

# Classroom-wide Practices to Support ALL Children and Decrease Challenging Behaviors

OCDEL Early Childhood Conference  
March 2024



Lisa Gragg  
Early Intervention Technical Assistance



# Together we will:



**Self-assess own classroom practices**



**Further learn about positive classroom-wide practices to promote desirable behaviors by all children**



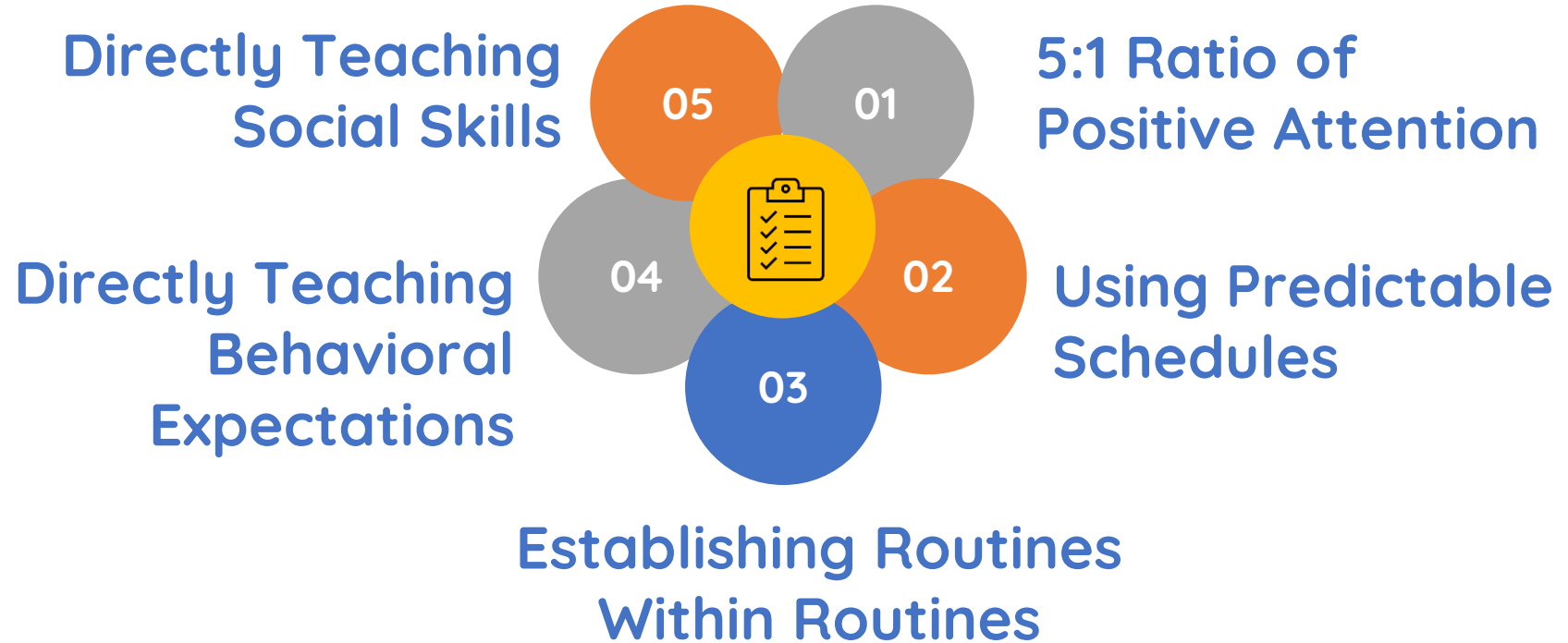
**Build upon practices to be more intentional and systematic with an action plan**



