

TIER 1 SCHOOLWIDE AND CLASSROOM



7H: Focusing on Tier 1 in an Early
Childhood K-2



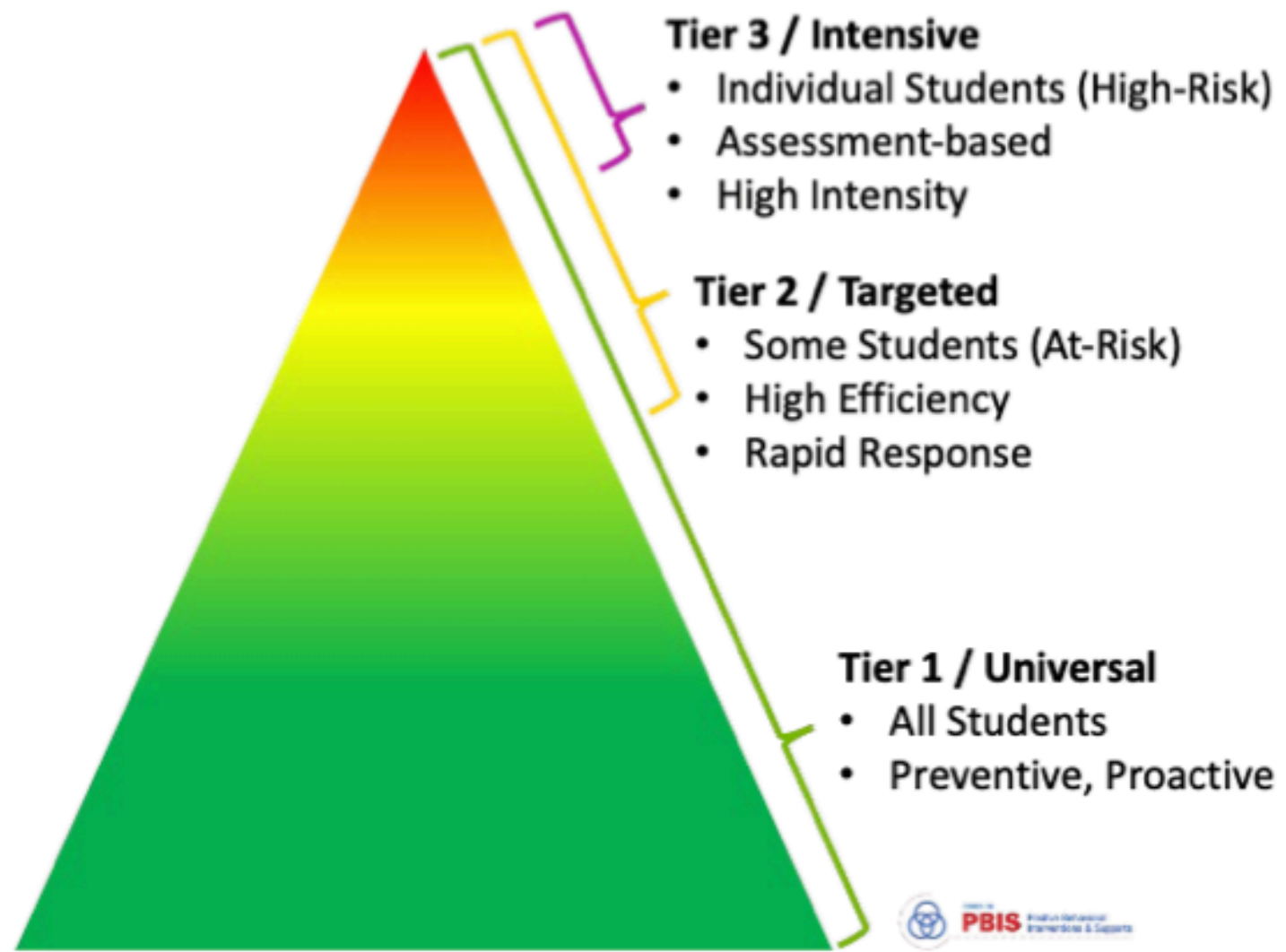
University of Missouri & Maplewood Richmond Heights Partnership

- Partnership with MU Center for SW-PBIS
- District Leadership Team
- District System Fidelity Inventory
- Member of the St. Louis MTSS Leaders
Networking Group

That's Me!

- I work in an elementary setting...
- I work in an early childhood setting...
- I support and/or partner with early childhood/early elementary schools...
- I am a teacher...
- My team utilizes PBIS.org and/or MO SWPBS websites for resources ...
- My team utilizes the Pyramid of Interventions resources ...
- I am attending this session to learn data, systems and practices for implementing PBIS in EC and K-2





<https://www.pbis.org/>



[National Center for Pyramid Model Innovations](https://www.nccpi.org/)

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
- Explore ways to keep universals and JOY at the forefront!



Maplewood Richmond Heights ECC



Dr. Lauren Weissler
District MTSS
Coordinator



Dr. Tanisha Stanciel
ECC Principal



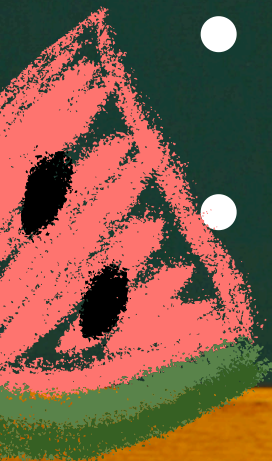
Meet your
Presenters



Who are we?



- Located in St. Louis County
- Pk-2nd Grade
- 455 Total Students
 - Asian-2%
 - Black-13.6%
 - Multi-Racial-9.8%
 - White-70.3%
 - Hispanic-3%
- Reggio Emilia approach
- “School as a Studio” Metaphor



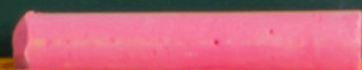
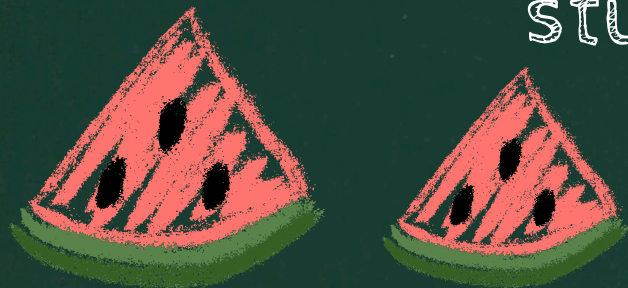
Our Universals Journey

- 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 the 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	Quiet table talking Say please and thank you to adults who help us
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

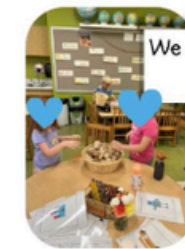
- Age-appropriate practices
 - Reading levels
 - Attention span
 - Social Emotional awareness
 - Language ability
 - Impulse control
- Learning “School”
 - Have to teach and reinforce vs assume students have the skills



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.



