Kirksville Early Childhood Learning Center

Rules Matrix

	Classroom	In Line	Commons	Playground
Be safe	❀ Walking feet ❀ Keep hands, feet and body to self ❀ Wash hands	❀ Walking feet ❀ Keep hands, feet and body to self	❀ Walking feet ❀ Keep hands, feet and body to self ❀ Wash hands	❀ Keep hands, feet and body to self
Be kind	❀ Eyes watching ❀ Ears listening ❀ Clean up	❀ Quiet voices ❀ Eyes watching ❀ Ears listening	❀ Wait for our friends ❀ Clean up ❀ Ears listening	❀ Ears listening ❀ Clean up
Be a friend	❀ Share/Take turns ❀ Use nice words	❀ Use nice words	❀ Push in chair	❀ Share/Take turns ❀ Use nice words

Early Childhood Learning Center
Tiger Training Camp

Due By:

Teacher's Name: _____

Please place a check mark by each square after you have done one of the following to make sure the children in your class understand the expectation: read a relevant social skills story, taught a mini-lesson and/or practiced.

Classroom
- [ ] Walking feet
- [ ] Keep hands, feet and body to self
- [ ] Wash hands
- [ ] Eyes watching
- [ ] Ears listening
- [ ] Clean up
- [ ] Share/take turns
- [ ] Use nice words

In Line
- [ ] Walking feet
- [ ] Keep hands, feet and body to self
- [ ] Quiet voices
- [ ] Eyes watching
- [ ] Use nice words
- [ ] Ears listening

Commons
- [ ] Walking feet
- [ ] Keep hands, feet and body to self
- [ ] Wash hands
- [ ] Wait for our friends
- [ ] Clean up
- [ ] Push in chair
- [ ] Ears listening

Playground
- [ ] Keep hands, feet and body to self
- [ ] Ears listening
- [ ] Clean up
- [ ] Share/take turns
- [ ] Use nice words

Give Me Three

The Early Childhood Learning Center will begin using "Give Me Three." "Give Me Three" will be the three expectations from the matrix, which are Be Safe, Be Kind, and Be A Friend. To get the children's attention, a teacher will raise her three middle fingers into the air and say "Give Me Three." When the child hears this, they should stop what they are doing (eyes watching, ears listening, and quiet voice) and put up the three middle fingers on one hand. The child will wait for further instructions from the teacher. Once all the children have their three fingers up, the teacher will continue to explain what they will do next. If a child is asked by someone what "Give Me Three" means, they will respond with "Be Safe, Be Kind, and Be A Friend." The goal is for any teacher, assistant teacher, or staff to be able to say "Give Me Three" and all the children know what it means and knows to hold up their three fingers. "Give Me Three" will be universal sign for attention throughout the entire building.

This is what "Give Me Three" may look like in a classroom:

The teacher has all of the children working at different centers. The teacher looks at the clock and realizes it is time to go to snack. The teacher stands up, holds up her three middle fingers in the air, and says, "Give Me Three." All of the children stop what they are doing and hold up their three middle fingers in the air as well. While doing this, the children are quietly looking at the teacher and listening for her next instructions. When everyone is quiet, the teacher says "Thank you friends. We are safe, we are kind, and we are being a friend. Please clean up your centers and get in line for snack."

Staff Response to Problem Behavior

	Defined	Examples	Staff Response Options
Minor Problem	Infrequently not following matrix expectations. Not seriously interfering with learning. If not addressed, will likely persist or spread until learning is affected.	Not using walking feet. Not keeping hands, feet and body to self. Not using listening ears. Not using nice words. Not cleaning up. Not sharing or taking turns. Not using a quiet voice.	Proximity Nonverbal cue Ignore/Attend/Praise Name moved to yellow for re-teaching Minor form completed
Moderate or Chronic Problem	Behaviors that frequently disrupt an activity or interfere with learning.	Not using walking feet. Not keeping hands, feet and body to self. Not using listening ears. Not using nice words. Not cleaning up. Not sharing or taking turns. Not using a quiet voice.	Proximity Redirect Name moved to yellow for re-teaching Minor form completed Provide choice Provide practice opportunities Home contact Loss of privilege Use of safe/quiet spot Tier II referral (PST)
Major Problem	Behaviors that are unsafe to the environment and individuals. Six minors equal a major.	Abusive language Fighting/Physical Aggression Overt Defiance Harassment/Tease/Taunt Disruption Property Destruction	Major form completed Contact School Based Social Worker Provide choice Loss of privilege Use of safe/quiet spot Home contact Parent-Child conference Tier II or Tier III referral (PST)

