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

OCDEL Early Childhood Conference: Stable and Secure: Supporting Children Through Trauma Sensitive Approaches

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Lisa Gragg
Early Intervention Technical Assistance

Our Agenda Today

Background

What is our WHY?

Introduce the Big 5

Evidence-based practices to support ALL children

Action Plan

What will you start working on tomorrow?

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

Strained Caregiver-Child Relationships
Lack of Independence
Feelings of Failure
Frustration, Stress, Physical Symptoms
Low Self-Esteem
Chaotic Learning Environment
What is our WHY?
Challenging Behavior
Reduced Intrinsic Motivation

Five Preventive Classroom Practices

Directly Teaching Social Skills

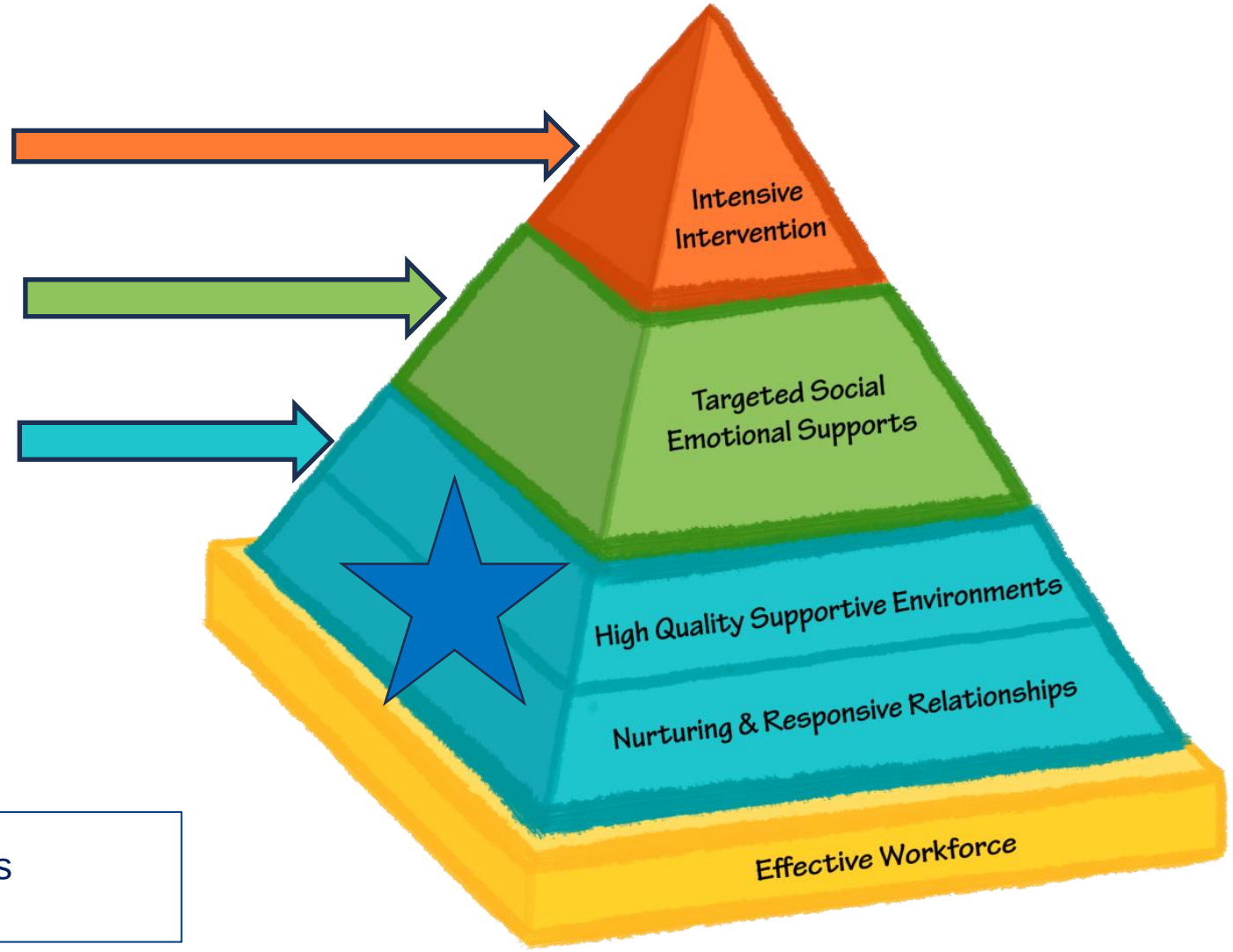
5:1 Ratio of Positive Attention

Directly Teaching Behavioral Expectations

Using Predictable Schedules

Establishing Routines Within Routines

Overview of the Pyramid Model



The National Center for Pyramid Model Innovations **(NCPMI)**

What could our future be?
Encourage Desired Behavior
Promote Intrinsic Motivation
Build Self-Esteem
Create a Positive Learning Environment
Enhance Motivation
Strengthen Caregiver-Child Relationships
Teach Life Skills
Reduce Negative Behavior

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?

<u>Examples of Descriptive Feedback</u>

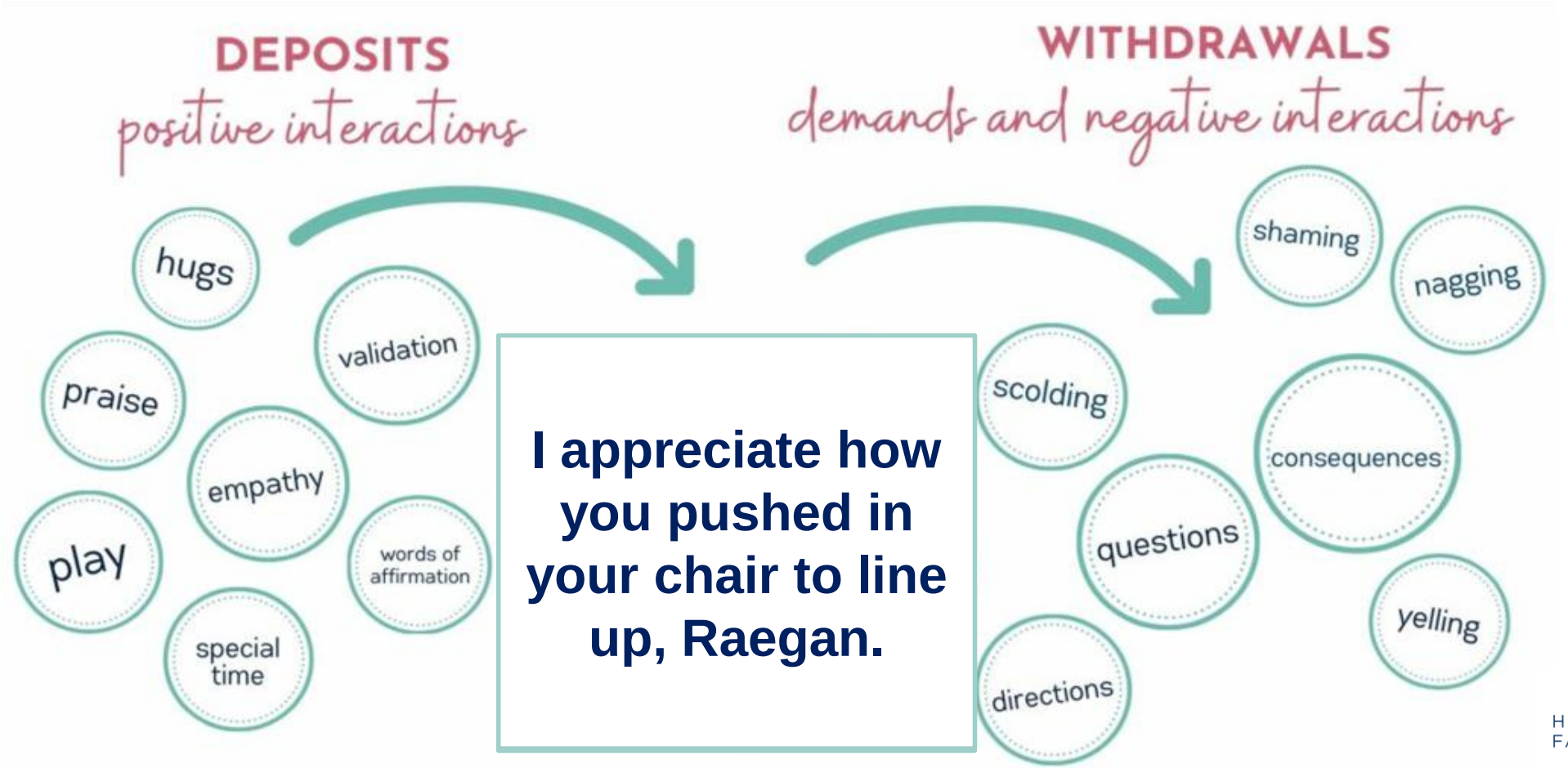
- Sebastian, what a good friend you are. You helped Rowan reach the car.
- Juniper, thank you for waiting your turn for the glue!