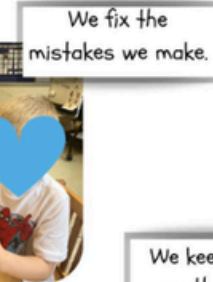
We take care of tools and materials.



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.



Hands, feet, and all objects to self.

Flexible Thinking:

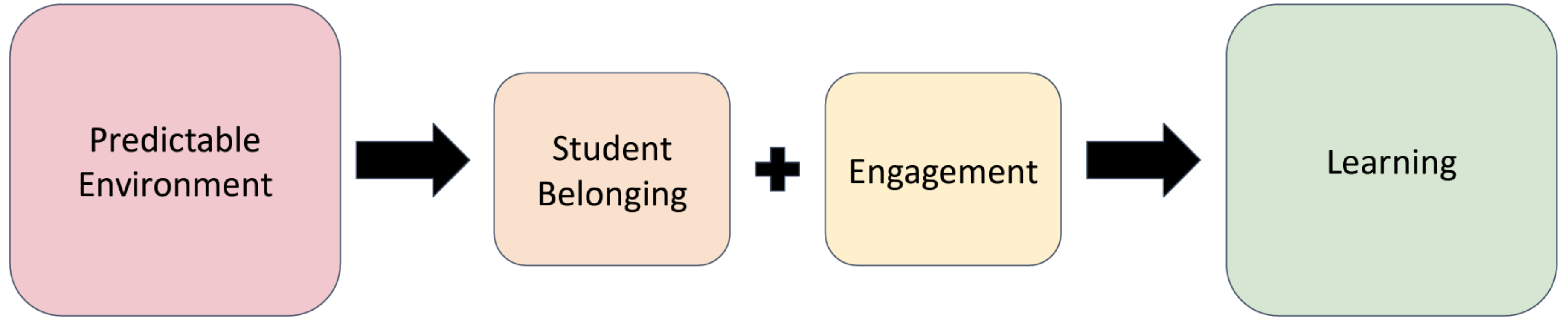
- *We Keep trying
- *We use different strategies.

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



ENGAGED, CARING, COMMUNITY

Predictable Environments



“The goal is not to control student bodies, rather having co-regulated routines that are attuned and responsive to students’ developmental ranges and needs.”

- *Turnaround for Children, Co-regulation, 2020, Darling-Hammond, 2019.*

“Reflect on the current state and attitudes of your staff. What is the sense of staff buy-in when thinking of universals?”



Effective Classroom Practices Walkthroughs

MTSS-B
Multi-Tiered Systems of Support for Behavior

Classroom Practices Walkthrough Tool

Observer: _____ # of Students: _____

Type of instruction (circle those observed):
 Whole Group Small Group Small Group Peer One on One Independent

Do not count feedback for academic content:

1. Classroom Management & Feedback (10 minutes)

Category	Description	Total
Non-Specific Positive Feedback	A teacher statement that occurs in response to or after a desired behavior that is positive but does not specifically indicate what behavior is being praised. "Good job!" "Wow, nice work!"	Total: ()
Specific Positive Feedback	A teacher statement that occurs in response to or after a desired behavior that specifically states what the student(s) did. "Thanks for raising your hand. That's a great way to be respectful."	Total: ()
Non-Specific Corrective Feedback	A teacher statement that occurs in response to or after a problem behavior that does not provide specific information about what the student should do instead of the problem behavior. "Stop," "Sshh!," "Don't."	Total: ()
Specific Corrective Feedback	A teacher statement that occurs in response to or after a problem behavior that tells the student(s) what they should do instead of the problem behavior. "Please be safe by keeping your hands to yourself."	Total: ()
Pre-corrects	Reminders that are provided before a behavior is expected that describes what is expected.	
Ignored Disruptions	Behavior error ignored by teacher	

2. Classroom Context Observations: (5 min)

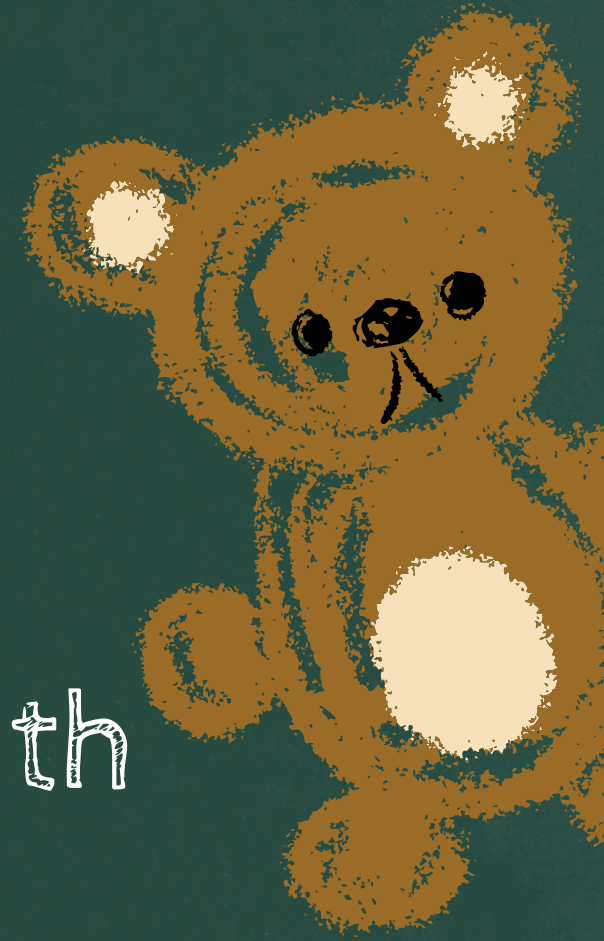
Classroom Expectations	Observation	Y	N	Comments
Classroom Expectations	Positively stated classroom rules, aligned with school-wide expectations are visible - everyone could see and read them	Y	N	
	Expectations and/or rules are regularly referred to by the teacher to pre-correct, encourage and correct behavior.	Y	N	
Classroom Procedures and Routines	Clear procedures were observed for managing transitions.	Y	N	
	Clear and consistent procedures were observed for getting teacher's attention and responding to teacher questions.	Y	N	
	The teacher gains the attention of all students at the beginning of a lesson or transition.	Y	N	
Encouraging Expected Behavior	Teacher uses a reinforcement system to acknowledge appropriate student behaviors	Y	N	
	The teacher provides non-contingent attention to most student in the classroom	Y	N	
	Classroom floor plan allows for ease of movement	Y	N	
Active Supervision	Teacher moves frequently around the classroom	Y	N	
	Teacher moves frequent scanning	Y	N	
	Teacher demonstrates frequent positive and corrective interactions	Y	N	

