The Pyramid Model: Implementation Glows & Grows from Georgia’s Childcare Centers

Michelle Sandrock
Metropolitan Regional Educational Service Agency, michelle.sandrock@mresa.org

Cassa Andrews
Georgia Department of Early Care and Learning, cassa.andrews@decal.ga.gov

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The Pyramid Model: Implementation Glows and Grows from Georgia’s Childcare Centers

Georgia Association of Positive Behavior Supports Conference
December 1, 2016

Bright from the Start: Georgia Department of Early Care and Learning (DECAL)
Metropolitan Regional Educational Service Agency (MRESA)
The State’s Investment in The Pyramid Model
Framing the Issue

• Critical social emotional skills are developed during the birth to third grade period.

• **10-30% of preschoolers** are not behaviorally and emotionally ready to be successful in school.

• Early problem behavior is predictive of future challenges.

• Early educators feel unprepared to address challenging behavior.

• Increased suspension and expulsion
  • 15,079 Georgia children aged 5 – 8 received out of school suspensions in 2014.
  • Preschool children are 3 times more likely to be expelled than K-12 students.

• Children who aren’t in school can’t benefit from positive early learning experiences.
Framing the Issue

Of young children who have high levels of externalizing behavior challenges at 2; 63% continued at age 5.
Federal Focus on Social Emotional Development

• US ED and HHS joint policy statement on preschool expulsion

• Child Care Development Block Grant (CCDBG) reauthorization:
  • States should have policies regarding social emotional behavioral health of young children.
  • State professional development system should include training and technical assistance to providers in:
    • Promoting social emotional development.
    • Implementing evidence-based frameworks such as the Pyramid Model of Positive Behavior Interventions and Supports (PBIS).
Georgia’s Response – Department of Education

- Georgia Department of Education began implementation of the PBIS framework in 2008 in response to high suspension and expulsion rates and disproportionality. Since that time:
  - more than 650 school and program teams have been trained
  - more than 20% of school systems are implementing PBIS

- School Climate Star Ratings began in the 2014-2015 school year.
Georgia’s Response - DECAL

- Intentional global and targeted initiative:
  - Reallocate resources and staff
  - Identify a research-based framework
  - Plan and implement a sequence of professional development for early childhood professionals
  - Review and alignment of other agency initiatives
  - Implementation of Pyramid Model in demonstration sites
Georgia PBIS Demonstration Sites

• Collaborative effort: DECAL, DOE, and Metro RESA in partnership with Get Georgia Reading

• Extensive training provided through a grant to Get Georgia Reading from the Woodward Foundation Atlanta

• **Cohort One**: 13 sites across the state for the 2015-2016 school year (7 childcare centers and 6 elementary schools)

• **Cohort Two**: 10 new sites across the state for the 2016-2017 school year
5 Mind Shifts Required to Create Positive Early Learning Climates
To Recap, We Must...

1. Goal is to Change Adult Behavior by exhibiting positive adult-child interactions

2. Good Behavior Must Be Taught just as any other skill is taught and practiced

3. Understand A Child’s Behavior May Be a Reflection of Something Deeper and reframe your perception of their actions
To Recap, We Must...

4 Teach By Modeling Behavior
and then practice, practice, practice

5 Track Behavior to Guide Decision-Making
look for patterns and ways to adjust adult behavior accordingly
The Pyramid Model
Universal: All Children

Secondary: Some Children

Tertiary: Few Children
Nurturing and Responsive Relationships

- Foundation of the pyramid
- Essential to healthy social development
- Includes relationships with children, families and team members

Some Strategies...
- Making Deposits
- Reframing Our Thoughts
- Positive Feedback and Encouragement
- Family Interactions
High Quality Supportive Environments

- Inclusive early care and education environments
- Universal design for learning
- Making accommodations, providing support

Some Strategies...

- Physical Design
- Environmental Cues
- Schedules and Routines
- Transitions
- Rules and Expectations
Targeted Social Emotional Supports

- Emotional Literacy
- Self Regulation
- Problem Solving
- Friendship skills

Some Strategies...

