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Using Classroom Coaching and Pyramid Practices to Support Pre-K thru Early Elementary Teachers

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**START
WITH THE
HEART**

building warm and welcoming early learning climates
for children from birth through third grade

Using Classroom Coaching and Pyramid Practices to Support Pre-K thru Early Elementary Teachers

Georgia APBS Conference

November 28th – 29th, 2017

Metropolitan Regional Educational Service Agency

What is the most Challenging Area of Teacher's Jobs? Classroom management



...is most **challenging area** of teacher's jobs and area in which they receive **the least amount of training and support.**

(Reinke, Stormont, Herman, Puri, & Goel, 2011)

When it comes to teachers...

How many **move or leave the profession** within five years?

Roughly One Half Million Teachers or 15%

(Alliance for Excellent Education, 2014; DOE, 2013)

How many **NEW teachers leave the profession** within their first five years on the job?

40% – 50%

(Ingersoll & May, 2011)

What **financial impact** does this have on **school districts**?

\$2.2 Billion a Year

(Alliance for Excellent Education, 2014; DOE, 2013)

And nearly **20% of teachers at high-poverty schools leave** every year, a rate **50 percent higher** than at more affluent schools. That's **one of every five teachers**, gone each year! *(Ingersoll & May, 2011)*

And, Why Do Teachers Leave?



And, Why Do Teachers Leave?

- 1) Working conditions
- 2) Student misbehavior
- 3) Lack of voice or belief their opinion counts
 - *Degree of autonomy and discretion over classroom issues*
 - *Level of faculty influence over decisions that effect their job*

Ingersoll, Merrill & Stuckey, 2014



START
WITH THE
HEART

GEORGIA'S EARLY LEARNING CLIMATE ALIGNED INITIATIVE

FOR SEAMLESS CLASSROOM-BASED SOCIAL EMOTIONAL SUPPORTS FOR BIRTH-AGE 8

Existing



PreK
(Birth-Age 5)



Program-wide PBIS,
the pyramid model

Aligned Model



PreK-Grade 3
(Age 5-8)



Existing



K-12
(Age 5-18)



School-wide
PBIS

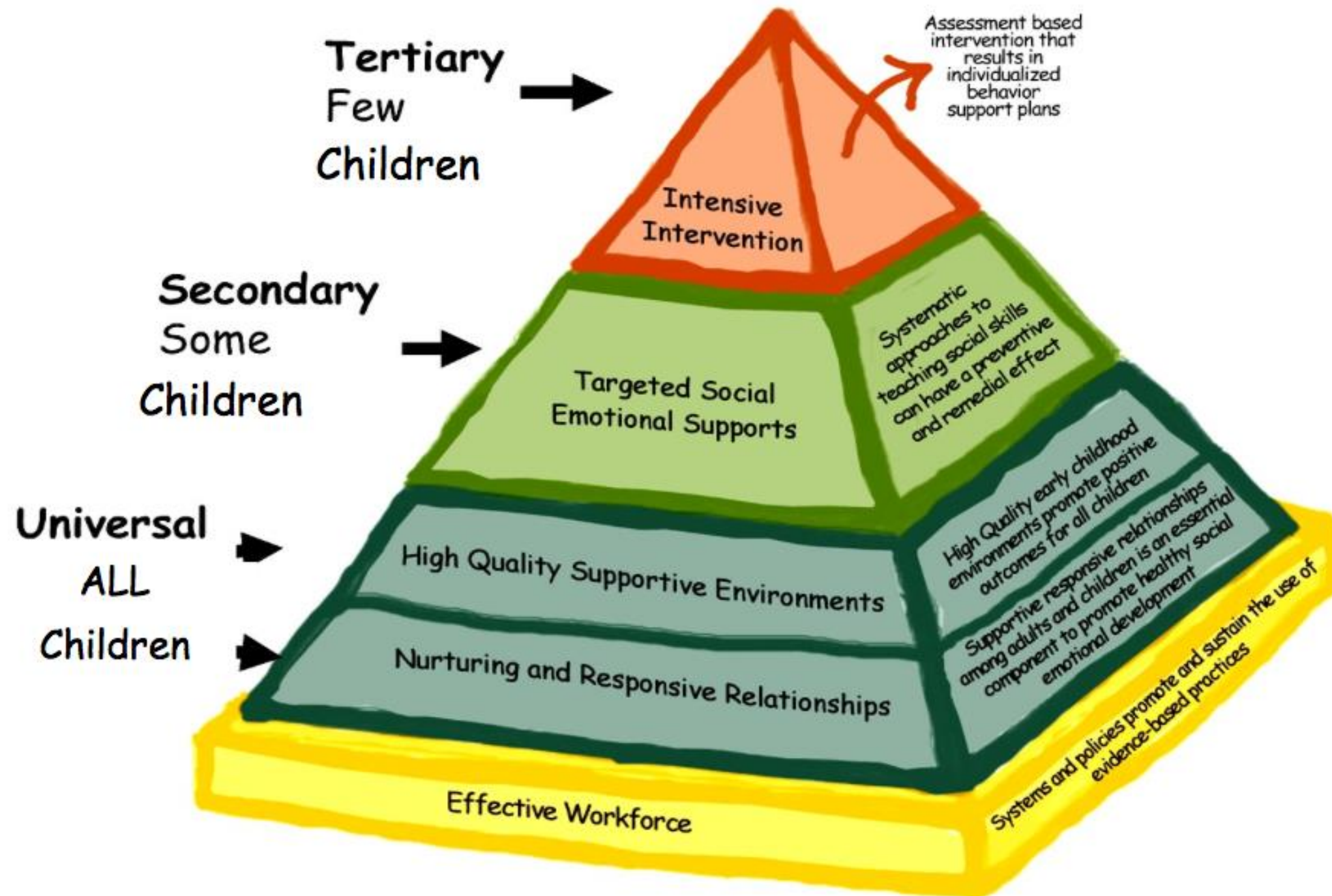
What We Have Discovered

- 1) Elementary school **administrators, teachers, and support staff** need further **professional development** to increase their understanding of:
 - **Developmentally/age-appropriate behaviors** and
 - Appropriate behavior management approaches for early learners (**age birth – 8**)
- 2) Teachers need more preparation, **coaching**, and resources to understand and **apply developmentally appropriate PBIS classroom practices** for Pre-K and early elementary learners.



