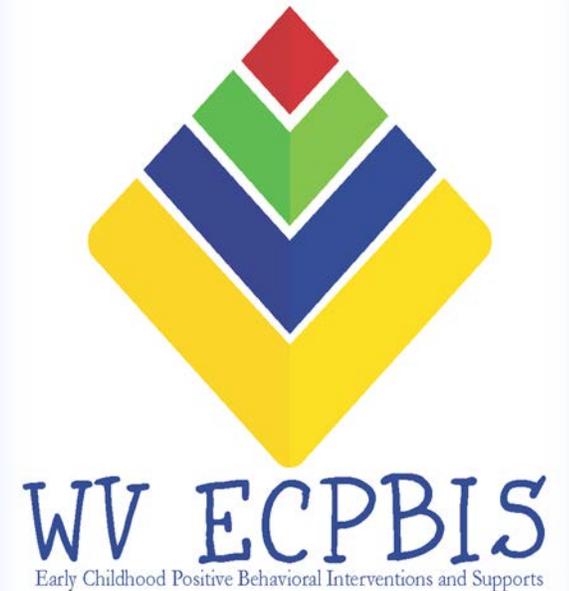


WV ECPBIS Academy Day 1

Amy Carlson, Ed.D. CCC-SLP
ECPBIS Coordinator
WV Autism Training Center at
Marshall University



WV ECPBIS Project is a collaboration
between:



West Virginia DEPARTMENT OF
EDUCATION



WEST VIRGINIA
AUTISM TRAINING CENTER
AT MARSHALL UNIVERSITY

Special Thank You:

Lise Fox, Ph.D.

University of South Florida

USF

UNIVERSITY OF
SOUTH FLORIDA
COLLEGE OF BEHAVIORAL
& COMMUNITY SCIENCES

Overview of Training

- *Three days*
 - *Day 1 - Relationships and Environments*
 - *Day 2 - Social Emotional Teaching Strategies*
 - *Day 3 - Individualized Interventions*
- *Format*
 - *Interactive*
 - *Individualized*
- *Materials*
 - *Classroom materials*
 - *Handouts and Guides*