- Explicit instruction
- Increased opportunities for instruction, practice, feedback
- Support for peer interactions
Intensive Intervention

- Family Centered, Comprehensive interventions
- Assessment-based
- Skill-building

Some Strategies...
- Data Collection
- Form and Function
- Setting Events
- Referrals
The Pyramid Model
Critical Elements
Pyramid Model Critical Elements

1. Leadership Team
2. Staff Buy-In
3. Family Involvement
4. Program Wide Expectations
5. Strategies for Teaching and Acknowledging Expectations
6. Classrooms Demonstrate the Adoption of the “Teaching Pyramid”
7. Procedures for Responding to Challenging Behavior
8. Staff Support
9. Monitoring Implementation and Outcomes
Establish Site Leadership Team

Meets Regularly

- PreK Teacher
- Director
- PBIS Internal Coach
- PBIS Behavior Specialist
- 3-year-old Class Teacher
- Additional Staff Member(s)

ACTION PLAN

WHO
WHAT
WHEN
NOW
Staff Buy-In

• Commitment before beginning
• Feedback sought and incorporated through the process
• Leadership Team provided regular data and updates
Sheltering Arms
Welcome All Center
First ~ Staff Meetings/Buy-in
• Getting the majority of the team on board *(Survey)*
• Understanding and accepting the purpose and work
• Desiring the expected outcome from full implementation
• Determining the leadership team *(Democratic Process)*
• Setting specific meeting dates
• Agreeing on expectations *(Trial & Error)*
• Aligning expectations with rules
• Determining strategies for teaching & acknowledgements

Major Accomplishment
Our mission is to empower children to be ambassadors of their own behaviors through our positive guidance support system.

Our PBIS Mission
<table>
<thead>
<tr>
<th>Center Expectations</th>
<th>Hallway Rules</th>
<th>Bathroom Rules</th>
<th>Playground Rules</th>
<th>Bus Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful.</td>
<td>Give others space.</td>
<td>One person at a time.</td>
<td>Walk up the steps.</td>
<td>Walk up/down steps.</td>
</tr>
<tr>
<td>Be Responsible.</td>
<td>Use quiet voices</td>
<td>Close the door.</td>
<td>Slide down feet first.</td>
<td>Sit and buckle up.</td>
</tr>
<tr>
<td>Be Responsive.</td>
<td>Greet each other.</td>
<td>Flush after use.</td>
<td>Run in the grass.</td>
<td>Use an inside voice.</td>
</tr>
<tr>
<td>Be Resourceful.</td>
<td>Use walking feet.</td>
<td>Turn the lights on/off.</td>
<td>Keep trikes on trail.</td>
<td>Remain in seat.</td>
</tr>
</tbody>
</table>

**Second ~ Expectations & Rules**
Welcome All Center
School

Center Expectations:

4 R's
Respectful
Responsible
Responsive
Resourceful

Our Mission:
To empower children to be ambassadors of their own behaviors through our positive guidance support system.
Classroom Rules

Please use your walking feet.

We keep our hands and feet to ourselves.

Please use an inside voice.

We Share

Use your inside voices.

Use your walking feet.

Use your listening ears.

Keep your hands to yourself.
Our PBIS Song ~
This is How We Do It!
Daily Recognitions

Expectation Hand Signals

Respectful= Hi 5
Responsible= Thumbs up
Responsive= Heart sign
Resourceful= Ok sign
### Teaching of Expectations

**School**

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovery: scale, tree parts</td>
<td>Art: materials to make a collage</td>
<td>Art: illustrations of new Henny Penny characters</td>
<td>Dramatic Play props to act out Henny Penny</td>
</tr>
<tr>
<td>Discussion and Shared Writing: Food Grown on Trees</td>
<td>Rhyme: “High in the Tree”</td>
<td>Discussion and Shared Writing: Visitor Who Grows Food on Trees</td>
<td>GELDS: CLL6 Objective 15</td>
</tr>
<tr>
<td>PBIS: Respectful “Discuss giving others space”</td>
<td>Song: “Strolling Through the Park”</td>
<td>Discussion and Shared Writing: Henny Penny</td>
<td>Poem: “I Had a Little Nut Tree”</td>
</tr>
<tr>
<td>Who Lives in Trees?</td>
<td>Rhyme: “High in the Tree”</td>
<td>PBIS: Respectful “Discuss what it means to be respectful to our friends on the playground”</td>
<td>GELDS: CLL6 Objective 15</td>
</tr>
<tr>
<td>GELDS: CLL5</td>
<td>GELDS: CLL5</td>
<td>GELDS: CLL5</td>
<td>Discussion and Shared Writing: Dramatic retelling of Henny Penny</td>
</tr>
<tr>
<td>Henny Penny</td>
<td>Trees Count</td>
<td>Trees Count</td>
<td>PBIS: Respectful “Discuss respecting the rules of the bus”</td>
</tr>
<tr>
<td>GELDS: CLL5</td>
<td>GELDS: CLL5</td>
<td>GELDS: CLL5</td>
<td>Pineapple Upside Down Cake Activity</td>
</tr>
<tr>
<td>GELDS: CLI5</td>
<td>GELDS: CLI5</td>
<td>GELDS: CLI5</td>
<td>Chicka Chicka Boom Boom</td>
</tr>
</tbody>
</table>