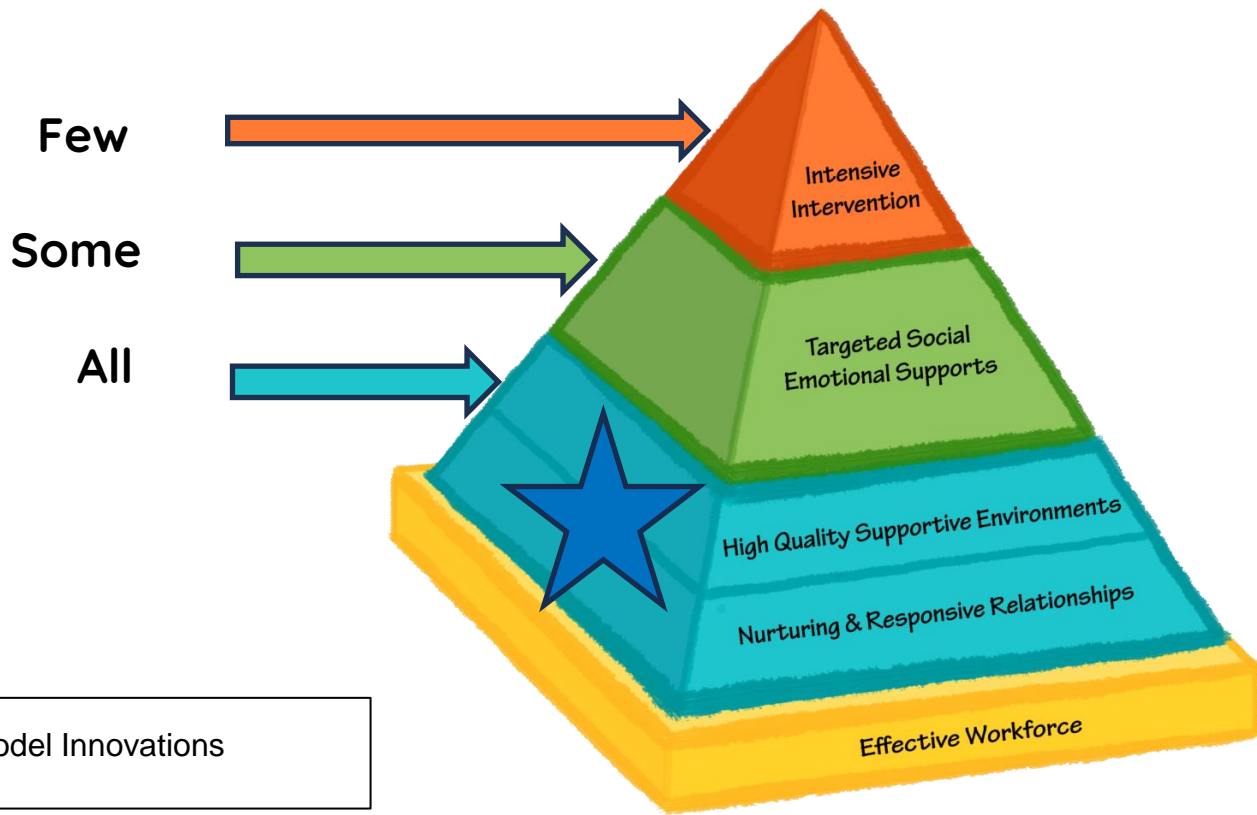
**Access additional resources to support future implementation**