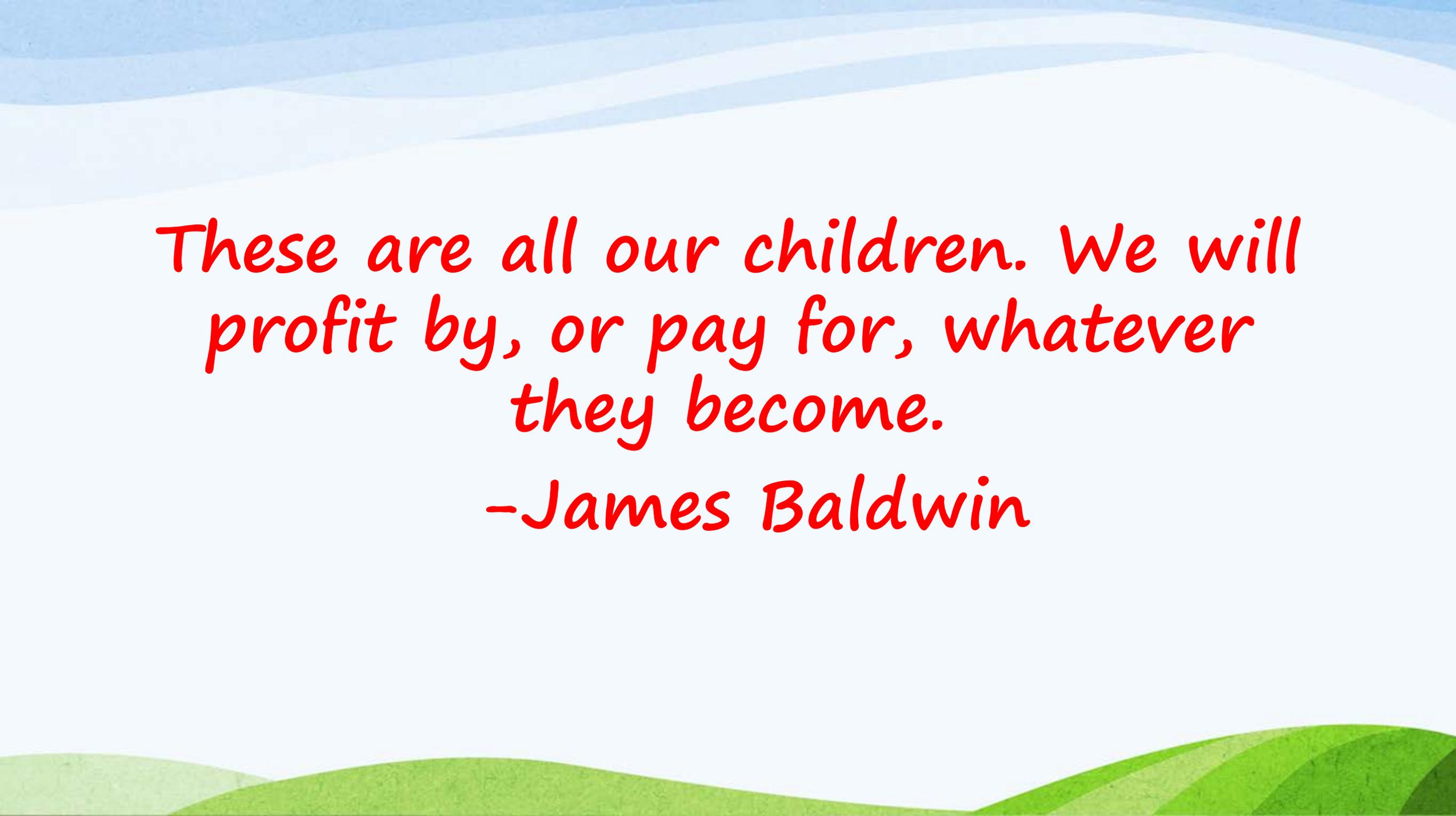


Training Expectations

1. BE PROMPT
2. BE RESPECTFUL
3. BE INVOLVED

Agenda – Day 1

- Introduction to the Pyramid Model
- Examining Attitudes & Building Relationships
- Designing the Physical Environment
- Schedules, Routines, & Transitions
- Visual cues and strategies that Promote Engagement
- Rules and Expectations



*These are all our children. We will
profit by, or pay for, whatever
they become.*

-James Baldwin



Getting Things Started as a Team...

What are your strengths?

What are your needs?

Key Social Emotional Skills

- *Confidence*
 - *Capacity to develop good relationships with peers and adults*
 - *Concentration and persistence on challenging tasks*
 - *Ability to effectively communicate emotions*
 - *Ability to listen to instructions and be attentive*
 - *Ability to solve social problems*
-
- *What do children do when they don't have each of these skills?*



**“If a child doesn’t know how to read,
we *teach*.**

**If a child doesn’t know how to
swim, we *teach*.**

**If a child doesn’t know how to
multiply, we *teach*.**

**If a child doesn’t know how to
drive, we *teach*.**

**If a child doesn’t know how to
behave, we....teach?....punish?**

**Why can’t we finish the last
sentence as automatically as we
do the others?”**

*-(Tom Herner, NASDE President,
1998)*

Some things experience has taught us...

- Challenging behavior usually has a message - i.e. - I am bored, I am sad, you hurt my feelings, I need some attention
- Children often use challenging behavior when they don't have the social or communication skills they need to engage in more appropriate interactions
- Behavior that persists over time is usually working for the child
- We need to focus on teaching children what to do in place of the challenging behavior



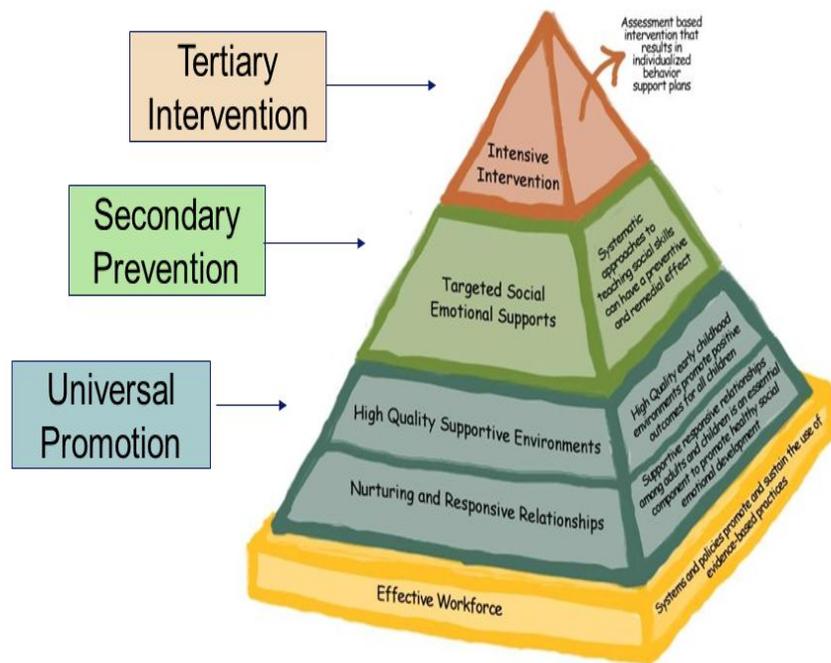
The Pyramid Model



The Pyramid Model

The Pyramid Model aka “The Teaching Pyramid”