**Home**

- PBIS:
  - Respectful
  - Responsible
  - Resourceful
  - Support

*Note: The image contains a whiteboard with various expectations and behaviors displayed.*
Third ~ Family Engagement
• PBIS Roll-Out Meeting (*Brochure*)
• PLO Meetings (*Expectations Reminders to Post at home*)
• Classroom Activities (*PBIS Backpacks*)
• Holiday Events (*Character Education Book Giveaways*)
• Bulletin Board (*Students, Parents & Teachers Shout-Outs*)
Maintaining excitement of the teachers who are making the difference!!!
Eric Revell
Director
Sheltering Arms Early Education and Family Centers
Welcome All Center
404-209-1897
ervell@shelteringarmsforkids.com

Tabitha Abney
Curriculum Specialist
Sheltering Arms Early Education and Family Centers
Welcome All Center
404-209-1897
tabney@shelteringarmsforkids.com

Thank You!
Strategies for Teaching and Acknowledging Program-wide Expectations
All Classrooms Demonstrate the Adoption of the “Teaching Pyramid”
Procedures for Responding to Challenging Behavior & Staff Support

Jacye Johnson
PBIS Behavior Specialist
Procedures for Responding to Challenging Behavior

• Behavior Flow Chart
• Behavior Incident Report (BIP) Form
• Teacher Strategies and Responses
• PBIS Leadership Team
### Step 1
- Child exhibits challenging behavior
- Teacher implements Pyramid Practices Strategies
- Teacher completes the Behavior Incident Report (BIR) Form at first insistence for severe behaviors only: self-injury, harm to another child or running away and informs parent and center director of the behavior
- When other challenging behaviors become chronic over a period of time and/or no longer developmentally appropriate teacher also completes first BIR Form

### Step 2
- After first BIR Form is completed, teacher observes child for two consecutive weeks, document challenging behaviors on the BIR Form (each incident) and communicates with child’s parent daily
  - Informs Center Director and Behavior Specialist of the child’s challenging behavior(s) and the strategies being implemented

### Step 3/Procedure 1
- Behavior Specialist observes child to gain baseline data around challenging behavior concerns
- Team Meeting (goal setting, data collection, Functional Behavioral Assessment, Development of Behavior Support plan)

### Step 3/Procedure 2
- Behavior Specialist and Lead Teacher completes a Functional Behavior Assessment (FBA)
- Teacher completes Behavior Rating Scale (BRS)
- Interviews parent and teacher

### Step 4/Procedure 1
- Behavior Specialist determines Hypothesis for Behavior Support Plan

### Step 4/Procedure 2
- Team Meeting (Behavior Specialist, Teacher, Parent and Center Director)
- Team will review Hypothesis/Behavior Support Plan and recommend behavior interventions

### Step 5
- Implementation begins
- Monitor Behavior Support Plan

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**Teacher Strategies/Responses**
- Verbal Reminder
- Curriculum Modification
- Move within Group
- Remove from Area
- Provide Physical Comfort
- Time with a Teacher
- Re-teach/Practice Expected Behavior
- Time in Different Classroom
- Time with Support Staff
- Redirect to Different Toy/Activity
- Family Contact
- Loss of item/Privilege
- Time Out

**Challenging Behaviors**
- Physical Aggression
- Self-Injury
- Stereotypic Behavior
- Disruption/Tantrums
- Inconsolable Crying
- Inappropriate Language
- Verbal Aggression
- Non-Compliance
- Social Withdraw/Isolation
- Running Away
- Property Damage
- Unsafe Behaviors
- Trouble Falling Asleep
# Behavior Incident Report

**Classroom ID:**

**Child ID:**

**Date:**

**Time:**

## Behavior Description:

**Location (check one):**
- Bus/Transportation
- Hall
- Classroom
- Lunchroom/Snackroom
- Playground/Gym

## Problem Behavior (Check most intrusive):
- Physical aggression
- Disruption/Tampering
- Inconsolable crying
- Verbal aggression
- Inappropriate language
- Non-compliance
- Social withdrawal/isolation
- Running away
- Breaking/Destroying objects or items
- Unsafe behaviors
- Repetitive behaviors
- Hurting self
- Trouble falling asleep
- Other:

