

Strategies for Teaching Expectations, Routines, Acknowledgements

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Western Egyptian EOC Head Start

Steeleville, IL

www.weeoc.org

- ~Part of a community action agency
- ~Not affiliated with a public school district
- ~Ten centers in Randolph, Monroe and Perry counties
- ~Initial PBIS training in Spring 2004
- ~Agency commitment signed in Fall 2005



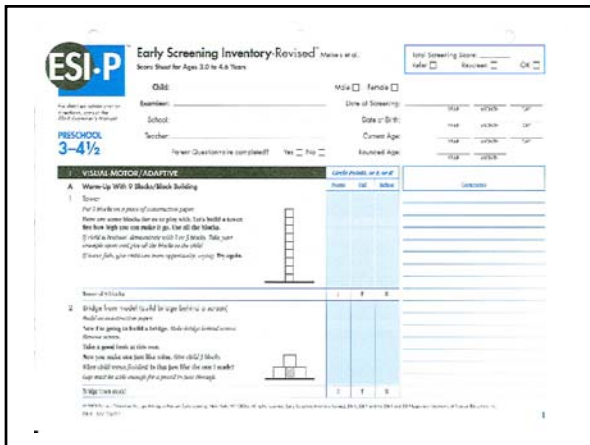
Our significant learning moment was stepping back and identifying what we already had in place.

Training time and financial resources had already been invested in curriculum and resources. We needed to explore how we could incorporate PBIS into our existing resources.



Academic systems that were in place include

- ~Screenings within 45 days of enrollment
- ~Early Screening Inventory Revised
- ~Fluharty
- ~Creative Curriculum
- ~Parent Conferences and Home Visits
- ~Dual enrolled children
- ~10% of enrollment with IEP



Behavior Systems that were in place include

- ~Devereux Early Childhood Assessment
- ~Conscious Discipline®
- ~Second Step
- ~Talking About Touching
- ~Social Story Book
- ~Photo Daily Schedules
- ~Visual Reminders
- ~Stop & Think

Two challenges we faced were

1. Supporting the staff and clarifying the message that PBIS, which traditionally has been tangibly reinforced, can be developmentally appropriate when tangibles are removed.
2. Finding a system for collecting data.

Our basic **philosophy** is that PBIS is the framework for gathering and analyzing data and that Conscious Discipline[®] is our main teaching tool.

Our **approach** is to identify and examine the systems we have in place to see where those systems fit in PBIS rather than build a system around PBIS.

Our **goal** is to bring continuity to the program by developing a program Matrix and a written plan as a guide. However, we place a great emphasis on encouraging the teaching staff to individualize their classrooms to reflect each culture of the classroom community as well as meet the individual needs of the children.

Western Egyptian EOC Head Start PBIS Matrix					
Rules: 1. Be Kind 2. Be Safe					
	Classroom / Indoors	Playground / Gross Motor	Bus	Tattling	Sitting, Kicking, Hitting
B E K I N D	1. Use an inside voice. 2. Use helpful words. 3. Tell others how you feel. 4. Share everything but germs. 5. I Love You rituals.	1. No screaming on the playground unless you are hurt. 2. Take turns.	1. Keep hands to yourself. 2. Use an inside voice.	1. Are you being helpful or hurtful? 2. Use an inside voice.	1. Hands are helpful.
B E S A F E	1. Use walking feet. 2. Sit criss-cross. 3. Stay in the classroom. 4. Use calming exercises.	1. Pedal tricycles in the same direction. 2. Wood/rubber chips stay on the ground.	1. Stay buckled. 2. Sit quietly at railroad tracks.	1. Ask an adult for help.	1. Tell an adult if you or a friend need help.

The common links program wide are:



1. Conscious Discipline[®] is the main teaching tool.
2. Every classroom uses the same problem solving approach.

In PBIS Language...

Our **data** is collected through Creative Curriculum objectives (Academic) and Strategy Worksheets (Behavioral).

Our **systems** are outlined in the Strategy Worksheet Guidelines. The Devereux serves as a behavior tracking system.

Our **practices** are outlined in the Matrix and Conscious Discipline® serves as our main teaching tool.

Conscious Discipline® is about Creating Safety (brain stem), Problem Solving (frontal lobe) and Building a School Family (limbic system). This is accomplished by teaching the seven skills and powers of Conscious Discipline®.



PBIS is about creating and maintaining a Safe Learning Environment and developing Social and Emotional skills in children. This is promoted through the behavior expectations of *Be Kind* and *Be Safe*.

