

PBIS Trauma-Informed Practices for Young Students

Activity Workbook Day 1

August 17, 2020 9:30 a.m. to 12:30 p.m. PST



VISUAL SCHEDULE:

Time	Activity
9:30	Introductions and Quotables Group Share-out
10:00	Tiered Fidelity Inventory CROSSWALK Early Learning Years Elaborations Slide Deck
10:15	Adjusting PBIS for Students New to School: Starting the Year with Increased Support Breakout Room Buddy and RetroFun Charting Debrief
11:00	PROMOTING SOCIAL EMOTIONAL COMPETENCE: Building Positive Relationships Slide Deck
11:15	BREAK
11:30	PROMOTING SOCIAL EMOTIONAL COMPETENCE: Designing Supportive Environments – 5 Things in Your Toolkit Breakout Room Buddy and Jigsaw Debrief
12:00	PROMOTING SOCIAL EMOTIONAL COMPETENCE: Social Emotional Teaching Strategies RetroFun Give One Get One

VIRTUAL BEHAVIOR EXPECTATIONS

Be Respectful	Be Engaged	Be Amazing

QUOTABLES

Research shows that the main predictor of achievement is a child's perception of "Does the teacher like me?"

Relationships with children, families and educators are key to high-quality early learning experience and critical to effectively dealing with children with challenging behaviors.

How a TEACHER views the child influences how the TEACHER interacts with the child which influences who the child becomes.

Communication is the key. Tell children what to do instead of what not to do.

Young children with challenging behaviors are less likely to receive positive feedback from their teacher than their peers.

The goal of effective classroom management is not creating "perfect" children, but providing the perfect environment using research-based strategies that guide students toward increasingly responsible and motivated behavior.

"Environments that are engaging, predictable, and characterized by on-going positive adult-child interactions are necessary for promoting children's social and emotional development and prevent challenging behaviors".

"Children are less likely to ENGAGE in problem behavior when they know what to do, how to do it, and what is expected."

Tiered Fidelity Inventory CROSSWALK



Early Learning Years Elaboration

TFI 1.1 Team Composition

Effective SWPBIS teams are knowledgeable, representative of stakeholders and have administrative support.

TFI 1.2 Team Operating Procedures

Teams with defined roles, consistent procedures, and an on-going action plan make effective and efficient decisions.

-  The SW-PBIS multi-tiered leadership team membership includes an EC-PBIS coach with knowledge of developmentally appropriate practices supporting the social emotional competency for young learners.
-  The role of an EC-PBIS coach is to:
 - Δ act as a SW-PBIS liaison to early learning years' grade level teams
 - Δ support implementation fidelity of developmentally appropriate schoolwide behavioral systems and practices
 - Δ support the design of a developmentally appropriate discipline process for young learners
 - Δ provide family and staff support with social emotional developmentally appropriate strategies for challenging behavior in young children
 - Δ support implementation of the classroom Pyramid Model through practice-based coaching
 - Δ report to SW-PBIS problem solving team using behavior incident reports, coaching action plans and Teaching Pyramid Observation Tool data

TFI 1.3 Behavioral Expectations








School-wide expectations are a brief, memorable set of positively stated expectations that create a school culture that is clear, positive, consistent and focused on teaching social and emotional competencies.

TFI 1.4 Teaching Expectations

Active and explicit teaching of school-wide expectations clarifies concepts for students and adults, allows for practice and performance feedback and reduces misunderstanding regarding what is appropriate at school.

TFI 1.9 Feedback and Acknowledgement:

Attending to and acknowledging desired student behaviors increases the likelihood of these behaviors recurring and promotes a positive school culture.

-  In the primary grades, considerations for **establishing and teaching positive behavior expectations** may include (2-5) positively stated expectations are developmentally appropriate and focus on the social and emotional competencies in young children
-  **Expectations** are shared with families, and staff assist families in the translation of the expectations to rules in the home.
-  **Expectations** are posted in classrooms and in common areas in ways that are meaningful to children, staff and families.
-  **Instruction on expectations** is embedded within large group activities, small group activities, and individual interactions with children.
-  **Teaching of expectations** occurs through intentional embedded instruction that is designed to match the child's level of cognitive and communicative abilities
-  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.
-  Justification for schoolwide **acknowledgement systems** which developmentally support young children:
 - Δ Schools sometimes set up systems so students can be rewarded tangibly (token economy) and efficiently for engaging in appropriate behavior.
 - Δ Young children have a difficult time understanding that a token represents a future reinforcer. Thus, the token is less effective in motivating or teaching appropriate behavior.
 - Δ For young children, positive descriptive feedback that is delivered immediately and enthusiastically is often sufficient for helping children understand and follow expectations.

TFI 1.5 Problem Behavior Definitions

Explicit definitions of wanted versus unwanted behavior provides clarity to both students and staff and is a critical component of identifying clear procedures for staff to respond to inappropriate behavior objectively.

TFI 1.6 Discipline Policies

Proactive and instructive responses to problem behavior are more likely to lead to improved student outcomes than exclusionary practices such as office referrals or suspensions.

- 🏡 Developmental considerations for discipline policies and procedures:
 - Δ The social-emotional development of young children is not as advanced as older elementary students. Misbehaviors must be distinguished between behaviors that are developmentally normative and those that need further examination and support.
 - Δ With the Pyramid Model, the implementation of evidence-based practices occurs within the classroom. Thus, discipline procedures are primarily centered in the classroom
 - Δ ECPBIS teachers are trained to utilize behavior incident reports (BIRs) as a data collection tool to track challenging behaviors and utilize this data as an efficient system to initiate a process for ensuring the delivery of appropriate intervention support.
 - Δ Generally, children do not “go to the office;” but supports are provided within the classroom in collaboration with the teacher and family.
- 🏡 Behavior Incident Reports are developed to include agreement and understanding for:
 - Δ developmentally appropriate student challenging behaviors
 - Δ developmentally appropriate adult response practices
 - Δ classroom and nonclassroom routines specific to primary grades
 - Δ function of behavior

1.8 Classroom Procedures

SWPBIS classroom systems that are aligned with school-wide systems improve student outcomes.