Pyramid Model

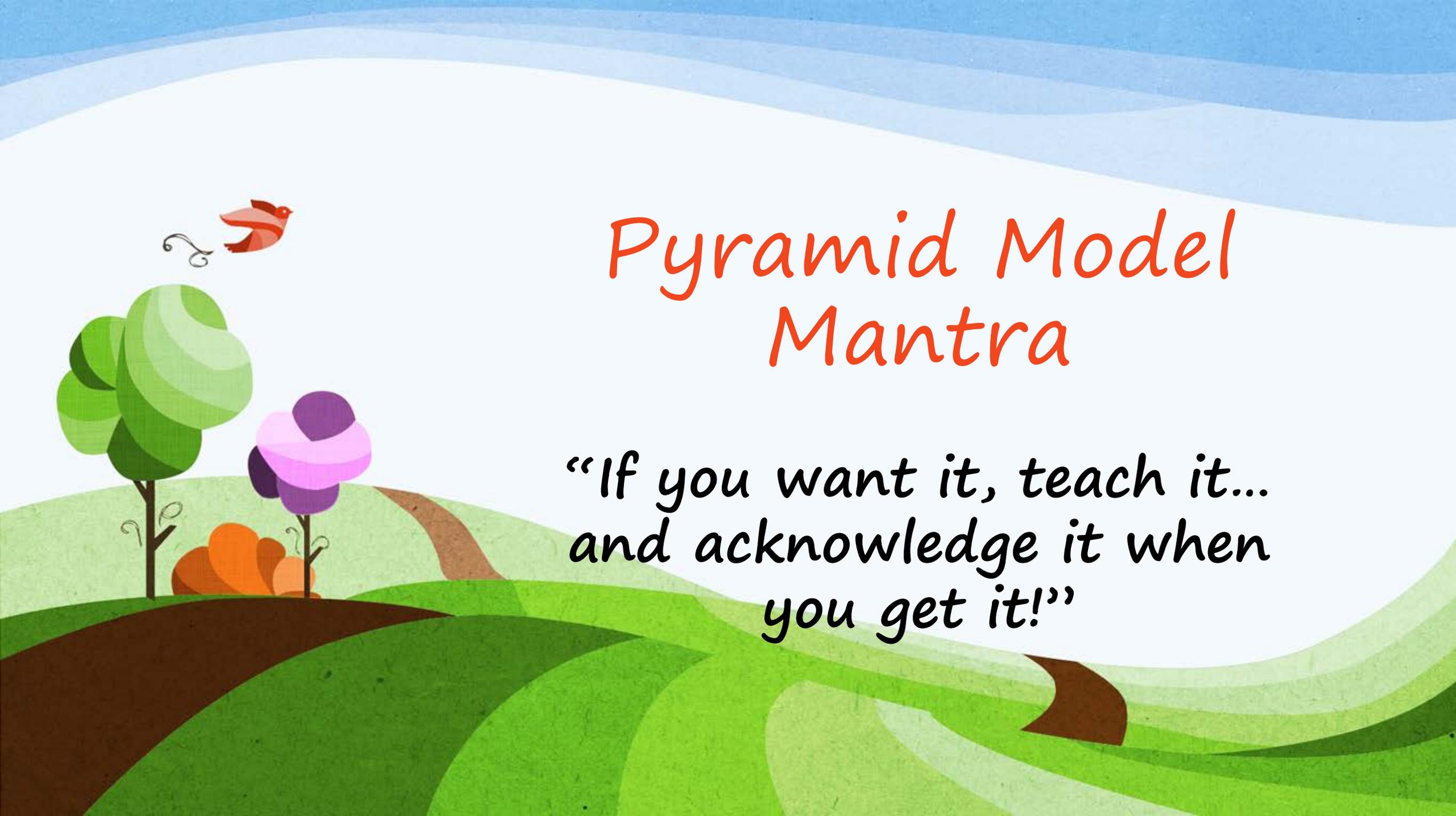


“A continuum of supports and services designed to build social and emotional competence and prevent challenging behaviors for all young children.” – Lise Fox

Goal of The Pyramid Model is to Promote Success By:

- Creating an environment where EVERY child feels good about coming to school
- Designing an environment that promotes child engagement
- Focusing on teaching children what To Do!
 - Teach expectations and routines
 - Teach skills that children can use in place of challenging behaviors





Pyramid Model Mantra

“If you want it, teach it...
and acknowledge it when
you get it!”