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

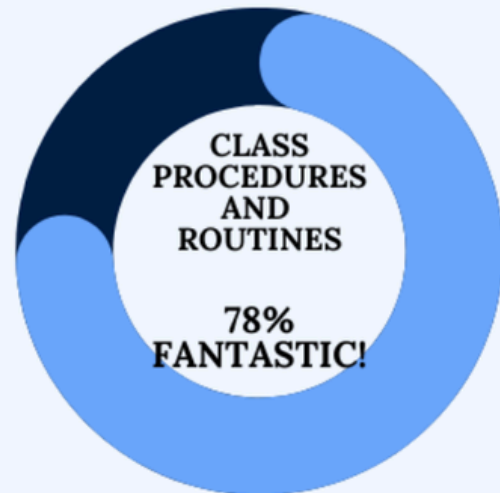
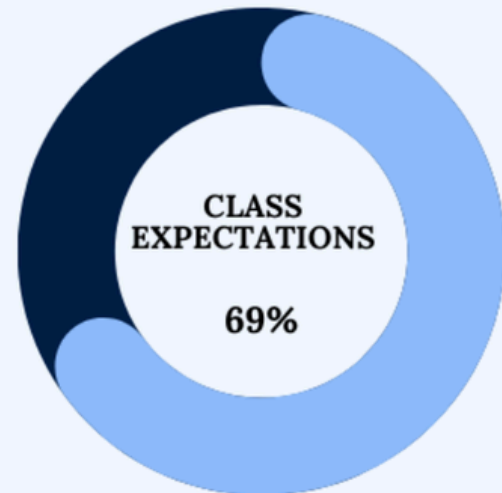




Data Collection



K-2 BUILDING GOALS CHECK



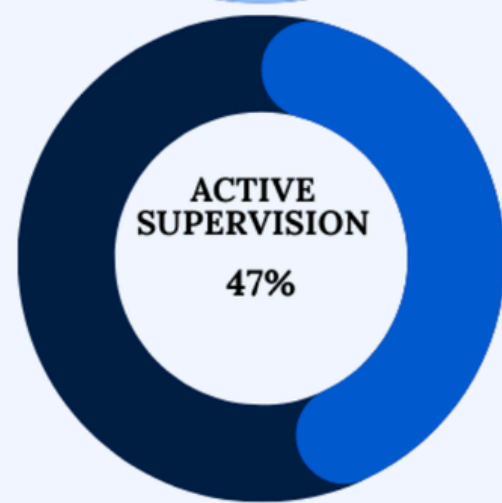
More info to come on each of these next week!

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.

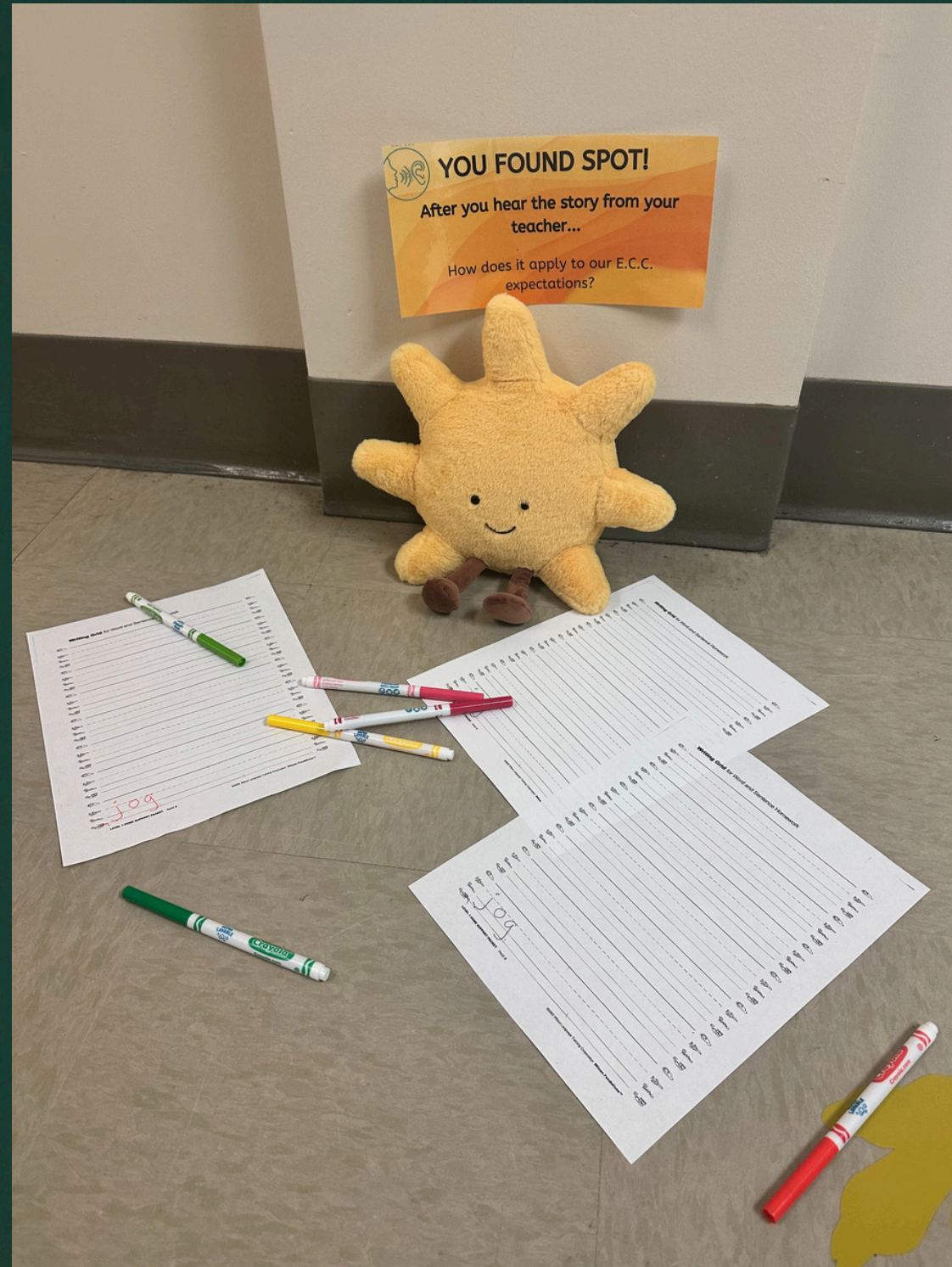


Meet Spot

- 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)



Spot Social Stories



Spot Learns to be Kind on the Playground

I am Spot. I love playing on the playground. The swings and slides are so much fun!

