


WE ARE... MARSHALL.

ECPBIS Academy Day 1 Check-In




Good morning!

Before we get started, please use the QR code or link below to sign in.

<https://forms.office.com/r/xUTsPguQ15>

To get on the internet, please create a free account when prompted by the Charleston Coliseum and Convention Center.




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**WV ECPBIS
Academy Day 1
Welcome!**

Amy Carlson – WV ECPBIS Coordinator
Kate Morris – Southern EC BSS
Sara Wines – Mountain EC BSS
Marlo Hornsby – North EC BSS



Early Childhood Program, Behavioral Interventions and Supports



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West Virginia
Behavior/Mental Health
Technical Assistance Center



WEST VIRGINIA
AUTISM TRAINING CENTER
AT MARSHALL UNIVERSITY

The West Virginia Behavior/Mental Health Technical Assistance Center is proud to be a collaboration between the West Virginia Department of Education and the West Virginia Autism Training Center at Marshall University.



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WV ECPBIS
 WV PBIS

August 9, 2024

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Overview of ECPBIS Academy

- Three days at the Charleston Coliseum and Convention Center
 - Day 1 – TIER 1: Relationships and Environments **Friday, August 23**
 - Day 2 – TIER 2: Social Emotional Teaching Strategies **Friday, September 13**
 - Day 3 – TIER 3: Individualized Interventions **Friday, October 4**
- Interactive and individualized format
- Materials
 - Classroom materials
 - Handouts and Guides
- Graduate credit option
- Certificate of Achievement

WV ECPBIS

August 9, 2024

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- 9:00-10:30 Introduction to the Pyramid Model
Expectations and Rules
- 10:30-10:45 Break
- 10:45-11:45 Nurturing and Responsive Relationships
- 11:45-1:00 Lunch
- 1:00-3:00 High Quality Supportive Environments

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Academy
EXPECTATIONS

BE PROMPT

BE RESPECTFUL

BE INVOLVED




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Why?

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

James Baldwin




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Key Social Emotional Skills

- 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?



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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

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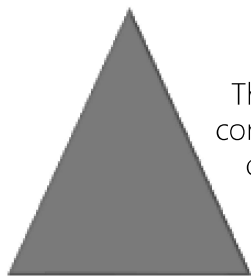
We hope this training makes you think...

**"If you want it, teach it...
and acknowledge it when you get it!"**



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The Pyramid Model works in conjunction with the program's curriculum, but it is **NOT** a curriculum itself.

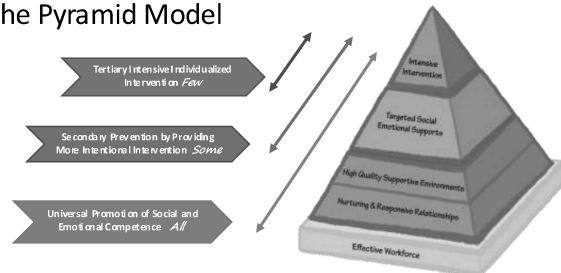
Goal of the Pyramid Model



Ensure each and every child has the support, experiences, relationships, opportunities, guidance, and instruction to thrive in their social-emotional development and learning.

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

The Pyramid Model

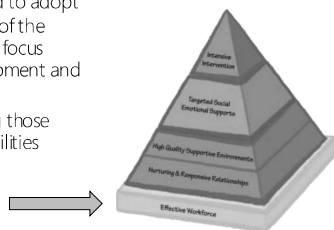


"A continuum of supports and services designed to build social and emotional competence and prevent challenging behaviors for all young children."



Effective Workforce is the Foundation

- 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



Research on the Pyramid Model

- Children have better social skills and less problem behavior in Pyramid Model classrooms.
- Teachers are able to implement Pyramid Model practices better if they receive training and practice-based coaching.

<https://challengingbehavior.org/pyramid-model/overview/research/>

Hemmeter, M. L., Snyder, P. A., Fox, L., & Alghina, J. (2016). Evaluating the implementation of the Pyramid Model for promoting social-emotional competence in early childhood classrooms. *Topics in Early Childhood Special Education, 36*, 133-146.

Hemmeter, M. L., Fox, L., Snyder, P., Alghina, J., Hardy, J., Bishop, C., & Veguilla, M. (2021). Corollary child outcomes of the Pyramid Model professional development efficacy trial. *Early Childhood Research Quarterly, 54*, 204-218.