Name _____

MINOR REFERRAL SHEET

Date _____

	Classroom	In Line	Commons	Playground
Be safe	🐾 Walking feet 🐾 Keep hands, feet and body to self 🐾 Wash hands	🐾 Walking feet 🐾 Keep hands, feet and body to self	🐾 Walking feet 🐾 Keep hands, feet and body to self 🐾 Wash hands	🐾 Keep hands, feet and body to self
Be kind	🐾 Eyes watching 🐾 Ears listening 🐾 Clean up	🐾 Quiet voices 🐾 Eyes watching 🐾 Ears Listening	🐾 Wait for our friends 🐾 Clean up 🐾 Ears Listening	🐾 Ears listening 🐾 Clean up
Be a friend	🐾 Share/Take turns 🐾 Use nice words	🐾 Use nice words	🐾 Push in chair	🐾 Share/Take turns 🐾 Use nice words

MAJOR REFERRAL SHEET

Name: _____
Date: _____ Time: _____
Teacher: _____

~Problem Behavior~
○ Abusive Language
○ Fighting / Physical Aggression
○ Overt Defiance
○ Harassment / Tease / Taunt
○ Disruption
○ Other: _____

~Location~
○ Playground
○ Bathroom
○ Commons
○ Classroom
○ Arrival / Dismissal
○ Other: _____

~Comments~

~Involved~
○ None
○ Peer/s
○ Staff
○ Unknown

~Possible Motivation~
○ Obtain Peer Attention
○ Obtain Adult Attention
○ Obtain Item / Activities
○ Avoid Peers
○ Avoid Adult
○ Avoid Task or Activity
○ Don't Know
○ Other: _____

~Administrator / Teacher Decision~
○ Loss of Privilege
○ Time Out
○ Redirect
○ Conference With Student
○ Parent Conference
○ Individualized Instruction
○ Adjustment In Behavior Plan
○ Other: _____

Parent Contacted: _____
Time: _____
Coments: _____

~Please make one copy to send home and give one copy to Christy~

Early Childhood Learning Center Classroom Observation

Teacher: _____**Date:** _____**Time:** _____

Activity: _____

Teacher Engagement:	**Student Engagement:**
___High (above 90%)	___ High (above 90%)
___Moderate (75-89%)	___ Moderate (75-89%)
___Low (50-74%)	___ Low (50-74%)
___Disengaged (Below 50%)	___ Disengaged (Below 50%)

Classroom Essentials:

___ Classroom procedures and routines are clearly established (taught and referred to regularly).

___ Transitions are quick, orderly and well organized.

___ Teacher uses a variety of strategies to give positive, specific performance feedback.

___ Positive, specific performance feedback is at a minimum 4:1.

___ Teacher demonstrates calm, consistent, brief, immediate and respectful error   corrections using professional tone and demeanor.