One day, I was feeling upset. I didn't want to share the swings. I forgot to follow the ECC expectations. I hit another student. That was not kind.

I know now that hitting is not okay. It can hurt others' feelings. I feel sad when I hurt someone. I want to make friends and have fun!

When I feel upset, I can do some things to help myself. If I need help, I can:

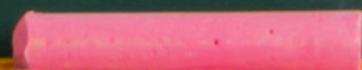
- **Take a deep breath.** This helps me feel calm.
- **Talk to a teacher.** A teacher can help me find a way to share.
- **Count to ten.** This helps me think before I act.

It's nice to be kind. When I am kind, everyone can play together happily! I feel happy when I share the swings and slides.

I will work on being gentle with my friends. If I feel upset, I will remember to use my words. I can say, "I need a turn" instead of hitting.

It's great that I can learn how to be kind. I want to be a good friend on the playground!

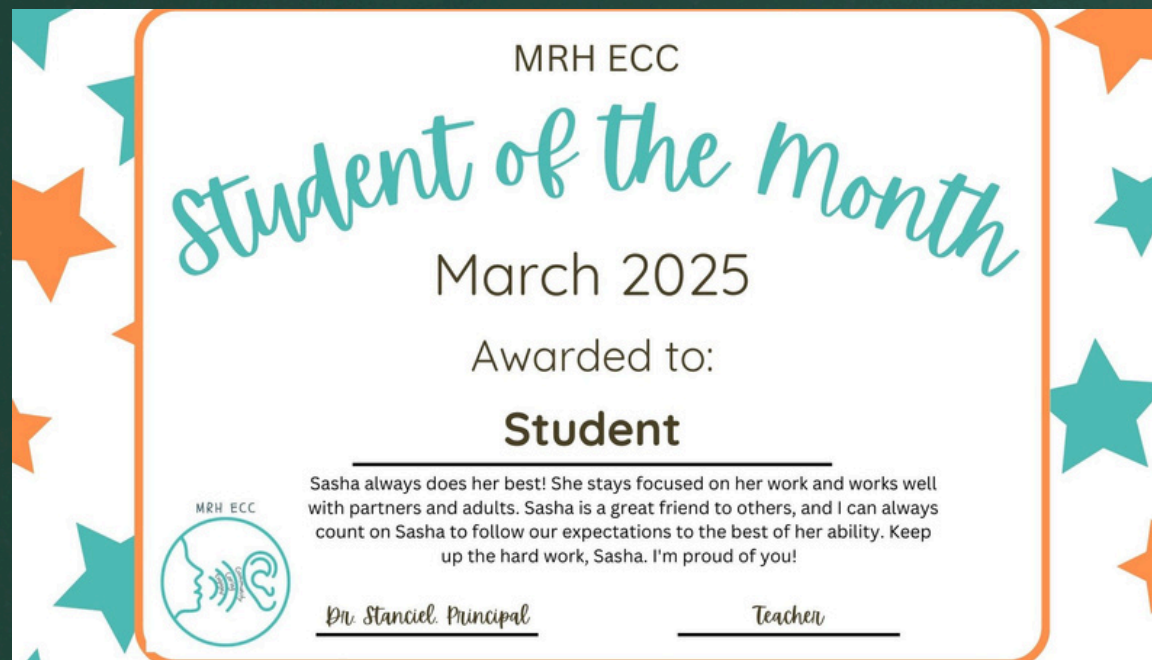
Escalation Happens



How We Recognize Students



- Spotlights
- Assemblies
- Student of the month
- Thermometer Challenges
- Spot the Sunlight
- Dance Parties
- Snack Parties
- Morning Videos



MRH ECC
ECC Student Spotlight!

Engaged Caring
 Community

To: _____
For: _____

From: _____

Evolution of the Spotlight



MRH ECC

 **ECC Golden Spotlight!**

Engaged Caring Community

To: _____
For: _____

From: _____

MRH ECC

 **ECC Family Spotlight!**

Engaged Caring Community

To: _____
For: _____

From: _____

MRH ECC

 **ECC Family Spotlight!**

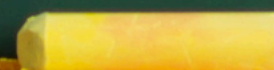
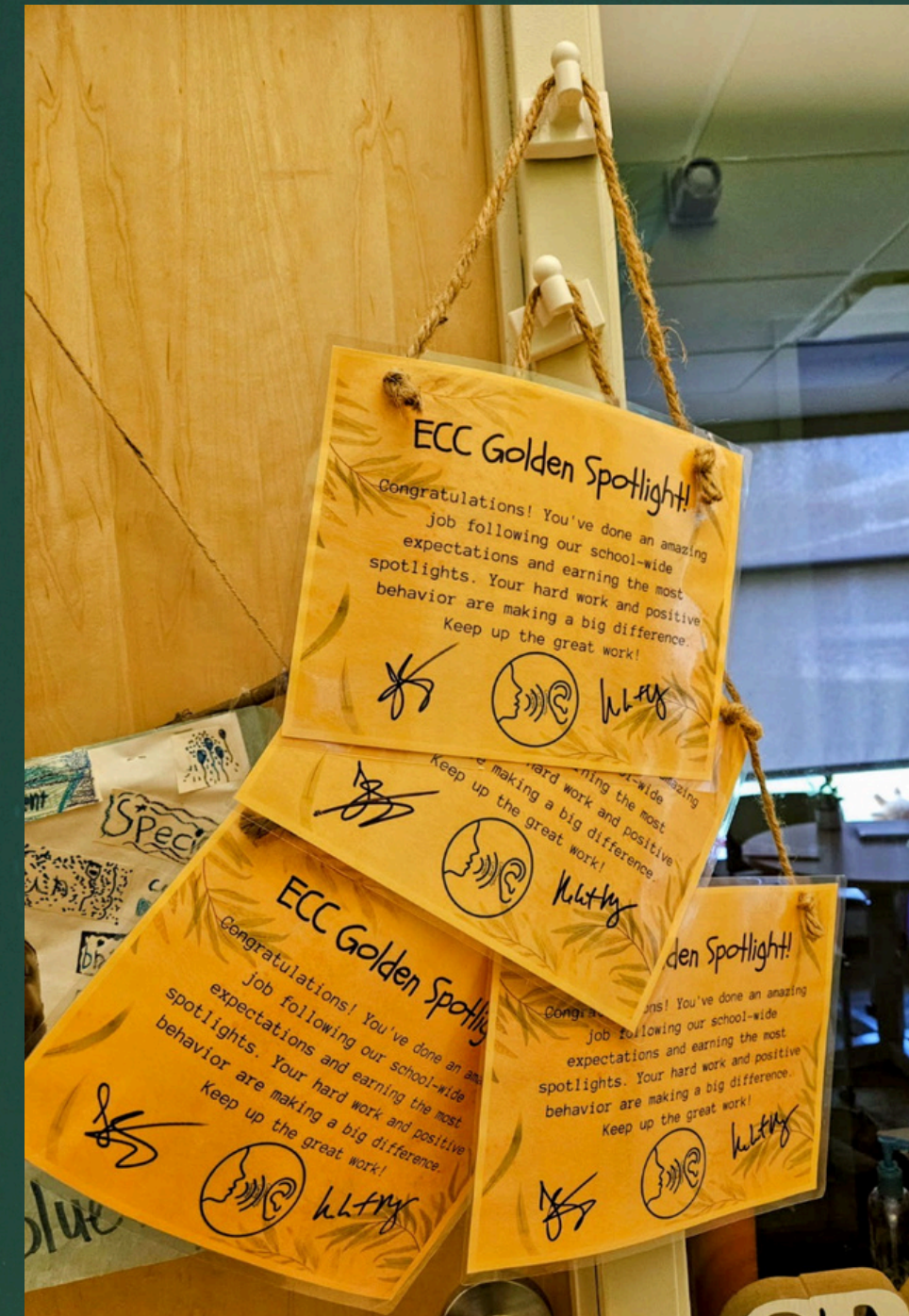
Engaged Caring Community