## Activity (check one):
- Arrival
- Circle/Large group activity
- Small group or activity
- Centers/indoor play
- Transition
- Meals
- Outdoor play
- Special activity
- Field trips
- Self-care/Bathroom
- Clean-up
- Departure
- Therapy
- Quiet time/Nap
- Transportation
- Individual activity
- Other:

## Others Involved (check one):
- Teacher
- Assistant Teacher
- Peers
- Therapist
- Family Member
- Support/Administrative staff
- Substitute
- Classroom volunteer
- Transportation driver
- Kitchen staff
- Non-
- Other:

## Possible Motivation (check one):
- Obtain desired item
- Obtain desired activity
- Gain peer attention
- Avoid peers
- Gain adult attention/comfort
- Avoid adults
- Avoid task
- Avoid sensory
- Don’t know
- Other:

## Response (check one or the most intrusive):
- Verbal reminder
- Redirect to different activity/toy
- Move within group
- Remove from activity
- Remove from area
- Remove item
- Provide physical comfort
- Curricular modification
- Re-teach/Practice expected behavior
- Loss of activity
- Time with a teacher
- Time in a different classroom or adult outside of classroom
- Teacher contact family
- Time out
- Physical guidance
- Physical hold/Restraint
- Other:

## Administrative Follow-Up (check one or the most intrusive):
- Not applicable
- Talk with child
- Contact family
- Family meeting
- Arrange/behavior consultation/team
- Targeted group intervention
- Temporary removal from classroom
- Send home for remainder of day
- Send home for 1 or more days
- Conditional enrollment
- Transfer to another program
- Reduce hours in program
- Dismissal from program
- Other:

## Comments:

If this is the first BIR for the child, please select the following demographic information:

- Male
- Female
- Hispanic/Latino
- Black or African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Two or more races
- White

