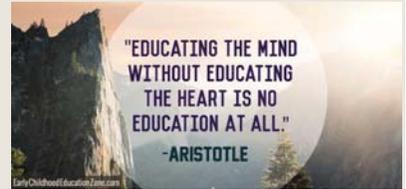


THE FIVE NON-NEGOTIABLES

Program-Wide Positive Behavior Interventions and Supports (PW-PBIS)

Sheryl Lorenz

- o Graduated in 2007 from St. Ambrose University in Davenport, IA. with a Bachelor's Degree in Early Childhood/Special Ed.
- o Began the journey of earning my Master's Degree in Special Ed. through the online program at KU last year
- o The topic we are talking about today was first introduced to me 2 years ago when I was teaching at Project Eagle/Head Start of Kansas City. Programs such as Touchpoints and Conscious Discipline embody a lot of PBIS practices.



Katie Miller

- Graduated from the University of Kansas Early Childhood Unified Program in August 2013
- Participated in the first two years of the implementation team of the Pyramid model within the early childhood program in Blue Valley.
- Worked in an inclusive early childhood classroom for the past three years and recently switched roles into a center-based early childhood classroom in Blue Valley.

You must first teach a child he is **LOVED** only then is he ready to learn **EVERYTHING ELSE**



Kahoots Game!

1. Get out your phone
2. Go to: www.kahoot.it.
3. Enter the code on your phone
4. Take the survey with us!



PBIS AND PTRYC



http://challengingbehavior.fmhi.usf.edu/do/pyramid_model.htm

PBIS and Tier 1

"Universal supports for all children through nurturing and responsive relationships and high quality environments."



http://challengingbehavior.fmhi.usf.edu/do/pyramid_model.htm

PBIS and Tier 2

“Prevention which represents practices that are targeted social emotional strategies to prevent problems.”



http://challengingbehavior.fmhi.usf.edu/do/pyramid_model.htm

PBIS and Tier 3

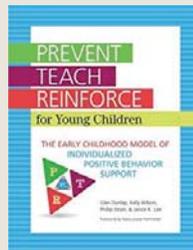
“Intervention which is comprised of practices related to individualized intensive interventions.”



http://challengingbehavior.fmhi.usf.edu/do/pyramid_model.htm

PTRYC

- What it is:
- Research based practices
- Specific application of positive behavior interventions & support (PBIS)
- Designed for use in typical preschool classrooms
- Collaborative model of team-driven decision making
- High emphasis on implementing with fidelity
- Detailed steps for designing & implementing positive interventions



PTRYC continued summary

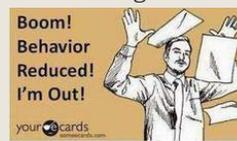
- “Developed in response to the need for materials to support early childhood educators in designing and implementing tertiary supports for children with the most severe challenging behavior.”
- One of the main focus areas of PTR-YC is on implementing universal classroom practices that set out to prevent challenging behavior and promote social-emotional competence.

History of PBIS and the 5 Non-negotiables in Blue Valley

- Blue Valley started implementing the PBIS pyramid model in 2013
- We created a team composed of staff from our Parents as Teachers program as well as our Early Childhood Special Education program
- We developed a plan to train staff, develop materials, and create protocols
- The Five Non-Negotiables became the foundational requirements for each classroom.
- By creating this foundation, teachers could determine which students would need further support within Tiers 2 and 3.

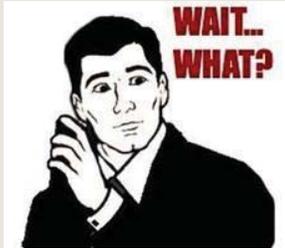


- The five essential practices identified in *PTR-YC*, when implemented with fidelity across activities and routines in preschool or childcare settings—can:



Why did BV want to implement the 5 Non-negotiables?

- Interview with Nancy or someone else about implementing this program



The Five Non-negotiables

1. Providing 5:1 ratio of positive vs. corrective feedback
2. Using schedules in a way that is likely to prevent challenging behavior
3. Supporting routines within routines across the day
4. Teaching the specific behaviors we want to see for each classroom routine
5. Providing explicit peer-related social skills

Dunlap, et al., 2013

1. Providing 5:1 ratio of positive vs. corrective feedback

Breakdown:

- Providing positive feedback to children with persistent challenging behavior at five times or more the rate that we are giving corrective feedback for challenging behavior.

How it Works:

- Using positive and specific praise about a child's behavior
- Using "No", "Stop" and "Don't" minimally or if possible not at all!
- Expanding upon the "Good job!", "Way to go!" and "You did it!" of praise

Audience game/Activity/Video



Example of it in progress

This

vs

That

- "I love how you cleaned up all of your toys!"
- "You're working hard on that tower!"
- "You solved your problem using your words!"
- "Look at her face, you made her feel special sharing your toys!"
- "Thanks for having a safe body in line!"
- "Your voice is quiet, you must be ready!"