___ A variety of classroom response strategies (prompt, redirect, re-teach, provide choice and conference) are utilized.

___ Lead and assistant teachers actively supervise.

Comments: _____

PRAISES TO CONTINUE!!!	**8 Research-Based/Effective Classroom Practices**	CONCERNS TO FIX QUICKLY
	#1 CLASSROOM EXPECTATIONS	
I love the Large PBS matrix on the wall in the classroom with pictures showing students how to follow these expectations. It would be great if staff would point to the matrix picture they are trying to teach when in the classroom (referring to the matrix regularly) ☺	**Reteach skills** – Show/Model to the student what you want them to do **Practice skills** – Allow student to demonstrate skill **Reinforce skills frequently** – Provide positive feedback after completing task correctly. (If your building has a PBS matrix, the classroom expectations should be listed on it)	A non-school staff member who was visiting throughout the building heard teachers and assistant teachers use the word "NO" multiple times building-wide instead of using the words from the matrix. This is embarrassing because they had been told to specifically look for the use of PBS matrix words instead of "No" used in our building. Please make sure this is being done in your classroom.
	#2 CLASSROOM PROCEDURES AND ROUTINES	
Your students seem to understand the routines (other than your brand new students who are still learning these), and need repetition and frequent reinforcement for following routines. ☺	**Write and teach a procedure** – A method or process for how things should be done within a particular setting. (It creates a vision of a successful student, which helps students know how to meet expectations. Display a picture of each step for visual learners.)	
	#3 ENCOURAGING EXPECTED BEHAVIOR	
Non-contingent and contingent adult attention are being used. Your eye contact, listening, smiles, touch, and use of student's name are in place. Way to go!!! I love the enthusiasm and the very real smiles that used when praising students!!!!! ☺	**Significantly increase adult attention** – a) Non-contingent: attention provided regardless of student performance (Greetings, proximity, smiles, conversations, jobs, etc.) b) Contingent: provided based upon student performance of an identified expectation or behavior (Praise, positive feedback, reinforcement, tangible item, tokens). c) When increasing adult attention, keep the following in mind: Proximity–communicate privately at 20" with individual students; communication across the room reserved for information intended for entire group only Listening–pause, attend thoughtfully to the student Eye Contact–communicate at eye level; look student in the eye when instructing or directing; hold eye contact briefly for compliance Pleasant Voice–use calm pleasant voice when talking with, praising, and correcting students Smiles–pleasant facial expression and frequent smiles Touch–appropriate brief nurturing touch; make it age appropriate Use of Student's Name–begin interactions with student name and use frequently during interactions	Pleasant voice: Two of the adults in your classroom have piercingly loud voices (the same level of loud as when our students are screaming) on the playground, hallway, and playground, for both praises and corrections. Just a reminder that both reinforcement and corrections should be quiet, calm, and using a pleasant tone of voice, and that teacher voices should not be heard over the student voices. We need to model quiet voices for our students. Proximity: Remember to quietly approach the student when praising and correcting, and other students or adults should not hear the correction given to the student.
I heard some use of PBS matrix words. I would like to encourage you to use PBS matrix words with all of your corrections. I have one-page copies of the matrix if staff would like to fold one up and put it in their pocket to refer to when speaking with students. ☺	**Effective Positive Feedback** – a) Specifically describe the behavior (Explicitly define what was done that you want to continue. Express using the words of classroom expectations on the PBS matrix.) b) Provide a rationale (Explain the reason why the behavior is important. Teach the benefits of the behavior and the impact it has on them and others. Typically includes stating the classroom expectation and what the student might expect could happen if they use the appropriate behavior.	I would like your staff to increase use of PBS matrix words, both behavior and the rationale (Be safe, be kind, be a friend). For example, tell students to use walking feet so they can be safe. I have one-page copies of the matrix if staff would like to fold one up and put it in their pocket to

	c) Can include a positive consequence (Positive feedback alone may be sufficiently reinforcing. When behavior requires a great deal of effort, pairing verbal feedback with tangible or activity reinforcement may be helpful. When using a positive consequence, always pair with specific positive feedback. Promote ownership; student "earns," teachers do not "give." d) Use Positive Feedback (Contingently—*only when students demonstrate the desired behavior. Immediately—best when it closely follows the behavior; allow for clear connection between the behavior and the feedback. Frequently when trying to build a new behavior. Intermittently once the skill or behavior has been learned to maintain the behavior.*)	refer to when speaking with students.
Very high ratio of positive feedback seen when doing table work and walking in the hallway!!! Excellent work using positive feedback in those areas!!!!!!!! ☺	**Increased Use Of Positive Feedback** – 4 positives to 1 corrective - tokens, tangible items, praising expected behavior, non-verbal praise (thumbs up, pat on back, smile, high 5) More recent research indicates that more effective change happens when using a 16:1 ratio.	We did not have a 4:1 ration of positive feedback to corrections during gross motor and centers. I understand those are less black and white as they are not task driven, but we need to look for items on our matrix that we can frequently reinforce in those areas.
	#3 ENCOURAGING EXPECTED BEHAVIOR CONTINUED	
Students appear to enjoy their reinforcements during table tasks, and staff seem to understand what is reinforcing to the students! That is fantastic!!!!! I love our behavior discussions and brainstorming sessions that we have had on Friday afternoons during the school year to problem solve reinforcement concerns!!!!! Those open, honest conversations are fantastic!!! ☺	Menu of Reinforcement – Offer a variety of types of reinforcement a) <u>Students who seeks activities or privileges</u>: Special lunch or play time with a friend, Lunch with preferred adult, Helper (teacher, office, janitor), Extra time doing preferred activity, Special game at recess, Participate in PBS Assembly, Extra recess, Extra computer time, Game of choice, Ticket to school event (dance, party, sporting event), Preferred cafeteria seating, Be "line leader" b) <u>Students who avoid activities or privileges:</u> Extra computer time (avoid class time), 1 assignment or task pass per semester, Front of the lunch line pass, Additional free time, Extra library time, Stay inside during recess c) <u>Students who seek social attention</u>: Winks, thumbs up, smiles, Positive feedback, Work with a friend of choice, Time to visit or walk with a friend, Preferential seating, Positive phone call or email home, Meet with principal (or preferred adult), Photo on school bulletin board, Special lunch or play time with a friend, Lunch with parent, principal, preferred adult, Tutor or assist younger class, Monthly or quarterly award (improved attendance, on-time to class) received in front of class/school, Respect, Responsible, Caring Party, Positive card or letter sent home, "Goal Achieved" award for improvement in personal social behavior, "Glad You Are Here" for perfect attendance d)<u>Students who avoid social attention</u>: Lunch in private area with preferred peer or staff, Extra computer time, Extra time to read, Get a Pass out of assembly or group setting, Leave class 5 minutes early, Letter home for improved behavior e)<u>Students who seek tangible items</u>: School-wide ticket or token, Items from class or school store, Stickers, School supplies, School t-shirt, Food coupons, Candy or snack, Gift cards, Ticket to school activities f)<u>Students who avoid tangible items</u>: Certificate to go to library instead of assembly, Certificate to stay inside during recess	