For early learning years, all three tiers of the classroom **Pyramid Model**, *multi-tiered framework comprised of a continuum of evidence-based practices that are organized in a continuum of prevention, promotion and intervention*, are implemented in a blended approach and supported with practice-based coaching:

BUILDING POSITIVE RELATIONSHIPS

- 🏡 Positive meaningful relationships
- 🏡 Examine personal, family and cultural views
- 🏡 Reframing of attitudes towards challenging behaviors

DESIGNING SUPPORTIVE ENVIRONMENTS

- 🏡 Designing the physical environment
- 🏡 Develop schedules & routines
- 🏡 Ensure smooth transitions
- 🏡 Design activities to promote engagement
- 🏡 Giving directions
- 🏡 Using positive feedback and encouragement
- 🏡 Establishing positive behavioral expectations for classroom routines

UNIVERSAL CLASSROOM PREVENTION PRACTICES

- 🏡 Show positive attention with a 5:1 ratio
- 🏡 Use predictable schedules
- 🏡 Use predictable routines within routines
- 🏡 Teach behavioral expectations for each routine
- 🏡 Directly teach peer-related social skills

SOCIAL EMOTIONAL TEACHING PRACTICES

- 🏡 Friendship skills
- 🏡 Emotional literacy and self-regulation
- 🏡 Problem solving

INDIVIDUALIZED BEHAVIOR SUPPORT PLANS

- 🏡 Functional assessment
- 🏡 PREVENT, TEACH, REINFORCE Strategies
- 🏡 Replacement behaviors
- 🏡 Coaching support
- 🏡 Progress monitoring and decision-making



Fox, L., Dunlap, G., Hemmeter, M.L., Joseph, G.E., & Strain, P.S. (2003).

TFI 1.7 Professional Development




Formal processes for providing training and practice to staff on implementing SWPBIS increases fidelity and consistency in SWPBIS practices.

TFI 1.10 Faculty Involvement

Faculty voice is essential to establishing and maintaining staff commitment and consistency in implementation.

TFI 1.11 Student/Family/Community Involvement

Engaging stakeholders enhances the contextual fit of SWPBIS systems and may increase consistency across school and other settings.



-  A professional development plan for layering ECPBIS includes:
 - △ Pyramid Model training for all ECPBIS coaches
 - △ On-going Pyramid Model workshops for primary classroom teachers
 - △ Training ALL primary staff on responding to challenging behaviors in young children
 - △ Training ALL primary staff on culturally responsive instructional practices and communicating with diverse families
-  Staff is aware and supportive of developmentally appropriate SWPBIS practices which include:
 - △ Addressing children's social emotional development and challenging behaviors
 - △ Using culturally responsive practices
 - △ Addressing implicit bias
-  Family engagement is encouraged through:
 - △ Planning and decision-making opportunities
 - △ Family newsletter and workshops supporting development of social emotional competency at home
 - △ Strategies for partnering with families when there are problem behavior concerns; a process includes strategies for initiating parent contact and partnering with the family to develop strategies to promote appropriate behavior

1.12 Discipline Data

Teams with access to current and reliable data are able to make more accurate and relevant decisions regarding staff and student instruction and support.

1.13 Data-based Decision Making

Teams use data on a regular basis to problem solve and identify solutions that are efficient, effective, relevant and durable.

-  Tools used for data decision-making must be matched to the unique context of early childhood settings:
 - △ assess and track the fidelity of implementation for ECPBIS supports and Pyramid Model practices
 - △ track behavior incidents
 - △ regularly screen children for social emotional support needs, and to monitor the progress of interventions
-  Student outcome data may include but not limited to:
 - △ Behavior Incident Reports (BIRs)
 - △ Daily Point Reports (DPRs)
 - △ Individual Behavior Rating Scales (IBRS)

ADJUSTING PBIS FOR STUDENTS NEW TO SCHOOL: STARTING THE YEAR WITH INCREASED SUPPORT



JUNE 2020

It is common for elementary schools to adopt a strategy for teaching school-wide behavioral expectations that involves whole-class or large group instruction with brief practice (Scott, Park, Swain-Bradway, & Landers, 2007). This approach has proven very effective with children in early educational settings (e.g., preschool, organized childcare). For other young students, the typical approach used by PBIS teams and faculty to introduce school-wide expectations may be too limited. The result is that school teams are often surprised to review their office discipline or classroom exclusion data after the first three months of the school year and find that kindergarten and first grade students have higher rates of discipline referrals than students in the later grades.

The basic message of this brief is that elementary schools using PBIS and committed to success for the full range of students in their school will want to consider allocating extra personnel and support during the first month of the school year to young students new to the school. This approach is based on regularly monitoring office discipline referrals, or class exclusion patterns by grade level, and then (a) using data for on-going problem solving and support, (b) shifting the start-of-the-year instruction of behavioral expectations and behavioral routines for kindergarten and first grade students to smaller groups (5-7) where shorter training sessions with increased opportunities for student response and immediate adult feedback are easier, and (c) identify and prioritize students who may need even more support to be successful.



Strategy 1: Disaggregate Discipline Data by Grade Level for Problem Solving

A cornerstone of PBIS is the collection and use of data to guide behavior support and identify behavior problems that arise. Our first recommendation is that all elementary schools collect, summarize, and use discipline data to examine how well they are meeting the behavior needs of young students. Specifically, elementary schools may want to consider disaggregating their student discipline data by grade level to see what patterns of discipline referrals emerge in the first few months of the school year.

One example of a data management system that is widely used for managing discipline patterns is the School-wide Information System (SWIS; May et al., 2019; www.pbisapps.org). Using graphs generated in



SWIS, school PBIS teams can “drill down” in the data to identify patterns of student problem behaviors and develop action plans to support students. To determine if enhanced efforts are needed for young students entering an elementary school, it is helpful to examine a graph of office discipline referrals (or suspensions) by grade level. Consider the hypothetical data in Figure 1, which shows patterns of office discipline referrals per school day organized by grade level from September, October and November of a recent school year. The data indicate that students in kindergarten and first grade received over 67% of all office discipline referrals from this hypothetical elementary school. Efforts to teach and support positive behavior were effective for students in grades 2-5 but were insufficient for students new to the school in kindergarten and first grade as continuing students.