Getting Deeper

- Magic wand thinking
- Approach behavior as academics
- Symptoms vs. Cause
- The power lies in WHY and WHY NOW
- None of us will get it "right" 100% of the time



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Let's look at behaviors...

What do children do when they get upset?



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

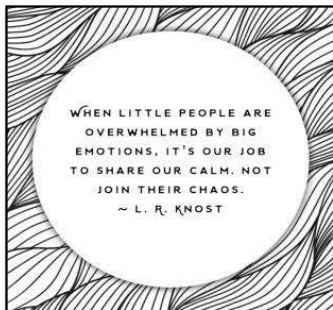


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“The key to managing the difficult behaviors of young children is to **shift** our thinking to manage our own behaviors and responses to behaviors.”

—Dr. Rosemarie Allen

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What behaviors push your buttons?

- Have awareness of our behavior and response to the behavior of others
- Recognize our own hot buttons and when they are being pushed
- Don't pick up the rope!



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Teaching Expectations and Rules



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What are expectations?

- Teach children WHY (values, mission)
- Positively stated
- Few in number
- Broad concepts
- Apply to ALL people in EVERY setting

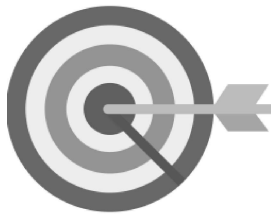


What are rules?

- Teach children WHAT to do
- Positively stated
- Infinite number
- Specific behaviors designed for specific settings, activities, or groups that relate to each expectation



Focus on Expectations



- It would be impossible to list every rule in every situation on a chart
- It is critical for kids to know what the expectations mean
- Any behavior that occurs can relate back to an expectation
 - climbing on tables relates back Being Safe expectation
 - not cleaning up relates back to Being Responsible expectation



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- We Are Super Friends
- Move Carefully
- Feet on the Floor
- Safety First
- Show Respect
- Focus on the Teacher

Is it an expectation or rule?

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Playground Example

Be Safe	Be Responsible	Be Kind
Go down the slide feet first	Line up when called	Share the toys
Keep sand in the sandbox	Bring toys back inside	Wait for your turn
Keep rocks on the ground	Take care of toys	Keep bugs and plants safe
Stay in the fenced area		Invite someone new to play

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Bathroom Example

Be Safe	Be Responsible	Be Kind
One person in a stall	1 flush 1 pump 1 towel	Knock on the door and listen
Use walking feet	Put trash in the garbage	Wait your turn
Keep water in the sink	Throw toilet paper in toilet	Give each other privacy
	Leave when you finish	

Creating Expectations and Rules

- Think about values that are important to your program and skills that align with your school/center's mission and vision
- Get family input
- Involve children in developing rules
- Review current behavior data
- Be consistent with all shared areas

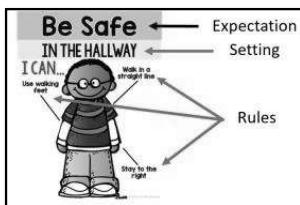


How to Teach Expectations

- Positive descriptive feedback
- Discussions
- Priming
- Model
- Role playing
- Puppets
- Books and social stories
- Songs and games



Positive Descriptive Feedback



1. NAME
2. PRAISE
3. NAME BEHAVIOR (RULE)
4. TIE TO EXPECTATION



"Kenny- wow! You used your walking feet. Way to go being safe!"

"Sherry- great work! Thank you for waiting your turn! You are very respectful."

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When to Teach Expectations

- Beginning of the year
- New student joins the classroom
- After long breaks
- Additional support is needed
- Morning meetings
- "Teachable" moments
- **EACH AND EVERY DAY!**



















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Mrs. Bilotta's Classroom Matrix

START SMALL.
Begin with where/when challenging behavior is occurring often!