	#4 DISCOURAGING INAPPROPRIATE BEHAVIOR	
Thank you for being consistent!!! ☺	**Consistency** - Misbehavior occurs in all school settings and therefore, all staff need to respond reliably. When we consistently uphold our expectations, limit-testing behavior is diminished and fewer incidents of correction need to occur. It is less important what the response is, than that something is consistently done when student behavior does not reflect the standard. Consistency is the key to changing behavior.	
	A Calm Immediate Response - The disruptive influence of the teacher's response should be no greater than the disruption of the student. Angry responses by staff create tension and increase the likelihood of disobedience and disruptive behavior. A calm immediate response has a positive effect. Use a professional and a composed voice tone and volume.	About 50% of your staff have quiet, calm, responses in the classroom, hallway, and playground. Let's make that 100%!!!
I love how your classroom staff are specific, yet brief!!! I love how I don't hear long lectures given to students!!! ☺	**Specific, Yet Brief** - Specific descriptions of the behavior and expectations help students to know exactly what is expected. With specific descriptions, you are using the inappropriate behavior as an incidental teaching opportunity. While specificity is essential to change behavior, brevity is also important. Lectures often turn into scolding and do not hold the child's attention. Be short and concise, and then disengage quickly. (Use wording from PBS matrix)	
	Quiet, Respectful Contact with Student - Make quiet contact with the student, securing their attention and at their level. Talk with them in close proximity (near the student) to ensure privacy and respect. Use their name, pleasant voice tone, and eye contact to covey your interest in them personally and your desire to help them be successful with their behavior at school. A private, quiet, personal contact will help with compliance as well as relationships.	About 50% of your staff quietly walk up to the student and redirect, and I could barely hear them at times. Let's make that 100%!!! Also, let's make be careful with talking about students in front of the students. None of them have hearing loss so they can hear everything that we say about them.
When a student is out of control, classroom staff keep the schedule running like nothing ever happened other than 1 person coming to assist if needed!!!! I love it!!!!!!! ☺	**Refocus Class If Needed** - If the inappropriate behavior will require a bit of time, refocus the attention of the class to allow you to deal privately with the student. Most correction strategies can be handled within the classroom or setting, just as you would correct academic behavior. Your intent, demeanor, and voice tone do not differ from academic correction and the interaction should be able to occur within the classroom while maintaining respect for the student and the learning of the entire class.	
	#4 DISCOURAGING INAPPROPRIATE BEHAVIOR CONTINUED	
I love how classroom staff are constantly teaching alternative or desirable behavior and developmental skills. This is why we often have students grow 2 years of development in the one year that they are in your classroom!!!!! Time out is used as part of a safety plan in an IEP, with the constant goal of keeping time out as brief as possible so that students can continue learning new skills!!! ☺	**Non-punitive Consequences:** Paired with teaching of the alternative or desirable behavior can heighten behavior change. Role-play or practice, reflecting on the behavior and the alternative, arranging a situation for the student to demonstrate a skill, and making amends for behavior that impacted others are all wonderful learning-based consequences. Effective consequences maintain student dignity and invite the student to take responsibility for his/her behavior and be a part of the solution. Consistency of consequence, not size of consequence, is important. Logical consequences are more effective.	