- Descriptive Feedback

<u>General Guidelines for behavior specific praise</u>

- ✓ 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

What Counts/What Doesn't



HELPING FAMILIES THRIVE

Photo provided by:

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?	☐ Never ☐ Sometimes ☐ 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?	☐ Never ☐ Sometimes ☐ 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?	☐ Never ☐ Sometimes ☐ 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

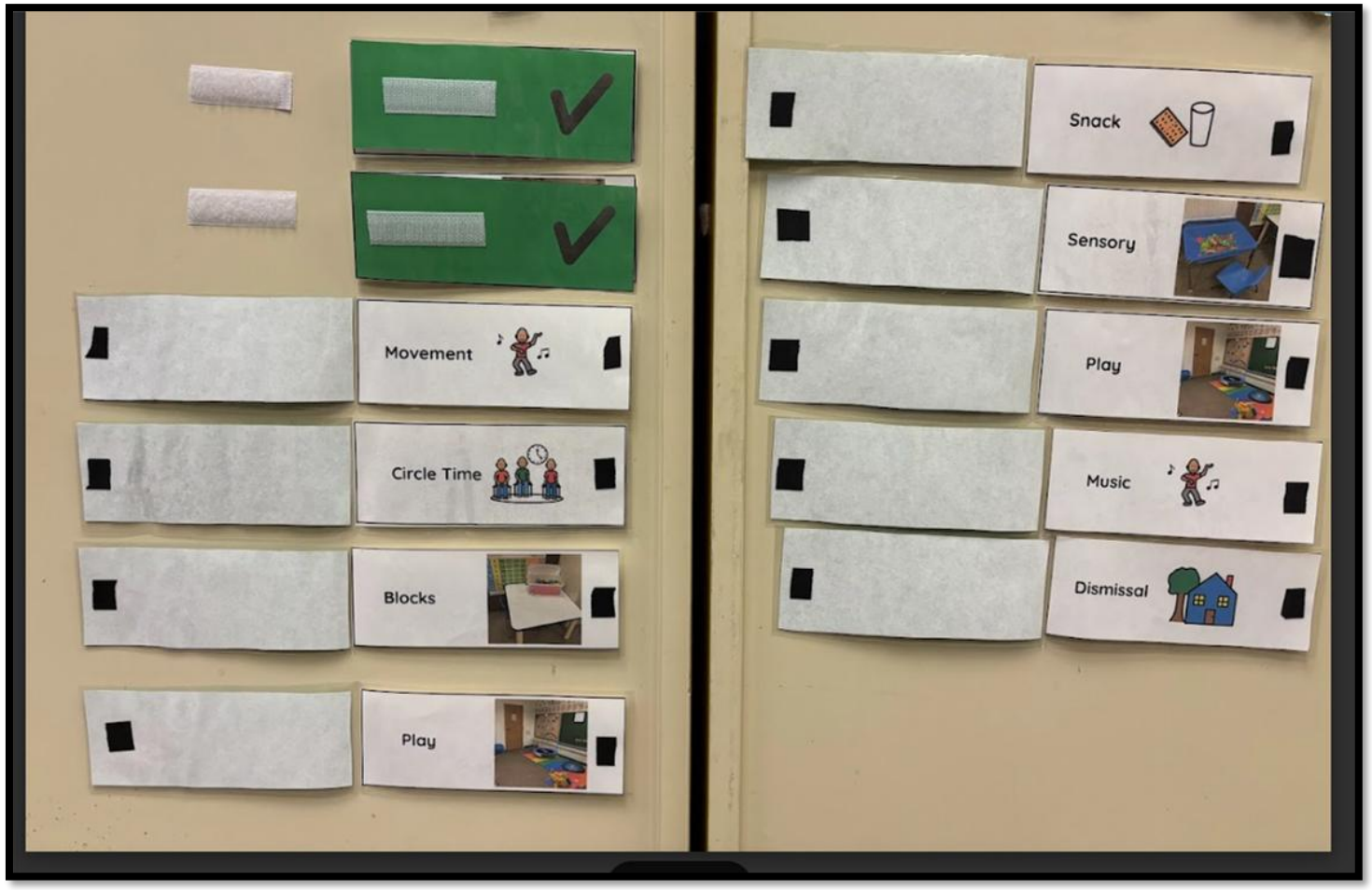
- Reviewed daily
- Review changes ahead of time
- Embed learning opportunities