The Pyramid Model

Program-Wide PBIS for Birth – Age 5



CHILDREN DEVELOP CRITICAL SOCIAL-EMOTIONAL SKILLS THROUGH AGE 8



Confidence



Relationships



Persistence



Communication



Attentiveness



Problem-Solving



Push Up These Skills

From Pre-K to All Early Elementary Students & Teachers



Early child care
environment



School environment

The Pyramid Practice Modules

Developmentally/Age-Appropriate PBIS Classroom Practices for Pre-K - 3rd Grade



Behavior Expectations
and Classroom Rules



Building Relationships



Classroom Design



Schedules and
Transitions



Directions and
Feedback



Friendship Skills



Emotional Literacy



Problem Solving



Using Emotional
Regulation to
Manage Anger

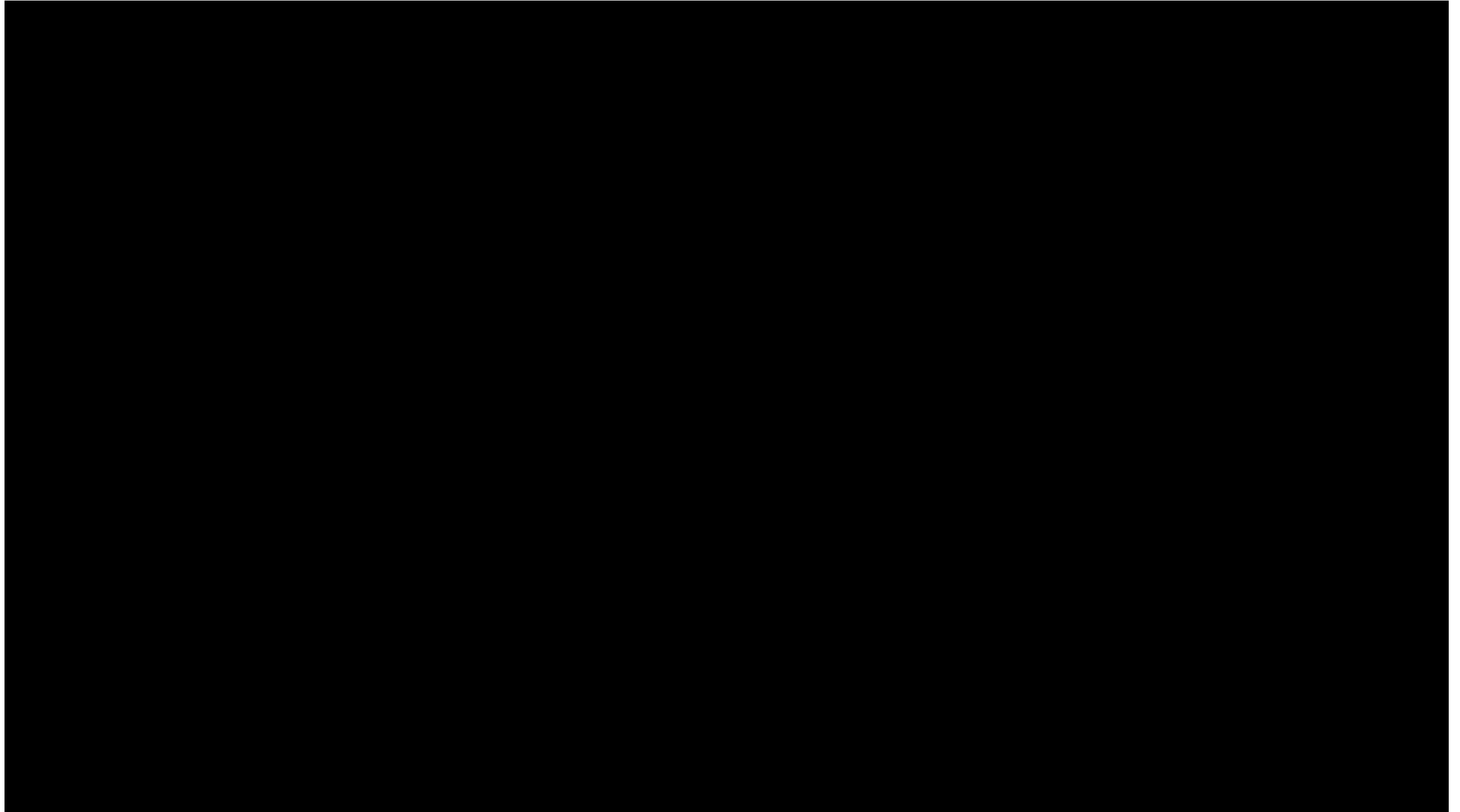


Teacher Strategies
and Responses



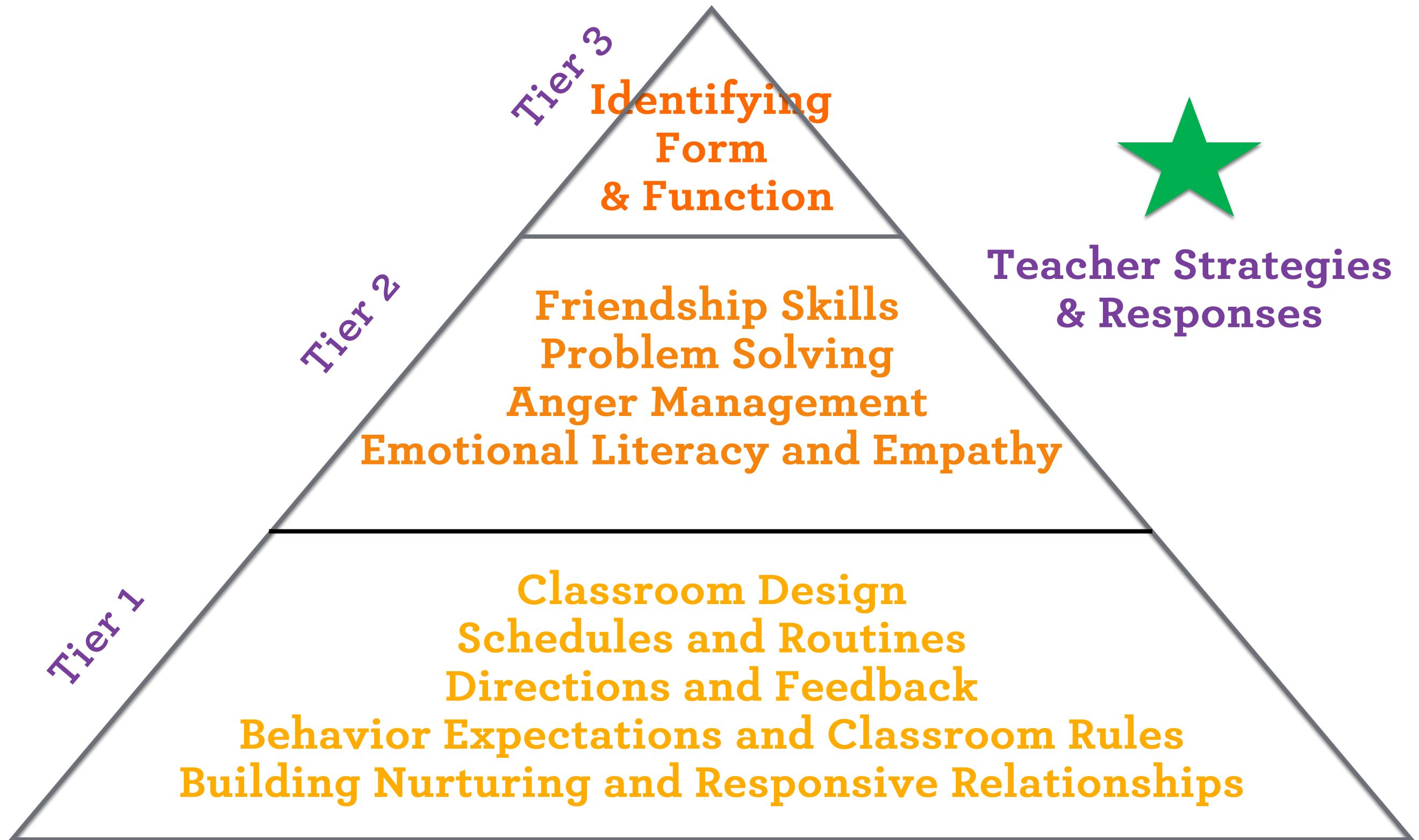
Understanding Form
and Function

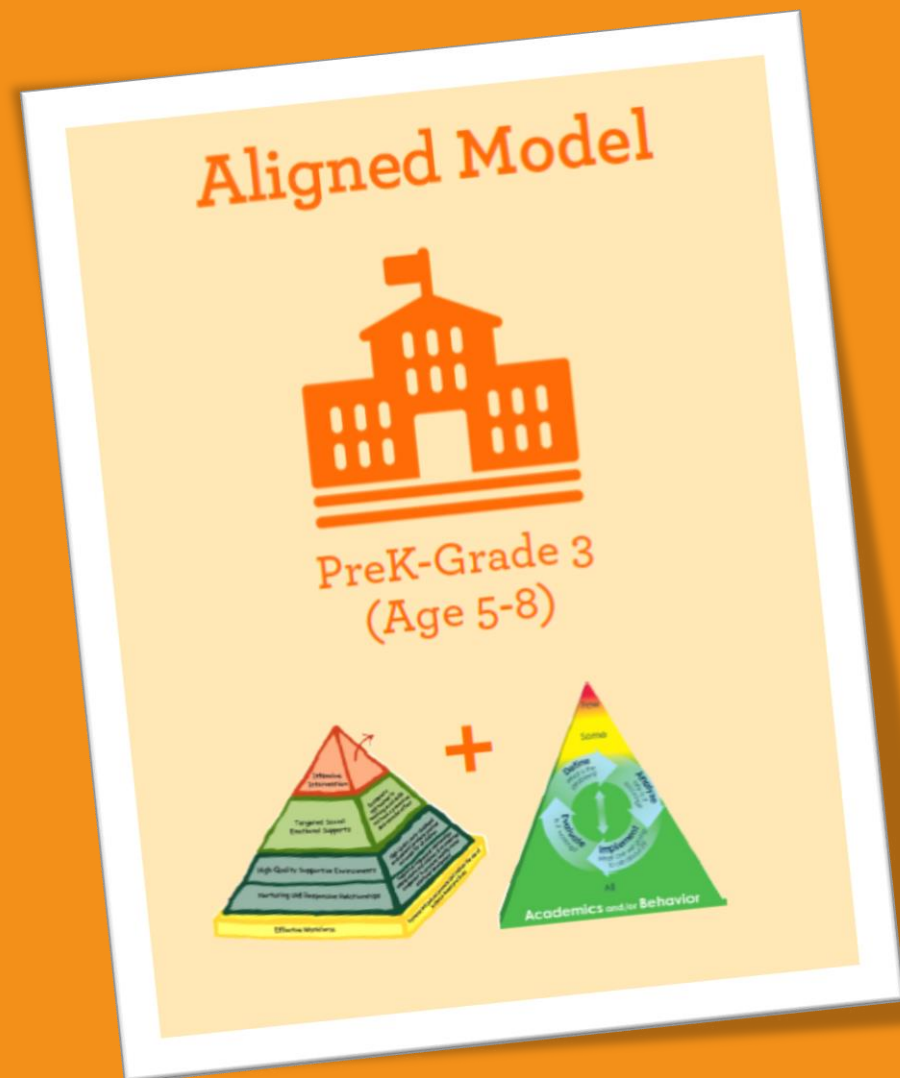
What are the Pyramid Practices?



<https://www.youtube.com/watch?v=50A8flRdnqo&list=PLCTsJy5llwiSnd2qV3JPm6Hs-1NM74Gws&index=4>

The Pyramid Practice Modules





Why Does Classroom
Coaching Matter?

What We Are Doing Is Not Working

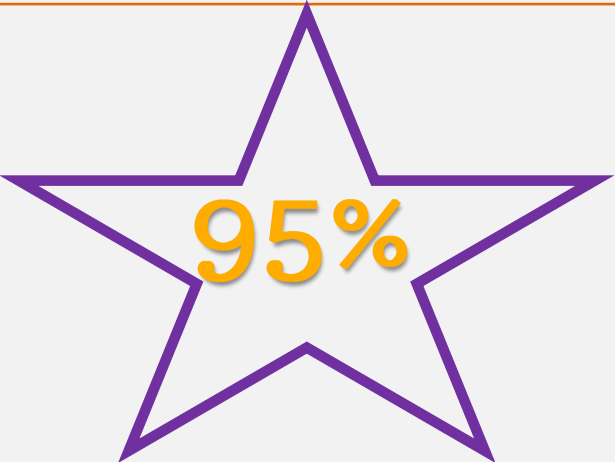
- 1) Pre-service Preparation Programs equip teachers to teach content, but not how to address other key areas facing teachers today such as classroom management.
 - Only 28 states require evidence-based classroom management instruction and the instruction is varied.