	#5 ACTIVE SUPERVISION	
All staff were moving, scanning, and interacting with students on the playground. I did not see any stationary staff huddles!!!!! ☺	**Active Supervision -** Madeline Hunter used to say "*In*spect what you *ex*pect." a) Moving: When supervising work or activities, circulate among students with continuous random movement, close proximity with students. Include moving close to noncompliant students and possible targeted problem areas. Demonstrate interest in students, assist with learning tasks, provide feedback—both positive and corrective. Periodically move and supervise when providing individual or small group instruction. b) Scanning: Frequently and intentionally look around at students, Looking students in the eye. Visually sweep all areas of the room as well as look directly at students nearest you. If working with individual, position self so as to scan the entire room or get up and scan occasionally. c) Interacting: While moving and scanning you should also frequently interact with students as it communicates care, trust, and respect, and helps build relationships. Creates positive climate and increases likelihood of accepting correction if needed. Teacher behavior remains the same when teaching, encouraging or addressing problem behavior. Include: proximity, listening, eye contact, smiles, pleasant voice tone, touch, and use of student's name.	
	#6 OPPORTUNITIES TO RESPOND	
Your room is designed to have increased opportunities for responses. ☺	**Increased Opportunities for Student Responding:** Choral (group) responding, Response Cards (pre-printed cards that have choice words on each side such as "Yes" and "No"), Thumbs up/thumbs down, stand up/sit down, move to four corners, etc.	
	#7 ACTIVITY SEQUENCING AND CHOICE	
I heard choice making in the classroom and one staff used it on the playground. This is a very effective strategy. ☺	**Provide Choices** – Provide student choice of activities, materials used in activity, and choice of sequence of activities	I would like to see us increase the use of choice making in all settings.
This is incorporated in the EIBI program and done by classroom staff. ☺	**Activity Sequencing -** For students who *can do* the work but choose *not to do* it. Students typically prefer easier tasks, which are usually mastered tasks. a) Task Dispersal: Mix mastered tasks with non-mastered tasks. Intersperse in a ratio of 1:3; one mastered to every three new items. b) Behavior Momentum: Identify behaviors that have a high probability of completion. Complete three or more requests the student can easily do. After successful completion of the easier tasks, reinforce the student and present the task that is known to have a lower probability of being completed. Again, reinforce the student. Gradually reduce the number of easier requests.	
	#8 TASK DIFFICULTY	
This is incorporated in the EIBI program and done by classroom staff. ☺	**Task Difficulty:** Adjust length of task or mode of response. a) Shorten the assignment, allowing the student to demonstrate mastery with fewer items. b) Break the task up into shorter tasks and reinforce each step c) Have shorter work periods with other tasks in between. d) Have the student cover all items except the one he/she is working on at the time. e) Provide physical breaks between difficult tasks. f) Provide alternative times for the work to be completed. g) Oral instead of written answers. h) Allow the student to dictate answers to the teacher, an	
	assistant, or peer. i) Allow the student to use other creative modes for demonstrating understanding (e.g., building, drawing, drama, etc.).	

PBS Staff News: January 2013

Be Safe Be Kind Be A Friend

Kirksville Public Schools Early Childhood Learning Center

In the Know

With a new year beginning, we will spend our first week in Second Step reviewing circle time rules, Give Me Three, and all of the feelings. We will also review the strong feelings of worried and frustrated. We will review all of the facial and body clues that go along with each feeling. The last few weeks in January will be spent learning how to calm down when you have strong feelings. The Calming Down Steps include: (1) Putting your hand on your tummy and saying "Calm Down," (2) Say "I feel (name your feeling)", and (3) Count to five or take deep breaths. We will also learn how to identify the feeling disappointed.

Don't forget Tiger Training Camp is in full swing!!! Turn it in by January 18th, and you will enter yourself in a drawing for a free gift card! To where you ask? It's a surprise! Doing your Tiger Training Camp will help you reinforce all matrix expectations. Don't forget to look for those children who are exhibiting those positive behaviors and reward them with a token. Each token will help a child get closer to getting a motivating prize from the prize box. Our building wide goal is to hand out almost 1,000 prizes by January 17th to win that scrumptious luncheon on January 25th!!!