	Coming into the Classroom	Going to recess/ specials	Whole Group Lessons	Small Group Lessons	Independent Work	Free Time
Respectful	<ul style="list-style-type: none"> * Say good morning 	<ul style="list-style-type: none"> * Line up quietly * Clean your area * SILENT in halls * Respect areas 	<ul style="list-style-type: none"> * Listen * Raise your hand 	<ul style="list-style-type: none"> * Listen to others * Participate with group 	<ul style="list-style-type: none"> * Do not bug others * Ask your hand for help 	<ul style="list-style-type: none"> * Pick one activity * Don't bother others 
Responsible	<ul style="list-style-type: none"> * Put hands in tubs * Put jackets/backpack away * Turn in any notes 	<ul style="list-style-type: none"> * Turn in finished work * Grab jacket/backpack for recess 	<ul style="list-style-type: none"> * Participate in discussions * Complete work 	<ul style="list-style-type: none"> * Keep materials in your toolbox * Clean-up 	<ul style="list-style-type: none"> * Complete work in a timely manner * Keep track of your work 	<ul style="list-style-type: none"> * Play nicely with peers 
Safe	<ul style="list-style-type: none"> * No pushing or hitting * We walk into the room 	<ul style="list-style-type: none"> * Tuck in your chair 	<ul style="list-style-type: none"> * Stay in seat * Clean legs/feet on the ground 	<ul style="list-style-type: none"> * Stay in seat * Hands to self 	<ul style="list-style-type: none"> * Stay in seat 	<ul style="list-style-type: none"> * Keep activities items in one area 



WV Visual Examples



Acknowledging Expectations



- Often
 - especially early in the year
- Positive reward system
 - "points" are earned and never deducted
- Large group, small group, and individual
- Explicitly tied to an expectation

Reminders

- Keep your list of expectations and rules short so children will be able to learn and memorize them.
- When developing expectations and rules use words that children will understand.
- If your school has school-wide expectations make sure you use those for your classroom but link them to rules your children will understand.
- If you are having difficulty developing expectations and rules think about the skills that are most important for children to master so they can become successful learners.

Resources

challengingbehavior.org
wvecpbis.org

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Classroom Expectations Activity

- List one to three expectations you would like to have in your classroom.
- If you are a school-wide PBIS school then use the same expectations but modify for your students.
- Brainstorm fun and creative ways for introducing and teaching the expectations.
- Be ready to share!

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Nurturing and Responsive Relationships

Why Are Teacher-Child Relationships Important?



NCFM

Investing in Relationships

- Invest in the relationship by making “deposits”
- Deposits are strategies we use to build connections with children
- How do you make deposits with children?



NCFM

Discussion: Making Deposits with Some Children



How do your deposits change when the child:

- Does not respond to your attention?
- Is nonverbal?
- Relies on others for mobility?
- Has behaviors that push your buttons?

NCFM

What Might Impact How Children Make Bids for Connection?



NCFM

Children's Bids for Connection
When You "Turn Towards" a Bid for Connection, What Do You Communicate to the Child?



NCFM

What Impacts Whether Adults Turn Toward Bids?



The adult is doing something else

- Child, "Look at my picture"
- Teacher, "Uh huh" while reading to another child.



The adults perceives the child's behavior to be challenging

- Child, "Look at my picture."
- Teacher frowns, "You were not supposed to use the paint today!"

NCFM

Using Positive Descriptive Feedback and Encouragement: 4 Principles

1. Focus on positive/appropriate behavior
2. Acknowledge effort
3. Descriptive—Say what you see
4. Convey with enthusiasm

“Layla, you put the toys in the bin! You are being such a helper!”

“Wow! Diego shared his cars with Logan! He is being a kind friend!”

“You are really focused on that puzzle! You are a problem solver!”



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Quality of Relationships Depends on One Principal

- The ratio of praise to correction and/or criticism that is exchanged
- Positive feedback not only allows the people around us to flourish, but it makes them more likely to **succeed**

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5 to 1: Ratio 5:1 Gets the Job Done

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

Recommendations and Considerations for Positive Descriptive Feedback



Building Relationships with Children Whose Behavior is Challenging

What happens when I am implementing the relationship practices but do not feel connected to an individual child?



Banking Time



- Banking Time (BT) focuses on building the teacher-child relationship through supportive interactions (Pianta & Hamre, 2001)
- Set aside time for a one-on-one interaction with the child 2-3 times per week
- Spend 10-15 minutes using Banking Time Strategies

Resources for implementing Banking Time: <https://eeresourcehub.org/eer-resource-hub/strategy-library/banking-time/>



Banking Time Strategies During 1:1 Interactions with a Child

Follow the child's lead in play

Use helping statements

Narrate the child's play

Describe child and adult emotions

Ask open-ended questions



Reflection: Building Relationships

Think about a child who you have a hard time building a relationship with.

What about it felt challenging to you?

How might Banking Time strategies help build that relationship?