- 2) In-Service ‘Train and Hope’ leads to little effectiveness.



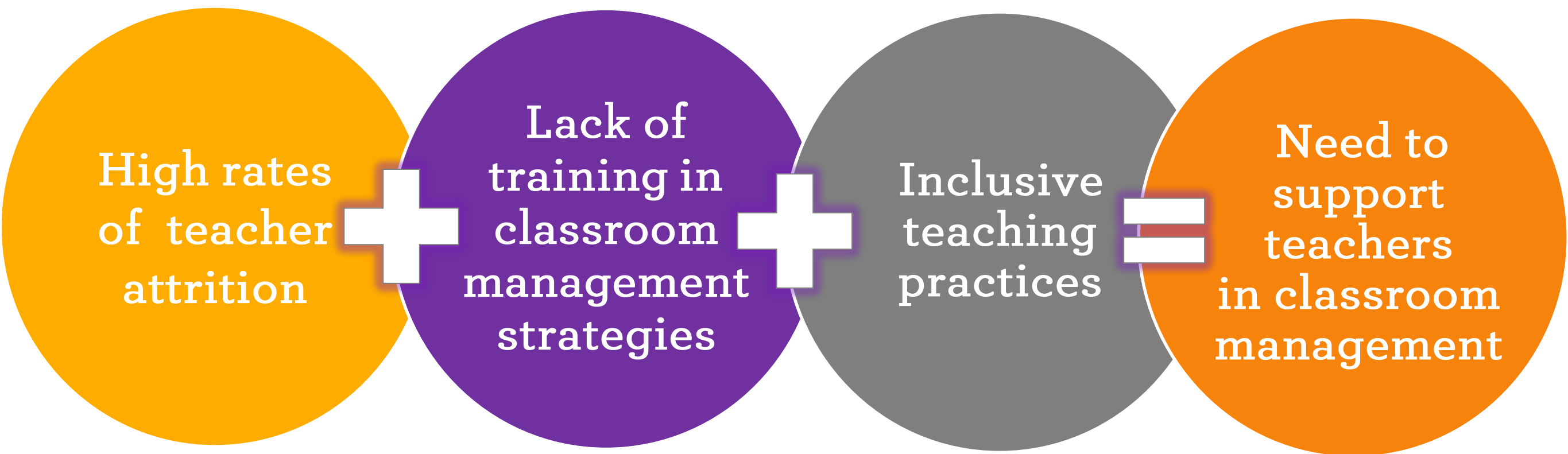
- Classroom management is the 2nd greatest area request for help.
- Yet, less than ½ of all teachers report receiving ANY classroom management professional development.

Training Outcomes Related to Training Components

Training Components	Knowledge of Content	Skill Implementation	Classroom Application
Presentation/ Lecture	10%	5%	0%
Plus Demonstration	30%	20%	0%
Plus Practice	60%	60%	5%
Plus Coaching/ Admin Support Data Feedback	95%	95%	

Joyce & Showers, 2002

Need for Teacher Support with Classroom Management



Taken from Martinez, S., Minch, Devon, Christiansen, K., Winneker, A. and MacSuga-Gage, A. (2016), Classroom Coaching: Setting up a Systemic Approach to Supporting Classroom PBIS. Florida's Positive Behavioral Interventions & Supports Project. With research provided by Bergeny & Martens, 2006; Chesley, & Jordan, 2012; DeAngelis, & Presley, 2011; Freeman, Simonsen, Briere, & MacSuga-Gage, under review; Kaiser & National Center for Educational Statistics, 2011; Wei, Darling-Hammond, & Adamson, 2010; Wei, Darling-Hammond, Richardson, Andree, & Orphanos, 2009

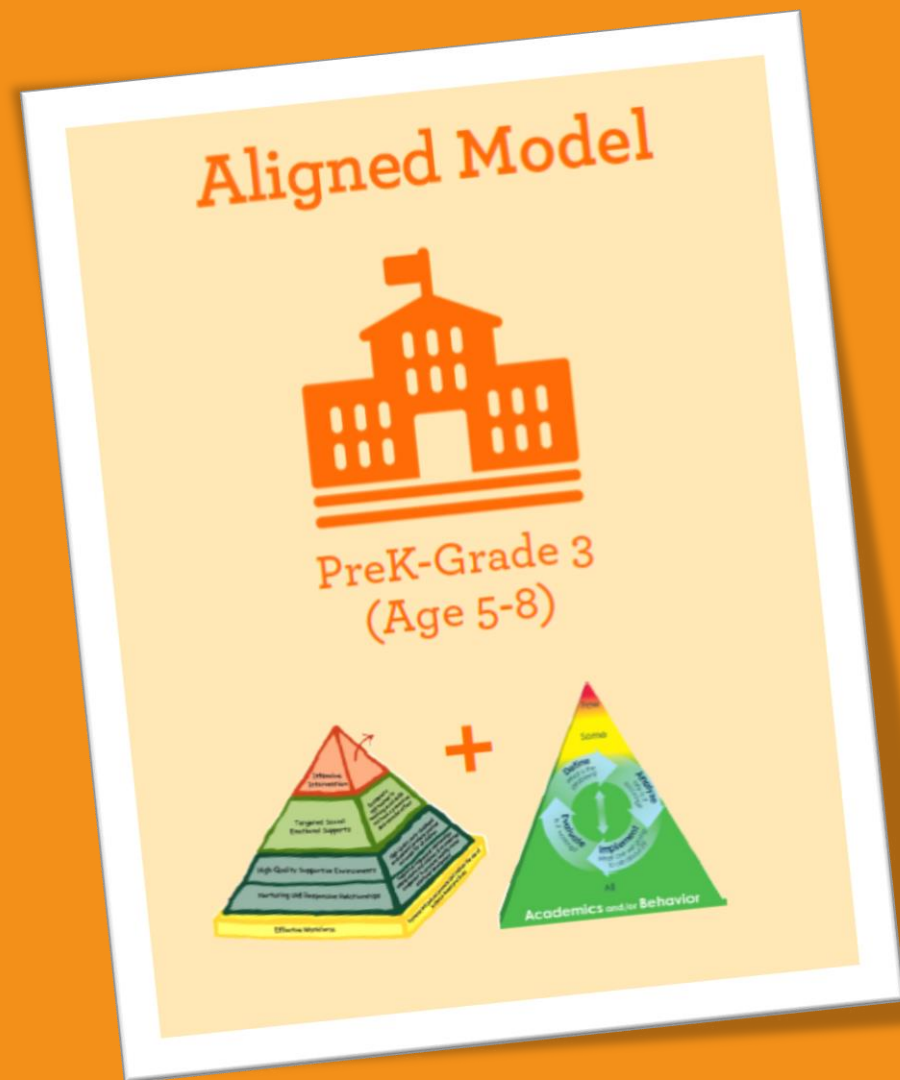
Practice-Based Coaching

Practice-Based Coaching is a cyclical process for supporting teachers' use of effective teaching practices that lead to positive outcomes for children. The coaching-cycle components are:

- 1) planning goals and action steps,
- 2) engaging in focused observation, and
- 3) reflecting on and sharing feedback about teaching practices.



Practice-Based Coaching occurs within the context of a collaborative partnership.



What Does Classroom Coaching Look Like?

- ✓ Who does the coaching?
- ✓ What evaluation tools are used?
- ✓ How does the coaching work?