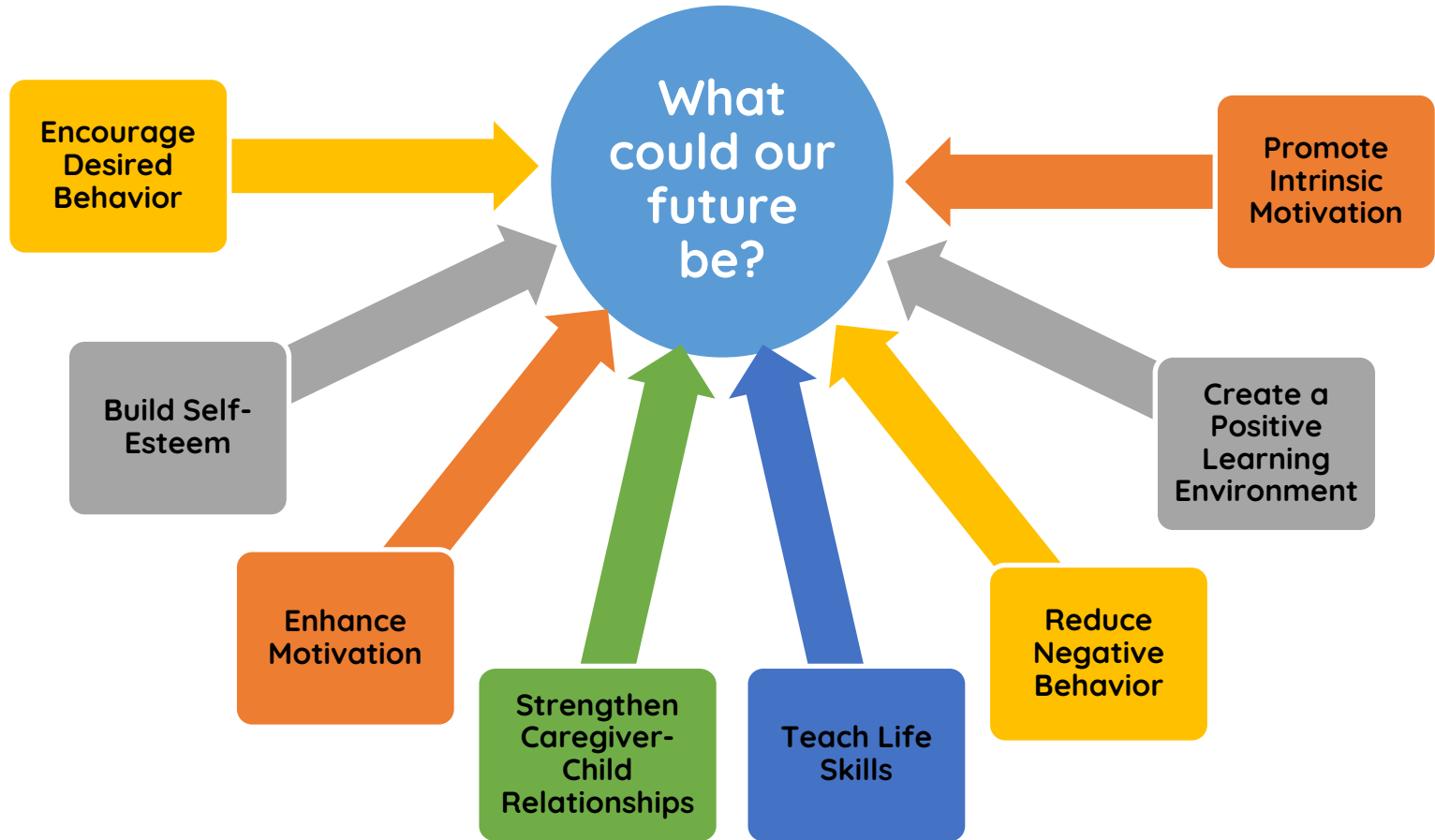
# Five Preventive Classroom Practices



# Overview of the Pyramid Model



The National Center for Pyramid Model Innovations  
(NCPMI)





1

5:1 Ratio  
of Positive  
Attention

# 5:1 Ratio of Positive Attention



Children are better behaved in preschool settings when adults spend the majority of their time attending to positive behavior.

(Kontos, 1999; Zanolli et al., 1997)



Supports children's development of confidence and belief that they can achieve



If not, there is the tendency to minimize time with the child in positive, growth enhancing interactions.



# What does it look/sound like?

## General Guidelines for behavior specific praise

- ✓ Praise effort, not ability
- ✓ Praise specific examples of effort, not broad generalizations
- ✓ Praise in a variety of contexts with various methods: in front of class, in private, written/visual feedback

- Descriptive Feedback
- Individualized
- Verbal
- Visual
- Family-to-School Connection

# What Counts/What Doesn't



# Using 5:1 Ratio of Positive Attention as Intended

## Are we doing it?

How do you measure to ensure implementation with fidelity?



## Is it working?

How are you tracking data to ensure each child is getting what they need?



## Is it feasible?

In what ways can this be easy and manageable?



### Classroom-wide Practices to Support ALL Children: Assessment and Action Plan

Classroom-wide Practice	Assessment Question	Rate Your Classroom Practices	Actions To Be Taken
5:1 Ratio of Positive Attention	Are we providing positive feedback to children with persistent challenging behavior at 5 times or more the rate that we are giving corrective feedback for challenging behavior?	<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Consistently	What do we already have in place?
			What can we add, refine, tweak or do differently?
Using Predictable Schedules	Are we using schedules in a way that is likely to prevent challenging behavior?	<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Consistently	What do we already have in place?
			What can we add, refine, tweak or do differently?
Establishing Routines Within Routines	Do we have routines within routines within routines across the preschool day?	<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Consistently	What do we already have in place?

# Pause and Reflect

Are we 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?

- ✓ The classroom has procedures to provide 5:1 ratio of positive attention
- ✓ ALL adults in the classroom provide deliberate attention to ALL children
- ✓ The classroom has system to collect data to ensure ALL children receive 5:1?
- ✓ The classroom adults clearly understand deposits/withdrawals to ensure the data is collected accurately?



2

# Using Predictable Schedules

# Using Predictable Schedules



- Maximize ability to predict what is next
- Daily schedule & defines routines
- Designed to remove or indicate activity completion



- Posted at children's eye level
- Words and pictures
- Able to be changed and manipulated