Integrating PBIS Throughout the Agency

Staff: Assign roles
Provide training and support

Parents: Conferences with teachers
Home visits from Family Advocates
Parent meetings

Children: Child Assistance Team Meetings
Strategy Worksheets

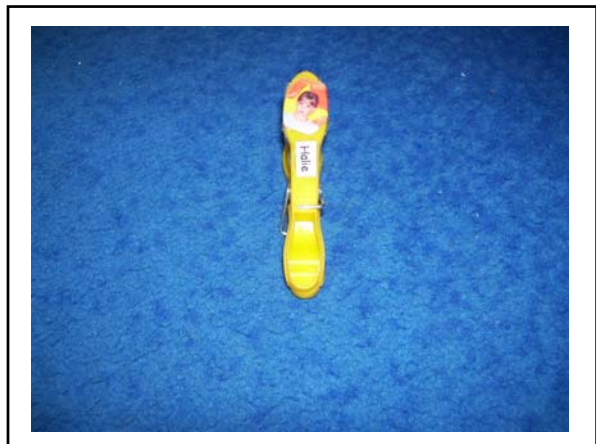
Acknowledgements

Staff:
Newsletters
Individual notes



Children:
Group commitment charts
Individual commitment charts
Celebration center













2009-2010 Group Commitment Results

Our Head Start program had a 62% success rate in achieving the group commitment.

The data will be analyzed to determine which commitments were most/least successful, which classrooms had the highest success rates, and what part classroom environment played in the success.



Celebrations = Reinforcers

- Celebrations focus on the effort.
- Celebrations leave opportunity for problem-solving.
- Celebrations develop a sense of school family.
- Celebrations engage the brain.
- Celebrations rarely involve a tangible reward.

ACKNOWLEDGMENT MATRIX	Traditional Rewards	Intrinsic Connection Support
High Frequency Celebrations	Stickers or tokens collected in a container and displayed in the classroom.	- "You did it!" - Cheer for the individual child.
Intermittent Boosters	Weekly classroom reinforcement that the group previously voted on for filling the container with tokens.	- Class meeting on a scheduled day to discuss whether or not the group as a whole met the commitment the group had voted on. - This is in addition to the individual commitments selected each day.
Long Term Reinforcement	Larger celebrations based on how many weeks the weekly goals were met.	- Field trips, Family Activity Day in December & April, Kindergarten Transitioning, Holiday Parties. - Celebrations or special events that every child will participate in regardless of behavior. - This is an opportunity to enjoy the classroom community and work together to create a special day.

UNIVERSAL SUPPORT

Tier 1

Classroom Environment Checklist

adapted on Dr. Geoff Colvin's Classroom Strategies

Conscious Discipline Teacher Competencies

Perandoe Classroom Checklist for Western Egyptian Head Start

Teaching School Wide Expectations	How This Looks in the Head Start Classroom	In Place	Partially in Place	Not in Place
1. There are 2-3 explicitly stated expectations posted in the classroom.	<i>Be Kind and Be Safe posters in the room. Individual and Group Commitment Posters are posted at child's eye level.</i>			
2. Expectations are rehearsed and reviewed.	<i>Expectations are taught at opening circle, before free choice time, before lining up, and before starting a group circle time. Expectations are incorporated into teaching and children have the opportunity to practice skills. Example: Teacher assertively says, "I will call children who are sitting on their bottom with their hands in their lap and eyes looking at me. This is what it looks like to 'Be Safe'". Example: Adult says in a quiet voice, "If you can hear me, you are listening and may line up. Listening is what it looks like to 'Be Kind'".</i>			
3. There is a schedule for systematically teaching classroom expectations.	<i>Lesson Plans include a daily review of PBIS behavior expectations of Be Kind & Be Safe & Conscious Discipline breathing and Rock & Roll Cube.</i>			
4. Feedback is given to students regarding expectations.	<i>Redirection from teachers during instances referenced in #2 above.</i>			

Designing the Physical Space	How This Looks in the Head Start Classroom	In Place	Partially in Place	Not in Place
1. A specific classroom area is identified for free choice activity.	<i>Classroom is arranged in interest areas and free choice time is documented on the Daily Schedule and Lesson Plan.</i>			
2. A specific classroom area is identified as a Safe Place.	<i>The includes soft furniture, visuals of the four Conscious Discipline breathing exercises (pretzel, balloon, star & drain), and calming manipulatives.</i>			
3. A specific classroom area is identified for a quiet time area.	<i>Writing Area, Library or Book Area and the Safe Place</i>			
4. High traffic areas are free of congestion.	<i>The room arrangement reflects the best use of the space and possible limitations due to physical layout.</i>			
5. All students are easily seen by the teacher at all times.	<i>The teaching staff is constantly aware of where each child is in the classroom.</i>			