To: _____
For: _____

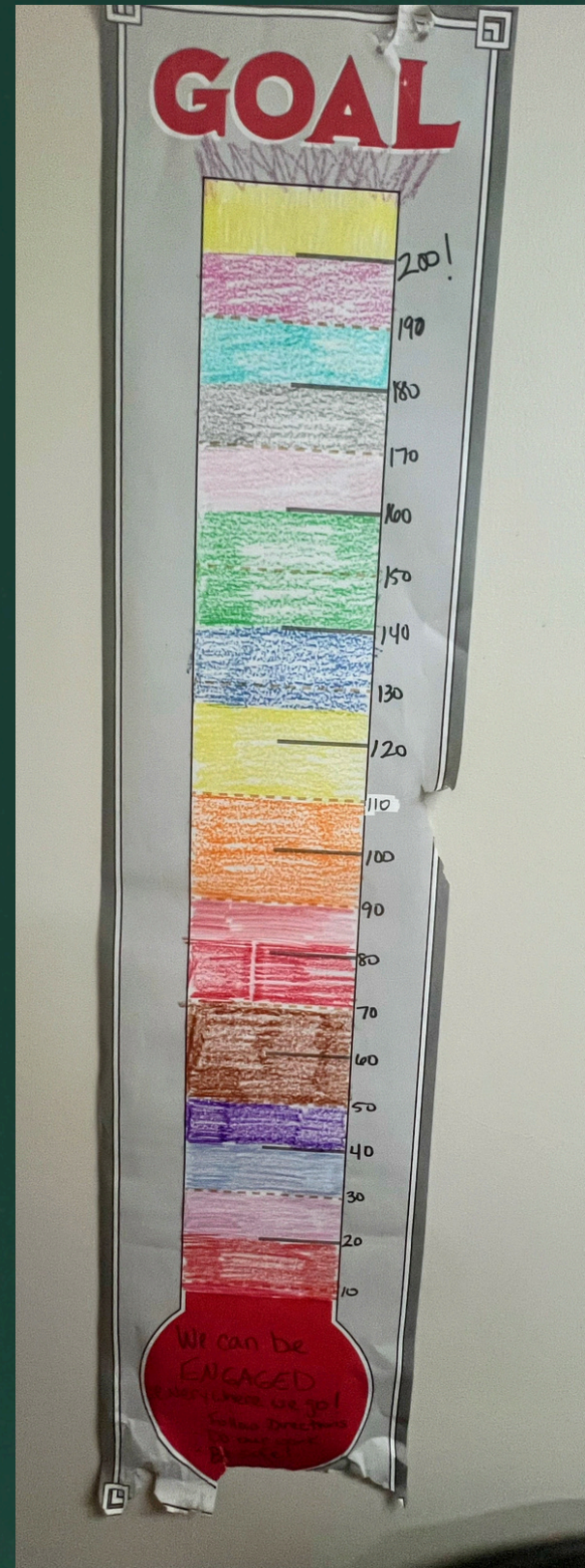
  

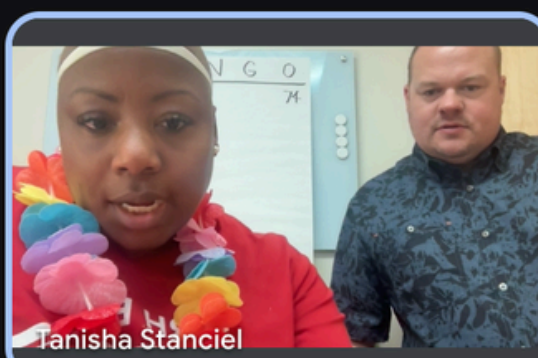
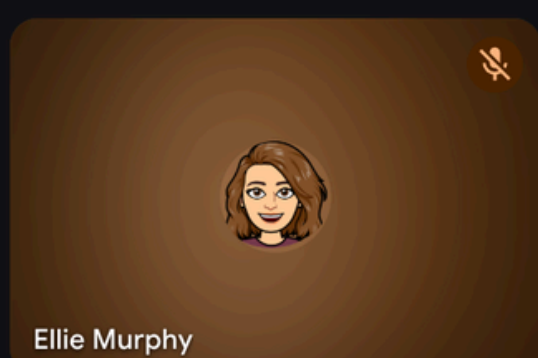
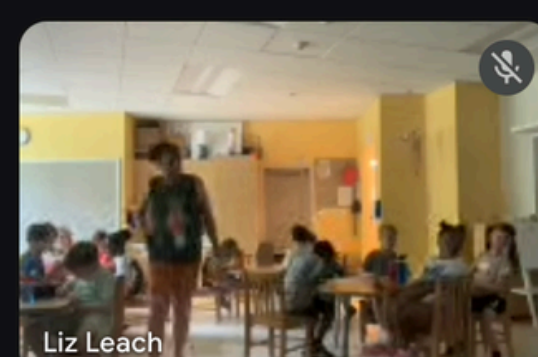
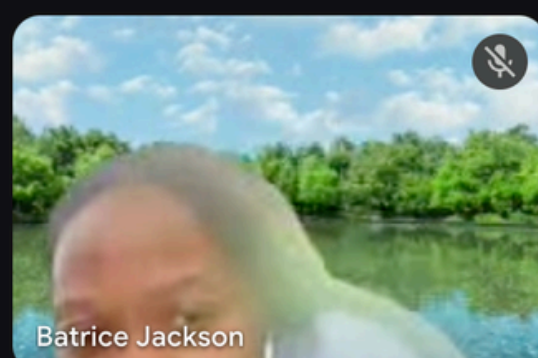
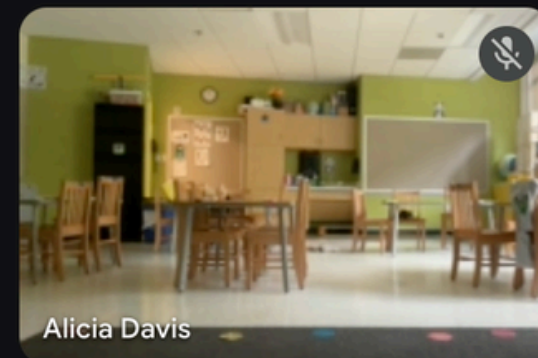
From: _____