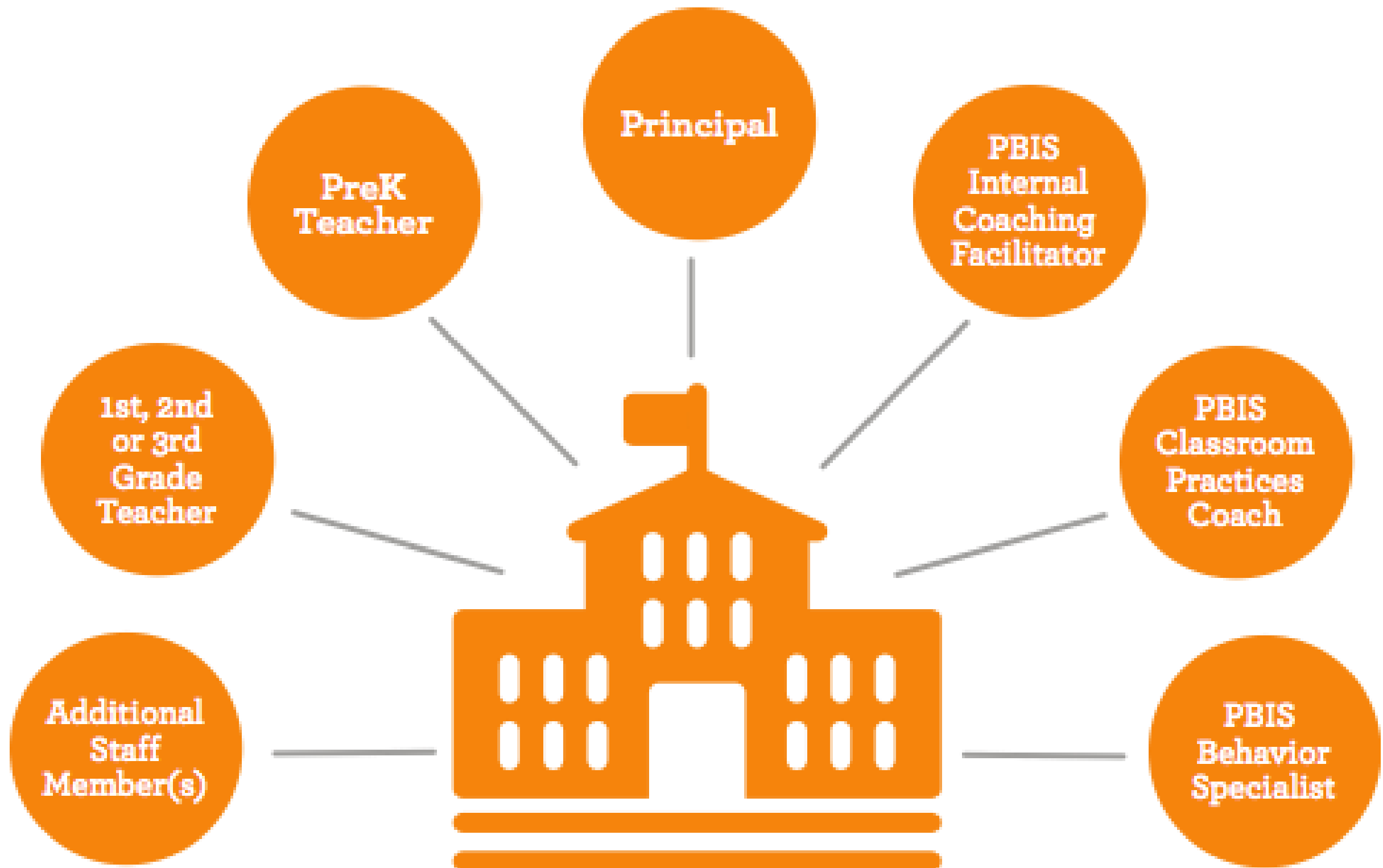


Classroom-based
implementation

Simultaneous
school-wide
implementation and
classroom coaching
of PreK-3rd grade
teachers

Starts with
building a
foundation using
school-wide
implementation
and then layers
classroom
support based
on need

School Leadership Team



Classroom Practices Coach

- Mentors teachers in implementation of classroom practices
- Works with PBIS school leadership team to ensure ongoing support of the classroom teachers
- Provides classroom technical assistance and coaching (observation + feedback)
- Develops strong relationships with teachers
- Helps teachers develop individual action plans



Classroom Coaching Evaluation Tools

Early Childhood - Classroom Assistance Tool (EC-CAT) ⁺

Teacher: _____ Date: _____ School: _____
 General Ed _____ Special Ed _____ is. start time: _____ District: _____
 Self-Assessment _____ Observation (Obs.) _____ is. end time: _____ Grade-level: _____
 Subject: Reading _____ Math _____ Writing _____ Science _____ Social Studies _____ Other _____
 Context: Lrg Group _____ Sm Group _____ Ind seat wk _____ Centers _____ Transitions _____ Other _____
 Comment _____

Directions:
 a. Complete the demographic information above. If the EC-CAT is being completed by an observer, indicate Observation as well as the start and end times of the observation.
 b. Select the response to all items in sections 1-3 using the drop down menu. Items marked not observed/blank are indicated on the Teacher Interview tab. Discuss items indicated in the Teacher Interview tab as appropriate. Following the interview, go back to the data tab and select the appropriate response based on the interview.
 c. Using the Pie Graphs tab, review the percentages of In Place, Somewhat In Place, and Not in Place and note strengths and areas needing enhancement in the test boxes.
 d. Using all the information collected from the EC-CAT, develop a Classroom Management Plan based on the most significant areas needing enhancement.

1. Nurturing Relationships and High Quality Environments: Environmental variables help prevent or decrease problem behavior.

A. Physical Setting - Classroom setting is organized to promote learning and independence.

1. Room is arranged to minimize crowding and distractions.
2. Classroom arrangement leaves little room for running and/or tumbling.
3. Learning centers and other instructional areas are arranged so that there are clear, visual boundaries.
4. Materials are organized and easily accessible.

B. Schedules and Routines - Instructional schedule optimizes student engagement in learning.

1. Daily schedule provides time for independent work, 1 to 1 instruction, small/large group activities, free time and
2. Daily activity schedule is posted and reviewed regularly.
3. The majority of students are actively engaged during structured and unstructured activities.
4. Individualized supports are provided so all students can participate in all scheduled activities.

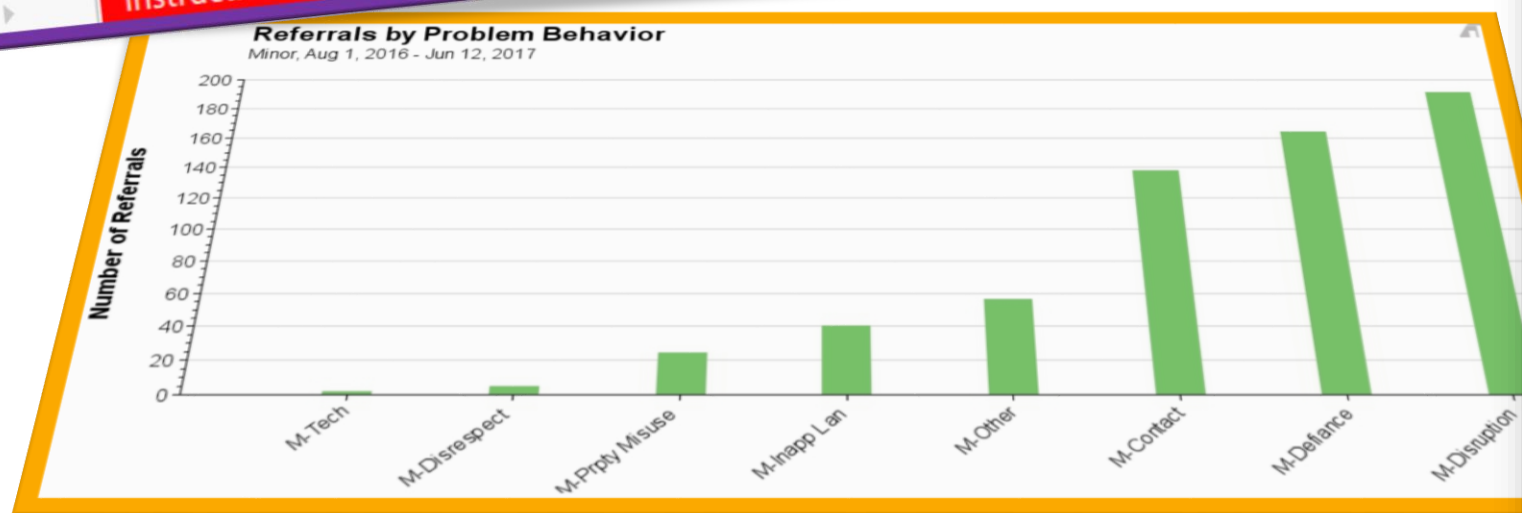
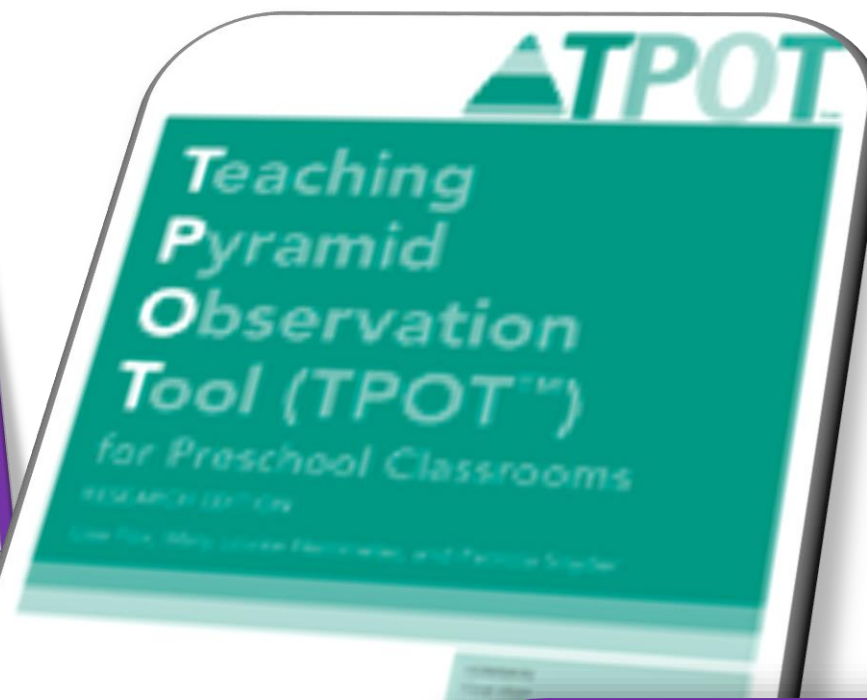
C. Transitions - Transitions between activities are appropriate and support the engagement of all students.

1. Teacher structures transitions so all students are actively engaged.
2. Individualized supports are provided so all students can participate in all transitions.
3. Teacher comments positively and descriptively to students for completing the transition.