Establishing Classroom Routines	How This Looks in the Head Start Classroom	In Place	Partially in Place	Not in Place
1. Needed routines have been established.	A daily photo schedule is posted at children's eye level. A Daily Schedule is posted in the room for adult reference. Children are taught everyday routines such as entering the classroom, lining up for the restroom, preparing snack, lunch time, etc.			
2. Specific student behaviors are identified for each routine.	Interest areas are labeled and capacity is posted.			
3. Routines are systematically taught.	Teaching staff uses transitions to reinforce routines. Example: children have lined up to go outside, and the teachers 1) refocus the group with a Conscious Discipline breathing exercise 2) ask the group, "How are we safe on the playground?" 3) ask the group, "How are we kind on the playground?" Encourage opportunity for staff to model and children to practice routines. Feedback is given as reinforcement.			
4. Pre-corrections are given for routines throughout the day.	The daily photo schedule is reviewed during group times throughout the day as well as with individual children as needed.			
5. There is a routine established for: starting the day; entering the classroom; for eating meals; for using the restroom; for moving around the classroom; for sending notes home; for establishing classroom helpers; etc.	A daily photo schedule is posted at children's eye level. A Daily Schedule is posted in the room for adult reference. A Job Chart is posted with every child having a job assignment. Routines are verbally taught throughout the day. Feedback and coaching are provided as reinforcement.			

Managing Consequences	How This Looks in the Head Start Classroom	In Place	Partially in Place	Not in Place
1. Positive consequences are identified.	Children are given two positive choices. "You may ___ or you may ___. What works better for you?" Verbal reinforcers are used by the teaching staff. Sample phrases to listen for include: "You ___ so ___. That was helpful/kind/thoughful." "You did it! You ___"			
2. Positive consequences are delivered at a high rate.	Verbal reinforcers are used by the teaching staff. Sample phrases to listen for include "You did it! You ___" and "You ___ so ___. That was helpful." Non-verbal reinforcers such as smiles, thumbs up, wink, etc.			
3. Positive reinforcers are varied.	See #2 above.			
4. Negative consequences are identified.	Children are given two positive choices. Sample teacher responses include "You may ___ or you may ___. You may not ___" Children are encouraged to problem solve and stand up for their rights. Children are encouraged to tell the offender, "I don't like it." Teachers use phrases such as, "Was that helpful or hurtful?" and "When you want ___, you may ___. You may not ___ing is hurtful." If use of the phrases isn't observed, the consultant may survey one-third of the children individually by asking, "What do you say when a friend hits or pushes you?"			
5. Negative consequences are mild.	Children are encouraged to try again. "Oops!" factor is used. Individual & Group Commitments are reviewed during the day.			
6. There is a system for dealing with a crisis or emergency situation.	Fire, Tornado & Earthquake procedures are posted at children's eye level. Drills are conducted and logged on a regular schedule. Bus evacuation drills are conducted and documented on a regular basis. This would include a safety plan: i.e. angry parent, stranger in the building with a weapon, etc.			
7. A systematic correction procedure is established for problem behavior.	Immediate - is encouraged, on the spot redirection. Planned - Strategy Worksheets; PBIS Matrix Adult responses to brain states are posted in the room.			

TERTIARY Support

tier 3

SECONDARY Support

tier 2

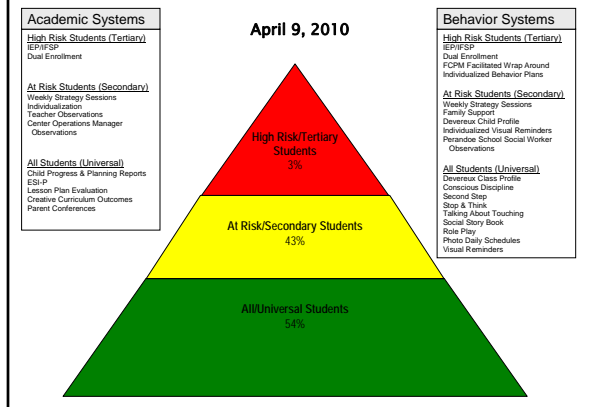
Strategy Worksheets

**Strategy Worksheet Data as of
April 9, 2010**

Areas of Concern Identified

- 4% Developmental
- 12% Behavioral
- 22% Health/Nutrition
- 16% Speech
- 43% Concern in 2-3 areas
- 3% Concern in every area

Western Egyptian EOC Head Start Pyramid of Interventions



Timeline of Checkpoints for Collecting Data

- Prior to child's first day of attendance:**
 - Initial Home Visit by Teaching Staff
 - Devereux Rating by parent
- Within 45 days of attendance:**
 - ESI-P screening by Teaching Staff
- Within 60 days of attendance:**
 - Hearing & Vision screening by Health Specialist
- September & March:**
 - Classroom Environment Checklist by School Social Workers
- October / January / March:**
 - Devereux rating by Teacher
 - Child Health Record by Teacher
 - Creative Curriculum assessment by Teacher
 - Parent Conferences
- April:**
 - Final Home Visits by Teaching Staff

What We Have Learned

Zero behavior referrals for three years.

Conscious Discipline © is our teaching tool.

PBIS provides the framework for data collection

The process continues to evolve.

Resources

www.weeoc.org
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suedierks@yahoo.com

www.ConsciousDiscipline.com

www.devereuxearlychildhood.org
DECA online program www.e-deca.org
To order the Devereux Early Childhood Assessment www.kaplan.com

www.drjean.org