Let's look at behaviors...

- *What do children do when they get upset?*



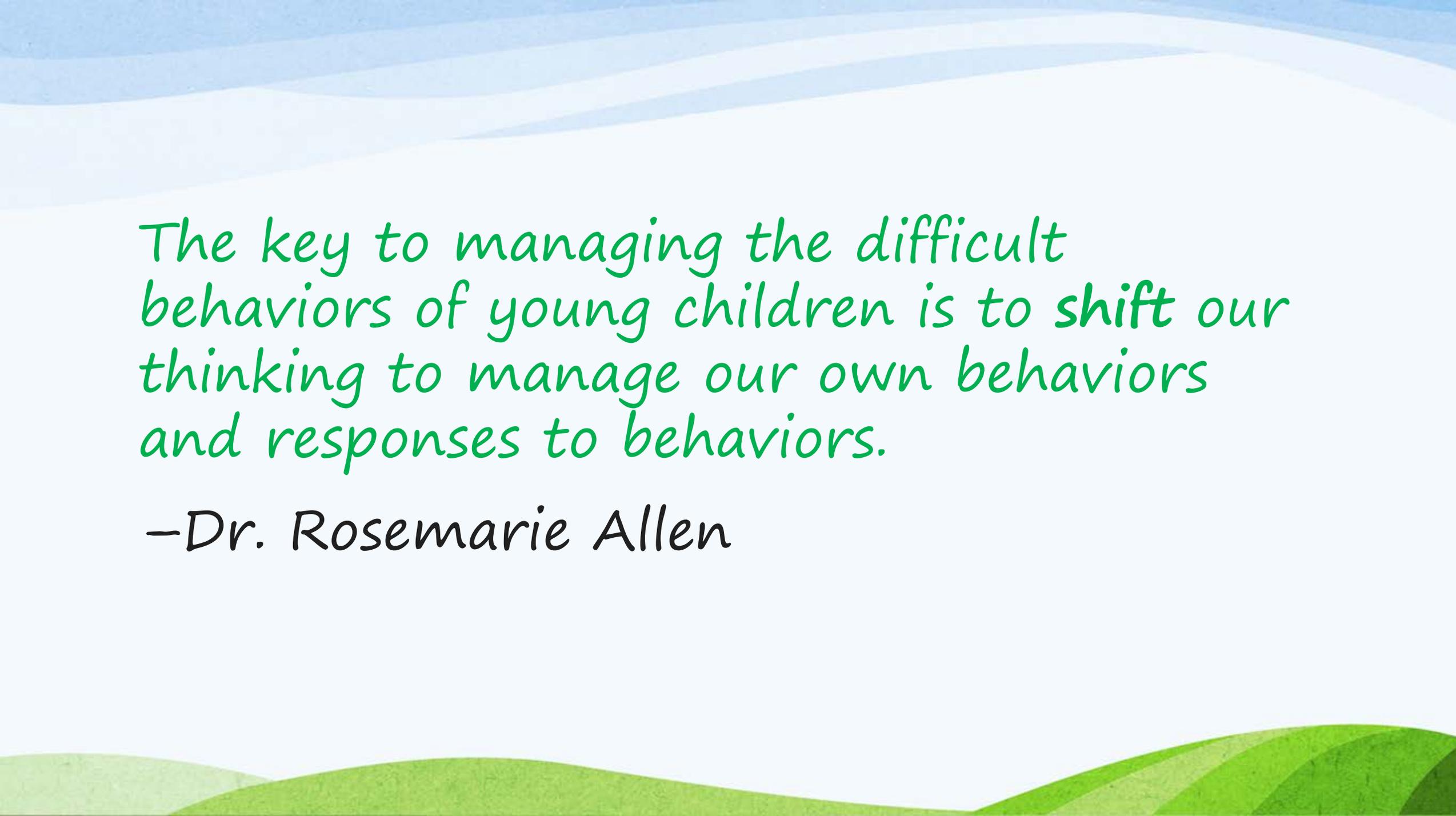
- *What do adults do when they get upset?*
- *We can expect children to be children, what's our excuse?*



What if we *shift* our focus
from children's behaviors
to the behavior of adults?



SHIFT YOUR FOCUS.



The key to managing the difficult behaviors of young children is to shift our thinking to manage our own behaviors and responses to behaviors.