- Reviewed daily
- Review changes ahead of time
- Embed learning opportunities

# Examples of Predictable Schedules

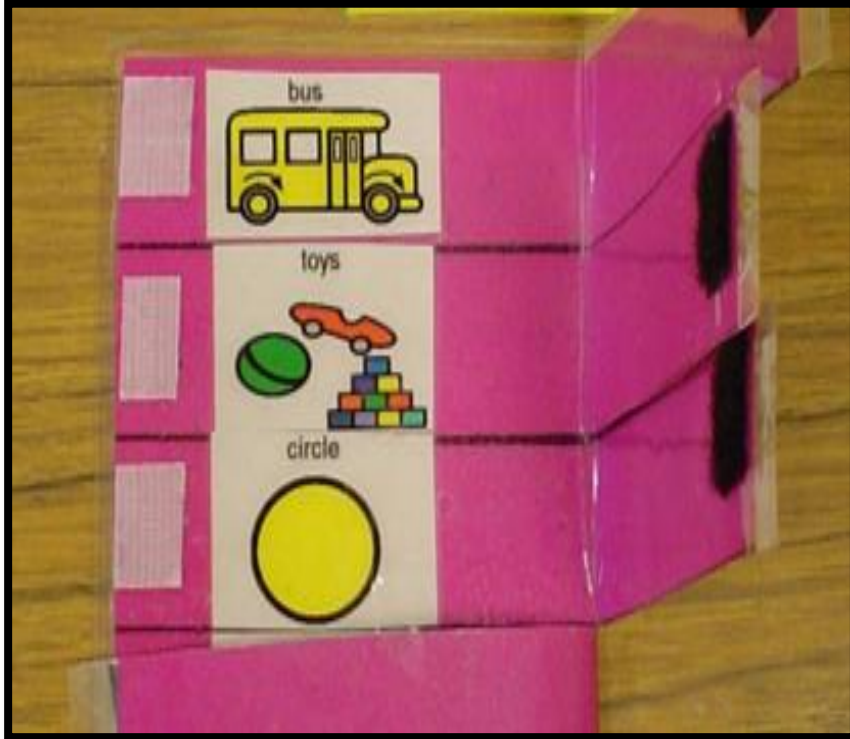


Picture provided by Creating and Teaching



# Examples of Predictable Schedules

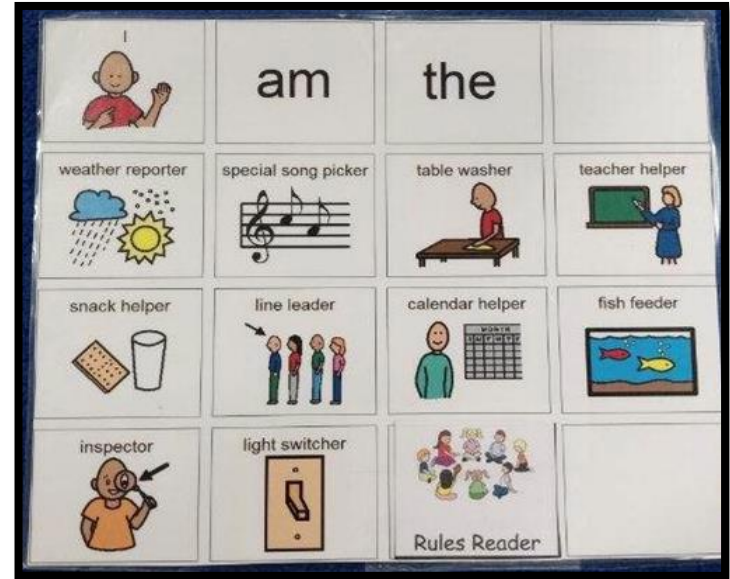




# Individual Schedules

Pictures provided by The Autism Helper or MIUIV Early Intervention Program in PA



# Examples of Helper Charts to Support Use of a Predictable Schedule



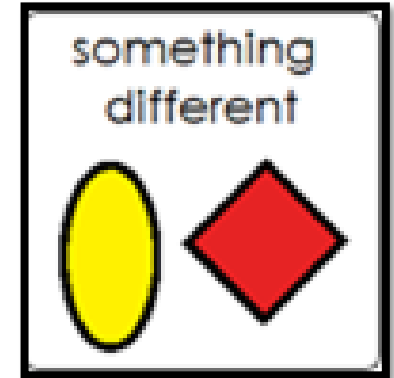


# Change in Routine

**CHANGE ALERT**

<p><b>Instead of</b></p> 	<p><b>We Will Have</b></p> 
--	--

AUTISM CLASSROOM  
Tools & Resources



# Pause and Reflect

Are we using **schedules** in a way that is likely to prevent challenging behavior?

- ✓ Schedule with pictures posted at child's eye level?
- ✓ Indicate when activities are completed?
- ✓ Prepare children for changes in schedule?
- ✓ Teach, then review the schedule and refer to it throughout the day?
- ✓ Engage children in schedule review?
- ✓ Use individualized schedules for children who need more support?



3

# Establishing Routines Within Routines



# What is the Difference Between a Schedule and a Routine?

- A ***schedule*** represents the big picture and includes main activities that happen across the day.
  - ***Routines*** are the steps needed to complete each part of the schedule.
-

# Establishing Routines Within Routines

Think about developmental goal for each routine.

Create a picture sequence of behavioral expectations for each routine.

Make picture sequences available for all routines.

Directly teach the sequence using fun activities.