- "Pick up your toys!"
- "Good job in blocks!"
- "You did it!"
- "Give her some of your toys."
- "Do you have a safe body?"
- "Catch a bubble."



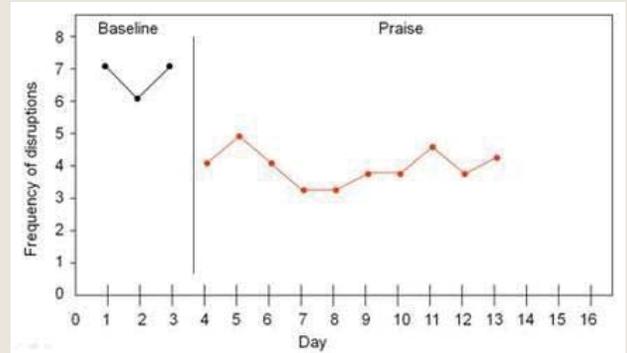
Watch the Coach do it...



Teaming



- Accountability
 - *Setting goals as a team-what do we want to focus on first*
 - *Reflecting upon progress*
 - *Asking to be observed*
 - *Posting reminders around the room*
- Beyond Students
 - *Using specific praise with teammates*



Portland Public Schools:
<http://ppsfa.weebly.com/>

What the research says

- “Teacher praise is universally recommended as an effective tool to increase students’ academic achievement and prosocial behavior in the classroom (Henley, 2010; Kerr & Nelson, 2010; Lee & Axelrod, 2005; Wheeler & Richey, 2010). This recommendation is supported by long-standing research that demonstrates a positive relationship between teachers’ use of contingent, behavior-specific praise and students’ appropriate behavior (Gable, Hester, Rock, & Hughes, 2009).”

(Pisacreta, Tincani, Connell, & Axelrod, 2011)

More helpful research articles:

- Fox, L., Dunlap, G., Hemmeter, M., Joseph, G., & Strain, P. (2003). The Teaching Pyramid: A Model for Supporting Social Competence and Preventing Challenging Behavior in Young Children. *YC Young Children*, 58(4), 48-52. Retrieved from <http://www.istor.org.www2.lib.ku.edu/stable/42728957>
- Evidence-based Practices in Classroom Management: Considerations for Research to Practice (re-write citation)
- Csefel website http://csefel.vanderbilt.edu/briefs/wwb_22.pdf

Common Road Blocks (what not to do)



- Personal bias in accountability
- Being inconsistent in praise
- Focusing specific praise only on children and not adults within the classroom
- Only having the lead staff member using 5:1
- Overlooking the amount of corrective feedback given to children
- Retiring into using only old praise habits (i.e., “Good job”, “Thank you”, “Way to go!”)

2. Using schedules in a way that is likely to prevent challenging behavior

Break down:

- Using visual schedules in a way that is likely to prevent challenging behavior.

How it Works:

- Posting a visual schedule of the routines throughout the classroom day
- Referring to the schedule with each change
- Alternating between child-led and teacher-directed activities

Take out those phones again!



Behavior Activity



- Assigned certain letters
- Challenge to come up with as many behaviors from your classroom as possible starting with those letters within 3 minutes

Behavior

- Merriam-Webster defines behavior as:
 - a: the manner of conducting oneself
 - b: anything that an organism does involving action and response to stimulation
 - c: the response of an individual, group, or species to its environment



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Time and Schedules



Classroom Visual Schedules



Classroom Visual Schedules



Individual Schedules



Teaming

- Collaboration
 - Creating schedules that overlap or are similar
 - Determining what activities should happen based on the day
 - Determining if certain students need individual schedules
 - Recognizing individual needs of students in relation to schedules



What the research says

- "One of the most simple but effective classroom-wide strategies for reducing challenging behavior is to maximize children's ability to predict what comes next (Christie, 1988; Wien, 1996). Developing a daily schedule and directly teaching children what comes next is a great place to start."

Dunlap, et al., 2013



Other Helpful Links

- <http://www.theoatc.org/resources/documents/visualschedules.pdf>
- <http://pyramidmodelinbroward.wikispaces.com/file/view/Visual+Strategies+-+Bovey.pdf>
- <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/engage/class-visuals.html>
- <http://csefel.vanderbilt.edu/kits/wwbtk3.pdf>

Common Road Blocks (what not to do)



- Not following the set schedule
- Not referring back to a schedule throughout the day and different activities
- Creating visual schedules that lead to too many transitions throughout the day
- Varying the schedule too drastically from day to day
- Becoming too rigid about a schedule (i.e., not building in novel experiences, interrupting natural learning opportunities due to time, etc.)

3. Supporting routines within routines within routines across the day

Break Down

- Creating routines within routines within routines across the preschool day.
- An unchanging activity, set of behaviors, expectations or interactions conducted within an activity or routine

How it Works:

- Creating a predictable routine within different activities or routines of your day (i.e. a set order to your circle routine, creating a job sequence for students to participate in within a routine).