Examples of Predictable Schedules

Picture provided by Creating and Teaching

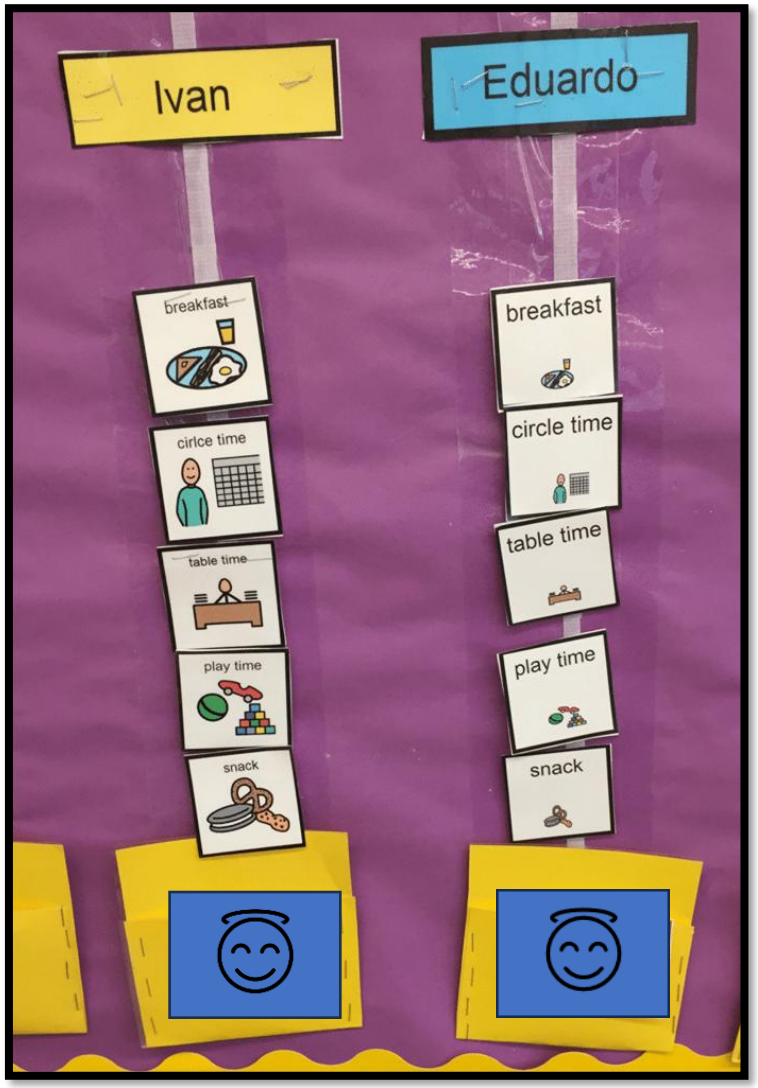
Examples of Predictable Schedules

Examples of Predictable Schedules



Picture provided by Early Intervention Program in PA

Examples of Predictable Schedules



Individual Schedules

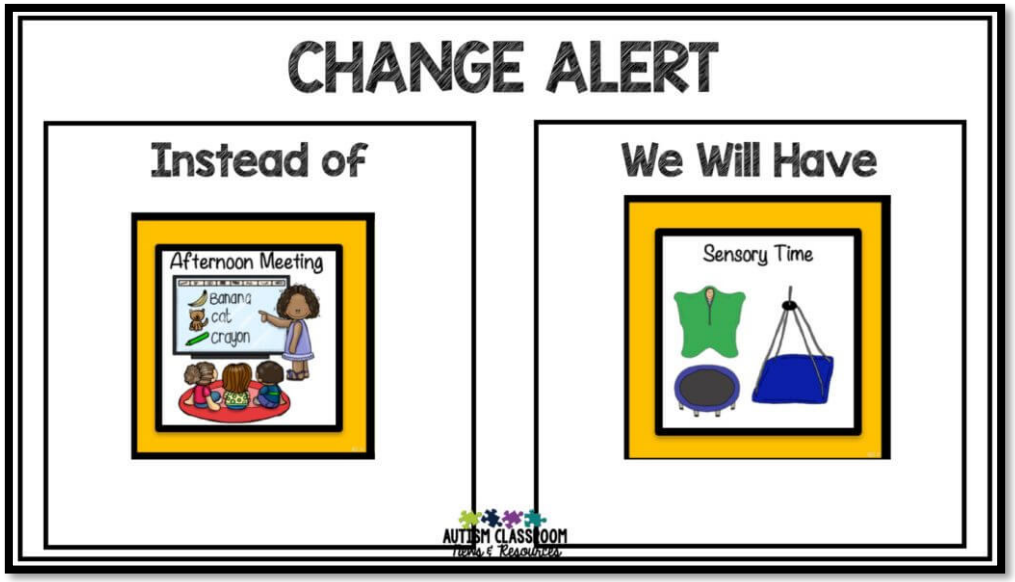
Pictures provided by Early Intervention Program in PA

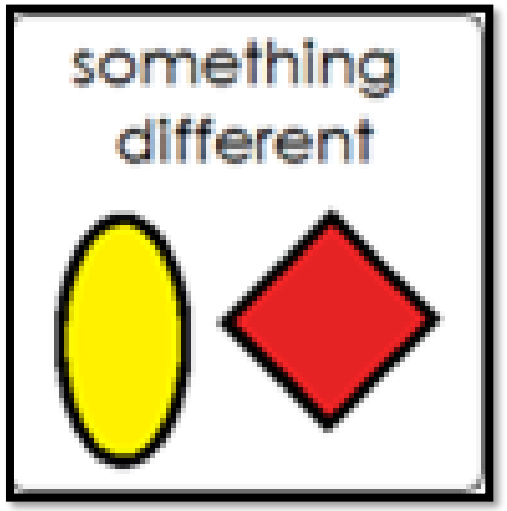
Individual Schedules

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

Examples of Helper Charts to Support Use of a Predictable Schedule

Change in Routine





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.