Thermometer Challenge



School-Wide Bingo



Hallway Dance Parties!



Hallway Dance Parties!



Other Ways To Reinforce Expectations

ECC!



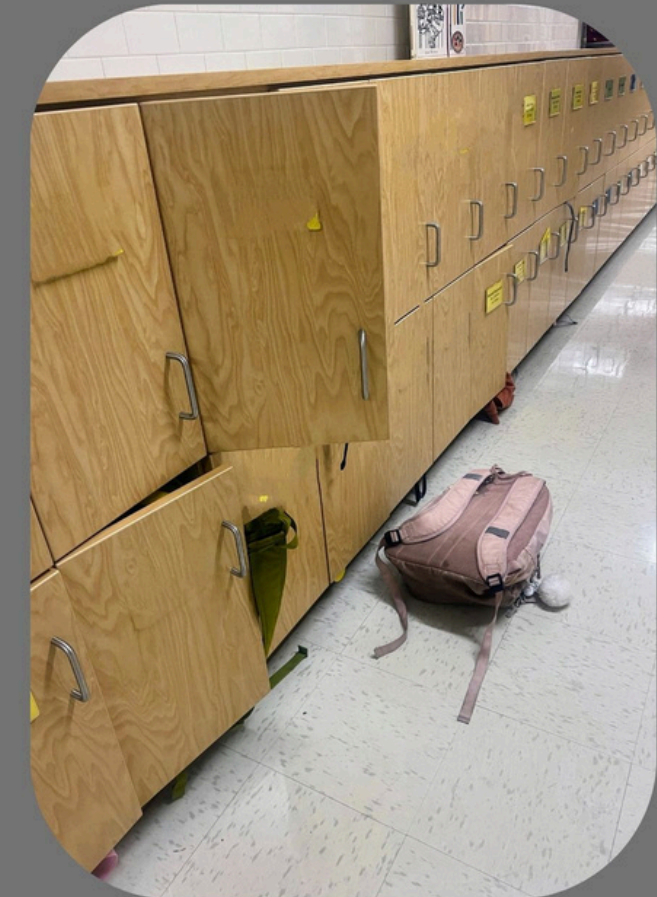
What's wrong with this picture?
This was found in the cafeteria!
Which part of E.C.C. was not followed?
How can we make it right?

ECC!



This was seen in the hallway!
What's wrong with this picture?
Which part of E.C.C. was not followed?
How can we make it right?