STAFF HIGHLIGHTS

Jennifer Potter

Jennifer Potter is a toddler teacher for ten and a half years and an after school program for four years. Jennifer loves to get smiles and hugs from the toddlers. She wanted to work with children because she enjoys helping them and feels it is a very important job. Jennifer's favorite food is salad and her favorite drink is Diet Dr. Pepper or Diet Coke. If Jennifer could visit any country in the world, it would be Australia. She enjoys spending time with her family and watching the St. Louis Cardinals and I Love Lucy. Her favorite book is The Secret. Her favorite type of music is country and rock. She describes the happiest moment in her life is when she gave birth to her daughters. If she won the lottery, she would bank it, donate, and buy lots of stuff. If Jennifer were granted three wishes, she would wish for good health for her family, for all children to be safe and healthy, and peace on Earth. If Jennifer had one superpower, she would love to read minds. If a movie was made about her life, she would like Jennifer Lopez to play her.

Jenn Stam Fountain

Jenn Stam Fountain is a Board Certified Behavior Analyst. She has worked for the district for the last ten years. Jenn's favorite thing about her job is that she loves watching students grow and become successful in their classrooms. Her favorite drink is Propel grape flavor. Jenn's favorite food is pizza, even though it is a diet killer. ☺ If Jenn could visit any country in the world, it would be fun to go back to Europe and see the sights she has read about or seen on TV. In Jenn's spare time, she likes to spend time with family and friends. Her favorite sport is softball. Jenn's favorite TV show is NCIS. She loves to read books by historical and historical fiction authors. Her favorite type of music is Christian praise and worship music. Jenn's happiest moment in her life is seeing students with autism whom she has met at age three with severe aggressive behavior and a lack of functional communication skills move onto the elementary and middle schools and those teachers have no idea that they have an autism diagnosis due to the progress those students have made. That makes her day.

Kirksville Schools

NEWS FROM THE ECLC

May 2013

We are committed to providing a positive learning and social environment that will lead to the Kirksville R-III mission statement: All students will achieve their potential and become productive citizens.

ECLC Expectations

Be safe

Be kind

Be a friend

The Director's Corner

Dear Parents,

It is hard to believe that this is the last newsletter as the 2012-2013 school year comes to a close. We've had a great school year and it wouldn't have been possible without such wonderful parents and children. Thank you!

Good luck to our students transitioning to Kindergarten! We will certainly miss you! Children entering Kindergarten should definitely attend the Kindergarten Open House on May 9th from 5:30-7:00 at the Kirksville Primary School.

Please be sure to check your child's cubby/backpack as there are lots of classroom and ECLC events during May.

-Jen Meyer

ECLC Parent Teacher Committee

Field Day is Tuesday, May 21st. Volunteers are needed to run the stations. There is a sign-up available at the front desk or you can call Mary at 626-1459.

Positive Behavior Supports

Second Step

We have many of our friends that will be going to Kindergarten next year. In Second Step, we will focus on getting them prepared for kindergarten by reviewing all of our Listening Rules and Skills for Learning. These skills will include focusing attention, using self-talk, speaking assertively, using Fair Ways to Play, inviting others, and joining play to make new friends. This will also be a great review for our friends who will be coming back next year as well!

Tier II

We are thrilled to announce the beginning of our Tier II intervention called Tiger Talk. Tiger Talk is a small group to help students with their social skills. We started our group last week and currently have three members! We are excited to see the progress they will make!

2013-2014 Enrollment

We are currently working on enrollment for the 2013-2014 school year. Families will receive a letter this summer regarding class placement, Preschool Preview date, teacher's name and fee schedule. Please remember that any child new to the ECLC will need a physical. If your child receives any immunizations during the summer, the ECLC will need a copy.