The PBIS team from this school could use this information to consider new strategies for supporting students starting school in kindergarten and first grade. The team could also use their data to more precisely guide the delivery of supportive practices. Consider the data in the drill down graphs in Figures 2 and 3. The data in Figure 2 document that most office discipline referrals for students in kindergarten and first grade are coming from classrooms, and that although many young students were struggling behaviorally, there were two students who stand out as needing individualized attention. The key message from this example is the importance of gathering data systematically, then summarizing and using data to assess discipline problems by grade level, by location, and by student. Any elementary school that does not have access to this level of information is at risk of missing important messages needed to guide behavior support.

Figure 1. Graph of hypothetical data showing that the majority of office discipline referrals occurred for students in kindergarten and first grade during the months of September, October, and November of the 2018-19 school year.

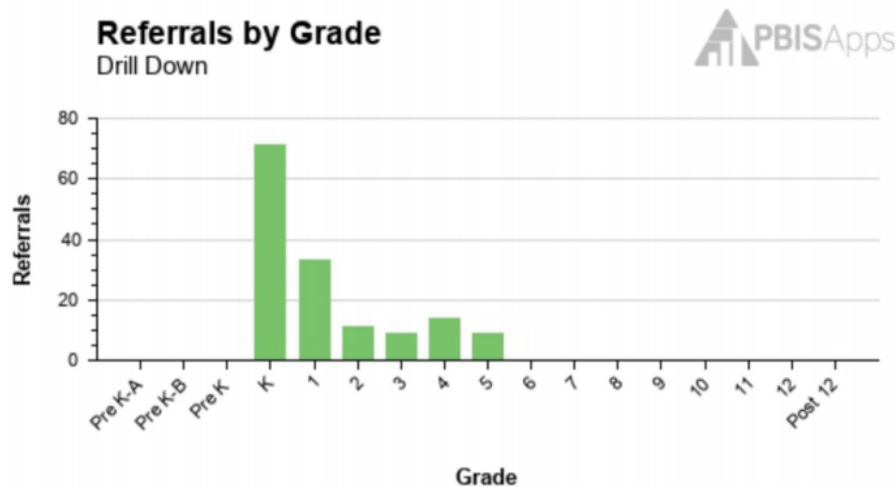




Figure 2. Graph of hypothetical data showing that the vast majority of office discipline referrals were issued in classrooms for kindergarten and first grade students during the first three months of the 2018-19 school year.

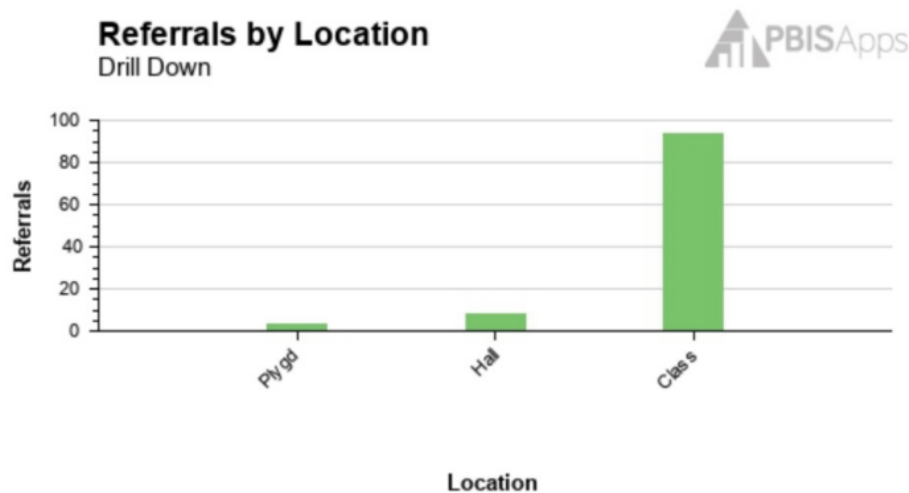
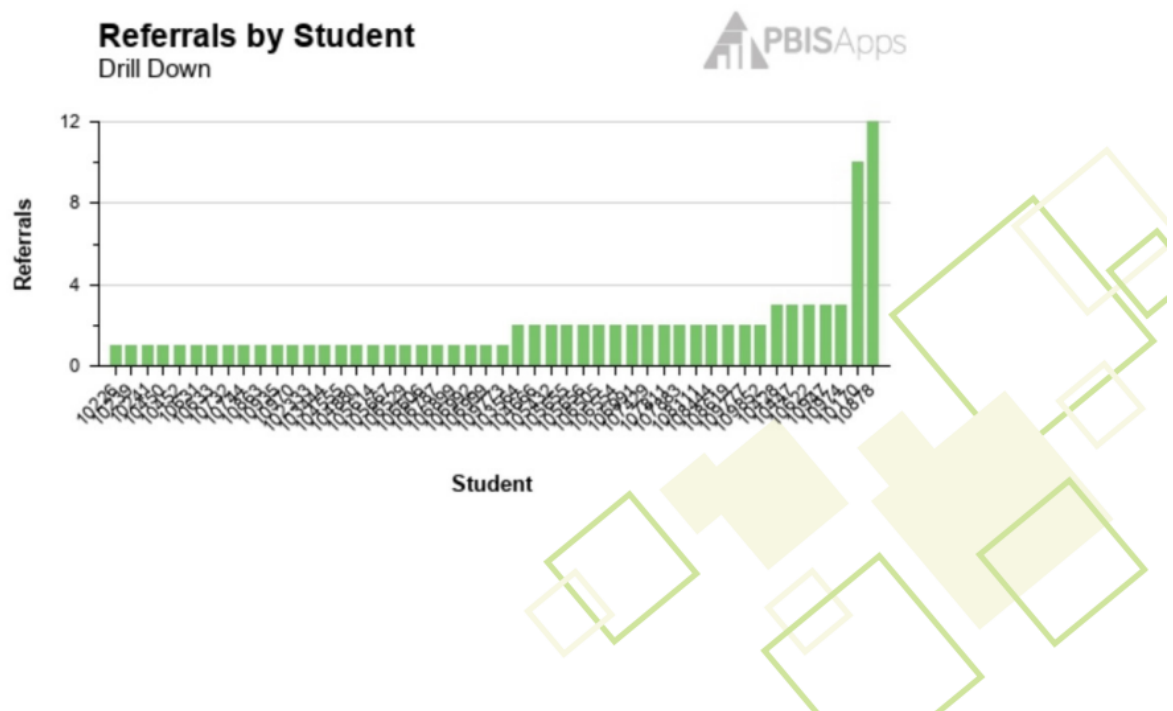


Figure 3. Graph of hypothetical data indicating that two students in kindergarten (student 10170 and 10878) received a large proportion of the office discipline referrals in the classrooms during the first three months of the 2018-19 school year.





