Camp PAWS: A Positive Alternative to Suspensions in Early Elementary

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CAMP PAWS*
A POSITIVE ALTERNATIVE TO SUSPENSIONS IN EARLY ELEMENTARY
THURSDAY 12/1/16 12:00PM

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COWETA COUNTY SCHOOLS

*Winner of the 2015 Innovative Practice Award from the Georgia Association of School Psychologists
Suspensions in Kindergarten? REALLY?

- Schools are reporting increasingly extreme and problematic behaviors in elementary school.
- Academic expectations are increasing.

Is it that...
A) more children are coming to us without basic social, emotional, and behavioral skills?
B) our behavioral expectations are too high?
C) both?

Either way, schools say they are not equipped to handle this extreme behavior and 5 and 6 year olds are being suspended or sent to alternative school.
Why can’t we just suspend?

- Appropriate school behavior cannot be taught if the child isn’t in school.
- Usually, kids do what works for them...
  - Some children prefer to be sent home.
  - (Some parents beg us not to suspend!)
  - Safety concerns.

What about lack of school readiness skills? This may present as attention-seeking behavior, rejection by peers, internalizing difficulties (sadness, fears, worry), and oppositional behaviors.
Where did we begin?

- In a perfect world...
  - Teacher training on PBIS and SEL
  - Strong behavioral RTI/MTSS
  - A “reset” between the student and teacher if they are caught in a downward spiral
    - Support for the teacher
    - Support for the student

- In Coweta in 2014:
  - Rolling out PBIS
  - Shoring up Academic RTI/MTSS, advocating for Behavioral RTI/MTSS
  - In need of short term behavioral skills group intervention
Yes Please…
So how do kids get in?

- **Student Referrals**
  1. A student must already be receiving Tier 3 behavior intervention within RTI.
  2. All intervention strategies must be documented and data collected for a minimum of 3 weeks prior to referral.
  3. The parents must have been invited to SST meetings in order to encourage a home-school partnership, discuss ideas and strategies collaboratively, and develop an intervention.
  4. The School Psychologist assigned to the base school will request a consultation with the Behavior Psychologist.

- **Teacher support and skill development**

- **The role of FBAs**
  - The biggest challenge to working with undesirable behaviors: It’s not simply about the behavior itself. Figure out what happened **before** the behavior occurred. Antecedent + Behavior + Consequence = all necessary facts to understand the function
Camp P.A.W.S.

- Fall of 2014
- Positive Attitudes Will Succeed
- Emphasis on CAMP
- A positive behavior group intervention
- 6-8 students/6-12 weeks
- Developing skills for a positive and productive school experience
  - Following structured daily routines
  - Following simple classroom rules
  - Respecting authority figures
  - Listening to short stories and instructions for an age appropriate amount of time
  - Playing/working with other children independently, but with supervision
  - Demonstrating the ability to cooperatively play and get along with others
  - Demonstrating self-control by taking turns, waiting in line, and sharing materials
  - Recognizing the manifestation of basic emotions in self and others
  - Demonstrating the ability to express emotions using words
Camp P.A.W.S.

- Strong, positive teacher. Focus on teacher-student and teacher-parent relationships.
- “Book ends” to the day:
  - TUMS at the door
    - Touch them (high five, hand shake, pinkie bump, elbow bump, explosion
    - Use their name in a positive way
    - Make eye contact
    - Smile
  - Good News Notes to parents at the end of the day
- Explicit teaching of the rules, rules posted in the class
- Curriculum
  - Follows the academic curriculum for the grade
    - Base teachers send classwork
    - We offer Tier 2 and 3 academic
- Social Emotional and Behavioral Learning
  - Second Step – learning, empathy, emotion management, problem solving
  - Incredible Years/ Dina Dinosaur – understanding and communicating feelings, problem solving, managing anger, social skills, and appropriate classroom behaviors.
Camp P.A.W.S.

- Strategies:
  - Pictures of facial emotions, targeted social stories, songs, videos, repetition.
  - Visual Schedule
  - Lamps in the classroom
  - Calming music, relaxation strategies/ movement breaks
  - Cocoa the bunny
  - Lavender?
Camp P.A.W.S.

- Reinforcement
  - Classroom Dojo (only positives can be earned)
  - Treasure box opportunities
- Skills Development
  - Cool Down Corner: breathe, turtle technique
  - Selected story time – How Full Is Your Bucket, etc.
  - Reteaching
- Punishment: consider function
  - If Attention
    - Ignoring when possible
    - Cool down corner: Free from adult and peer attention, Practice skills: take a time out, breathe, think about it
    - Classroom removal: Removing peer attention
  - If Escape
    - Have to complete the work, for example
  - Overcorrection
    - Clean up what you mess up… and a little more
    - Practice/demonstrate the appropriate skills
      - Go back and walk 3 times
      - 3 positives to pay for the negative
Additional Services – The whole child view