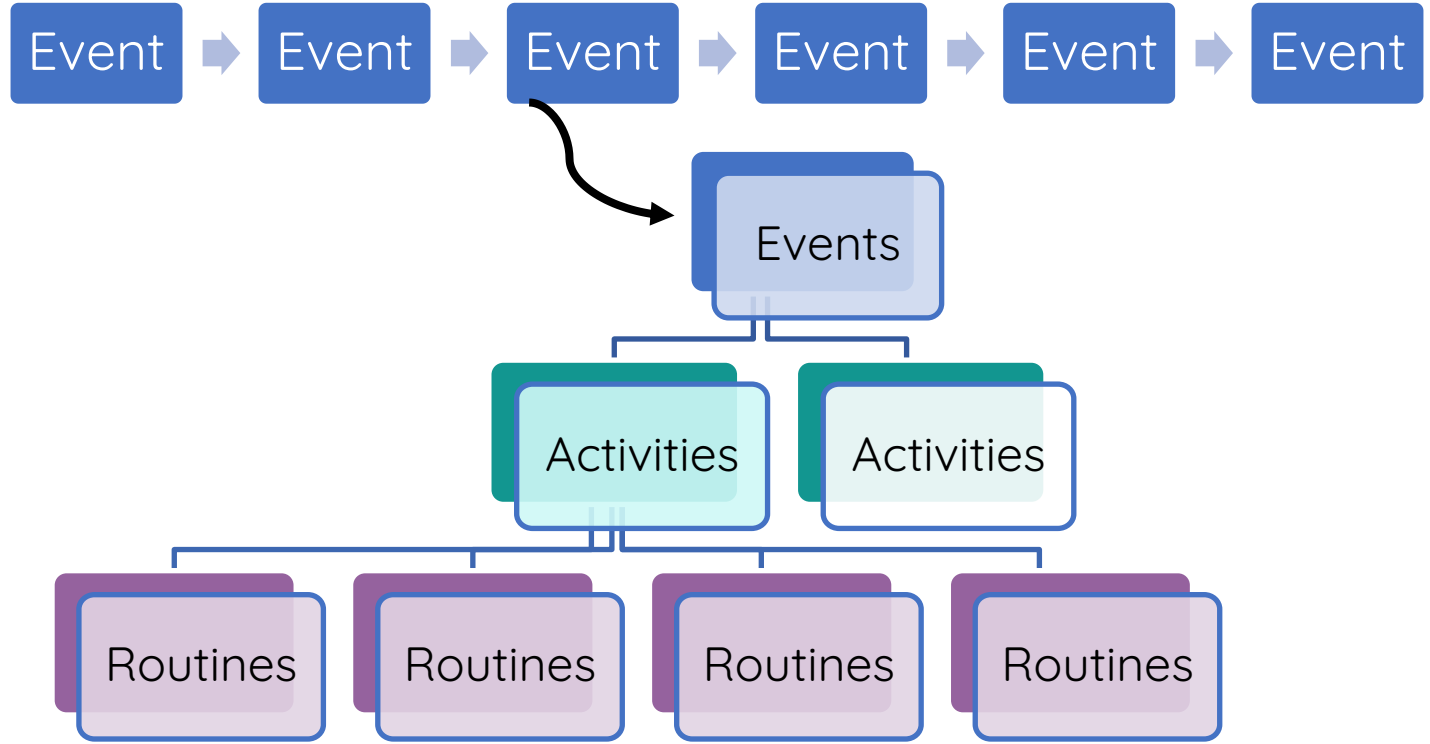
# Four Key Questions for Routines



1. How do I know what I am doing?
2. How do I know I'm making progress?
3. How do I know when I'm finished?
4. What do I do when I'm finished?

Routines x 3

## Visual Predictable Schedule



# Routines x 3

Arrival



Centers



Gross Motor

Arrival

Bye Parents

Find Cubby

Take Out Folder

Unzip Backpack

Take Out Folder

Put Folder In Bin

Zip Up Backpack

## Routines Level 1: **Events**

- Arrival

## Routines Level 2: **Activities**

- Saying goodbye to parents
- Find your cubby
- Take out your folder and put away

## Routines Level 3: **Routines**

(for Take out folder and put away)

- Unzip backpack
- Take out folder
- Put folder in appropriate bin
- Zip up backpack