Strategy 2: Increase the Intensity of Tier 1 Classroom Practices

Typical Tier 1 classroom management practices include defining and teaching classroom expectations, providing opportunities for young students to practice new skills, and acknowledging students for their attempts. One adaptation to consider in kindergarten and first grade is to change the classroom environment as a preventative strategy for decrease the length of time students are seated in whole group instruction (e.g., carpet time) to a developmentally appropriate duration and include movement breaks.

Increasing the intensity and frequency of preventive practices at the onset of a new school year helps to provide young students with the tools they need to be successful throughout the school year (Stormont, Beckner, Mitchell, & Richter, 2005). Specifically, class-wide expectations are most effective when explicitly and actively taught in observable and measurable ways that are developmentally appropriate for young students (Fallon, O’Keeffe, & Sugai, 2012). To promote social-emotional skills in the early years, teachers are encouraged to model desired expectations, provide multiple opportunities for students to practice new skills, and reinforce students engaging in positive behaviors.

Due to students’ social-emotional development, there is a need to focus on these teaching opportunities early on in the school year with an emphasis on: (a) short lessons (e.g., 5 to 10 min) that are delivered

frequently (e.g., daily over the first few weeks of school, (b) teaching in smaller groups (e.g., 5 to 7 students) that allow students to practice “doing things right” and receive immediate feedback, (c) teach within common routines (e.g., classroom entry and exit, getting student attention, asking for help) at the start of every school day for the first two weeks of school, then every Monday for the first term, then intensify again after long breaks from school or as needed based on classroom-wide data, and (d) practice within common routines such as classroom entry and lining up repeatedly (overlearning), not only when they occur naturally (e.g., once at the start of the day; www.challengingbehavior.org).





Strategy 3: Identify and Respond Early to Young Students with More Intensive Needs

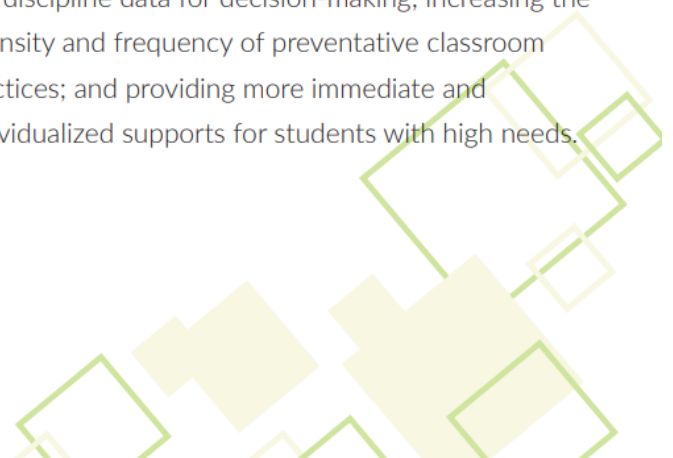
In addition to using discipline data systems, such as SWIS, school PBIS teams can also collaborate with EI (Early Intervention) service providers to identify young students who will likely need more intensive support at the beginning of the school year. For example, EI providers may have already screened and have been providing services to these young students in early educational environments. By identifying these students, school PBIS teams can provide early intensive supports to help them transition successfully into kindergarten and first grade.

For young students engaging in more reoccurring and serious problem behaviors (e.g., six or more referrals in a short amount of time [Figure 3]), intensifying Tier 1 classroom practices may not be sufficient to address their behavioral challenges. Additional supports may include conducting a brief functional behavioral assessment and developing a behavior support plan to address the problem behaviors and teach more acceptable replacement behaviors. As an example, for a student in kindergarten who frequently cries and hits their teacher and teaching assistants to avoid participating in early language activities, a behavior support plan may include adjusting the

length of the activities (i.e., preventing future problem behaviors) and teaching the student to ask for help during difficult activities (i.e., teaching a behavior to replace the problem behaviors). The school PBIS team may assist the teacher and teaching assistants to implement the support plan by providing the materials and training to the teaching staff on: (a) how to implement preventative strategy (e.g., adjusting lesson activity length), (b) when or how to reinforce the appropriate replacement behavior (i.e., asking for help), and (c) how to collect data to evaluate whether the support plan is effective (e.g., how frequently problem behaviors continue to occur, how often the student independently asks for help).

Summary

Many young students struggle to successfully transition into early academic environments for the first time and, as a result, experience high rates of negative disciplinary consequences. School PBIS teams can better support these young students by investing in data systems to collect, summarize, and use discipline data for decision-making; increasing the intensity and frequency of preventative classroom practices; and providing more immediate and individualized supports for students with high needs.



PROMOTING SOCIAL EMOTIONAL COMPETENCE

Building Positive Relationships	
<p>KEY PRACTICE Indicators:</p> <p>1. Develop meaningful relationships</p> <ul style="list-style-type: none"> △ Provide greetings upon arrival △ Communicate with children at eye level △ Verbally interact with individual children during routines and activities △ Participate in children's play when appropriate △ Speak calmly, respectfully, and with warmth △ Attend in positive ways at times when children are not engaging in challenging behavior <p>2. Examine personal, family, and cultural views of children's challenging behavior</p> <ul style="list-style-type: none"> △ Consider personal beliefs regarding the acceptability and unacceptability of specific types of behavior △ Consider personal beliefs regarding the causes of specific types of unacceptable behavior △ Acknowledge contrasting or conflicting beliefs held by others regarding acceptable and unacceptable types of behavior <p>3. Examine own attitudes toward challenging behavior</p> <ul style="list-style-type: none"> △ Understand the relationship between social emotional development and challenging behaviors △ Consider developmentally appropriate levels for behavior and response strategies for behavioral challenges △ Understand prevent strategies which decrease the likelihood of challenging behaviors △ Identify what children's' behaviors "push my buttons" and develop strategies for dealing with situations such situations 	<p style="text-align: center;">ACTION STEPS</p> <p>I will need: (Materials, Resources and Supports)</p>