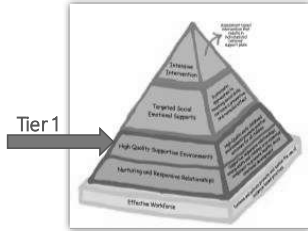
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"EVERY CHILD NEEDS ONE PERSON WHO IS CRAZY ABOUT HIM."

- Uri Bronfenbrenner



High Quality Supportive Environments



Classroom Arrangement and Environmental Supports

Your classroom environment speaks to your students before you utter a single word. What is your classroom saying?

Megan Dreger

- Physical Design
- Environmental Cues
- Schedules and Routines
- Transitions
- Promoting Engagement During Large and Small Group
- Scripted Stories

What do these environments tell students?



WV example from Cabell County

This environment?



What do these environments tell students?



Classroom Arrangement and Design

- Consider how the environment can be arranged to prevent problem behavior
- Minimize large open spaces
- Minimize obstacles and other hazards
- Organization and decluttering
- Consider the needs of children with physical and sensory disabilities
- Consider different types of play as well as solitary space
- Use visual and environmental cues to help children know what to do



Create meaningful and engaging learning centers:

- Relevant to children’s needs, interests, and lives
- Highly engaging and interesting
- Variety of materials in each center
- Changed and rotated on a regular basis
- Clear boundaries
- Accessibility for all students

ART
 BLOCK
 MUSIC
 SENSORY
 LITERACY
 SAND/WATER
 TECHNOLOGY
 DRAMATIC PLAY
 NATURE/SCIENCE
 MATH/MANIPULATIVES

The Potential of Choice

- Choice is a **fundamental** element to developmentally appropriate practice as it is essential to maintaining engagement and supporting the active learning of young children
- Providing choice, with parameters, can decrease stress and make students feel as if they have some control over their environment/day
- Choice is a powerful prevention technique that can result in an immediate reduction of problem behavior



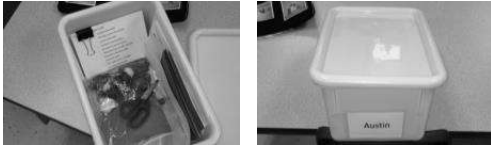
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How Can You Offer Choices?



Using Choice in Individualized Ways e.g. "IEP Buckets"



Reflecting on Routines

- What is a routine and how does it relate to your daily schedule?
- How do predictable classroom routines help children?



Power of Routines



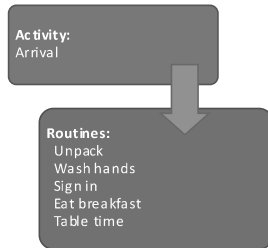
- Routine helps predict what is happening next.
- Routine helps me regulate my emotions.
- Routines feel like something I can "control"

Identify Activities Within Your Schedule

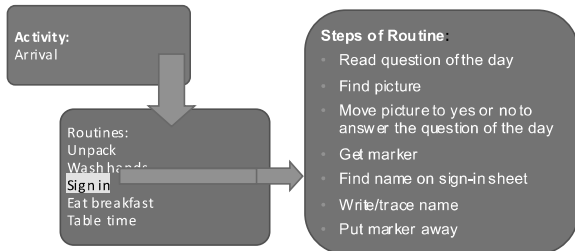
Time	Activity
8-8:15	Arrival
8:15-8:45	Table Time
8:45-9	Morning Meeting/Story
9-10	Centers
10:00-10:15	Small Groups
10:15-11:00	Outdoor Play
11:00-11:15	Closing Circle

Identify the Routines Within Each Activity

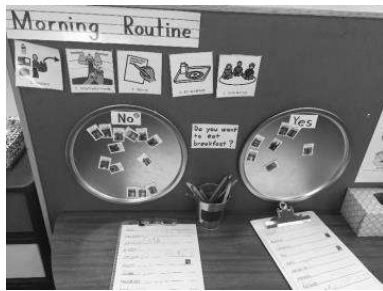
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Identify the Steps of Each Routine



A Morning Routine



Incorporate Visual Supports

Create	Pair	Display
<ul style="list-style-type: none"> • Create a visual for each step of the routine 	<ul style="list-style-type: none"> • Pair the visual with the verbal direction 	<ul style="list-style-type: none"> • Display the visuals where children can easily reference them during the routine

Provide Positive Descriptive Feedback

Notice	Comment	Connect
<ul style="list-style-type: none"> • Notice when children are following the steps of the routine 	<ul style="list-style-type: none"> • Comment descriptively on what children are doing ("You put your markers away and went right to breakfast all by yourself.") 	<ul style="list-style-type: none"> • When possible, connect feedback to the classroom rules or expectations ("Putting the markers back in the cup is being responsible.")