# Routines: Level 2 Activities

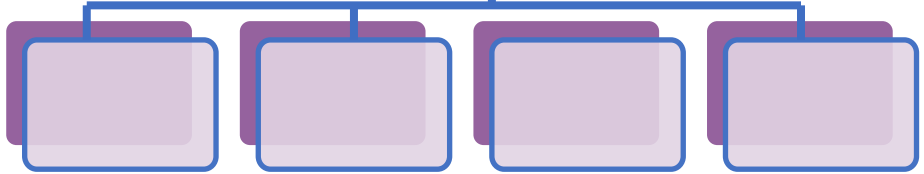


Transition  
to snack

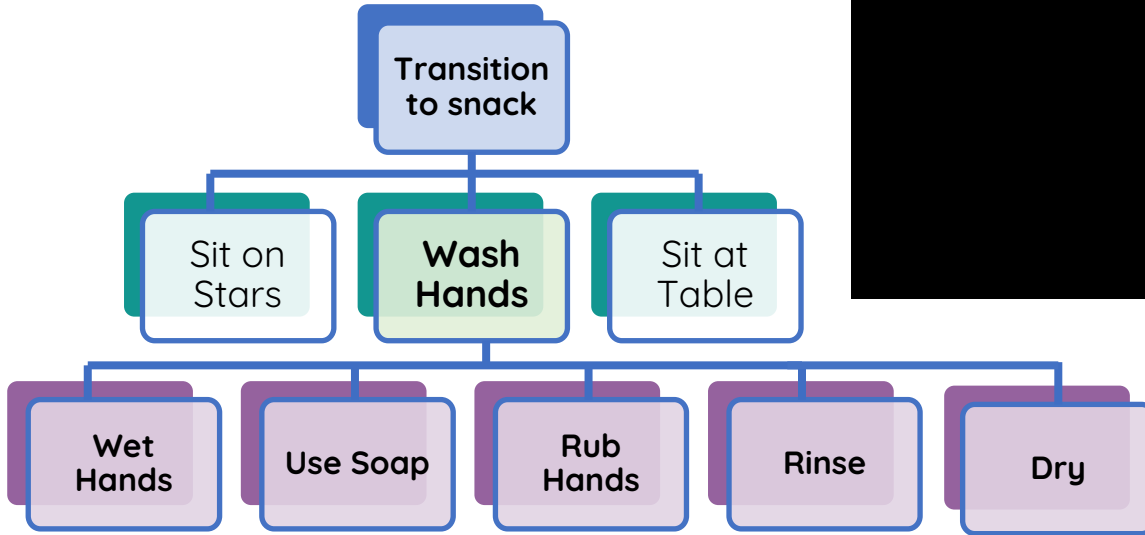
Sit on  
Stars

Wash  
Hands

Sit at  
Table



1. How do I know what I am doing?
2. How do I know I'm making progress?
3. How do I know when I'm finished?
4. What do I do when I'm finished?



# Example of Routines x 3 Planning

Example Planning Form for Routines3

Event (Routines1)	Activity (Routines2)	Routine (Routines3)
Morning Meeting	Welcoming Song	<ul style="list-style-type: none"> <li>- <u>Adult</u> select helper</li> <li>- Child passes out props                             <ul style="list-style-type: none"> <li>- Hands up</li> <li>- Sing Song</li> </ul> </li> <li>- Collect Props</li> </ul>
	Child's Choice Song	<ul style="list-style-type: none"> <li>- Child Picks Song</li> <li>- Child Leads Song</li> <li>- Child Picks Peer for Next Song</li> </ul>
	Social Skill Lesson	<ul style="list-style-type: none"> <li>- Adult introduces social skill</li> <li>- Adults model social skill</li> <li>- Child practices skill with adult</li> <li>- Child practices skill with another child</li> </ul>
	Choose Centers	<ul style="list-style-type: none"> <li>- Adult selects helper</li> <li>- Child holds up play pass and calls child's name</li> <li>- Child hands play pass to peer and asks, "Where do you want to play?"</li> </ul>

*Example taken from Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers pg. 53.*

# Pause and Reflect

Do we have  
**routines**  
within  
**routines**  
within  
**routines**  
across the  
preschool  
day?

- ✓ I structure routines so that children can identify:
  1. How do I know what I am doing?
  2. How do I know I'm making progress?
  3. How do I know when I'm finished?
  4. What do I do when I'm finished?
- ✓ I intentionally teach the routines x 3
- ✓ I use whole class and individual picture sequences



4

# Directly Teaching Behavioral Expectations



# What are behavioral expectations?

Behavior expectations are program- or classroom-wide goals for children's behavior.



They are ***general guidelines*** for children's expected behavior and apply across ***all settings.***

# Example of Behavior Expectations

Behavior Expectations	Rules	
<b>Be Safe</b>	 Use Walking Feet	 Sit On Swings
<b>Be Responsible</b>	 Follow Directions	 Put Toys Away
<b>Be Respectful</b>	 Take Turns	 Use Quiet Voices

# Directly Teach Behavioral Expectations

Limit of 3-5 memorable expectations.

Teach expectations to all children using fun activities and pictures.

Post pictures of behavioral expectations where they can be used to prompt, remind, or redirect children.

Practice expectations beforehand (priming).

Provide opportunities for all children to practice expectations daily.

Remember the 5:1 ratio and catch children displaying appropriate behavior expectations.