–Dr. Rosemarie Allen

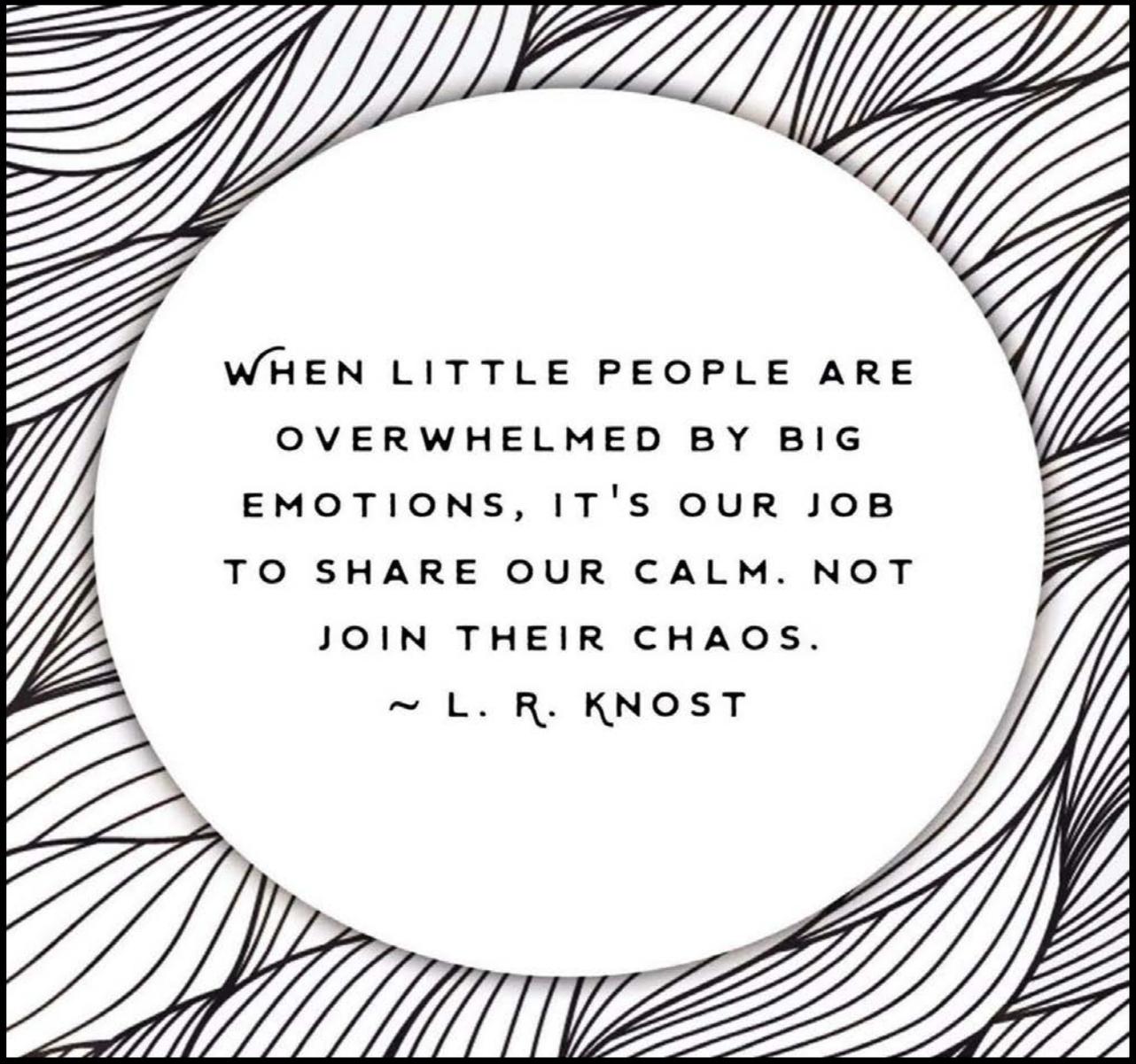
Effective Workforce



- The systems and policies needed to adopt and sustain the implementation of the Pyramid Model with a particular focus on supporting the social development and relationships of young children.
- Focused on all children: including those with or at risk for delays or disabilities
- **Hot Button Activity – IDENTIFY 2 OR 3 BEHAVIORS THAT DRIVE YOU CRAZY! PUSH YOUR BUTTONS!**