**BIR_VI_GA 9/15/16**
## Teacher Strategies and Responses

<table>
<thead>
<tr>
<th>Strategy/Response</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Re-Teach/Practice</strong></td>
<td>Instruct student on expected behavior, model the expected behavior, have student practice expected behavior and acknowledge the expected behavior.</td>
<td>Remind students of expectations or rules prior to activity or transition, have students repeat their expectations or rules regularly, have students exhibit challenging behavior; ignore the expectations and model expected behavior, acknowledge other students for exhibiting appropriate behavior.</td>
</tr>
<tr>
<td><strong>Re-direct</strong></td>
<td>Re-directing student's attention to another task or topic with little to no attention paid to the challenging behavior occurring. Give minimal acknowledgment to the issue at hand while focusing on something more appropriate to the moment.</td>
<td>Let a student who disobeys a request have a morning helper job or start their day with something they enjoy doing as a reinforcement. If a student is running up the slide at recess, point out the swings and slide “Look there is an empty slide for you.”</td>
</tr>
<tr>
<td><strong>Change of Seat</strong></td>
<td>Move student to another work area where they can still be actively engaged such as preferred work desk/table, the floor, teacher’s desk, or a special table.</td>
<td>Provide seating that provides for individual space and needs. Teach students to recognize when they need a quiet work area and how to ask for one. Give student exhibiting challenging behavior a choice of a “better” work space, allow student to sit in a special area to complete a task.</td>
</tr>
<tr>
<td><strong>Verbal Reminder</strong></td>
<td>Initial intervention when challenging behavior first occurs. Give student signal to engage in an alternate appropriate behavior in a brief and concise manner without showing emotion or judgment. Only use once for each occurrence.</td>
<td>Remind student of appropriate behavior at the first sign of challenging behavior occurring.</td>
</tr>
<tr>
<td><strong>Provide Physical Comfort</strong></td>
<td>Provide appropriate soothing to a student in the form of a hug, rocking, pat on the back, etc.</td>
<td>If student is crying, provide comfort by sitting with them and rocking/putting their back to calm them down and then engage them back into an activity.</td>
</tr>
<tr>
<td><strong>Time with Teacher or Support Staff</strong></td>
<td>Student spends one to one time with his/her teacher or an administrator, counselor, behavior specialist, etc.</td>
<td>Have student spend quality one on one time with teacher or support staff discussing challenging behavior and also building a nurturing and responsive relationship.</td>
</tr>
<tr>
<td><strong>Time in Different Classroom</strong></td>
<td>Student is removed from primary classroom for a limited period of time (no more than 15 minutes) to spend some time in a neighboring classroom with a different adult supervising.</td>
<td>When a student is exhibiting challenging behavior have an agreement with a neighboring teacher that the student can come join their class for between 5 to 15 minutes. Student will be expected to participate in the activity/lesson taking place in the class in which they are seated.</td>
</tr>
<tr>
<td><strong>Physical Guidance</strong></td>
<td>Teachers provides minimal physical assistance to help a student perform a task or to move a child to another location while the student is not actively resisting. This may include using a physical major or tap, guiding the student with your hand, or physically (hand over hand) helping the person start doing the task. Only use after other less intrusive interventions have been tried and only as necessary.</td>
<td>If a child doesn’t line up at the conclusion of recess because they don’t want to leave the playground, a teacher may gently guide the student to the line with their hand. This would only occur after teacher would have spoken with the student and tried other strategies to get the student to line up on their own.</td>
</tr>
<tr>
<td><strong>Peer Mediation</strong></td>
<td>Have another student aide/mentor facilitate a student who is in need of additional support around challenging behavior.</td>
<td>If a student displays particular challenging behavior during a certain activity or time of day, pair the student with another student to serve as their buddy during the activity that will model and promote appropriate behavior.</td>
</tr>
<tr>
<td><strong>Behavioral Intervention</strong></td>
<td>Scaffolding student to the appropriate behavior through a series of back-to-back requests. Teacher will increase the probability of compliant behavior by asking a student to do two or three things they typically want to do and then following these requests with a request for a behavior the student typically does not want to do.</td>
<td>A student is reluctant to pick up after himself in the classroom. In order to increase the likelihood he will comply and pick up the desired objects, the teacher asks him a series of questions: “John, tell me your name. John, give me a high five. John, point to a friend. John put your book back on the shelf.” If John puts the puzzle away, he is acknowledged.</td>
</tr>
<tr>
<td><strong>Modeling</strong></td>
<td>Teacher models expected behaviors for the student.</td>
<td>Teacher models role play expected behavior prior to a transition</td>
</tr>
</tbody>
</table>
PBIS Leadership Team Planning

• Review and analyze BIR data

• Use the data to problem solve and make decisions

• Identify students with persistent challenging behaviors that need Tier 2 or Tier 3 support
  ✓ Functional (Behavioral) Assessment
  ✓ Development of Behavior Support Plan
  ✓ Implementation and Evaluation of BSP/BIP

• Determine strategies for students with persistent challenging behaviors and next steps
Staff Support

Professional Development Trainings

Observations and Feedback

Action Planning and On-going Coaching
Why Is This Work So Important?

“A solid base of emotional security and social competence enables children to participate fully in learning experiences and form good relationships with teachers and peers”

(National Educational Goals Panel, 1999, p.3)
Suggested Resources

- Center on the Social and Emotional Foundations for Early Learning
  - csefel.vanderbilt.edu/

- Devereux Center for Resilient Children
  - http://www.centerforresilientchildren.org/

- “Prevent-Teach-Reinforce for Young Children,”
  *The Early Childhood Model of Individualized Positive Behavior Supports* (Glen Dunlap, Kelly Wilson, Phillip Strain, and Janice K. Lee)
Thank you!!

Jacye A. Johnson, LCSW
Behavioral Health Director
Whitefoord, Inc.
(404) 373-2282
jjohnson@whitefoord.org
Monitoring Implementation and Outcomes
To Summarize, Each Childcare Center

- **Tracks challenging behavior** happening throughout their programs, centers, and classrooms
- **Makes data-based decisions** on how to adjust environments, routines, schedules and transitions
- **Equips educators** with necessary strategies on how to address various reoccurring behaviors in students
- **Provides additional supports** for challenging behaviors
- **Meets monthly** to analyze data and make educated decisions on the best course of action to support students
Lessons Learned from Year One of PBIS Implementation
### Glows
- Adding specific time on class schedule for social & emotional education teaching
- Developing an immediate non-tangible reward system
- Posting reminders of expectations for all to see

### Grows
- More teacher support and follow-up
- In-house PD & training for new teachers
- Revision of acknowledgement plan
- Purchase individual materials for each class

**Sheltering Arms: Welcome All Center Year One PBIS Implementation**
Whitefoord Year One PBIS Implementation

Glows
(What worked)

• PBIS and Pyramid Practices Professional Development
• BIR Data Collection and Entry
• Using BIR Data to Problem Solve
• Supporting Students with Challenging Behaviors

Grows
(Lessons Learned)

• Teacher and Leadership Turnover
• Coaching Teachers
• Time Management
• Consistent PBIS Team Members and Teacher Support
• Staff By-in
• Staff Acknowledgement
Lessons Learned

• Creating Positive Learning Environments is an **investment** and at minimum a **multi-year process**.

