Starting Point....

- We cannot “make” students learn or behave
- We can create environments to increase the likelihood students learn and behave

**Environments** that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity

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**School-wide Positive Behavior Support**

- Problem solving framework
- Systematic implementation of evidence-based practices
- Layers in increasingly more intensive environmental supports to increase the likelihood students are academically, emotionally, and socially successful
Designing School-Wide Systems for Student Success

**Academic Systems**
- Intensive, Individual Interventions
  - Focus: Academic Standards
  - Time: Intense, High-Intensity
- Targeted Group Interventions
  - Focus: Some students (at-risk)
  - Time: High Efficiency, Rapid Response
- Universal Interventions
  - Focus: All Students
  - Time: Preventive, Proactive

**Behavioral Systems**
- Intensive, Individual Interventions
  - Focus: Academic Standards
  - Time: Intense, High-Intensity
- Targeted Group Interventions
  - Focus: Some students (at-risk)
  - Time: High Efficiency, Rapid Response
- Universal Interventions
  - Focus: All Students
  - Time: Preventive, Proactive

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Unique Early Childhood Implementation Challenges
- Program-wide vs. school-wide
- Primary focus is classroom & individual level
- Data collection challenges
- Developmentally appropriate / need for direct instruction of social behavior
- Intensity match intensity of challenges across the continuum
- Social & emotional learning

---

Essential Features at the School/Program Level
- Teams of educators within the school (administrator)
- Data-based decision making
- Instructional Focus
  - Teach & Practice
  - Acknowledge student mastery of social skills
  - Positive Feedback
- Readiness across Tiers (universals always a priority)
- Access to on-going Technical Assistance
Universal School/Program- Wide Features

- Clearly define expected behaviors (Rules)
  - All Settings
  - Classrooms
- Procedures for teaching & practicing expected behaviors
- Procedures for encouraging expected behaviors
- Procedures for discouraging problem behaviors
- Procedures for data-based decision making
- Family Awareness and Involvement

### Benton Primary School

<table>
<thead>
<tr>
<th>Safe</th>
<th>Classroom</th>
<th>Hallways</th>
<th>Cafeterias</th>
<th>Bathrooms</th>
<th>Playground</th>
<th>Assemblies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk safely</td>
<td>Wash hands with soap and water</td>
<td>Wash hands on toilet</td>
<td>Wash hands after using toilets</td>
<td>Wash hands after using toilets</td>
<td>Wash hands after using toilets</td>
<td>Wash hands after using toilets</td>
</tr>
<tr>
<td>Be polite</td>
<td>Be respectful</td>
<td>Be respectful</td>
<td>Be respectful</td>
<td>Be respectful</td>
<td>Be respectful</td>
<td>Be respectful</td>
</tr>
<tr>
<td>Be kind</td>
<td>Be kind</td>
<td>Be kind</td>
<td>Be kind</td>
<td>Be kind</td>
<td>Be kind</td>
<td>Be kind</td>
</tr>
</tbody>
</table>

### Kirkville Early Childhood Center

**Be safe**

**Be kind**

**Be a friend**
TLCC Lesson Plan

**Expectation:** Kind

**Setting:** All School Settings

**Skill:** Use Kind Words

### Matrix Expectations

<table>
<thead>
<tr>
<th>Be Kind Matrix</th>
<th>Rule and Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use words that won’t hurt others’ feelings</td>
<td></td>
</tr>
<tr>
<td>• Tone, volume, and attitude while we speak are part of using kind words</td>
<td></td>
</tr>
<tr>
<td>• Use our manners and say Please and Thank You</td>
<td></td>
</tr>
</tbody>
</table>

### Context

Identify the locations where performance of rule is expected.

**All School Settings**

**Tell Introduce the rule and why it is important**

• Teacher gives students some examples of using kind words.

1. Jill is carrying books back to the bookshelf. She has too many to carry by herself. She asks Sally, “Could you please help me carry these books to the shelf?” Sally says, “Sure!” Jill says, “Thank You!”

2. Annie is walking to her cubby. She accidentally bumps Tim. Annie says, “Oops I’m sorry.” Tim says, “that’s ok.”

• Discuss how we ask to play with something or when we want something.

We should use our kind words of please and thank you

• Discuss why kind words are important. Discuss how it makes you feel when someone has used kind words with you and how it makes you feel when someone uses hurtful words with you.

### Show

Teacher demonstrates or models the rule.

**Teacher models non-examples**

• The teacher asks 2 students to model a situation in the classroom where they are playing a game, while one student is getting angry, these two students are kind to each other but one student role-plays a hurtful way of saying it. Have the other student use kind words and explain why it is a good thing to do.