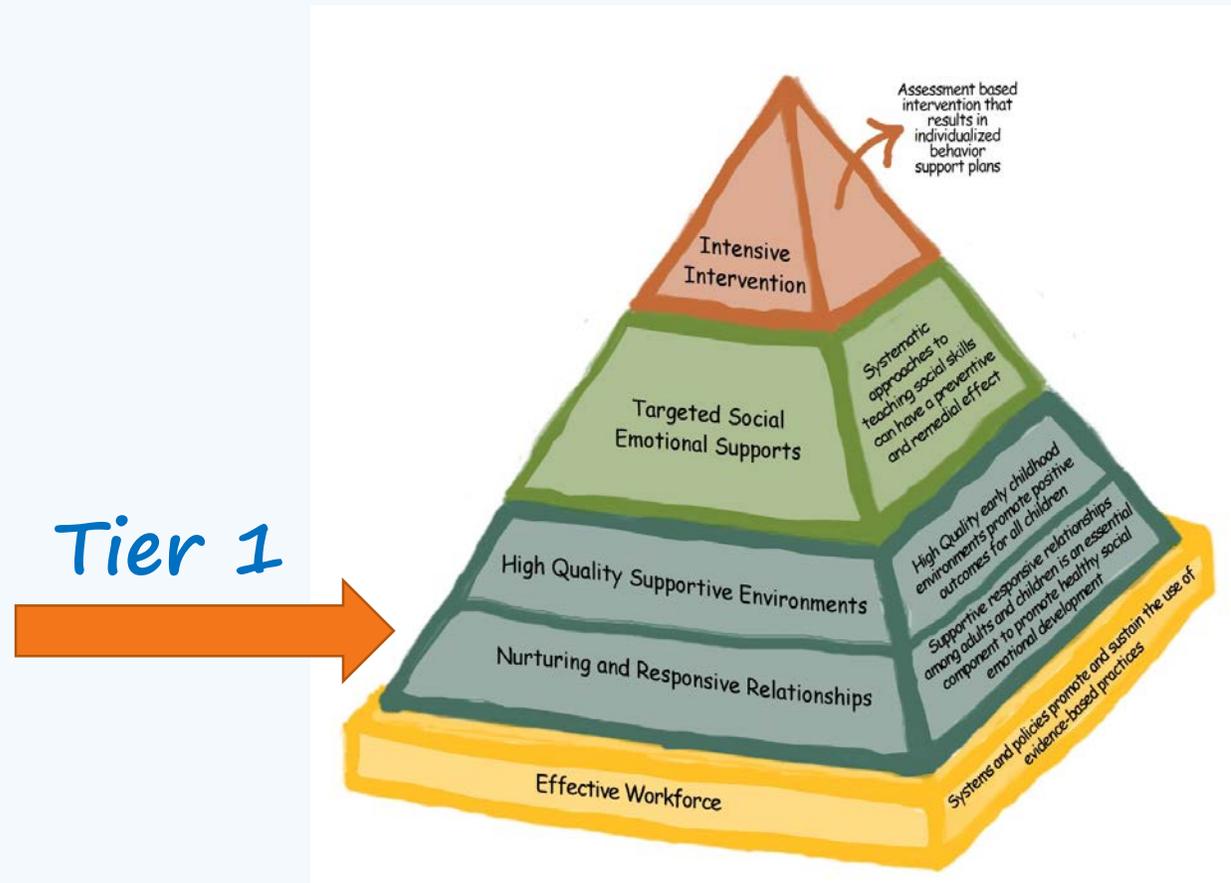
Self Awareness and Integrated Experience

- Awareness of our behavior and response to the behavior of others
- Recognize our own **HOT BUTTONS** and when they are being pushed – Integrated Experience
- What children are we responding to and why
- Don't pick up the rope!



WHEN LITTLE PEOPLE ARE
OVERWHELMED BY BIG
EMOTIONS, IT'S OUR JOB
TO SHARE OUR CALM. NOT
JOIN THEIR CHAOS.
~ L. R. KNOST

Nurturing and Responsive Relationships



Nurturing and Responsive Relationships

- *Building block of The Pyramid Model*
- *Essential to healthy social development*
- *Includes relationships with children, families, and team members*
 - *actively supporting engagement*
 - *embedding instruction within children's routines and play*
 - *responding to children's conversations*
 - *promoting communication*
 - *providing encouragement to promote learning*
- *Children learn and develop in the context of relationships that are responsive, consistent, and nurturing*