- Parent Partnership – mending relationships, supporting the base school relationship
- Parent Training
- Social Worker Involvement
- Medical Partnerships – Pediatricians
  - Recent physical?
  - Medical impacts on bx
  - Nutrition
  - Sleep – National Sleep Foundation/ Sleep.org
- Mental Health – Psychologist, Therapists, Counselors
- Feedback on medication - Pediatricians, Psychiatrists
- Coweta Cares/Counseling

How much sleep do kids need?
- Newborns (up to three months): 14 to 17 hours
- Infants (four to 11 months): 12 to 15 hours
- Toddlers (one to two): 11 to 14 hours
- Preschoolers (three to five): 10 to 13 hours
- School-age (six to 13): 9 to 11 hours
- Tweens and Teens (14 to 17): 8 to 10 hours
Transferring skills

- Partner Classroom
  - Scaffolded experiences
  - Practicing skills
  - Larger group of students
  - New challenges/scenarios
- Visits from base school teacher and teacher’s aide
- Video messages from the base school teacher/class
- Cards from the class
- Video message from the student to their base school teacher
- Graduation
<table>
<thead>
<tr>
<th>PAWS Class</th>
<th>Classroom</th>
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<tbody>
<tr>
<td>Be Respectful</td>
<td>* Follow directions and ask permission, 0/12 for morning, 0/12 for afternoon</td>
</tr>
<tr>
<td></td>
<td>* Quiet mouth when others are speaking, 0/12 for morning, 0/12 for afternoon</td>
</tr>
<tr>
<td></td>
<td>* Take turns and share, 0/12 for morning, 0/12 for afternoon</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>* Work first, then play, 0/12 for morning, 0/12 for afternoon</td>
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<td></td>
<td>* Stay in area, 0/12 for morning, 0/12 for afternoon</td>
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<tr>
<td></td>
<td>* Take care of our stuff, 0/12 for morning</td>
</tr>
<tr>
<td>Be Safe</td>
<td>* Keep your hands and feet to yourself, 0/12 for morning, 0/12 for afternoon</td>
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<tr>
<td></td>
<td>* Tell the truth, 0/12 for morning, 0/12 for afternoon</td>
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<td></td>
<td>* Use your words, 0/12 for morning, 0/12 for afternoon</td>
</tr>
<tr>
<td>Be Ready to Learn</td>
<td>* Follow our schedule, 0/12 for morning, 0/12 for afternoon</td>
</tr>
<tr>
<td></td>
<td>* Use your inside voice, 0/12 for morning, 0/12 for afternoon</td>
</tr>
<tr>
<td></td>
<td>* Listening ears/watching eyes, 0/12 for morning, 0/12 for afternoon</td>
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<thead>
<tr>
<th>Hallway</th>
<th>Bathroom</th>
<th>Recess</th>
<th>Cafeteria</th>
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<tbody>
<tr>
<td></td>
<td>* Keep floor and walls dry.</td>
<td>* Tell an adult if something is broken.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Keep floor and walls clean.</td>
<td></td>
<td>* Stay in your own space.</td>
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<tr>
<td></td>
<td>* Wash your hands.</td>
<td></td>
<td>* Silence when the lights are off.</td>
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2 points = Great No problems. 1 point = Needed reminders but followed redoctions. 0 points = Did not follow the rules.

"Think About It Time" (by choice or direction) Number of times: [ ] (Total Minutes Divided by 56)

(The point deduction reflects the reduced academic/class time due to behavior.)

Behavior Goals demonstrated = "Think about it" time = TOTAL PTS for the day (out of 56)

Notes (Difficulties today/How can we support the student in doing better tomorrow):
Data Based Decision Making

- How else can we analyze data?
  - Time of day
  - Area
  - Necessity of reminders (0/1/2 points)
  - Time needed in the Cool Down Corner

- How do we judge “progress”
  - 80% of points? Baseline and SST discussion. What’s typical at that school?

- How long can students stay?
  - Are they progressing?
  - Interventions should not continue if they are not working!

- When do students leave?
Transition Plans

- Behavioral regression
- BIP – during SST meeting
  - Antecedents/Triggers
  - Function
  - Replacement behaviors
  - Modifications to antecedents
  - Teaching and reinforcing replacement behaviors
  - Ineffective consequences
  - Effective consequences
  - Action plan for data collection and monitoring of BIP
  - Additional notes: Do they need a Cool Down Corner?
- Transitioning back with PAWS teacher or teacher’s aide support
  - In vivo coaching
- CICO
- Continued use of technology to connect the two classrooms
Outcomes

How successful were the first two years?

- 2014-15 (partial year)
  - 11 students
  - 9.1 weeks
  - 55% gen ed

- 2015-16
  - 15
  - 15 weeks
  - 60% gen ed
Resources

◦ Classroom Dojo https://www.classdojo.com/
◦ GoNoodle https://www.gonoodle.com/
◦ Breathing icons (star/ballon/faucet/pretzel) https://consciousdiscipline.com/resources/safe_place_breathing_icons.asp
◦ Second Step Curriculum http://www.cfchildren.org/second-step
◦ Incredible Years/Dina Dinosaur http://incredibleyears.com/programs/child/
◦ My email: Julie.Boyd@CowetaSchools.Net