Dates to Remember

May 9th Kindergarten Open House 5:30 PM-7:00 PM at the Kirksville Primary School

May 14th Preschool Program 6:00 PM at the Kirksville Middle School

May 21st Field Day

May 23rd Last Day of School

June 3rd Summer Session begins

Data Driven

4 majors in a two week period

6 minors=1 major

Team assists staff in completing Tier II Referral Form
Observation completed

Tier II Team meets within one week and makes decision

Teacher Nomination
Problem Solving Team Referral Screening

Document behaviors and interventions

Teacher completes Tier II Referral Form
Observation completed

Tier II Team meets within one week and makes decision

Kirksville Public Schools
Early Childhood Learning Center
Tier II Checklist

Child's Name: _____   Date:_____

Referral Source:

___Teacher   ___ Problem Solving Team   ___ Data Decision Rule   ___ Screening

_____ Observation completed by _____on _____

_____ Classroom Interventions/8 Essentials documented

_____ Classroom Reinforcers Guide completed

Problem Solving Team Decision:

_____ Tier II Implementation Plan and Monitoring Form completed

_____ Referral to Early Childhood Special Education

_____ Change in placement to less/more restrictive environment-Continue to monitor

_____ Continue classroom interventions for a longer period of time

_____ FBA needed to determine function of behavior

_____ No action at this time

_____ Refer to Tier III

Additional information:

_____

_____

_____

Tiger Talk

What is it?
Small Group Social Skills is a Tier II intervention that is used to help children develop and apply social skills. The Second Step early learning program is a research-based intervention that promotes: success across academic, social, and community environments. The children are taught the skills that strengthen their ability to: learn, have empathy, manage emotions, make friends and solve problems. It prevents: problem behaviors, peer rejection, impulsivity, antisocial behavior and aggression by developing a child's self-regulation skills and social-emotional competencies.

Who is it applicable for?
A Tier II student who has social skills deficits in the areas of: acquisition, performance, and/or fluency.

When is it used?
A child is recommended by the teacher (teacher nomination form) or has received four major referrals in a period of two weeks. Six minor referrals equal one major referral.

Who implements it?
Social skills small groups will be led by a social worker.

What does it look like?
A small group of 4 to 8 children with similarity in age, developmental level, common problems or issues, and a balance in severity of issues.
Outline of weekly 30 minute group will include: review of previous skill, teach weekly skill, group debriefing, socialization time, and establish a weekly goal.

What does success look like?
80% accuracy or higher on Social Skills Progress Chart
Long-term Success - 80% Accuracy on Social Skills Progress Chart after 10 weeks and decrease in major and minor referral forms

How do we make sure success continues?
Intensify intervention by letting child self-monitor
Gradually fade intervention and graduate
Check in on child after graduation to ensure success

Check In/Check Out

What is it?
Check In / Check Out is a research supported Tier II intervention used to help decrease problem behavior. This intervention provides improved structure throughout the day, sets the student up for success with positive interactions, and provides the student with an increase in specific feedback.

Who is it applicable for?
The function of behavior of these Tier II students is to obtain attention.

When is it used?
A child is recommended by the teacher (teacher nomination form) or has received four major referrals in a period of two weeks. Six minor referrals equal one major referral.

Who implements it?
One adult who is the chosen primary reinforcer will positively check in with the child throughout the day.

What does it look like?
Basic Cycle – Can be applied in all school locations
- Includes positive morning check-in, regular positive teacher feedback throughout day, and end of day check out
- Use Kindness chart to collect data

What does success look like?
Daily Success –80% success rate on Kindness Chart
Long-term Success
- 80% success rate on Kindness Chart each day for 4-5 weeks
- Decrease in rate of major and minor referrals

How do we make sure success continues?
Intensify intervention by letting child self-monitor
Gradually fade intervention and graduate
Check in on child after graduation to ensure success

☺ (Student Name) Kindness Chart ☺   Date_____

	G	Y	R
7:30 – 8:00 Center Time	🐾	🐾	🐾
8:00 – 8:30 Center Time	🐾	🐾	🐾
8:30 – 9:00 Center Time	🐾	🐾	🐾
10:45 –11:15 Center Time	🐾	🐾	🐾
11:15–11:30 Music & Movement	🐾	🐾	🐾
Transition Time	🐾	🐾	🐾
Transition Time	🐾	🐾	🐾
Transition Time	🐾	🐾	🐾
Transition Time	🐾	🐾	🐾
Transition Time	🐾	🐾	🐾
Transition Time	🐾	🐾	🐾

