

MSLBD Conference on Behavior Issues for School Leaders
Meeting the Social, Emotional, and Behavioral Needs of Young
Children in the Schools

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Kirksville Public Schools

- Early Childhood Learning Center
- “Whatever it takes, our children are worth it!”

Demographics

- Rural Setting in Northeast Missouri
- 240 Children
- 59% Have IEP’s (Peer Model Program)
- 54% Free and Reduced Lunch
- 52 Staff Members

Staff

- Administrator
- Early Childhood Teachers
- Early Childhood Special Education Teachers
- Educational Diagnostician
- Occupational Therapist
- Physical Therapist
- 3 Speech Language Pathologists
- 2 Itinerant Teachers
- 2 School Based Social Workers
- Parent Educators (PAT)
- Assistant Teachers

Fully Accredited through Missouri Accreditation

- Both infant toddler and preschool
- Licensed by the Missouri Department of Health and Senior Services Section for Child Care Regulation
- Half day or full day programs Sliding fee scale
- Dual enrollment with Head Start
- Child Care Reimbursement
- Bussing to community preschools/daycares

How We Started (Over)

- Where we were
- Commitment from all staff
- Use of data to create matrix
- Rebuilding of system to meet the developmental needs of children
- Specific focus on Tier I/Culture of building

- Teams established for each Tier/meeting times
- New action plans created for each Tier
- Training of all staff, volunteers, interns, etc.

Classroom Expectations

- Be safe
- Be kind
- Be a friend

Rules Matrix – sample provided

PBS Works In All Settings

Classroom Essential 8's for the Early Childhood Classroom

Classroom Expectations

- Educators cannot “make” children learn or behave, but we can create the environment to increase the likelihood.
- Teach and review expected behaviors routinely. All children, families and adults should know the classroom expectations. 4:1 at very minimum.
- Children do not go to the safe spot, time out, etc. for not knowing their alphabet or how to use scissors. Same concept applies for social emotional development.

Tiger Training Camp – sample provided

PBS Challenges

Find ways to give specific praise. It's harder than it seems. Try not to use the words “good job”.

- I like how you are being safe by using your walking feet.
- I like how you are being safe by cleaning up your area.
- That was very kind of you to use such nice words.

Give Me Three – sample provided

Classroom Procedures and Routines

- Visual schedules
- Reduce lengthy transitions
- High engagement
- Use of precorrects
- Teach, teach and then teach some more

Encouraging Expected Behavior

Catch children being successful and provide immediate feedback. Keep child development practices in mind.

Positive feedback is

- Immediate
- Specific and directly related to rules and procedures

- Genuine
- Clean
- Private

4 positives to 1 corrective. More recent research indicates that more effective change happens when using a 16:1 ratio.

An educator saying “there’s not time for PBIS” is like a rancher saying, “there’s not time to build a fence... I’m too busy chasing cattle”.

Discouraging Inappropriate Behavior

Provide immediate, calm correction. Redirect, reteach, provide choice.

“The single most commonly used but least effective method for addressing undesirable behavior is to verbally scold and berate a student.” (Alberto & Troutman, 2006)

Respectful correction should be:

- Immediate
- Specific-Specify the matrix behavior the child should be exhibiting
- Private/Quiet
- Calm-Body, hands, voice
- Quick-Make the correction, then move to another task

If children are getting in trouble in the same place, the same way...it’s not them...it’s us.

Staff Response to Problem Behavior – sample provided

Minor Referral Sheet – sample provided

Major Referral Sheet – sample provided

Active Supervision

When adults are present and actively supervising, children’s behavior is better.

- Proximity
- Listening
- Eye-contact
- Smiles, pleasant voice tone, touch
- Use of child’s name
- All adults at child level
- Engaging in play in classroom and on playground

Opportunities to Respond

- Focus on developmentally appropriate practices
- Don't rely solely on verbal responses
- Give wait time

Activity Sequencing and Choice

- Flexible Schedule driven by children's interest
- Differentiated instruction
- Centers are engaging
- Free choice

Task Difficulty

- Shorten length of task to developmental level
- Use reinforcement at each step when breaking up a task into shorter steps
- Differentiated instruction

Classroom Observations – sample provided

8 Research-Based/Effective Classroom Practices – sample provided

PBIS for Staff

Staff Recognition

PBIS Prestigious Prize – Posters, Facebook
Recognition

Keeping Staff Informed

- Professional Development
- Staff Meetings
- Monthly Newsletters – sample provided
- PBIS Bulletin Board in Staff Room

Keeping Parents Informed

- Monthly Newsletters – sample provided
- PBIS Night
- Website
- Facebook/Twitter
- Positive Post Cards Sent Home
- Parent on Tier I Team

Moving From Tier I to Tier II at the Early Childhood Level

- Tier I practices must be solid
- **All staff** use PBIS language
- Reinforcement system in place
- Staff know difference between minor and major behaviors
- Reteaching is the norm

- Staff recognition
- Family involvement

Data Driven / Teacher Nomination – flow chart

Tier II Meeting Process

- Child is referred
- Teacher/team ensures universals, including classroom, are in place. Referral paperwork is completed.
- Observation of child is scheduled.
- Student records are reviewed. Problem behavior identified.
- Mini FBA to determine function of behavior if necessary.
- Behavior goal written, including actions, resources and timelines. Tier II Implementation and Monitoring Form completed.
- Behavior goal evaluated and decision made.
- Review of process
- Tier II Checklist – sample provided

Tiger Talk – sample provided

Check In/Check Out – sample provided

Kindness Chart – samples provided

Tier II Implementation Plan and Monitoring – sample provided

Moving From Tier II to Tier III at the Early Childhood Level

- Not reaching/maintaining 80% with Tier II interventions
- Behaviors that are dangerous to the child, other children and/ or staff
- IEP addresses Behavior Intervention Plan
- IEP services include Early Intensive Behavior Intervention
- Functional Behavior Assessment and Behavior Intervention Plan
- Individualized for every child
- Weekly Fidelity Checks by all staff involved

Tier III Checklist – sample provided

So often, children are punished for being human. Children are not allowed to have grumpy moods, bad attitudes, disrespectful tones, or bad days, yet we adults have them all of the time. None of us are perfect, and we must stop holding children to a higher standard of perfection than we can attain ourselves.