• Teams must **protect** PBIS time (to meet, to teach) and **stick with it** to see progress.

• PBIS is more about **changing adult behavior** and perceptions then the children's and it is HARDER to change adult behavior.

• Using **data to problem solve** is vitally important to providing both children and their teachers **needed support**.
Questions?

Cassa Andrews, PBIS Program Manager, DECAL  
Cassa.Andrews@decal.ga.gov - (770) 344-5032

Michelle Sandrock, Early Learning Climate Manager, MRESA  
Michelle.Sandrock@mresa.org - (678) 463-0180
# Early Childhood Program-Wide PBIS Benchmarks of Quality

<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Early Childhood PBIS Benchmarks of Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Establish Leadership Team</strong></td>
<td>Check One</td>
</tr>
<tr>
<td>1. Team has broad representation that includes at least a teacher, administrator and a member with expertise in behavior support. Other team members might include parent, teaching assistant, related service specialists and other program personnel.</td>
<td></td>
</tr>
<tr>
<td>2. Team has administrative support. Administrator attends meetings and trainings, is active in problem-solving to ensure the success of the initiative, and is visibly supportive of the adoption of the model.</td>
<td></td>
</tr>
<tr>
<td>3. Team has regular meetings. Team meetings are scheduled at least 1x per month for a minimum of 1 hour. Team member attendance is consistent.</td>
<td></td>
</tr>
<tr>
<td>4. Team has established a clear mission/purpose. The team purpose or mission statement is written. Team members are able to clearly communicate the purpose of the leadership team.</td>
<td></td>
</tr>
<tr>
<td>5. Team develops an implementation plan that includes all critical elements. A written implementation plan guides the work of the team. The team reviews the plan and updates their progress at each meeting. Action steps are identified to ensure achievement of the goals.</td>
<td></td>
</tr>
<tr>
<td>6. Team reviews and revises the plan at least annually.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Buy-In</strong></td>
<td></td>
</tr>
<tr>
<td>7. Staff are aware of and supportive of the need for a program wide system for addressing children’s social emotional development and challenging behavior. A staff poll establishes buy-in before the initiative is launched.</td>
<td></td>
</tr>
<tr>
<td>8. Staff input and feedback is obtained throughout the process - coffee break with the director, focus group, suggestion box. Leadership team provides update on the process and data on the outcomes to program staff on a regular basis.</td>
<td></td>
</tr>
<tr>
<td><strong>Family Involvement</strong></td>
<td></td>
</tr>
<tr>
<td>9. Family input is solicited as part of the planning process. Families are informed of the initiative and asked to provide feedback on program-wide adoption and mechanisms for promoting family involvement in the initiative.</td>
<td></td>
</tr>
<tr>
<td>10. There are multiple mechanisms for sharing the program wide plan with families including narrative documents, conferences, and parent meetings to ensure that all families are informed of the initiative.</td>
<td></td>
</tr>
<tr>
<td><strong>Check One</strong></td>
<td><strong>Not in Place</strong></td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Family Involvement</strong></td>
<td></td>
</tr>
<tr>
<td>11. Family involvement in the initiative is supported through a variety of mechanisms including home teaching suggestions, information on supporting social development, and the outcomes of the initiative. Information is shared through a variety of formats and is translated for non-English speaking families. (e.g., meetings, home visit discussions, newsletters, open house, websites, family friendly handouts, workshops, rollout events).</td>
<td></td>
</tr>
<tr>
<td>12. Families are involved in planning for individual children in a meaningful and proactive way. Families are encouraged to team with program staff in the development of individualized plans of support for children including the development of strategies that may be used in the home and community.</td>
<td></td>
</tr>
<tr>
<td><strong>Program-Wide Expectations</strong></td>
<td></td>
</tr>
<tr>
<td>13. (2-5) positively stated program wide expectations are developed.</td>
<td></td>
</tr>
<tr>
<td>14. Expectations are written in a way that applies to both children and staff. When expectations are discussed, the application of expectations to program staff and children is acknowledged.</td>
<td></td>
</tr>
<tr>
<td>15. Expectations are developmentally appropriate and linked to concrete rules for behavior within activities and settings.</td>
<td></td>
</tr>
<tr>
<td>16. All program staff are involved in the development of the expectations.</td>
<td></td>
</tr>
<tr>
<td>17. Expectations are shared with families, and staff assist families in the translation of the expectations to rules in the home.</td>
<td></td>
</tr>
<tr>
<td>18. Expectations are posted in classrooms and in common areas in ways that are meaningful to children, staff and families.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategies for Teaching and Acknowledging the Program-Wide Expectations</strong></td>
<td></td>
</tr>
<tr>
<td>19. Instruction on expectations is embedded within large group activities, small group activities, and individual interactions with children.</td>
<td></td>
</tr>
<tr>
<td>20. A variety of teaching strategies are used: teaching the concept, talking about examples and non-examples, scaffolding children's use of the expectations in the context of ongoing activities and routines. Instruction on expectations and rules occurs on a daily basis.</td>
<td></td>
</tr>
<tr>
<td>21. Strategies for acknowledging children’s use of the expectations are developmentally appropriate and used by all program staff including administrative and support staff (e.g., clerical, bus drivers, kitchen staff).</td>
<td></td>
</tr>
<tr>