☺ _____ Kindness Chart ☺   Date_____

7:30 – 8:00	Arrival/Breakfast	☹	😐	☺
7:30 – 8:30	Center Time	☹	😐	☺
8:30 – 9:00	Outdoor/Indoor Gross Motor	☹	😐	☺
9:00 –9:30	Circle Time	☹	😐	☺
9:30 – 10:10	Centers (small groups/snack)	☹	😐	☺
10:10 – 10:30	Reading and Writing	☹	😐	☺
10:30 – 11:00	Outdoor/Indoor Gross Motor	☹	😐	☺
11:00 – 11:35	Centers-Inquired Based	☹	😐	☺
11:35 – 12:00	Finger Plays/Bathroom/Cots	☹	😐	☺
12:00 – 12:30	Lunch Time	☹	😐	☺
12:30 – 12:45	Bathroom/Wash hands	☹	😐	☺
12:45 – 2:15	Nap/Quiet Activity	☹	😐	☺
2:15 – 2:45	Music and Movement	☹	😐	☺
2:45 – 3:00	Dismissal/Prepare for bus	☹	😐	☺

GREEN_____   YELLOW_____   RED_____

_____

Incentive Criteria

Initially, reinforce _____ each time he earns 5 ☺, then gradually increase this number.

14 Green Smiley Faces Possible - Goal of 80% or at least 11 ☺
Incentives - prize box or individual time with Christy, Ms. Klocke or Emily

***We want to recognize any positive behavior as often as we can.**

Small Group Social Skills Progress

Child Name: _____ **Sex**: Male Female

Teacher: _____

Date of Birth: _____ **Date of Week:** _____

Each day, circle the paw print that shows how well the student did during the day.

🐾 3 = No Majors or Minors   🐾 2 = One or Two Minors   🐾 1 = Three or More Minors   🐾 0 = One Major

	Social Skills	Monday	Tuesday	Wednesday	Thursday	Friday
1	Ears Listening	🐾3 🐾2 🐾1 🐾0	🐾3 🐾2 🐾1 🐾0	🐾3 🐾2 🐾1 🐾0	🐾3 🐾2 🐾1 🐾0	🐾3 🐾2 🐾1 🐾0

AM Activities

Activity			
Arrival/Table Activities/Check in with Miss Michelle	0	1	2
Transition to Circle Time	0	1	2
Circle Time	0	1	2
Transition to Breakfast	0	1	2
Breakfast/Brush Teeth	0	1	2
Transition to Gross Motor	0	1	2
Gross Motor	0	1	2
Transition to Centers/Programs	0	1	2
Centers/Programs	0	1	2
Transition to Snack	0	1	2
Snack	0	1	2
Transition to Centers/Programs	0	1	2
Centers/Programs	0	1	2
Clean Up Transition	0	1	2
Small Group/Interactive Activities	0	1	2
Transition to Story Time/Packing Up	0	1	2
Story Time/Pack Up/Check out with Miss Michelle	0	1	2

Tier II Implementation Plan and Monitoring

Child's Name: _____   Age: _____   Teacher: _____

Observation completed: YES   NO

Problem behavior: _____

What does problem behavior look like: _____

Do we know function of behavior: _____

Staff that need to be trained on plan: _____

Person responsible for training staff: _____

Deadline for completion of training: _____

Plan start date: _____

Replacement behavior: _____

Intervention: _____

What does the intervention look like: _____

_____

Data collection method: _____

Date to be reviewed: _____

Summary of data results

Week	
1	
2	
3	
4	

Date: _____

Evaluation Decision: _____ Maintain _____ Intensify _____ Modify _____ Fade _____ Discontinue _____ Tier III

Comments: _____
_____
_____
_____

Kirksville Public Schools
Early Childhood Learning Center
Tier III Checklist

Child's Name: _____   Date:_____

Referral Source:

_____Teacher   _____ Problem Solving Team   _____ Data Decision Rule

_____ Observation completed by _____on _____

_____ Classroom Interventions/8 Essentials documented

_____ Classroom Reinforcers Guide completed

Problem Solving Team Decision:

_____ Referral to Early Childhood Special Education/IEP addresses behavior

_____ Change in placement to less/more restrictive environment with BIP

_____ Current placement with BIP

_____ Direct Social Skills

Additional information:

_____
_____
_____
_____
_____
_____

Date of Social Validity Survey: _____   BIP Implementation Review Form: _____, _____, _____, _____

Tier III Implementation Plan and Monitoring

Child's Name: _____   Age: _____   Teacher:
_____

Plan start date: _____
Data collection method: _____
Date to be reviewed: _____

Week	Summary of data results
1	
2	
3	
4	

Date: _____

Evaluation Decision: ____ Maintain ____ Intensify ____ Modify   ___Fade   ___ Discontinue

Comments: _____
_____
_____
_____

Date of Social Validity Survey: _____   BIP Implementation Review Form: _____, _____, _____, _____