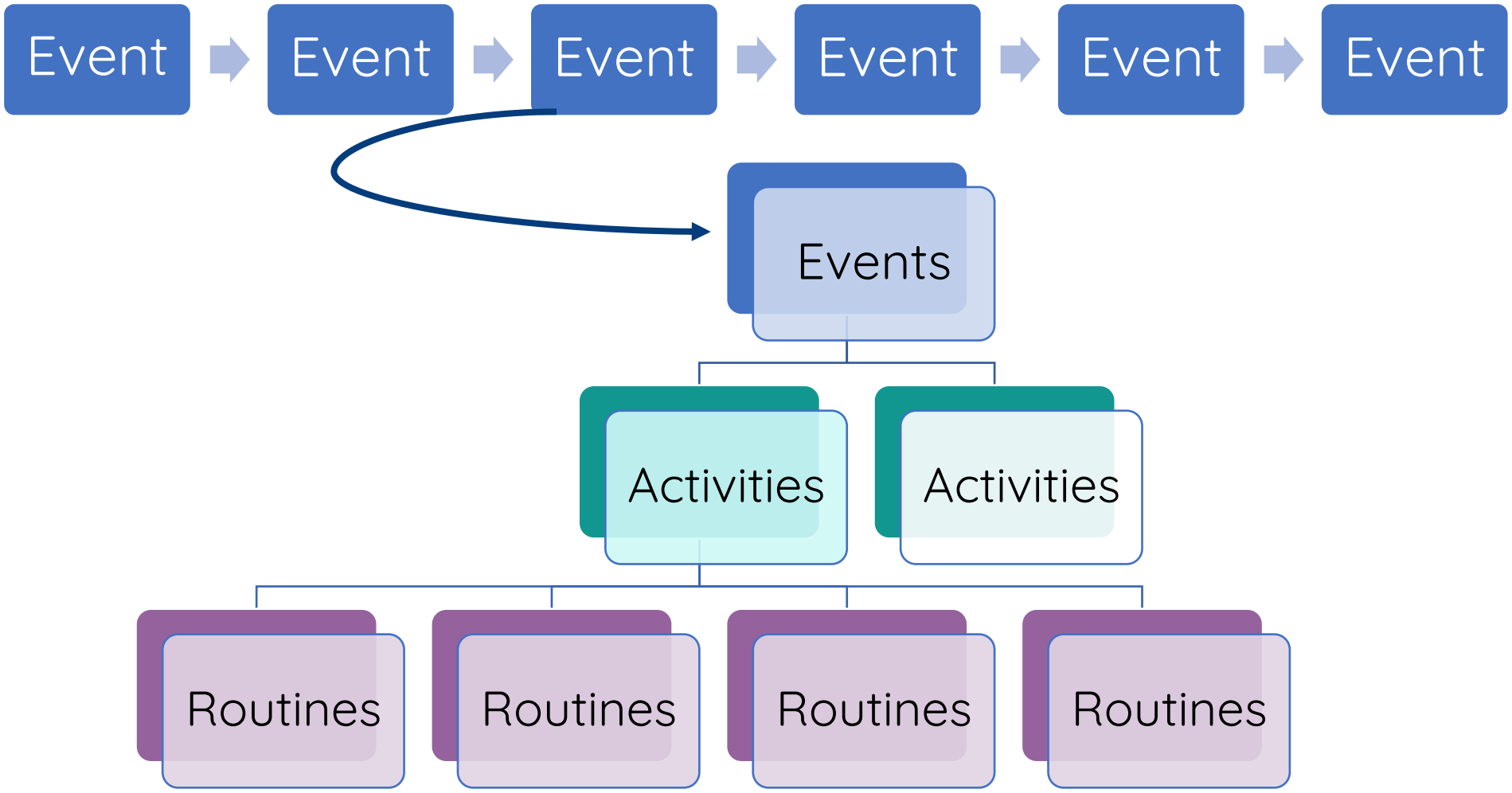
Directly teach the sequence using fun activities.

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?