D. Supportive Conversations - Teacher engages in supportive conversations with all students.

1. Teacher interacts with students and talks with them about their play, interests, school work or activities.
2. Teacher supports students with a calm and nurturing tone of voice.
3. Teacher uses different communication strategies to meet the needs of diverse learners. (e.g., pictures, gestures, other)

Instructions **Data Entry** **Teacher Interview** **Pie Graphs**



SW-PW PBIS Classroom Walkthrough

When completing the walkthrough please ensure that the observed lessons and expectations are socially, emotionally, and developmentally appropriate for the age of the students.

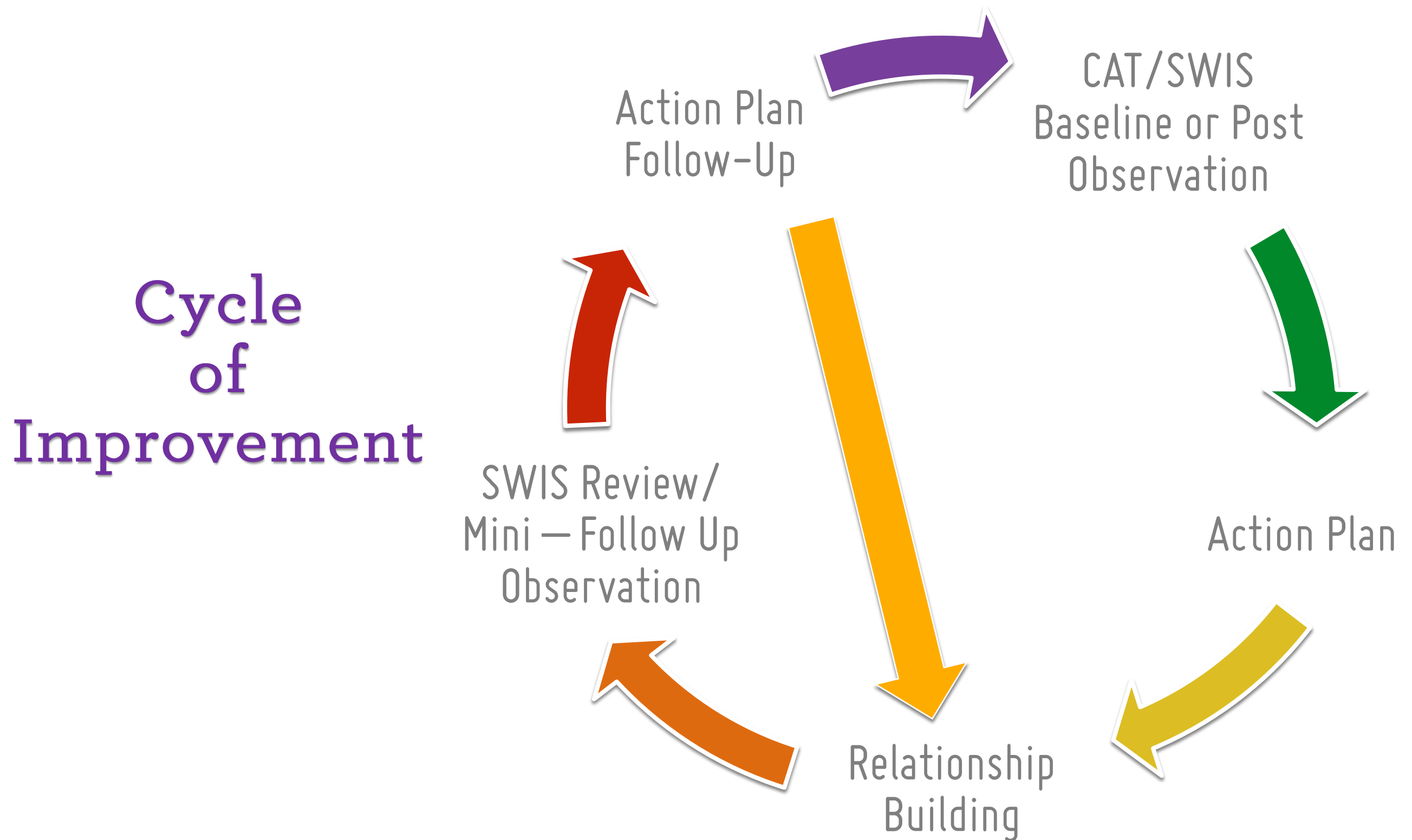
Time Observed: _____ to _____ Activity Taking Place: _____

PBIS Component	Yes	No	Not Observed	Comments
1. Classroom behavior matrix (with expectations and rules) is posted at student eye level and large enough for all to see.				
2. Classroom rules are positively stated and limited in number to those most essential (ideally no more than 5)*.				
3. Classroom behavior matrix includes both words and visuals that are easily read/understood by all students.				
4. Teacher refers to school-wide or classroom matrix while teaching PBIS lessons.				
5. Lessons to teach school-wide and classroom expectations and rules are developed and actively taught (daily).				
6. Teacher uses various mechanisms (role play, books, journaling, modeling, videos, puppets, etc.) to teach PBIS lessons.				
7. Students are participants and actively engaged in PBIS lessons.				
8. Teacher reinforces positive behaviors in classroom using specific verbal praise and (when appropriate) acknowledgement.				
9. Teacher uses specific behavioral praise provided at a rate of 4:1 (positives to every negative/corrective statement).				Positive Statements: Negative Statements:
10. Teacher consistently uses precorrects to remind students of school-wide or classroom expectations or rules.				

Classroom Coaching Evaluation Tools

MEASURES	PURPOSE	EVALUATOR	TIMELINE
Teaching Pyramid Observation Tool (TPOT)	Fidelity of implementation of classroom practices specifically related to promoting young children's social-emotional competence and addressing challenging behavior in Pre-K	Classroom Practices Coach	Baseline at beginning of school year and then April/May of each year following (Rolling TPOT observations and action plans throughout the year)
Classroom Assistance Tool (CAT) with Red Flag Addendum from the TPOT	Review of classroom systems which promote and support positive, appropriate behavior coupled with identification of key pyramid practices in K-3 classrooms	Classroom Practices Coach	Baseline at beginning of school year and then April/May each year following (Rolling CAT observations and action plans throughout the year)

Role of Classroom Practices Coach



Classroom Coaching

Toney Elementary School 2015-2016 (Year 1)

Month	Number of Referrals- Minor (Total)	Percent of Total (Minor-Defiance)
September	43	30%
October	21	42%
November	32	36%
December	19	15%
January	22	18%
February	28	35%
March	49	16%
April	23	30%
May	8	13%

In addition to the five teachers coached, the classroom coach also **includes other staff in walk-throughs.** The SWIS data **determines who is observed** and she provides feedback based on class needs.

Classroom Coaching

Ms. Martin, 1st Grade Teacher, Toney Elementary School

CAT Baseline: In Place 2015

September and October
SWIS data showed **8**
minor referrals for
defiance from 4
different students for
Ms. Martin's class.

Domains	Fall 2015
Ecological Factors	60%
Behavior Systems	37.5%
Curriculum and Instruction	20%

Classroom Coaching

Toney Elementary School 2015-2016 (Year One)

Teacher: Ms. Martin Grade: 1st Date: 10/25/15

Action Plan

Teaching Practice Action Plan

The goals are to:

- Post a child-friendly daily schedule.
- Remind students of expectations in a calm, positive manner.
- Ensure the instructional pace meets the needs of all students.

Steps to achieve this goal:

Post a child-friendly daily schedule:

1. Create the daily schedule using chart paper and appropriate pictures.
2. Find appropriate place to post daily schedule in the classroom.
3. Post daily schedule.
4. Review schedule daily with students.

Resources needed:

sentence strips, pictures from the computer, use Ms. Watkins' example of a daily schedule

Timeline:

Start Date: 8/1/16

End Date: 8/22/16

Remind students of expectations in a calm, positive manner

1. Post expectations.
2. Refer to expectations when students need a reminder
3. Use calm tone when speaking to students.

Posted expectations

Start Date: 8/1/16

End Date: 8/22/16

Ensuring the instructional pace meets the needs of all students

1. Find resources that address needs of all students.
2. Plan to see how to best implement resources into lesson.
3. Differentiate instruction so that all students' needs are addressed.

Curriculum resources on Office 365, Instructional Support Personnel

Start Date: 8/15/16

End Date: Ongoing

Classroom Coaching

Toney Elementary School 2015-2016 (Year One)

Teaching Practice Action Plan

The goals are to:

- Post a child-friendly daily schedule.
- Remind students of expectations in a calm, positive manner.
- Ensure the instructional pace meets the needs of all students.

Classroom Coaching

Toney Elementary School



How are you going to have an awesome day?

Classroom Coaching

Toney Elementary School 2015-2016 (Year One)

SWIS

Referral	Fall 2015	Spring 2016
All Major/Minor Referrals for Ms. Martin's Class	38	15
Minor Defiance	8	1

CAT Baseline: In Place

Domains	Fall 2015	Spring 2016
Ecological Factors	60%	80%
Behavior Systems	37.5%	68.8%
Curriculum and Instruction	20%	70%

Classroom Coaching

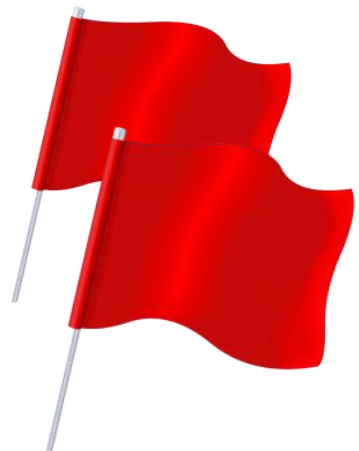
Toney Elementary School 2016-2017 (Year Two)

SWIS

Referral	Fall 2015	Spring 2016	Fall 2016
All	38	15	15
Major/Minor Referrals for Ms. Martin's Class			

9 out of **15 referrals** were for **one child** who mainly exhibited appropriate, yet elevated **early learning behaviors** – usually **inconsolable crying and tantrums**.