Beginning, Middle, and End

Activity	Beginning	Middle	End	Transition
Story Circle	Review daily schedule	Read/act out story	Song	Children transition to snack after taking turn during song. Teacher announces the transitions before beginning the song.
Snack				
Small Groups				
Outdoor play	Whole class obstacle course	Free play	Whole class race	After the race, children hold onto the rope to line up. Teacher announces the transition 1 min before the race.

Structuring Routines

- Create clear steps so children know...
 - what they are doing
 - how they're making progress
 - when they're finished
 - what comes next
- Provide visuals to support all children to follow steps of the routine



What is a Transition?

- Movement from one location to another
- Changing from one routine to another
- Changing from interacting with one person to another
- Switching from one activity to another



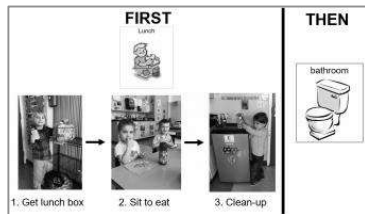
Why might children have difficulty with transitions?



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Steps and Expectations of Each Transition

- "Before we go outside, go to your cubby and get your coat and glasses"
- "We are going to centers. When I call your name put your mat away, get your picture, and choose a center."



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Structuring Transitions

- Schedule**
 - minimize the number of transitions across day
 - minimize the transitions that require all to do the same thing at the same time
- Adults**
 - assign roles and responsibilities with classroom team
 - strategically place teachers during transitions
- Children**
 - think about which children might need additional support to transition successfully
 - use visual cues or be ready to give additional prompts

Individualized Support During Transitions

- Provide individual warning
- Give the child a transition job
- Allow child to transition first
- First-Then or other visual
- Provide transition item
- Embed preference
- Read a scripted story that includes the steps
- Use positive encouragement and feedback



Power It Up with Families: Transitions



<https://challengingbehavior.org/implementation/family-engagement/>

Scripted Stories

I Can Get A Hair Cut



I Can Get A Hair Cut

• Scripted stories (Social Stories) provide a script for the child about social situations and expectations

• The story is written from the child's perspective (their point of view or frame of reference)

• The story includes descriptive sentences (includes specific and clear details)

• The story includes directive sentences (instructions and guidance or behaviors)

• The story must match the child's symbolic and receptive communication level

• Social Story created by Carol Gray a.k.a. Scripted Stories

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NCPMI Making a Scripted Story

Scripted stories are a great tool to support your child. In these stories, the child acts out an action or emotion. The parent or teacher reads the story to the child. The parent or teacher can also act out the action or emotion with the child.

Creating a Story

Step 1: Think of a situation or routine to write your child.

- Write down the situation or routine.
- Think about the child's perspective.
- Think about the child's feelings.
- Think about the child's actions.

Step 2: Add details to make a complete sentence.

- Write down the child's name, age, and gender.
- Write down the child's feelings.
- Write down the child's actions.
- Write down the child's thoughts.

Step 3: Add pictures to each page.

- Draw a picture of the situation or routine.
- Draw a picture of the child's feelings.
- Draw a picture of the child's actions.

<https://challengingbehavior.org/resources/>

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Scripted Stories and Teaching

Why are scripted stories effective in preventing/reducing challenging behavior?

- Help make the unpredictable more predictable
- Teach cognitive flexibility
- Support gestalt language learners
- Help the child remember what to do.
- Good for teaching ANY social emotional skill
- Good for teaching routines.

Book Pook

How to Use Scripted Stories to Teach Your Child New Skills and Expectations

For Parents/Model

For This Skill/Routine

Procedure at School

The Behavior Line

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Examples on NCPMI challengingbehavior.org

I can solve a problem	I can clean up my toys	I can follow family rules	I can brush my teeth
Tucker and Super Friend	Going to school	I can stay safe	What We Do in Circle

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Today's Takeaways

- The first and most important thing that we can do is to build positive relationships with every child and family.
- Focus on prevention and teaching appropriate skills.
- Promoting social emotional development is not easy. There are no quick fixes to challenging behavior. These Tier 1 Practices PROMOTE social emotional skills and development.
- It requires a comprehensive approach that includes building relationships, evaluating our own classrooms and behaviors, and TEACHING.

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Thank you!

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- Sara.wines@marshall.edu
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