<td><strong>All Classrooms Demonstrate the Adoption of the “Teaching Pyramid”</strong></td>
<td></td>
</tr>
<tr>
<td>22. Teachers and program staff have strategies to promote positive relationships with children, each other, and families in place and use those strategies on a daily basis.</td>
<td></td>
</tr>
<tr>
<td>23. Teachers and program staff have arranged environments, materials, and curriculum in a manner that promotes social-emotional development and guides appropriate behavior.</td>
<td></td>
</tr>
<tr>
<td>24. Teachers and program staff are proficient at teaching social and emotional skills within daily activities in a manner that is meaningful to children and promotes skill acquisition.</td>
<td></td>
</tr>
<tr>
<td>All Classrooms Demonstrate the Adoption of the “Teaching Pyramid”</td>
<td>Check One</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
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</tr>
<tr>
<td>25. Teachers and program staff respond to children’s problem behavior appropriately using evidence-based approaches that are positive and provide the child with guidance about the desired appropriate behavior.</td>
<td>Not in Place 0</td>
</tr>
<tr>
<td>26. Teachers and program staff provide targeted social emotional teaching to individual children or small groups of children who are at-risk for challenging behavior.</td>
<td></td>
</tr>
<tr>
<td>27. Teachers and program staff initiate the development of an individualized plan of behavior support for children with persistent challenging behavior.</td>
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<table>
<thead>
<tr>
<th>Procedures for Responding to Challenging Behavior</th>
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</thead>
<tbody>
<tr>
<td>28. Strategies for responding to problem behavior in the classroom are developed. Teachers use evidence-based approaches to respond to problem behavior in a manner that is developmentally appropriate and teaches the child the expected behavior.</td>
<td></td>
</tr>
<tr>
<td>29. A process for responding to crisis situations related to problem behavior is developed. Teachers can identify how to request assistance when needed. A plan for addressing the child’s individual behavior support needs is initiated following requests for crisis assistance.</td>
<td></td>
</tr>
<tr>
<td>30. A process for problem solving with other teachers around problem behavior is developed. Teachers can identify a process that may be used to gain support in developing ideas for addressing problem behavior within the classroom (e.g., peer-support, classroom mentor meeting, brainstorming session).</td>
<td></td>
</tr>
<tr>
<td>31. A team-based process for addressing individual children with persistent challenging behavior is developed. Teachers can identify the steps for initiating the team-based process including fostering the participation of the family in the process.</td>
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<tr>
<td>32. An individual or individuals with behavioral expertise are identified for coaching staff and families throughout the process of developing individualized intensive interventions for children in need of behavior support plans.</td>
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<tr>
<td>33. Strategies for partnering with families when there are problem behavior concerns are identified. Teachers have strategies for initiating parent contact and partnering with the family to develop strategies to promote appropriate behavior.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Staff Support</th>
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</thead>
<tbody>
<tr>
<td>34. A plan for providing ongoing support, training, and coaching in each classroom on the Pyramid Model practices is developed and implemented.</td>
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</tr>
<tr>
<td>35. A data-driven coaching model is used to assist classroom staff with implementing the Pyramid Model practices to fidelity.</td>
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<tr>
<td>36. Staff responsible for facilitating behavior support processes are identified and trained.</td>
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<tr>
<td>37. A needs assessment is conducted with staff to determine training needs on the adoption of the Pyramid Model.</td>
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<tr>
<td>38. Individualized professional development plans are developed with all staff.</td>
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<tr>
<td>39. Group and individualized training strategies are identified and implemented.</td>
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<tr>
<td>40. Plans for training new staff are identified and developed.</td>
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</tr>
<tr>
<td>41. Incentives and strategies for acknowledging staff are identified.</td>
<td></td>
</tr>
<tr>
<td>Monitoring Implementation and Outcomes</td>
<td>Check One</td>
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<tr>
<td>---------------------------------------</td>
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</tr>
<tr>
<td></td>
<td>Not in Place</td>
</tr>
<tr>
<td>42. Process for measuring implementation fidelity is developed.</td>
<td>0</td>
</tr>
<tr>
<td>43. Process for measuring outcomes is developed.</td>
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</tr>
<tr>
<td>44. Data are collected and summarized.</td>
<td>0</td>
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<tr>
<td>45. Data are shared with program staff and families.</td>
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<tr>
<td>46. Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement.</td>
<td>0</td>
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<tr>
<td>47. Implementation Plan is updated/revised as needed based on the ongoing data.</td>
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</tbody>
</table>
Goal is to Change Adult Behavior by exhibiting positive adult-child interactions