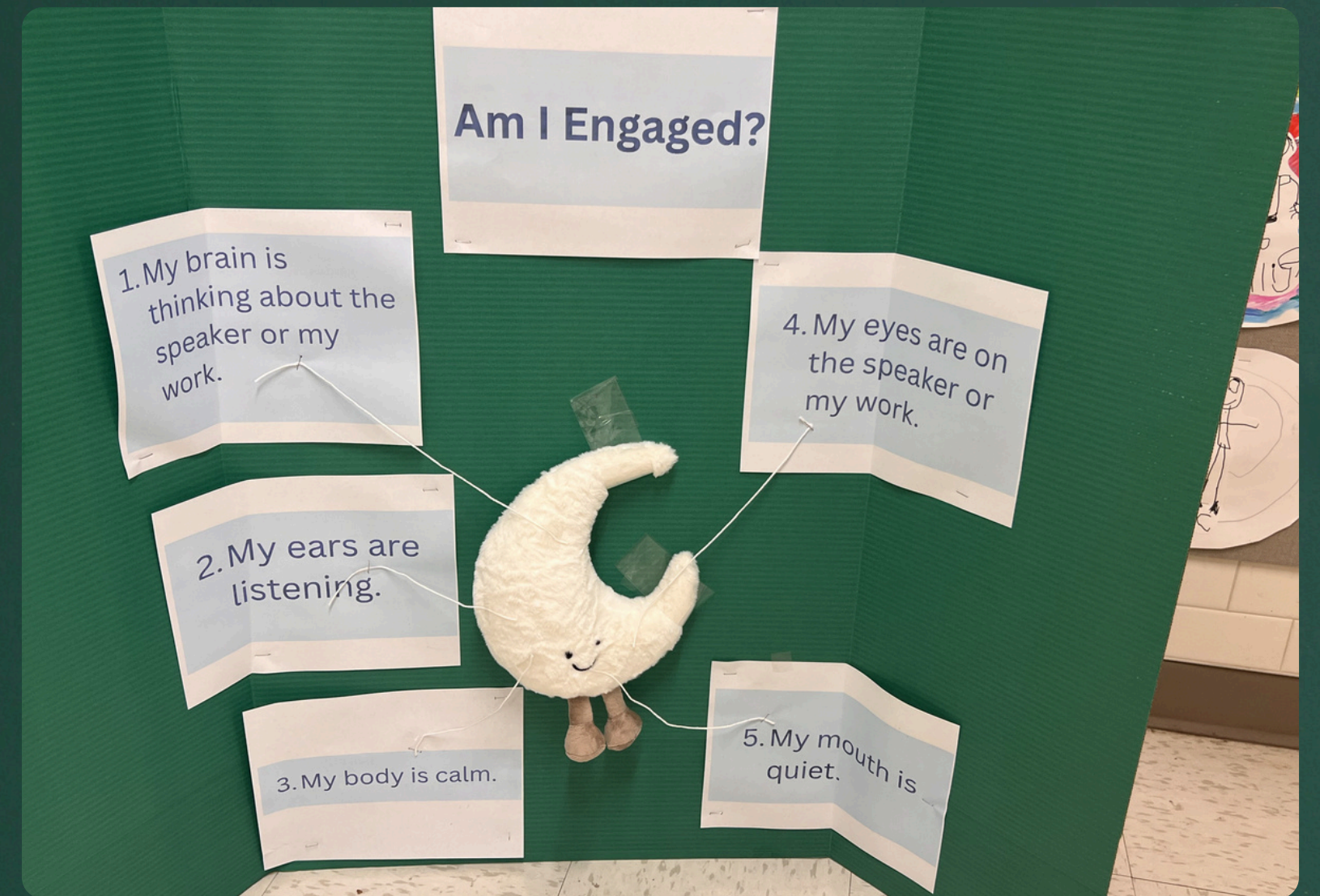
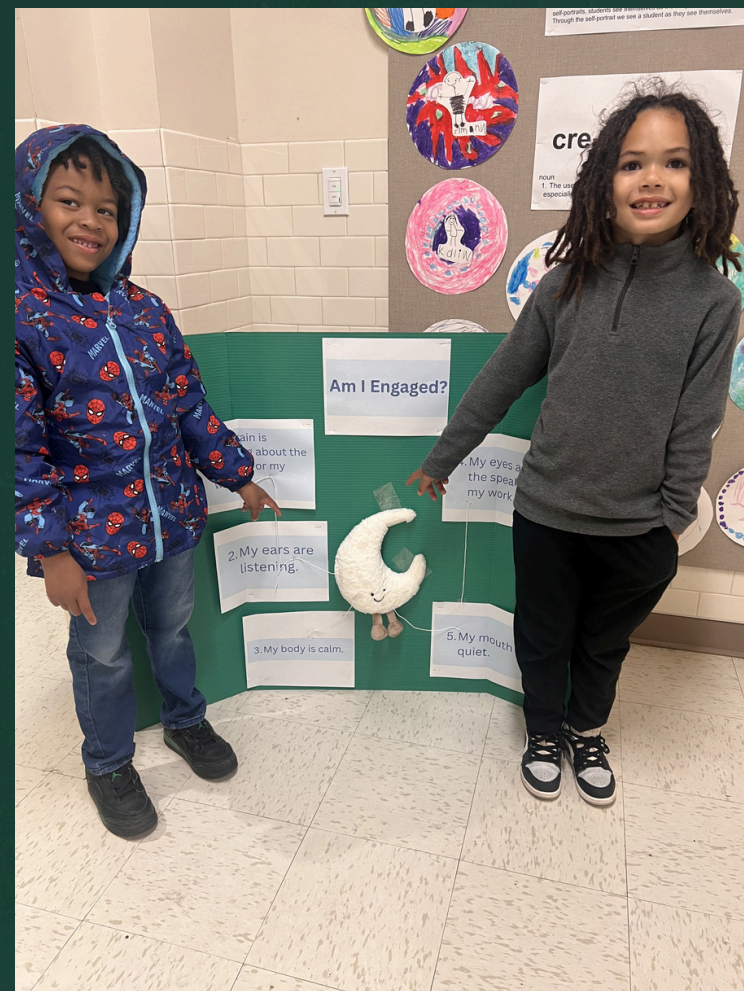
ECC!



What's wrong with this picture?
This was found in the hallway!
Which part of E.C.C. was not followed?
How can we make it right?

Meet Molly Moon

Molly Moon was an idea from a student
Having more characters allows for
opportunities for stories about peer
conflicts.



Attendance Engagement

2026

ECC

Attendance

Olympics



92.25%



93.34%



90.56%

Family Engagement



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





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
- BE PATIENT and FLEXIBLE
- Always be evolving the process!



S



Think

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



Whats 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
- Continue developing the PreK process

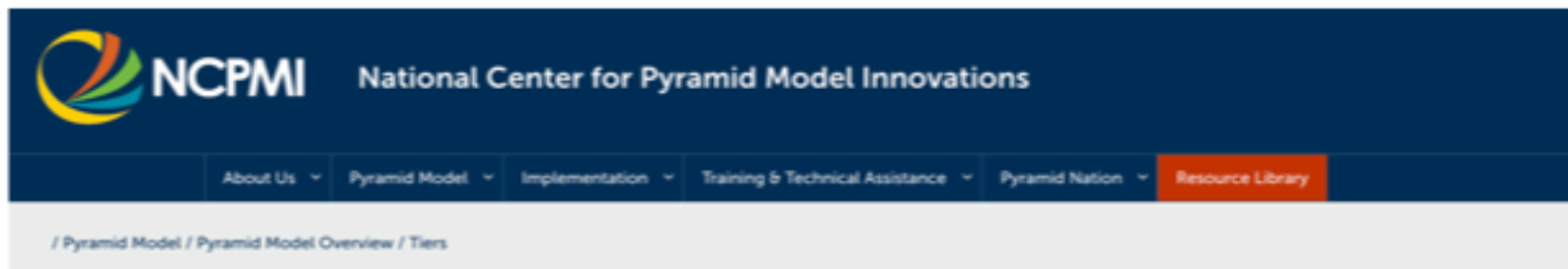


Questions



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



Pyramid Model Overview

Basics Tiers Research Glossary Resources

Tiers

The Pyramid Model builds upon a tiered public health approach to providing universal supports to all children to promote wellness, targeted services to those who need more support, and intensive services to those who need them.



Now let's take a look at what the research shows us.

National Center for Pyramid Model Innovations

Tier 2 Overview

Home

When schools have a solid foundation of Tier 1 SW-PBS systems, data, and practices for all students, planning may begin for Tier 2 systems, data, and practices. Tier 2 provides targeted small group interventions for up to 15% of students who are at-risk for negative social, emotional, and/or behavioral health outcomes.

The purpose and key features of Tier 2 include the use of data to identify students who are at risk for difficulties. Interventions should prevent the development of problems and also decrease the frequency or intensity of problem behaviors, thereby minimizing their impact. Standardized interventions that support student needs are continuously available, and data is used to monitor progress and make decisions.