(adapted from the Inventory of Practices for Promoting Children's Social Emotional Competence, vanderbilt.edu/cefel)

Designing Supportive Environments

KEY PRACTICE Indicators:	ACTION STEPS
<p>1. Design the physical environment by:</p> <ul style="list-style-type: none"> △ Arranging traffic patterns in classroom so there are wide open spaces △ Removing obstacles that make it difficult for children with physical disabilities to move around the room △ Clearly defining boundaries in learning centers △ Arranging learning centers to allow room for multiple children △ Providing a variety of materials in all learning centers △ Designing learning centers so that children spend time evenly across centers △ Consider children's interests when deciding what to put in learning centers △ Make changes and additions to learning centers on a regular basis △ Visually closing learning centers when they are not an options for children to use 	
<p>2. Develop schedules and routines by:</p> <ul style="list-style-type: none"> △ Designing schedules to include a balance of large group and small group activities △ Visual displaying of schedules to minimize the amount of time children spend making transitions between activities and increase predictability △ Consistently implementing to increase predictability △ Teaching children the schedule paired with school-wide positive behavioral expectations △ Provide explanations when changes in the schedule are necessary 	
<p>3. Ensure smooth transitions by:</p> <ul style="list-style-type: none"> △ Eliminating excess waiting time with nothing to do △ Teaching positive behavioral expectations associated with transitions △ Provide precorrections prior to transitions △ Individualize precorrections – if necessary – prior to transitions 	
<p>4. Design activities to promote engagement by:</p> <ul style="list-style-type: none"> △ Planning and conducting large and small group activities with specific goals in mind △ Varying the topics and activities in large group from day to day △ Providing opportunities to be actively involved in large group activities △ Varying speech and intonation to maintain interests in large group activities △ Monitoring children's behavior and plans when children lose interest in large and small group activities △ Using peers as models during small group activities △ Making adaptations and modifications to ensure that all children can be involved in a meaningful way in any activity △ Use a variety of ways to teach positive behavioral expectations to specific activities so that all children understand them △ Using VISUAL SUPPORTS for predictability in large and small groups 	
<p>5. Giving directions by:</p> <ul style="list-style-type: none"> △ Gaining children's attention before giving directions △ Minimizing the number of directions △ Individualizing the way directions are given △ Giving clear directions that are positive △ Giving time to respond to directions △ Giving choices and options when appropriate 	

<ul style="list-style-type: none"> △ Following through with positive acknowledgment of children's behavior 	
<p>6. Establishing positive behavioral expectations for classroom routines by:</p> <ul style="list-style-type: none"> △ Teaching positive behavioral expectations in developmentally appropriate ways △ Providing practice opportunities △ Using positive words (avoiding "no" and "don't") △ Keeping rules manageable (no more than 3) △ Frequently reinforcing appropriate behavior △ Identifying consequences for both following and not following expectations/rules △ Following through with consistency and fairness 	
<p>7. Using positive feedback and encouragement by:</p> <ul style="list-style-type: none"> △ Using contingent reinforcement for appropriate behavior & effort △ Providing frequent descriptive feedback and encouragement △ Conveying enthusiasm while giving positive feedback & encouragement △ Providing nonverbal cues of appreciation △ Recognizing that there are multiple means of acknowledgment 	



“What’s in your toolbox?”

SHINE THE LIGHT 5:1 Ratio of Positive Attention	PAINT A PICTURE OF PREDICTABILITY Visual Schedule	NAIL DOWN ROUTINES Directly Teach Routines within Routines	MAKE IT STICK Directly Teach Behavior Expectations	BUILD OPPORTUNITIES Directly Teach Peer-Related Social Skills
<p>The 5:1 ratio of positive attention is based on research that shows young children are better behaved when adults spend the majority of their time attending to positive behavior and not challenging behaviors. Challenging behavior has many negative consequences. Among these is the tendency for adults to minimize their time with the child in positive, growth-enhancing interactions</p>	<p>One of the most simple but effective classroom-wide strategies for reducing challenging behavior is to maximize children's ability to predict what comes next. Having a daily schedule that truly operates to reduce challenging behaviors is not just about having a poster on the wall and doing the same thing every day. It's about using visual supports, maintaining a routine and keeping all children informed about the routine.</p>	<p>The predictability of a general schedule does not provide enough structure to prevent some children's challenging behaviors. It is often helpful to specify other levels of predictability with one's overall classroom schedule and this is where the idea of routines within routines comes into play.</p>	<p>Make certain that all children know precisely what behavioral expectations you have for each routine. Adjust school wide expectations to developmentally match the students in your classroom. It is recommended to use one to three expectations for any one routine.</p>	<p>Build opportunities through careful planning around routines & activities and arranging the environment to support peer interaction. Provide opportunities for children to engage in more social interactions throughout the day and have more opportunities to practice emerging social skills. Routine activities such as snack, arrival time, and clean up time allow for practice, maintenance and generalization of social skills.</p>

FIVE-TO-ONE RATIO OF POSITIVE ATTENTION

Rationale/Description

The 5:1 ratio of positive attention is based on research that has shown that children are better behaved in early childhood settings when adults spend the majority of their time attending to positive behavior and not challenging behaviors. At one level it may seem as if maintaining a 5:1 ratio is simple and straight forward. If it was, then everyone would do it. Another thing that we know about challenging behavior is that it has many negative consequences for the "behavior". Among these is the tendency for adults to minimize their time with the child in positive, growth-enhancing interactions. Many teachers have explained this phenomenon this way, "I just decided to leave him alone for fear that something would set him off." Of course, over time this can result in the child receiving a 1:5 ratio of positives to negatives!

Example

In Ms. Positivity's' class, Rebecca was a spitter. This behavior was disruptive and disturbing to staff, children, and parents. Ms. Positivity and her team were also aware that they spent the majority of time with Rebecca dealing with the aftermath of her spitting. As one of the classroom assistants said, "I guess I can't really recall the last time I said something to Rebecca about what she was doing well". Realizing that the team needed to do a 180 degree turn regarding positive-to-negative ratio with Rebecca, they decided to give themselves a goal and a constant reminder. Their goal was for the team to catch Rebecca appropriately behaving 30 times in a 3 hour day. The three team members each wore a carpenter's apron with 10 poker chips placed in one side pocket of the apron, and they moved a chip to the other pocket each time they made a positive comment to Rebecca about her appropriate behavior.