TPOT Red Flags:



- 1) Teachers gives **directions** to all children in the same way without giving additional help to children how need more support.
- 2) Teachers reports asking for the **removal of children** with persistent challenging behavior from the classroom.

Classroom Coaching

Toney Elementary School 2016-2017 (Year Two)

Teacher: Ms. Martin Grade: 1st **Action Plan** Meeting Date: 10/3/16

TPOT Action Plan

The goal I will work on in my classroom:

1. Presenting directions in multiple ways.
2. Incorporating student choice into daily activities.

Steps to achieve this goal:

Recommendations:

Timeline:

Goal 1:

- Find pictures that illustrate directions.
- Create posters to show pictorial directions for completing common tasks in the classroom, i.e. arrival procedures, etc.

Look for simple pictures that students will be able to easily recognize.

Start date: 10/11/16

Date Observed Goal: 10/21/16

Goal 2:

- Research ways to provide choice.
- Practice different ways to provide choice.
- Denote use of providing students with choice in the lesson plan.

Use colleagues as a resource to determine different ways to provide choice throughout tasks.

Start date: 10/11/16

Date Observed Goal: 10/21/16

Classroom Coaching

Toney Elementary School 2016-2017 (Year Two)

TPOT Action Plan

The goal I will work on in my classroom:

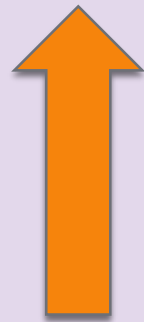
1. Presenting directions in multiple ways.
2. Incorporating student choice into daily activities.

Classroom Coaching

Toney Elementary School 2016-2017 (Year Two)

SWIS

Referral	Fall 2015	Spring 2016	Fall 2016	Spring 2017
All Major/Minor Referrals for Ms. Martin's Class	38	15	15	0



TPOT Red Flags:

- 1) Fall 2016 – 2
- 2) Spring 2017 – 0



CAT: In Place

Domains	Fall 2015	Spring 2016	Spring 2017
Ecological Factors	60%	80%	93.3%
Behavior Systems	37.5%	68.8%	87.5%
Curriculum and Instruction	20%	70%	40%

Classroom Coaching Debrief

Toney Elementary School 2016-2017 (Year Two)



End of the Year Debrief –
Reviewing the CAT Post Observation

Classroom Coaching

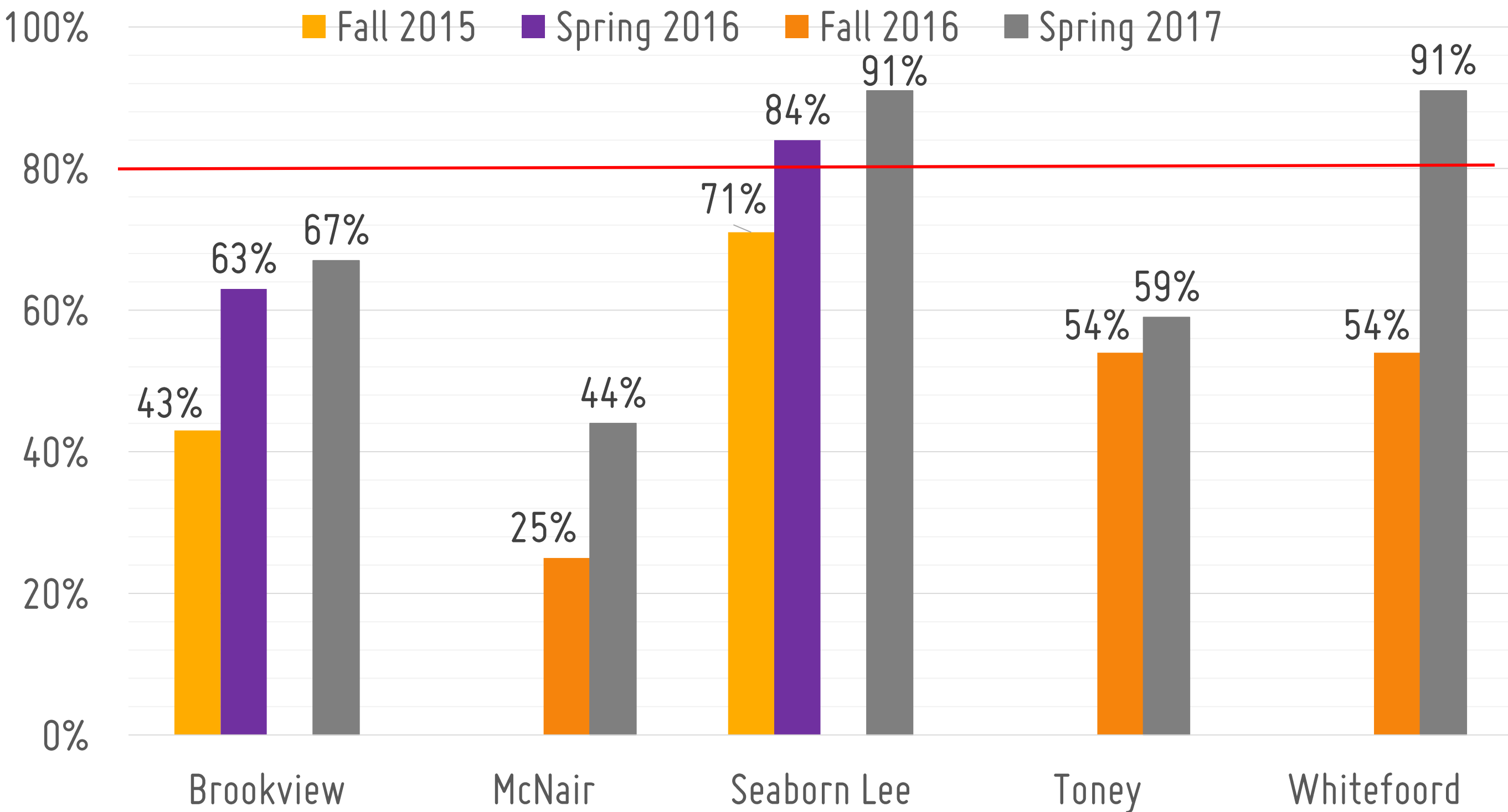
Toney Elementary School

Reflections

- Ms. Martin
- Importance of Classroom Coach
- Impact of Classroom Coach at Toney Elementary



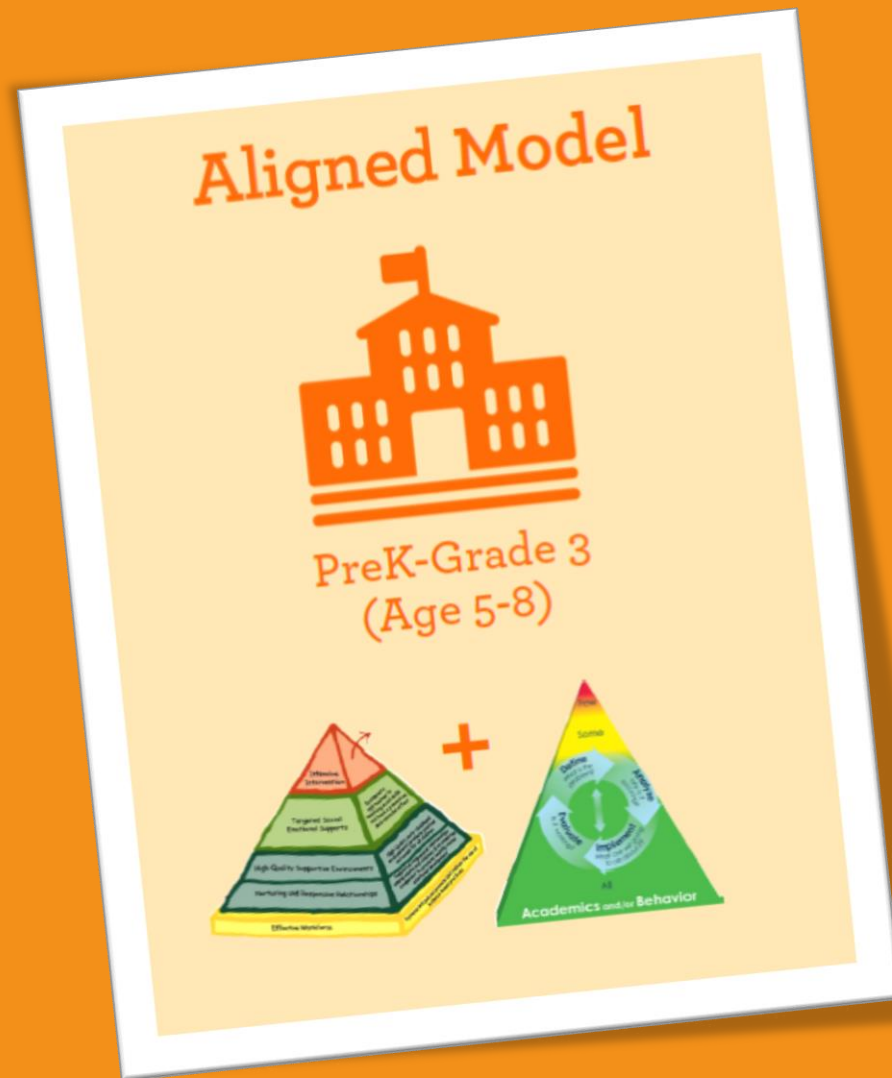
Teaching Pyramid Observation Tool (TPOT)



Classroom Assistance Tool (CAT)

	2016			2017		
	Average % of “In Place” of the Teachers Coached K – 3			Average % of “In Place” of the Teachers Coached K – 3		
SCHOOL	Environmental	Classroom	Curriculum and Instruction	Environmental	Classroom	Curriculum and Instruction
Brookview	36.7%	39%	63.5%	58.3%	50%	95%
Seaborn Lee	60%	50%	46.7%	75.6%	79%	76.7%
Toney	75%	57.9%	60%	81.7%	64%	60%
McNair Discovery Learning Academy	31.1%	33.3%	0%	66.6%	87.5%	66.6%
Whitefoord	86.6%	70.9%	90%	91.1%	89.6%	100%

Pyramid Practices



- ✓ What are they?
- ✓ How are they used?