• Teacher models the non-example: Teacher role plays being a child playing a game with Sam. Sam accidentally hits the board and the pieces move. The teacher then responds with a non-example of kind words and says “Look what you did! Why did you do that?”

• Teacher then asks class do you see the differences. What are they? How did they feel?

### Practice

Give students opportunities to role play the rule across all relevant settings.

<table>
<thead>
<tr>
<th>Practice</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Generate a list of kind words.</td>
<td></td>
</tr>
<tr>
<td>• Have children sit in a circle and the teacher will direct one child to ask for the ball using kind words: “Jack, please pass the ball to me.” Then Tom will say “Thank you!” when the ball is passed to him. Continue to play the game until every child has a turn.</td>
<td></td>
</tr>
</tbody>
</table>

### Precorrect/Remind

Anticipate and give students a reminder to perform behavior

“Before we go out to recess let’s discuss what it means to use kind words. Be kind when you are asking to play with a toy by saying please and thank you. Remember how it feels when someone uses kind words with you and what it feels like when someone uses hurtful words with you.”

### Supervise

Move, scan, interact with students

Move, scan and interact with students in various settings (playground, gym, classroom) to give them feedback about how they are doing using kind words with others. Correct as needed.

### Feedback

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>• You used kind words when saying please, but that was in response to your need.</td>
<td></td>
</tr>
<tr>
<td>• You thanked someone for using kind words and saying that’s ok when Tammy accidentally bumped into you. That was nice round!</td>
<td></td>
</tr>
</tbody>
</table>

### Corrective

Give students personal positive feedback when
correcting negative behavior

<table>
<thead>
<tr>
<th>Corrective</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Can’t you ask if you could help her and you said no funny, was that using kind words? What is a kind way of asking her?</td>
<td></td>
</tr>
</tbody>
</table>

### Reteach

Practice throughout the day

<table>
<thead>
<tr>
<th>Reteach</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have students share a time when they used kind words with others.</td>
<td></td>
</tr>
</tbody>
</table>

### Social Stories

Everyone can go to circle and sit on their seat.

I can sit nicely and look at the teacher.

I can also listen with my ears and try to do what the teacher says.
Positive Specific Feedback

Group Contingency for Appropriate Behavior (Beehive)
Data-Based Decision Making

- Self-assessment
- Review of behavioral challenges
- Fidelity of implementation

Pre-school SAS

### Positive Behavior Form

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referring Staff</td>
<td>Location</td>
<td></td>
</tr>
</tbody>
</table>

**Expectation Followed:**
- Be Safe
- Be Responsible
- Be Respectful

**What was the specific behavior?**

**Child Received**
- Acknowledgement (example: “You’re being safe, you’re using your walking feet.”)
- Be in Balance
- Celebration in classroom (e.g., tickle, throw a paper airplane)
- Simple tricks to announce to class that child has demonstrated the rule
- Praise mid-name
- Visit to office

**Teacher Signature**

**Administrator Signature**

Send one copy home to the family and keep one copy in the center file.
### Pre-school SAS

<table>
<thead>
<tr>
<th>Level of Implementation</th>
<th>Pre-school SAS</th>
<th>Available Program Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Place</td>
<td>Partially In Place</td>
<td>Not in Place</td>
</tr>
<tr>
<td></td>
<td>In Place</td>
<td>Partially In Place</td>
</tr>
<tr>
<td>11. Effective teaching practices are being used in the classroom (e.g., high levels of student engagement, student see high levels of accuracy with skills).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Effective pre-academic curricula are being used in the classroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Developmental needs of individual students are accommodated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Strategies are in place to identify students who do not respond to common behavior management strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. A range of small group strategies are available to meet the needs of students with chronic problem behavior (e.g., social skills, self-management).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Someone with expertise to conduct functional behavioral assessments &amp; design individualized support plans is available within or to the district (approx. 10 hours per week per student).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Significant family and/or community members are involved in Individual student behavior plans when appropriate &amp; possible.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### EC Behavioral Report

<table>
<thead>
<tr>
<th>Child's Name</th>
<th>Classroom/Teacher</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent's report:</td>
<td>Classroom Teacher</td>
<td>7/19/17</td>
</tr>
</tbody>
</table>

**Behavioral Report**

- **Problem Behavior(s):**
  - LOGIC: ____________
  - FUNCTION: ____________
  - LOCATION: ____________
  - OTHER INVOLVED: ____________

**Initial Treatment for Behavior**:

<table>
<thead>
<tr>
<th>Treatment</th>
<th>Response to Behavior</th>
<th>Initial/Short Term</th>
<th>Long Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________</td>
<td>____________</td>
<td>____________</td>
<td>____________</td>
</tr>
</tbody>
</table>