So that means...



3. Supporting routines within routines within routines across the day

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How it Works:

- Creating a predictable routine within different activities or routines of your day (i.e. a set order to your circle routine, creating a job sequence for students to participate in within a routine).

Examples of a routine within a routine:

- *Life Examples:*

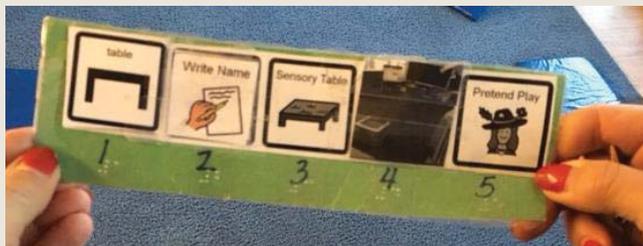
- Going to the restroom first thing when you wake up
- Setting the table before you eat dinner
- Washing your windshield when you fuel up your car
- Printing your boarding pass before getting to the airport

- *Classroom Examples:*

- Singing a certain song at the beginning of an activity
- Reviewing your schedule each time the kids convene for group
- The kids washing their hands before snack
- Lining up before a transition



Example



Examples

- Using puppets, dolls or role play with the children to act out classroom expectations
- Modeling appropriate behavior and capitalizing on teachable moments
- Small group activities
- Social stories, tools



Example of Teacher-reminders posted throughout our school:



Examples of what our 3 B's mean:



An example of a song about program-wide expectations:

Beeing Me song

Let's try this out!

Snack

- 1.
- 2.
- 3.

Outside

- 1.
- 2.
- 3.

Expectations

-
-
-

Teaming



- Collaborating on what expectations are important
- Making sure the whole team understands what each expectation means
- Helping to brainstorm different ways to teach the same expectations
- Posted reminders for adults for each routine

What the research says

- <https://www.mentoringminds.com/research/behavior-guide>



Common Road Blocks (what not to do)



- Teaching the behavior, but not allowing the children to practice
- Too vague of descriptions of expectations (i.e., "be kind" as opposed to "give friends a high five")
- Having expectations and correcting children on them prior to teaching (i.e., kids may not know the first day that walking with a group is an expectation)
- Teaching expectations once or twice/not reviewing expectations often
- Not allowing kids to try expectations out without inserting ourselves too much (over prompting)

5. Providing explicit peer-related social skills

Break Down:

- Providing explicit peer-related social skills instruction on skills such as sharing, taking turns, and following another child's lead throughout the day.

How it Works:

- Creating interactive stories to teach expected behaviors
- Using dolls or puppets to role play expected behaviors
- Adults purposefully making mistakes for the children to catch

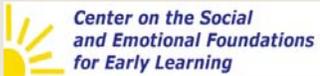
Example of this in progress



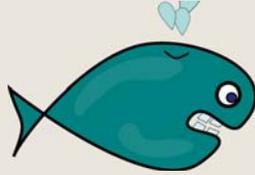
How other classrooms in our school teach this:



From:



To:



Teaming

- Creating a foundation of peer-related skills for the whole classroom
- Discussing target social skills per group of students
- Brainstorming techniques for teaching the skills
- Touching base often to reflect on progress or changes



What the research says

- “In theory, effective use of Social-Emotional Learning intervention core components leads to improved proximal outcomes: classroom social environment and students skills in the classroom. Better quality of classroom social environments may mean that students are more cooperative & prosocial toward one another. Whether the improvements stem from teachers and/or student interactions, students who experience better quality classroom social environments are likely to be exposed to more frequent opportunities to learn and practice social-emotional learning skills.”

Rimm-Kauffman, Sara Hulleman, Chris 2014

Other helpful links

- <http://www.jstor.org/stable/42899983>
- Frey, K.S., Nolen, S.B., Edstrom, L.V.S., & Hirschstein, M.K. (2005). Effects of a school-based social-emotional competence program: Linking children's goals, attributions, and behavior. *Applied Developmental Psychology*, 26, 171-200.

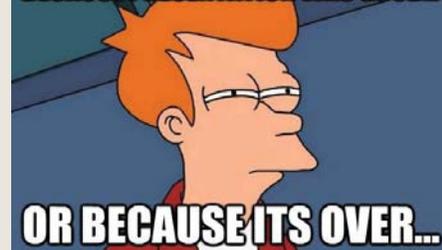


Common Road Blocks (what not to do)

- Adapt but not use
- Assuming children already know what to do socially
- Staff not modeling
- Not reinforcing when appropriate



NOT SURE IF CLASSMATES CLAPPING
BECAUSE PRESENTATION WAS GOOD...



A special thank you to Nancy Miller, Blue Valley Student Services Consultant, for your guidance not just on this presentation, but on the support in carrying out the 5 Non-Negotiables. Also thank you to staff at Hilltop Learning Center for allowing us to invade their room to take pictures so we could share with you today.