# Directly Teach Behavioral Expectations



## REVIEW THE RULES

- During large-group activities to provide daily reminders about the rules.
- Prior to transitions when children often have difficulty remembering the rules.
- When one or more children are having difficulty following the rules.

# Pause and Reflect

Have we taught children the **specific behaviors** we want to see for each classroom routine?

- ✓ I have less than 5 classroom expectations posted
- ✓ I have rules that clarify those expectations within activity locations and are posted visually and at eye level
- ✓ I provide regular instruction about the posted expectations and rules
- ✓ I remind and review the expectations and rules throughout the day
- ✓ I provide positive feedback to children meeting the posted expectations and rules
- ✓ I provide information to the families about the expectations and rules



5

# Teaching Peer- Mediated Social Skills

# Promoting Social Skills of ALL Children

Teach the whole class

- Developmentally appropriate skills
  - Friendship Skills
  - Emotional Literacy
  - Problem Solving
- Partnering with families (consider values and cultural expectations)

# Directly Teach Social Skills



- Plan to teach within routines
- Identify WHO will teach
- Cue and prompt
- Reinforce
- Provide opportunities to practice





# Peer Mediated Skills

## Peer Mediate Strategies

Peer Mediated Strategies are specific behaviors to teach in large group that lead to friendship skills. To teach children each peer mediated skill, a teacher:

1. Describes the skill (show visual poster of skill)
2. Demonstrates the skill the “right way” with an adult
3. Demonstrates the skill the “wrong way” with an adult
4. Have a child practice the skill with an adult
5. Have a child practice the skill with another child
6. Provides positive feedback and support for children attempting and successfully using the skill

<https://challengingbehavior.cbcs.usf.edu/Implementation/Program/strategies.html>



## Skill 1: Getting Your Friend's Attention

### Steps to Teach:

“One way you can get your friend to play with you is by getting her attention. When you get her attention:...”

1. Look at your friend
2. Say your friend's name
3. Gently touch your friend on the shoulder or arm if she isn't looking at you
4. Keep trying



## Skill 2: Sharing "Giving Toys"

### Steps to Teach:

“One way you can get your friend to play with you is to share. When you share:...”

1. Get your friend's attention
2. Hold out a toy
3. Say, "Here"
4. Put toy in his hand

# Pause and Reflect

Are we providing **explicit** peer related **social skill instruction** on skills such as sharing, taking turns, and following another child's lead throughout the day?

- ✓ I identify classroom-wide social-emotional goals for all children in the class to learn
- ✓ I collaborate with families regarding social-emotional goals
- ✓ I plan instruction for social-emotional goals so that learning occurs across the day
- ✓ I use a variety of instructional formats to teach social-emotional skills
- ✓ I systematically implement instruction to ensure children continue to use target skills after the skill has been taught
- ✓ I monitor children's progress and make decisions about my instruction based on their progress

# ACTIVITY:

Use the action plan.  
 What is ONE practice you will work on next week and what you will add, tweak or do differently?

## Classroom-wide Practices to Support ALL Children: Assessment and Action Plan

Classroom-wide Practice	Assessment Question	Rate Your Classroom Practices	Actions To Be Taken
5:1 Ratio of Positive Attention	Are we providing positive feedback to children with persistent challenging behavior at 5 times or more the rate that we are giving corrective feedback for challenging behavior?	<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Consistently	What do we already have in place?
			What can we add, refine, tweak or do differently?
Using Predictable Schedules	Are we using schedules in a way that is likely to prevent challenging behavior?	<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Consistently	What do we already have in place?
			What can we add, refine, tweak or do differently?
Establishing Routines Within Routines	Do we have routines within routines within routines across the preschool day?	<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Consistently	What do we already have in place?

# Padlet (Resources)

## <https://tiu11.padlet.org/lgragg2/5classroompractices>

The screenshot shows a Padlet board with the following structure:

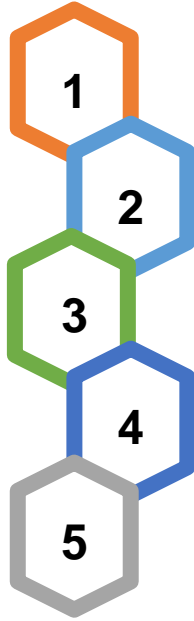
- General Information**: Contains a DOCX file titled 'Classroom-wide Practices Assessment Action Plan' and a video titled 'Video Overview of the Pyramid Model'.
- 5:1 Positives**: Contains a PDF titled 'Building Positive Relationships with Young Children' and another PDF titled 'Re-Connecting and Building Relationships with Infants'.
- Schedules**: Contains a PDF titled 'Balancing the Daily Schedule' and a PDF titled 'Visual Supports for Routines, Schedules, and Transitions'.
- Routines within Routines**: Contains a PDF titled 'Building Routines & Template' and a PDF titled 'NCPMI Transition Visual Cards'.
- Teaching Expectations**: Contains a PDF titled 'Preschool Rules Story' and a PDF titled 'Expectations Poster (example)'.
- Teaching Social Skills**: Contains a PDF titled 'Stay-Play-Talk' and a PDF titled 'Peer-Mediated Skills and Posters'.