**Other Information**

- ____________
- ____________

**Comments**

- ____________
- ____________
- ____________

*This report will not be used for collection of statistical information only.*

*If a student's behavior is given off the behavior in the classroom, the report and the event happen, Parent contacted: [ ] In person [ ] By phone Date Incident Report provided: ____________

- Parent's report: ____________
**TLCC Office Behavioral Report**

<table>
<thead>
<tr>
<th>Behavioral Category</th>
<th>Incident</th>
<th>Location</th>
<th>Others Involved</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Externalizing</td>
<td></td>
<td></td>
<td>Peer(s)</td>
<td></td>
</tr>
<tr>
<td>Physical Aggression</td>
<td></td>
<td></td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Inappropriate Language</td>
<td></td>
<td></td>
<td>Aide</td>
<td></td>
</tr>
<tr>
<td>Property Destruction</td>
<td></td>
<td></td>
<td>Specialist</td>
<td></td>
</tr>
<tr>
<td>Internalizing</td>
<td></td>
<td></td>
<td>Substitute</td>
<td></td>
</tr>
<tr>
<td>Crying, whining through activity</td>
<td></td>
<td></td>
<td>Administration</td>
<td></td>
</tr>
<tr>
<td>Isolated play after prompt to join others</td>
<td></td>
<td></td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Non-compliance</td>
<td></td>
<td></td>
<td>Peer(s)</td>
<td></td>
</tr>
<tr>
<td>Refusal</td>
<td></td>
<td></td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Disruption of learning</td>
<td></td>
<td></td>
<td>Aide</td>
<td></td>
</tr>
<tr>
<td>Self-abuse/stimulation</td>
<td></td>
<td></td>
<td>Specialist</td>
<td></td>
</tr>
<tr>
<td>Other: Structured classroom activity</td>
<td></td>
<td></td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INITIAL TRIGGER FOR BEHAVIOR**

- Adult request/redirection
- Unstructured play
- Peer provoked
- Difficult task
- Adult not in close proximity
- No peer attention
- Other: ____________________________________________________________

**CONSEQUENCE FOR BEHAVIOR**

- Prompt/redirection
- Reteaching of rule/routine
- Practice skill
- Behavior choice given
- Communication method provided

**Level One**

- Removal from activity
- Conference with student
- Loss of privilege

**Level Two**

- Moved to safe spot
- Think sheet/student conference
- Parent conference
- Behavior contract
- Other: ____________________________________________________________

**Level Three**

- Other: ____________________________________________________________

**Pre-SET (Horner, Benedict, & Todd, 2005)**

- Adaptation of an assessment tool called the School-wide Evaluation Tool (SET) used in K-12 educational settings to measure critical features of school-wide PBS.
- The Pre-SET assesses classroom and program-wide variables across 9 categories:
  - A. Expectations Defined
  - B. Behavioral Expectations Taught
  - C. Appropriate Behavior Acknowledged
  - D. Organized and Predictable Environment
  - E. Additional Supports
  - F. Family Involvement
  - G. Monitoring & Decision-Making
  - H. Management
  - I. Program & District-Wide Support

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**Pre-SET Administration**

- Information necessary for completion of the Pre-SET is gathered from multiple sources including review of permanent products, observations, and staff and child interviews.
- A Pre-SET should be conducted for each classroom within an early childhood program if the implementation status or practices (e.g., classroom rules) are different for each classroom.
- The Pre-SET may be conducted at the program level if all classrooms within the early childhood program are at the same implementation status and use the same practices (e.g., have same classroom rules).
Classroom Supports

Classroom Universal Essential Practices

1. Classroom expectations & rules defined and taught (all use school-wide, create classroom examples)
2. Procedures & routines defined and taught
3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
5. Students are actively supervised (pre-corrects and positive feedback)
6. Students are given multiple opportunities to respond (OTR) to promote high rates of academic engagement
7. Activity sequence promotes optimal instruction time and student engaged time
8. Instruction is differentiated based on student need

Classroom Procedures and Routines

- Visual schedules
- Reduce lengthy transitions
- High engagement
- Use of precorrects
- Teach, teach and then teach some more
Screening

Early Screening Project
(Walker, Severson, & Feil)

Proactive multiple-gated screening:

Stage One: Teacher ranking of externalizing & internalizing behaviors

Stage Two: Teacher ratings of the 5 highest ranked children

Stage Three: Direct observations & parent questionnaires of children exceeding Stage Two criteria

Teacher Ranking
Teacher Ratings
Observations

Small Group social skills
Self-management
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”.