Considerations

- Δ It is always helpful to have a specific goal and a reminder.
- Δ The only interactions that count in the positive category are encouraging comments to the child about his or her behavior. Requests nicely stated (e.g. "Come here, please.") count in the negative column. Other examples of negative comments include giving directions, making requests or asking questions, even if stated in a positive tone or nicely asked.
- Δ Many practitioners report that getting to 5:1 changed themselves in significant ways. It would not be unusual to feel more positive about yourself and your classroom at the end of the day.
- Δ It is not unusual to realize that children in the class start to emulate your positive comments with each other, including the child with challenging behaviors.

Challenging Behaviors

Are we providing positive feedback to children with persistent challenging behavior at five times or more the rate that we are giving corrective feedback for challenging behaviors?

Where are you giving your time and attention? It is easy to fall into a pattern of giving time and attention to challenging behavior and to largely ignore children who have persistent challenging behavior when they are behaving well. It is critical to be spending the vast majority of time with every child when he or she is behaving well.

Trauma-Informed Approach:

USING PREDICTABLE SCHEDULES

Rationale/Description

One of the most simple but effective classroom-wide strategies for reducing challenging behavior is to maximize children's ability to predict what comes next. Developing a daily schedule and directly teaching children what comes next is a great place to start. Having a daily schedule that truly operates to reduce challenging behaviors is not just about having a poster on the wall and doing the same thing every day. It's about maintaining a routine and keeping all of the children informed about the routine.

Example

Ms. Predictability's daily schedule:

*Arrival
Opening circle
Choice time
Learning Centers
Snack
Story/Reading Circle
Outdoor Play
Small Group Skill Development
Closing Circle
Dismissal*

From the first day of school and throughout the year, Ms. Predictability begins opening time with a review of the daily schedule, usually turning this into a fun game in which children guess what comes next, or gives the wrong answer and the children can correct her with what routine really does come next. This schedule review is a nice preliteracy activity as well. Throughout the day and right before a transition is about to occur, she will ask individual children what routine is next on the schedules. When a schedule change will occur on the following day, Ms. Predictability reviews the upcoming schedule with her children at closing circle time and again at opening circle time the following day.

Considerations

- Δ Prominently display the daily schedule at children's eye level.
- Δ Use words and pictures to represent entries on the schedule.
- Δ Design your schedule so that you can either remove an item to indicate its completion, cover up the item to indicate its completion or provide other ways to indicate that activities are finished.
- Δ Review the schedule daily with the whole group and with individual children prior to making a transition.
- Δ Preview upcoming changes with children.
- Δ Keep things new and exciting. A predictable schedule does not mean doing the exact thing every day.

Challenging Behaviors

Are we using schedules in a way that is likely to prevent challenging behavior?

Where are you at in providing children with a level of predictability in the daily schedule that prevents challenging behaviors? Most EC-PBIS classrooms have a schedule of activities in place. Many of these settings do not have a level of predictability to the schedule that provides children with the certainty necessary to act as a prevention to challenging behavior. Schedules that become interrupted or altered by challenging behaviors, different adults in the class, or a whim to do something different are not predictable schedules. Likewise, schedules that are not taught directly to children, reviewed with children on a regular basis, or discussed beforehand with children when a necessary modification needs to be made are not predictable schedules.

Trauma-Informed Approach:

ESTABLISHING ROUTINES WITHIN ROUTINES

Rationale/Description

The predictability of a general schedule does not provide enough structure to prevent some children's challenging behaviors. It is often helpful to specify other levels of predictability with one's overall classroom schedule and this is where the idea of routines within routines within routines comes into play.

Example

Sign-in is one daily routine in Mr. Routine's classroom in which children come individually to a large poster board and sign in using their name, name approximations, letters, or general markers, depending on their developmental level. The first thing that happens in this routine is that Mr. Routine will approach one child at an arrival tabletop activity, hand him a marker, and say, for example, "Tim, time to sign in. Pick a friend and go sign in together." This sequence represents a routine within the sign-in routine. Mr. Routine has also taught the children that there is a routine to follow next. Children have been taught to approach the friend of their choice, tap him or her on the shoulder, look at him or her, say the child's name, and ask him or her to "come sign in". Mr. Routine used a picture sequence to teach this multistep process, with children in his class performing each step of the process. He went over the sequence at opening circle time for the first 2 weeks of class prior to actually instituting the sign-in routine. His main goal was to give children opportunities for peer interaction and to get to know each other's name. When he first instituted the routine, Mr. Routine was available to help remind children of the sequences if they needed assistance.

Considerations

- Δ Routines within routines can and should be utilized for each major component of the day.
- Δ Routines should be developed using one to two positive behavioral expectations.
- Δ Think carefully about the developmental goals you have for a general routine (e.g. peer interactions, language, fine motor skills) and make sure the routines within the routines actually provide opportunities for children to practice skills related to the goal.
- Δ Always mediate with picture sequences. Picture sequences are a permanent reminder for children regarding your behavioral expectations and they help children understand each step of each routine.
- Δ Directly teach the sequences using fun activities such as puppets, role-playing with adults purposefully making mistakes, and children taking turns modeling for each other.

Challenging Behaviors

Do we have routines within routines within routines across the day?

Looking more deeply into the question of schedules, are there predictable routines within routines within routines as a planned part of your classroom? For example, circle time is often a routine that occurs on a regular basis. Simply having that general routine as a predictable event, however, will not function to prevent challenging behaviors. There must be a consistent routine within the circle time.

Example: Circle time routine with greeting song routine, with child-choice of song routine, with passing out props routine, with picking up props routine.

Trauma-Informed Approach:

DIRECTLY TEACH BEHAVIOR EXPECTATIONS

Rationale/Description

Make certain that all children know precisely what behavioral expectations you have for each routine. Adjust school wide expectations to developmentally match the students in your classroom. It is recommended to use one to two expectations for any one routine.

Example

Ms. PBIS uses the following behavioral expectations for each daily routine: Be Kind and Be Safe.