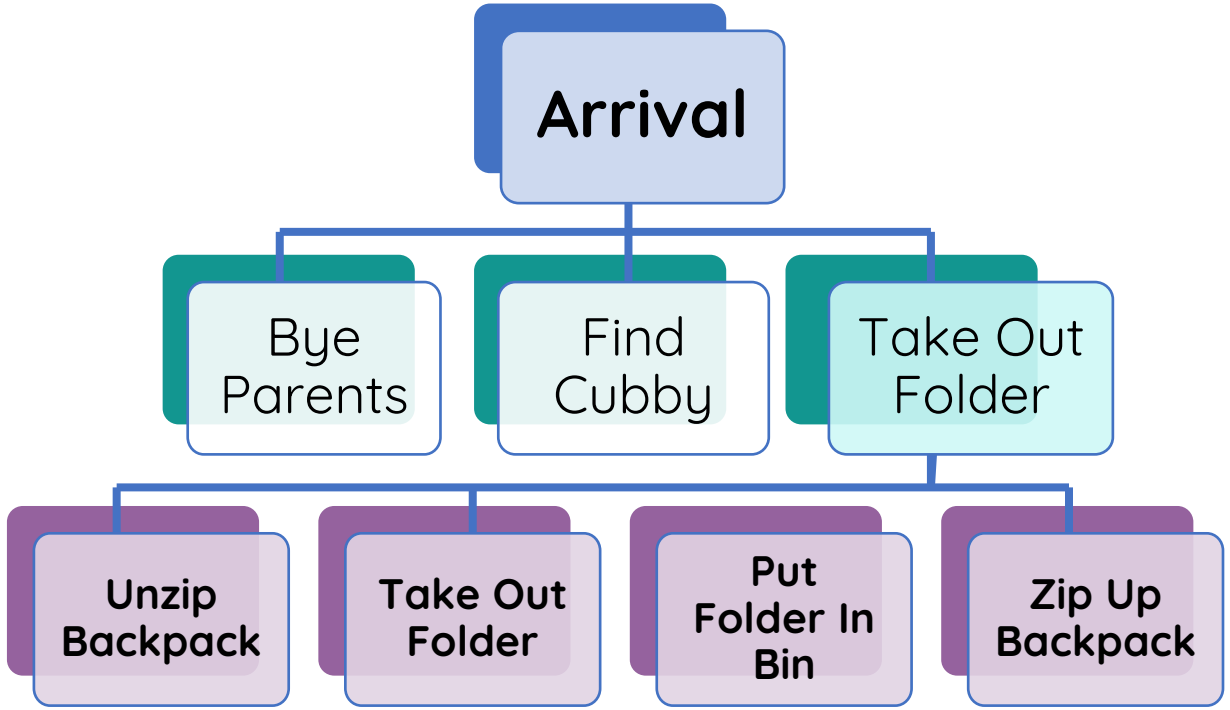
Visual Predictable Schedule

Routines x 3



Routines x 3

Arrival → Centers → Gross Motor



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**

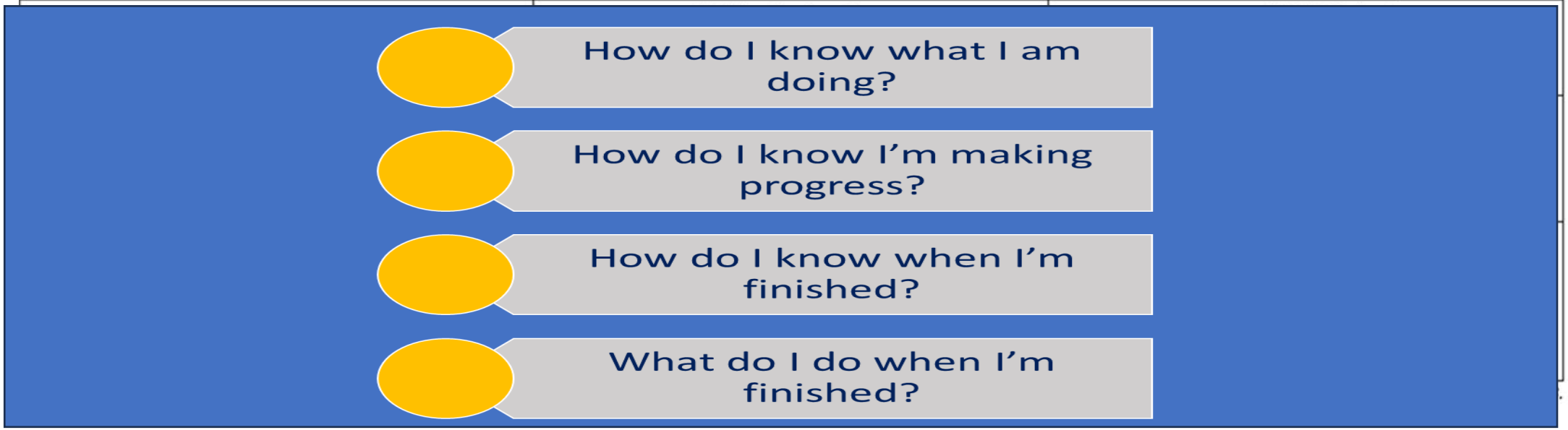
(for Take out folder and put away)