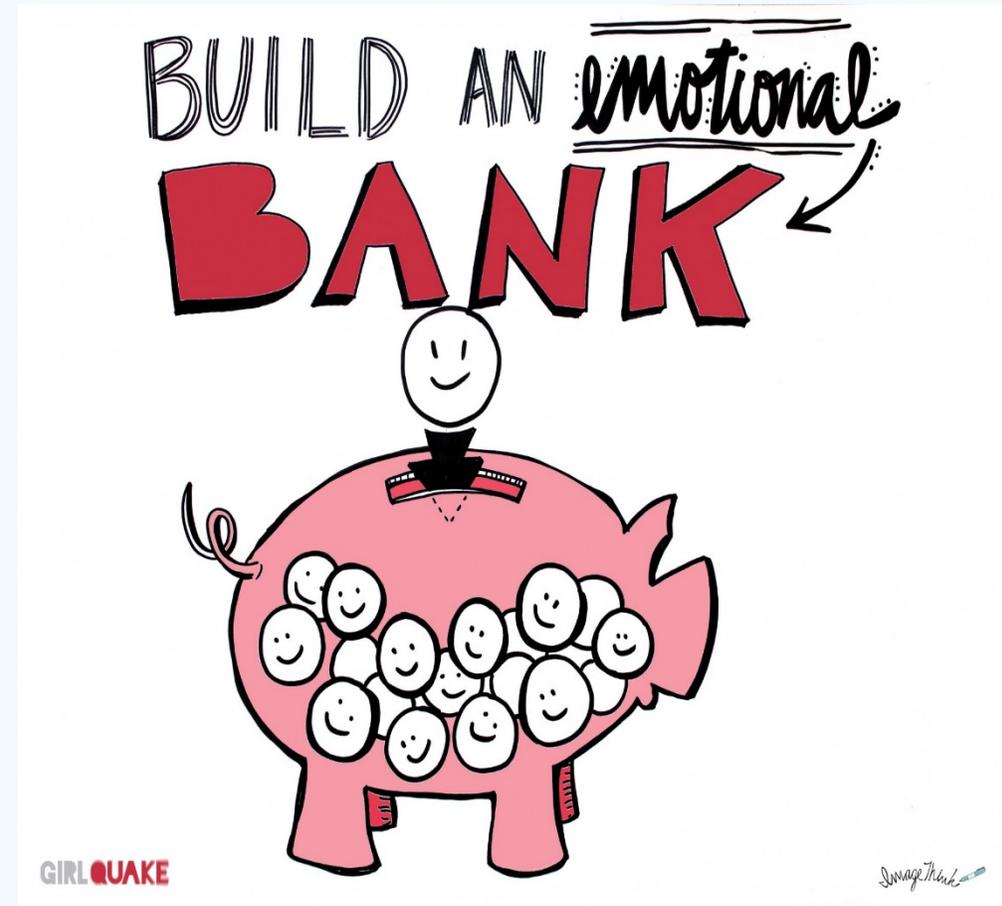
**THINGS THAT TELL
THE TRUTH:
SMALL CHILDREN
DRUNK PEOPLE
YOGA PANTS**

Building Relationships

- The relationships that we build with children, families, and colleagues are at the foundation of everything we do. It is important to build these relationships early on rather than waiting until there is a problem.
- Children with the most challenging behaviors especially need these relationships, and yet their behaviors often prevent them from benefiting from those relationships.
- Adults' time and attention are important to children, and we need to be sure that we are giving them that time and attention at times other than when they are engaging in challenging behavior.
- Parents and other colleagues are critical partners in building children's social emotional competence.

Emotional Deposits

- Making Deposits into Children's Emotional Banks
- "Emotional Deposits" = time, attention, sharing, home visits, notes home, play, bucket fillers, praise, happy grams, etc...



5 to 1: Ratio

5:1 Gets the Job Done

- ✓ Students should experience predominately positive interactions (ratio of 5 positives for every negative) on all locations of school.
- ✓ Positive Interactions=
 - Behaviorally specific feedback as to what the student did right (contingent)
 - Smile, nod, wink, greeting, attention, hand shake, high five (non-contingent)
- ✓ Negative Interactions=
 - Non-specific behavioral corrections
 - Ignoring student behavior (appropriate or inappropriate)

Ratio of Interactions

- Teachers should interact with students 5 times more often when they are behaving appropriately than when they are behaving inappropriately (5:1 ratio)
- Interactions with students are considered positive or negative based on the behavior in which the student is engaged at the time attention is given
- Negative interactions are not wrong and are sometimes necessary; the key is the ratio
- Positive interactions can be provided in a variety of ways: verbal praise, nonverbal acknowledgement, non-contingent attention

It All Adds Up

Deposits

- All the things we just talked about to build relationships, trust, caring bonds with kids and families

Withdrawals

- No
- Don't
- Stop
- Demands – directions
- Using a loud voice
- Intimidating request
- Threats

YOU MIGHT BE A TEACHER IF...

YOU SOMETIMES
GET THE URGE TO REDIRECT
MISBEHAVING KIDS
IN PUBLIC PLACES.