- Provide warm, responsive physical contact
- Use a pleasant, calm voice and simple language
- State the behavior you’d like to see, and encourage it
- Listen to the child and encourage them to listen to others
- Greet children by their name
- Acknowledge the child’s accomplishments and efforts
- Engage in one-on-one reciprocal interactions, at eye-level
- Follow the child’s lead and interests during play time

Good Behavior Must Be Taught just as any other skill is taught and practiced

- When a child doesn’t know how to walk, we teach them.
- When a child doesn’t know how to tie their shoes, we teach them.
- When a child doesn’t know how to read, we teach them.

It does not make sense to punish a child for not knowing how to behave if we have not taught them. » GOOD BEHAVIOR IS LEARNED «

Understand a Child’s Behavior May Be a Reflection of Something Deeper and reframe your perception of their actions

Instead of saying, “She’s so clingy.” reframe the child’s behavior as a response to her environment.

Rephrase: “She might be slow to warm up to new people, especially in a new setting.”

Challenging behavior usually has a message.

Children often use challenging behavior when they don’t have the social or communication skills they need to engage in more appropriate interactions.
4 Model and Teach Behavior
and then practice, practice, practice

Children must model a new skill 8 times before it becomes a habit.

Demonstrate the behavior skills you wish to see:

- Self Management
- Self Awareness
- Social Agility
- Empathizing
- Resilience
- Giving Compliments
- Being Helpful
- Sharing and Taking Turns
- Showing Affection
- Responsible Decision-Making
- Giving Suggestions

5 Track Behavior to Guide Decision-Making
look for patterns and ways to adjust adult behavior accordingly

By tracking behavior, teachers and parents can better identify and prepare and adapt to situations or environments that trigger challenging behavior. Note how many times the behavior occurs in a given period of time and record the answers to the following questions:

<table>
<thead>
<tr>
<th>What is the behavior?</th>
<th>What is the context?</th>
<th>What is the motivation?</th>
<th>What is your response?</th>
</tr>
</thead>
<tbody>
<tr>
<td>physical aggression</td>
<td>time of day</td>
<td>obtain item</td>
<td>verbal reminder</td>
</tr>
<tr>
<td>inconsolable crying</td>
<td>activity (meal time)</td>
<td>obtain attention</td>
<td>provide comfort</td>
</tr>
<tr>
<td>tantrums</td>
<td>transition (before nap)</td>
<td>avoid activity</td>
<td>physical guidance</td>
</tr>
<tr>
<td>defiance</td>
<td>around strangers</td>
<td>avoid sensory</td>
<td>offer choice</td>
</tr>
</tbody>
</table>

Start with the Heart represents an approach to implementing one of the critical pillars of the Get Georgia Reading Campaign: positive learning climate. To see how all four pillars help children on a path to reading proficiently by the end of third grade visit getgeorgiareading.org