Ms. PBIS took pictures of the children in her class demonstrating the expectations, and the pictures were strategically posted around the classroom. At the beginning of the year, Ms. PBIS reviewed the expectations for each routine prior to making a transition. The photographs were used to remind children of the expectations. When Ms. PBIS noticed an episode of rule following, she made a point to publicly acknowledge this. Ms. PBIS used the pictures to redirect children to the desired behavior when they were not following expectations.

Considerations

- Δ Adjust the level of expectations across the year.
- Δ Practice expectations beforehand. Practicing after rule infractions may be perceived as punitive by the children.
- Δ Make sure that all children have the opportunity to practice behavioral expectations each day.
- Δ Remember the 5:1 ratio and to catch children appropriately behaving.

Challenging Behaviors

Have we taught children the specific behaviors we want to see for each classroom routine?

Are we explicitly teaching the behavior expectations for each classroom routine? Many EC-PBIS classrooms use the schoolwide positive behavioral interventions. Having these expectations are worthwhile, but, in many cases, they simply occupy a space on the classroom wall, are only reviewed early in the school year, or are never translated into their application for specific, multiple routines. Sometimes we may make the colossal mistake in many circumstances of assuming that children know how to behave appropriately and that their misbehavior is simply noncompliance. Sometimes this is the case, but the only way to be certain is to have explicitly taught the specific expectations in the first place.

Trauma-Informed Approach:

DIRECTLY TEACH PEER-RELATED SOCIAL SKILLS

Rationale/Description

Build opportunities through careful planning around routines & activities and arranging the environment to support peer interaction. Provide opportunities for children to engage in more social interactions throughout the day and have more opportunities to practice emerging social skills. Routine activities such as snack, arrival time, and clean up time allow for practice, maintenance and generalization of social skills.

Description of strategy

This strategy involves purposefully teaching children skills for effectively and positively interacting with peers. The strategy is related to the classroom practice (see Chapter 6) of directly teaching social skills, but here we are referring to instruction that is focused on the child who exhibits challenging behaviors. It is understood that teaching social skills is an endeavor that requires the involvement of more than one child, so this individualized strategy is basically an extension of the classroom practice previously described. We recommend that peer-related social skills instruction be provided for the full class and, if the team decides, additional emphasis and instructional precision can be provided for the child with challenging behavior. The FBA should be used for identifying the context in which challenging behaviors occur. If the context involves peer interaction, then social skill instruction is usually recommended. The team can determine what specific social skills are to be targeted, including sharing, requesting, sustaining an interaction, initiating an interaction, and tolerating a peer's misbehavior.

Considerations

- Δ Many opportunities are planned for children to practice the skill, and extra practice times are planned for the child who needs more support.
- Δ The new skill is directly taught and modeled by all adults in the classroom or setting.
- Δ Children are recognized for using their new skill (e.g., "Wow. Sarah shared her blocks with Tim. What a nice friend"). You can also comment about Tim's responding (e.g., "And Tim, you answered Sarah when she said your name. Look at her smile").
- Δ More attention is given to children who are using their new skill.
- Δ Children who need to learn this skill and do not yet have mastery need to have many opportunities for practice and success.

Trauma-Informed Approach:

Social Emotional Teaching Strategies

KEY PRACTICE Indicators:	ACTION STEPS
<p>1. Developing friendship skills and peer relationships</p> <ul style="list-style-type: none"> △ Utilize peers as models of desirable social skills △ Encourage peer partners/buddies △ Demonstrate sensitivity to peer preferences and personalities △ Understand developmentally appropriate levels of interaction for parallel and cooperative play △ Develop interaction opportunities within classroom routines △ Provide sincere, enthusiastic feedback to promote and maintain social interactions △ Wait until interactions are finished before reinforcing; avoid interrupting interactions △ Give general reminders to “play with your friends” △ Facilitate interactions by supporting and suggesting play ideas △ Ensure that interactions are mostly child-directed not teacher-directed during free play △ Provide role-playing opportunities for learning friendship skills △ Incorporate cooperative games, lessons, stories and activities △ Structure activities to encourage and teach sharing, turn-taking, requesting and working cooperatively △ Integrate friendship skills through cooperative learning and curriculum activities 	
<p>2. Emotional Literacy and Self-Regulation</p> <ul style="list-style-type: none"> △ Develop appropriate receptive and expressive “feeling” vocabulary △ Structure activities to label positive and negative feelings (paired with actions to regulate) △ Provide opportunities to model and label own emotional state and provide an action statement (I am feeling frustrated, so I better take some deep breaths and calm down) △ Use opportunities to comment on occasions when children state they are feeling upset or angry but are remaining calm △ Help children recognize cues of emotional escalation △ Integrate emotional literacy and self-regulation skills within cooperative learning and curriculum activities 	
<p>3. Problem Solving</p> <ul style="list-style-type: none"> △ Systematically teach the problem-solving steps: <ul style="list-style-type: none"> a) What is my problem? b) What are some solutions? c) What would happen next? d) Try out the solutions △ “Problematizes” situations throughout the day to allow children opportunities to generate solutions △ Take time to support children through the problem-solving process during heated moments △ Comment on and reinforce children's problem-solving efforts △ Help children identify appropriate choices △ Help children try solutions until the situation is appropriately resolved △ Display photographs of children working out situations △ Integrate problem solving skills within cooperative learning and curriculum activities 	

Developmental Considerations: Behavior Expectations

Adapted from Child Development Guide at <http://www.dshs.wa.gov/ca>

Understanding of developmental levels and behavioral expectations of children are essential when designing classroom environments and implementing strategies to prevent challenging behaviors. All children develop skills at different rates and different times. When deciding which strategy will work best with a child take into account what they can do as well as what new skills they can learn.