Making “Deposits”

- *What are some things you can do to build relationships with children?*
- *What are some things you can do build relationships with children who are challenging?*



Making Deposits with the Classroom Team

- *Why is important to have positive relationships among classroom team members?*
 - *To your instruction?*
 - *To supporting children with challenging behavior?*
- *Adults model social skills with each other*
- *Teams define classroom roles*
- *Adults provide supportive feedback and praise to each other*
- *All classroom staff are involved with and teach children*
- *Teams articulate strategies for preventing and addressing challenging behavior*

Making Deposits with Families

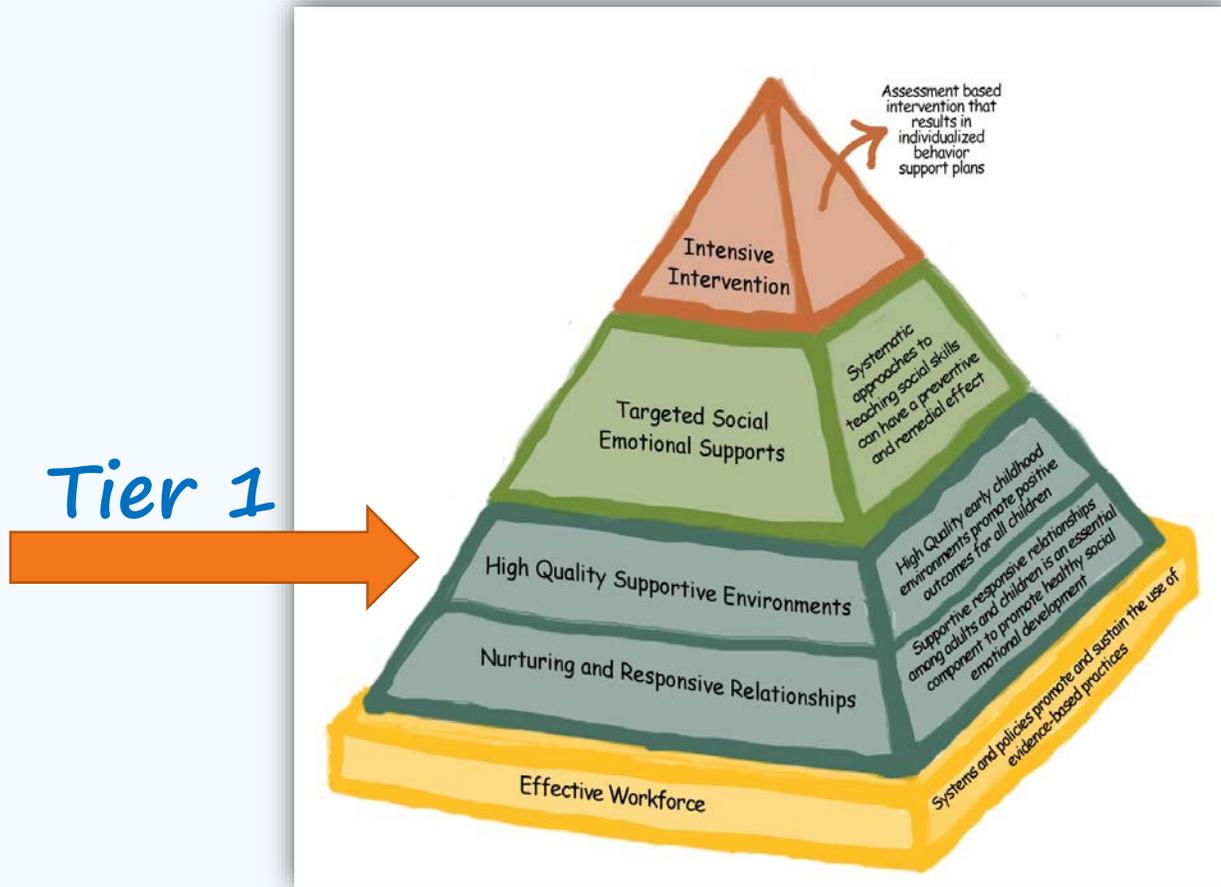
- *How do you make deposits with families?*
 - *Do you have a comfortable relationship with each family?*
 - *How do families know what is happening in the classroom on a daily basis?*
 - *How do families know how their child is doing on a daily basis?*
 - *How do you know what is happening at home and how it might affect the child at school?*
 - *Do children see their families in the classroom?*



“Every child needs one person who is crazy about him.”

- Uri Bronfenbrenner

High Quality Supportive Environments



Classroom Arrangement and Environmental Supports

- Physical Design
- Environmental Cues
- Schedules and Routines
- Transitions
- Promoting Engagement During Large and Small Group Activities
- Simple Rules/Expectations
- Ongoing Monitoring and Positive Attention