# Social Emotional Mini-Series

## Big 5 Classroom Practices

**Use of 5 to 1 Ratio of Positive Attention**  
October 11, 2024



**Establish Routines within Routines**  
November 8, 2024

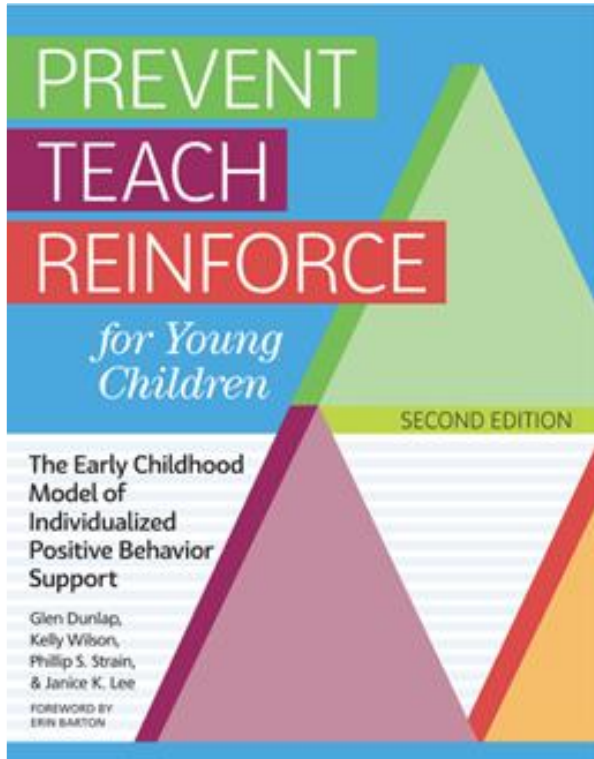
**Use of Predictable Schedules**  
October 25, 2024



**Directly Teach Peer Related Social Skills**  
December 6, 2024

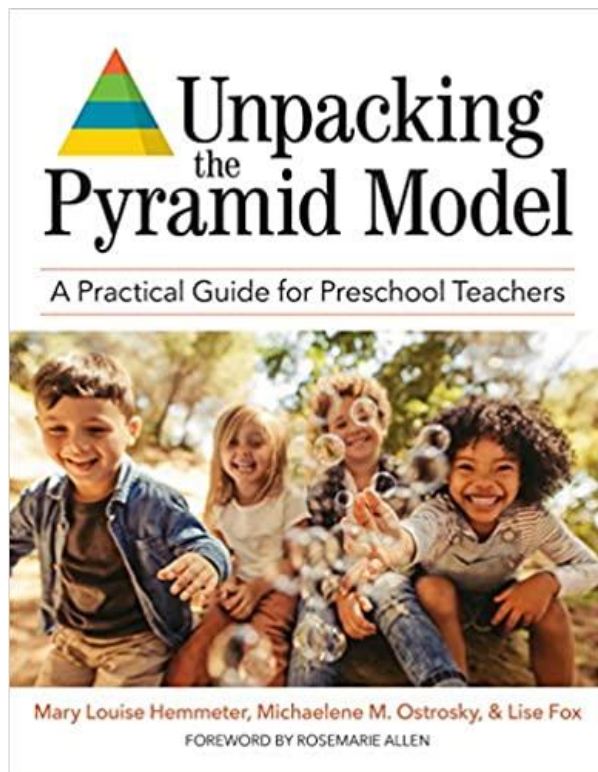
**Directly Teach Behavioral Expectations**  
November 22, 2024





# Resource

- Research-proven, family-centered approach used in preschool settings
- Introduces the 5-steps of the PTR-YC model
  - Teaming and Goal Setting
  - Data Collection
  - Functional Behavioral Assessment
  - Development and Implementation of a Behavior Intervention Plan
  - Using Data, Arranging for Generalization, next steps



## Resource

- Provides a comprehensive, step-by-step overview of the Pyramid Model for children ages 2-5
- In-depth guidance
- Evidence-based strategies
- Helpful checklists for implementation



# Additional Resources



EITA Portal: [www.eita.pa.org](http://www.eita.pa.org)

- **Social Emotional Interest Page**
  - Bits About Behavior Principles
  - Supports to reduce expulsion and suspension
  - National resources/websites



Thank you  
for the  
important  
work you do!

Lisa Gragg

[lgragg@pattanpgh.net](mailto:lgragg@pattanpgh.net)