The Pyramid Practice Modules

Developmentally/Age-Appropriate PBIS Classroom Practices for Pre-K - 3rd Grade



Behavior Expectations
and Classroom Rules



Building Relationships



Classroom Design



Schedules and
Transitions



Directions and
Feedback



Friendship Skills



Emotional Literacy



Problem Solving



Using Emotional
Regulation to
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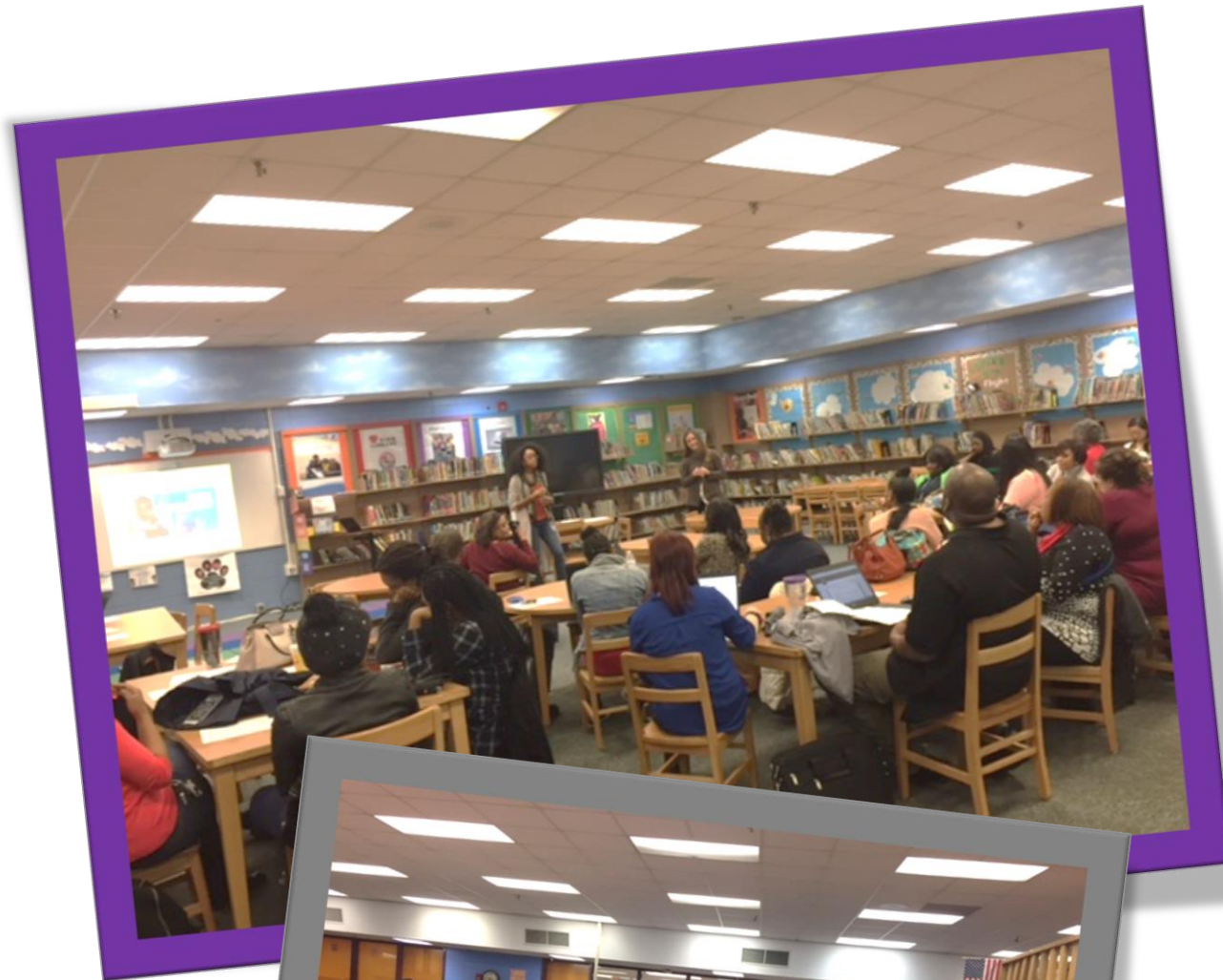
Teacher Strategies
and Responses



Understanding Form
and Function

Grade Level Monthly Meetings

Pyramid Practice Professional Developments



BROOKVIEW ES

SY16-17

PBIS NON-NEGOTIABLES

Teacher Name: _____ Grade Level: _____ Room #: _____

YES	NO	N/A	PBIS Non-Negotiables
			PHYSICAL SETTING: <ul style="list-style-type: none">Classroom setting is arranged to promote learning and independence (i.e. materials organized/easily accessible, easy traffic flow, visual boundaries for learning areas, etc.)
			SCHEDULING: <ul style="list-style-type: none">Visual daily schedule (includes pictures & words) is posted inside the classroom at student's eye level [PK-2nd]Daily schedule posted inside & outside the classroom [3rd-5th]
			SCHEDULING: <ul style="list-style-type: none">Transition signals are evident and utilized (i.e. ring bell, hand motions, sing song/chant, timer, music clip, etc.)Teacher provides notice before the transition signal (i.e. 2 minute warning) [PK-2nd]
			SOCIAL INSTRUCTION/COMMUNITY BUILDING: <ul style="list-style-type: none">Morning Meeting implemented daily (10-15 minutes in length)
			POSITIVELY STATED RULES & EXPECTATIONS: <ul style="list-style-type: none">Class rules & expectations (includes a combination of words & visuals) are posted inside the classroom at students' eye level [PK-2nd]Class rules & expectations are posted inside the classroom [3rd-5th]
			POSITIVELY STATED RULES & EXPECTATIONS: <ul style="list-style-type: none">Class rules, expectations and major procedures are posted as matrices (includes a combination of words & visuals) at students' eye level [PK-2nd]Class rules, expectations and major procedures are posted as matrices [3rd-5th]
			CLASSROOM BEHAVIOR: <ul style="list-style-type: none">Class Behavior Chart posted with clothespins/clips (i.e. with student first names or numbers, etc.) [K-5th]
			AGE APPROPRIATE REWARD SYSTEM: <ul style="list-style-type: none">Whole class recognition/reward system for appropriate behavior is in place

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Pyramid Practice Module Example



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building warm and welcoming early learning climates
for children from birth through third grade

Classroom Design

Professional Development Module for Classroom Pyramid Practices

Metro RESA, Early Learning Climate



Classroom Design

Professional Development Module for Classroom Pyramid Practices

LEADER AGENDA (90 Mins)

- Introduction/Homework Follow-Up/Knowledge Check-In (8 Mins)
- Introduction Activity (10 Mins)
- Slides 4-5 and Handout (5 Mins)
 - 9 Practices — Part 2
- Slides 6-14 (12 Mins)
- Slides 15-29 (20 Mins)
- Slides 30-43 (15 Mins)
- Engagement Activity (15 Mins)
 - Classroom Design Peer Review
- Reflection/Application, Evaluation and Handouts (5 Mins)
 - Impact of Quality and Supportive Classroom Environments
 - More Tips: Classroom Arrangement



**START
WITH THE
HEART**

CLASSROOM DESIGN PEER REVIEW

With a grade level colleague, take turns observing each other's rooms based on the strategies and considerations listed. In the comment's box write strengths, as well as, items the classroom teacher may want to consider for improvement. Then have the classroom teacher complete the self-observation with action steps, encompassing their colleague's feedback.

Classroom Observed: _____ Observer: _____

Strategies	Consider	Comments
Environmental Characteristics	<ul style="list-style-type: none">• None• Music• Lighting• Temperature• Fabric	
Displays and Decor	<ul style="list-style-type: none">• Colors used• Types and numbers of displays• Posting of expectations, rules, schedules and routines• Possibility of over-stimulating	
Classroom Arrangement	<ul style="list-style-type: none">• Types of various seating arrangements• Size and location of centers• Child-size furniture that "fits"/flexible seating	
Boundaries and Traffic Patterns	<ul style="list-style-type: none">• Direct traffic paths• Clear boundaries of areas• Ease of mobility, lack of hazards and obstacles• Use of visual cues• Wide open spaces	
Visual Cues	<ul style="list-style-type: none">• Use of labels, photos, color coding, pictures and verbal cues• Visuals that show children what to do• Visuals that support student independence and responsibility	
Organization and Storage	<ul style="list-style-type: none">• Materials labeled by item, activity or time of year• Accessibility of student materials and supplies• Limiting of materials at student desk or work space to current activity	

SELF-OBSERVATION AND ACTION STEPS

Introduction Activity



Not That Store!