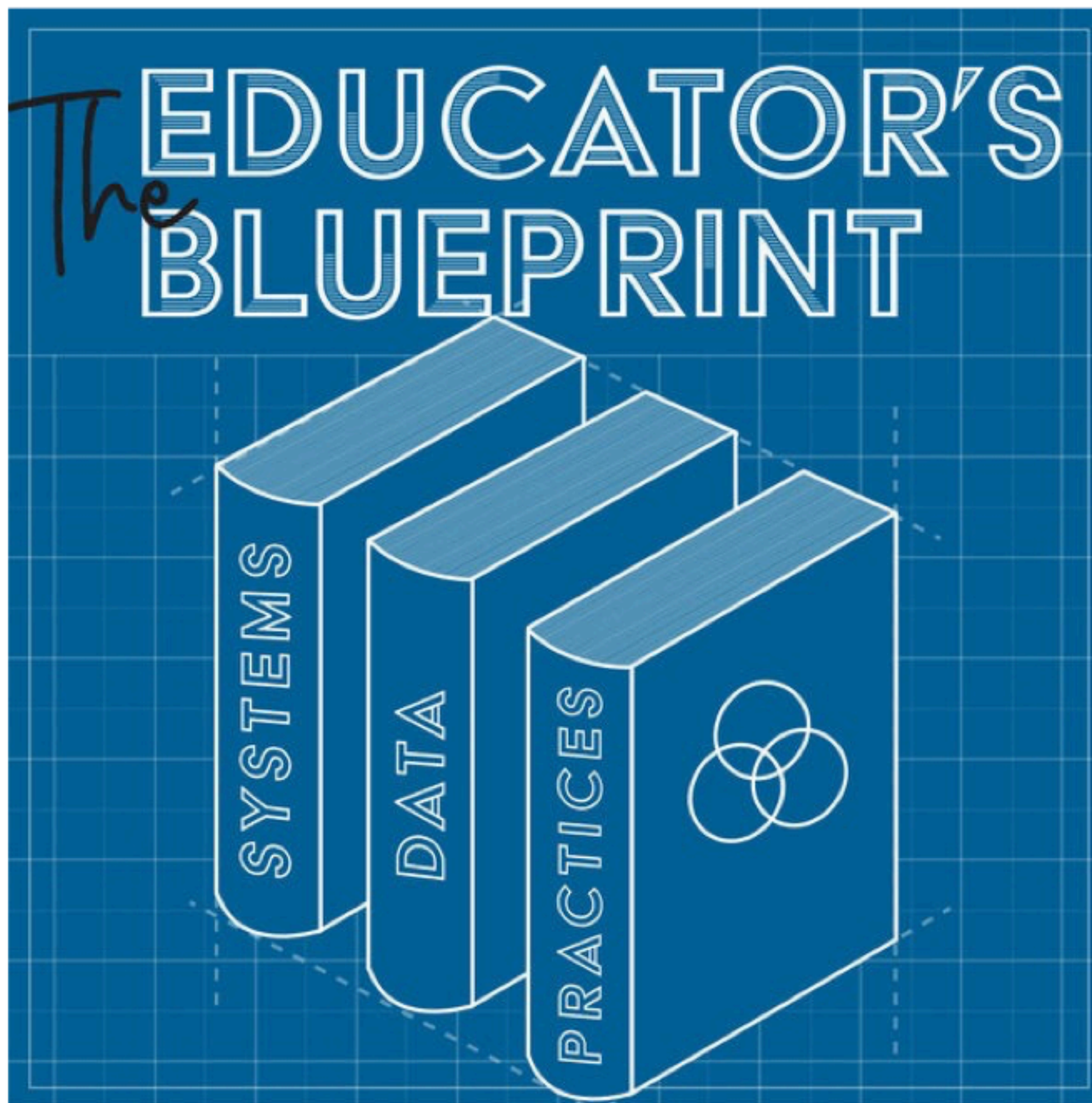


MO SW PBS resources!

Join The Educator's Blueprint

Learn from friends in the field...

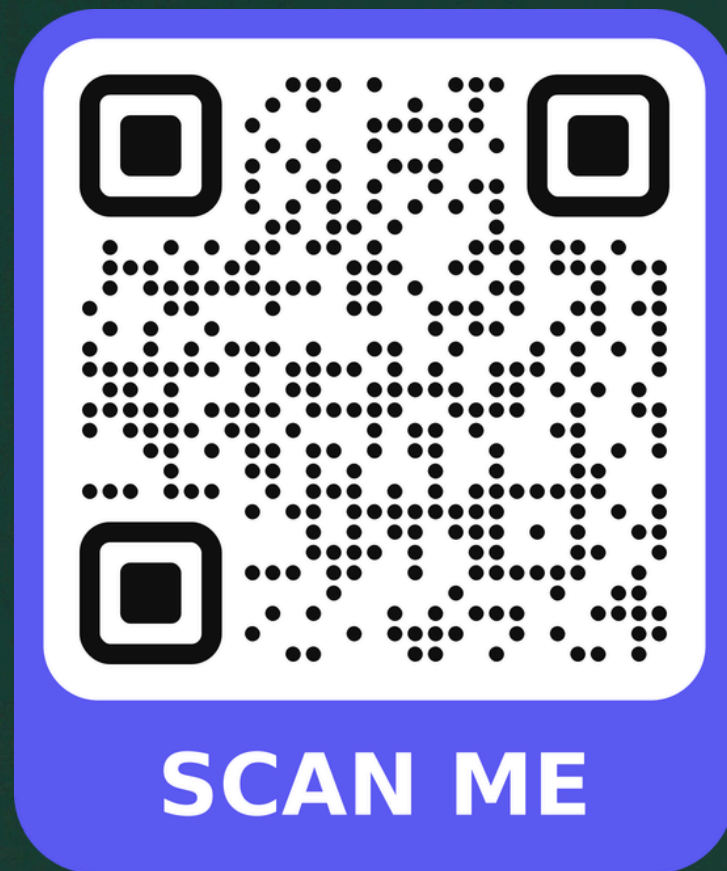
- **Episode 45: Dr. Charis Wahman and Early Childhood**
- **Episode 46: Dr. Lise Fox on Inclusion of Young Children in Community Settings**
- **Episode 66: A Reggio Approach to Early Childhood Dr. Tanisha Staniel**



[Click me](#)

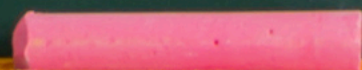
Resources

<https://edushare.ing/MRHECC>



Connect With Us!
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Evaluation

Reminder...
Please complete the
session evaluation in
the GUIDEBOOK app!

MISSOURI SW-PBS SUMMER INSTITUTE



WHAT WE DO MATTERS

*Empowering Educators
and Impacting Students
for Twenty Years!*



TAN-TAR-A CONFERENCE CENTER

JUNE 9-10, 2026