<p style="text-align: center;"><u>FOUR AND FIVE YEAR OLDS</u></p> <ul style="list-style-type: none"> ▲ Active and consistently on the go ▲ Insatiable curiosity; talks incessantly; asks innumerable questions ▲ Likes to shock adults with bathroom language ▲ Needs to play with others; has relationships that are often stormy; when playing in groups, will be selective about playmates ▲ Likes to imitate adult activities; has good imagination; can have imaginary friends and active fantasy life ▲ Relies less on physical aggression; is learning to share, accept rules, take turns ▲ Often is bossy, belligerent, name caller; goes to extremes, bossy then shy, frequently whines, cries and complains or is demanding ▲ Often tests people to see who can be controlled ▲ Has growing confidence in self and world ▲ Is beginning to develop some feeling of insecurity ▲ Is becoming aware of right and wrong; usually has desire to do right; may blame others for own wrongdoing 	<p style="text-align: center;"><u>STRATEGIES</u></p> <ul style="list-style-type: none"> ▲ Allow space for child to run and play both indoors and out ▲ Ignore bad language since paying attention to it only reinforces it ▲ Answer questions patiently or find answers if needed ▲ Don't ridicule or underestimate the importance of fantasy in the child's life ▲ Encourage group play but don't be surprised by disagreements or child's behavior toward different playmates ▲ Expect child to take simple responsibilities and follow simple rules, such as taking turns ▲ Provide outlets for emotional expression through talking, physical activity and creative media ▲ Encourage positive self-esteem by pointing out the things child can do for self ▲ Help the child be responsible and discover the consequences of his/her behavior. Be aware of your feelings and try to understand his/her perspective ▲ Reinforce, praise and encourage positive behavior ▲ Keep a sense of humor
<p style="text-align: center;"><u>FIVE AND SIX YEAR OLDS</u></p> <ul style="list-style-type: none"> ▲ Likes to be part of conversations ▲ Copies adults and likes their praise ▲ Tries only what he/she can accomplish; will follow instructions and accept supervision ▲ May fear mother won't return, since mother is the center of the child's world ▲ Plays with boys and girls; is calm and friendly; is not too demanding in relations with others; can play with one child or a group of children, though prefers member of the same sex ▲ May show some fear of the dark, falling, dogs or bodily harm ▲ If tired, nervous or upset, may exhibit the following behavior as nail biting, eye blinking, throat clearing, sniffing, nose twitching and/or thumb sucking ▲ Is concerned with pleasing adults 	<p style="text-align: center;"><u>STRATEGIES</u></p> <ul style="list-style-type: none"> ▲ Allow and respond to child-initiated conversations ▲ Avoid leaving until the child is prepared for mother's departure and return ▲ Child needs reassurance ▲ Have opportunities for child to play with other children ▲ Reinforce mastered skills and give children opportunities to be successful in new, simple activities ▲ Don't dismiss fears as unimportant ▲ Help the child create routines that include quiet play and rest ▲ Read the child a story ▲ Reinforce, praise and encourage positive behavior

SIX and SEVEN YEAR OLDS

- Δ Is vigorous, full of energy, and generally restless, e.g., foot tapping, wiggling, being unable to sit still.
- Δ Has unpredictable preferences and strong refusals
- Δ Wants all of everything and finds it difficult to make choices.
- Δ Begins to identify with adults outside the family (e.g., teacher, neighbor).
- Δ Friendships are unstable; is sometimes unkind to peers; is a tattletale.
- Δ Thinks he/she has to be a winner; changes rules to fit own needs; may have no group loyalty.
- Δ Beginning to be more independent.
- Δ Finds it difficult to accept criticism, blame, or punishment.
- Δ Child is center of own world and tends to be boastful.
- Δ Generally is rigid, negative, demanding, unadaptable, slow to respond and tantrums could reappear.
- Δ Is very concerned with personal behavior, particularly as it affects family and friends; sometimes blames others for own wrongdoing

STRATEGIES

- Δ Provide opportunities for a variety of physical activities
- Δ Do not offer excessiv choices, but provide opportunities for making decisions.
- Δ Provide guidance in making and keeping friends.
- Δ Make rules and expectations clear
- Δ Set reasonable limits, offer explanation of limits, help child keep within them.
- Δ Give child time, freedom, and opportunities to practice being independent.

PYRAMID MODEL

Supporting Social Emotional Competence in Young Children

The Pyramid Model for Supporting Social Emotional Competence in Young Children (Fox, Dunlap, Hemmeter, Joseph, & Strain, 2004) is a comprehensive, three-tiered, positive behavioral interventions and supports (PBIS) framework which promotes social, emotional development and prevents & addresses challenging behavior in young children.



Level	Component	Evidence-based Practices
<p>Tertiary</p> <p>Intervention for individual children with persistent problem behavior using behavioral science principles.</p>	<p>Intensive Individualized Interventions</p>	<ul style="list-style-type: none"> 🏠 Toolkit for Challenging Behaviors 🏠 Routine-based Support Plans 🏠 Individualized Behavior Support Planning including: <ul style="list-style-type: none"> Team-based collaboration, goal setting, functional behavior assessment, intervention plan with prevent, teach & reinforce strategies, coaching & data-based decision making
<p>Secondary</p> <p>Intentional instruction to support their social and emotional development. "At Risk" students require systematic & focused instruction to acquire social emotional skills.</p>	<p>Targeted Social Emotional Supports</p>	<ul style="list-style-type: none"> 🏠 Teach children to identify and express emotions 🏠 Teach and support self-regulation 🏠 Teach and support strategies for handling anger & disappointment 🏠 Teach and support social problem solving 🏠 Teach and support cooperative responding 🏠 Teach and support friendship skills 🏠 Partner with families in teaching social emotional skills
<p>Universal</p> <p>Essential for all children - if the strategies that support this tier are implemented consistently, most children will develop healthy social emotional development without need for additional support or intervention.</p>	<p>High Quality Supportive Classroom Environments</p>	<ul style="list-style-type: none"> 🏠 Classroom Arrangement and Design <p>The BIG Five:</p> <ul style="list-style-type: none"> 🏠 Use 5:1 ratio of positive to negative/neutral attention 🏠 Use predictable and comprehensible schedules 🏠 Use routines within routines to heighten predictability 🏠 Teach behavioral expectations directly 🏠 Teach peer-related social skills
	<p>Nurturing and Responsive Relationships</p>	<ul style="list-style-type: none"> 🏠 Supporting children's play 🏠 Responding to child conversations 🏠 Specific praise and encouragement of appropriate behavior 🏠 Build relationships with children 🏠 Responsive relationships with families
<p>Workforce</p>	<p>The Pyramid Model is supported at the foundation by an effective workforce of both classroom implementers and administrators – who are trained and coached to support EC-PBIS implementation systems, data and practices at each level of the Pyramid.</p>	