Displays and Decor



Displays and Decor



Classroom Arrangement

Child-size Furniture that “Fits”



Classroom Arrangement

Child-size Furniture that “Fits”



Organization and Storage



Engagement Activity

Let's Get a New Perspective!

Sometimes having a new set of eyes on an environment you feel comfortable can make all the difference...

- ❑ Using the **Classroom Design Peer Review**, pair up with a colleague and evaluate each other's classroom environments.
- ❑ Then, do your own **self observation** and create some **action steps** based on the results.



Any Surprises?

Aligned Model



PreK-Grade 3
(Age 5-8)



Wrapping Up

Lessons Learned

It works, but it is not easy...

1) It is Hard to Find a **Classroom Coach**



- **Time**
- **Funding**
- **Expertise and Training**

2) Administrator Buy-In for **Pyramid Practices**

- **Protect Time**
- Base on **Data/Teacher Need**
- **Accountability/Follow-Up**





START WITH THE HEART

building warm and welcoming early learning climates
for children from birth through third grade

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Deanna Hibbard, Early Learning Climate Specialist
Deanna.Hibbard@mresa.org - (404) 405-2164

Thank You!

How to Build Positive Social Emotional Engagement with Early Learners

Children who have a strong social emotional foundation experience:



More Academic Success



Fewer Negative Interactions with Adults



More Friendships with Peers


Without quality early interventions, children who exhibit challenging behavior, especially aggressive behavior, in preschool tend to continue this pattern of behavior throughout school.



Developmentally/Age-Appropriate PBIS Classroom Practices for Pre-K - 3rd Grade



To change behavior, appropriate behavior must be taught, modeled, practiced and acknowledged.



Behavior Expectations and Classroom Rules



Building Relationships



Classroom Design



Schedules and Transitions



Directions and Feedback



Friendship Skills



Emotional Literacy



Problem Solving



Using Emotional Regulation to Manage Anger



Teacher Strategies and Responses



Understanding Form and Function



Strategies here provided by SW-PBIS and PW-PBIS frameworks.

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

How to Build Positive Social Emotional Engagement with Early Learners

Children who have a strong social emotional foundation experience:



More Academic Success



Fewer Negative Interactions with Adults



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Part 1: Nurturing and Responsive Relationships

The essential foundation to healthy social development: relationships that are responsive, consistent and nurturing benefit the developing child in many ways:



Influence emotional, cognitive and social development



Help reduce the frequency of behavior problems



Develop secure relationships with other adults



Develop good peer relationships



Develop positive self-esteem

“ A growing body of evidence points to one common answer: Every child who winds up doing well has had at least one stable and committed relationship with a supportive adult. ”

—THE SCIENCE OF RESILIENCE

Step One:

Create Positive Adult-Child Interactions



Engage in one-on-one interactions, at eye level



Listen to children and encourage them to listen to others



Follow the child's lead and interests during play

Step Two:

Maintain a 5:1 Ratio of Positive to Negative Interactions

Make lots of positive interaction “deposits”



Greet every child at the door by name



Give hugs, and high fives for accomplishing tasks



Praise a child to their parent in front of them



Using a loud voice



Giving negative commands



Making demands or giving directions

Step Three:

Reframe Challenging Behavior

Instead of saying:



“She’s so clingy.”

Reframe the child's behavior as a response to her environment:

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

Instead of saying:



“I have to watch him like a hawk.”

Reframe with:

“He is very active and may not understand my expectations about staying with the group.”

In framing challenging behavior, do not come up with the solutions but rather restate the behaviors to make them more manageable.



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Part 2: Creating High Quality Supportive Environments

Step One:

Teach Behavior Expectations and Rules

EXPECTATIONS brand positively stated guidelines that prepare children for success in life. They will apply to all children across all settings.



RULES state specific behaviors in specific settings that are observable and measurable. Rules clarify expectations for all common areas.

1. BE RESPECTFUL
2. BE SAFE
3. BE A TEAM PLAYER

1. TAKE TURNS (BE RESPECTFUL)
2. SIT TO SLIDE AND SWING (BE SAFE)
3. PUT AWAY PLAY EQUIPMENT (BE A TEAM PLAYER)

Step Two:

Design Environments that Promote Engagement

ASK YOURSELF:

How the environment can be arranged to prevent problem behavior?



Use photos with labels



Provide choices



Use visuals that show children what to do



Create clear boundaries and traffic patterns



Consider the size and location of centers

How can we minimize obstacles and other hazards?

Have we considered the needs of children with physical and sensory disabilities?



Use labels, color coding, verbal and visual cues



Consider organization of materials



Use child-size furniture that "fits"



Use predictable seating arrangements



Minimize large open spaces

Can children use visual and environmental cues to know what to do?

Step Three:

Plan for and Teach Transitions and Schedules



Develop a schedule that promotes child engagement and success



Balance activities (active vs. quiet, small group vs. large group, adult-directed vs. child-directed)



Structure activities so there is a clear beginning, middle and end



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Part 3: Providing Targeted Social Emotional Supports

Children need key social emotional skills as they enter school and develop throughout life:



Confidence



Capacity to develop good relationships with peers and adults



Concentration and persistence on challenging tasks



Ability to effectively communicate emotions



Ability to be attentive and listen to instructions



Ability to solve social problems

Step One:

Teach and Encourage Friendship Skills



Giving suggestions (organize play)



Sharing and taking turns (reciprocity)



Being helpful (assists)



Giving compliments



Beginning to empathize

Adults can promote social interaction among children by:

Creating opportunities for children to interact regularly



Encouraging eye contact and engagement

Modeling friendship skills and demonstrating the appropriate behavior.



Arranging materials and environment to promote social interaction

Step Two:

Teach Problem-Solving

Children need assistance learning problem-solving skills such as:



Thinking of alternative solutions



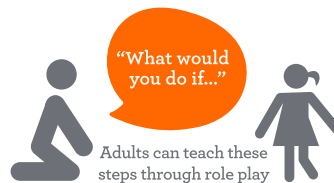
Learning to evaluate solutions



Learning that solutions have consequences



Figuring out what to do when a solution doesn't work



Adults can teach these steps through role play

Support problem-solving in the moment by:

Anticipating problems
Seeking proximity
Supporting
Encouraging
Promoting

Step Three:

Develop Social Emotional Literacy

Emotional literacy is the ability to identify, understand, and express emotions in a healthy way.

CHILDREN NEED TO:

- Recognize emotions in oneself and others
- Understand appropriate ways to express emotions
- Recognize and express feelings and use self-regulation



ADULTS CAN TEACH BY:

- Direct teaching ("use these words and emotions")
- Indirect teaching (labeling)
- Adult modeling and acknowledgement
- Use of songs, books, pictures, and games



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SW-PW PBIS Classroom Walkthrough

When completing the walkthrough please ensure that the observed lessons and expectations are socially, emotionally, and developmentally appropriate for the age of the students.

Time Observed: _____ to _____ Activity Taking Place: _____

PBIS Component	Yes	No	Not Observed	Comments
1. Classroom behavior matrix (with expectations and rules) is posted at student eye level and large enough for all to see.				
2. Classroom rules are positively stated and limited in number to those most essential (ideally no more than 5)*.				
3. Classroom behavior matrix includes both words and visuals that are easily read/understood by all students.				
4. Teacher refers to school-wide or classroom matrix while teaching PBIS lessons.				
5. Lessons to teach school-wide and classroom expectations and rules are developed and actively taught (daily).				
6. Teacher uses various mechanisms (role play, books, journaling, modeling, videos, puppets, etc.) to teach PBIS lessons.				
7. Students are participants and actively engaged in PBIS lessons.				
8. Teacher reinforces positive behaviors in classroom using specific verbal praise and (when appropriate) acknowledgement.				
9. Teacher uses specific behavioral praise provided at a rate of 4:1 (positives to every negative/corrective statement).				Positive Statements: Negative Statements:
10. Teacher consistently uses precorrects to remind students of school-wide or classroom expectations or rules.				

*Rules are 3-5, positively stated, observable and measurable. Procedures govern ways to get things done, change according to need and are many in number.

Toney Elementary Focus Walk for December 2015

Focus: PBIS

Grade _____

Name _____

Date: _____



Classroom Happenings	Evidence	Yes I did observe				Comments
		T1	T2	T3	T4	
Are rules/expectations positively stated?	Rules/expectations will be posted in “kid-friendly language”					
Are rules/expectations posted?	Rules/expectations will be posted at students’ eye level.					
Are the Teacher Strategies and Responses being used to manage behaviors in the classroom?	Teachers’ use of specific Teacher Strategies and Responses were observed during the period.					
Are there more specific, positive statements being made as opposed to directive, generic statements?	Teachers’ use of specific, positive statements/feedback when directing students.					
Transitions	Teachers are providing students with a warning about what task/activity is next.					
Are the Crisis Plan/Lockdown Procedure Posted?	Teachers have the lockdown procedures posted in an easily identifiable place in the room.					
Pre-Correction	Teachers are reminding students of expectations before reprimanding them.					