what you have  
taught them to do  
for themselves that  
will make them  
successful human  
beings".

Ann Landers

# Classroom Universals

1. Classroom Expectations and Rules
2. Classroom Procedures and Routines
3. Acknowledge Appropriate Behavior- Provide Positive Specific Feedback
4. Response Strategies and Error Corrections



# Affirmation



# Empower Children



- Brooke Hampton

Speak to your children as if they are the wisest, kindest, most beautiful and magical humans on earth for what they believe is what they will become.

# 9 Ways to Empower Children

- Give Choices
- Listen to them
- Let them take risk
- Let them dream
- Stand like a superhero
- They are enough
- Speak Positivity
- It's the little things
- Celebrate all moments

# Empower Yourself

- Prioritize Self Care
- Embrace Your Strengths
- Set Realistic Goals
- Model Positive Self Talk
- Create a Supportive Network





Do everything in your power to create a positive environment for your children and your staff.

PBS  
Works

# References & Resources

- How to Help Empower Your Kids: June 26, 2021, {<https://childrenfirstcanada.org>}
- Snoop Dogg; Affirmation Song from Doggyland, [<https://www.youtube.com>]
- Head Start: <https://headstart.gov>
- MO SW-PBS: <https://pbissmissouri.org>
- Green Hills Head Start: <https://www.greenhillsheadstart.org>
- Quotes/Pictures: internet search





# Thank you



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