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

Example of Routines x 3 Planning

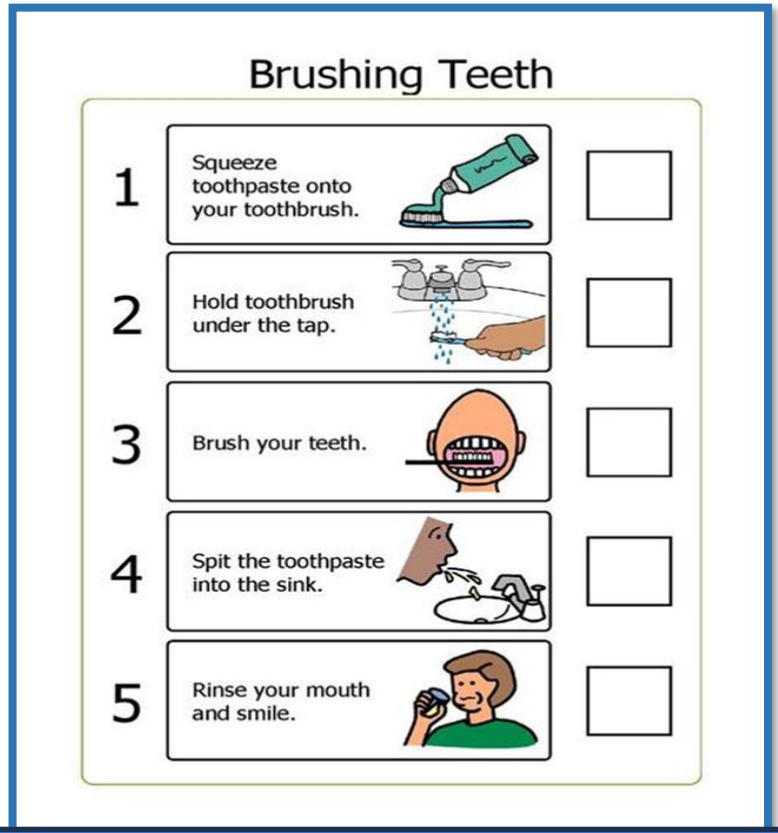
Example Planning Form for Routines3

Event (Routines1)	Activity (Routines2)	Routine (Routines3)
Morning Meeting	Welcoming Song	- Adult select helper - Child passes out props - Hands up - Sing Song - Collect Props



Individual Routine Interventions

Arrival
(Routine x2)



Brushing Teeth
(Routine x3)

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 behavior.

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

Examples of Expectations

We take care of ourselves.

Be safe

We take care of our things

Be responsible

We take care of each other

Be kind

How Rules Support Expectations

Rules clarify the specific behaviors to meet the expectations within situations or settings:

Be Respectful:

- *Circle:* Listen when someone else is talking. Keep your hands and feet within your own space
- *Centers:* Choose another center if the one you want is full
- *Playground:* Take turns on slide and bikes
- *Lunch:* Clean up your lunch area when you are finished.

Example of Behavior Expectations Matrix for Centers

Be Safe	Cut away from your body when you use scissors,	
Be a Friend	Share books and toys.	
Be Responsible	Put toys back together after playtime.	

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.

How - Teach the Rules

Stop/Go Teaching Rules

NCPMI **Stop and Go Activity**

Directions:

When in large group the teacher will pick a scenario card and talk about the action depicted on the card with the children. Then the teacher will ask children to show the GO sign if this action represents one of the classroom's expectations. If the action does not represent one of the classes' expectations, the children will show the STOP sign.

Materials:

- Popsicle sticks
- Stop and Go cut outs
- Scenario Cards
- Glue Sticks

STOP GO

Scream at your friends if they have a toy you want	Use running feet in the classroom	Leave a mess in your center, because someone else will clean it up
Use kind words to ask your friend if you can have a turn	Use walking feet when you are inside	Help your friends during clean-up time

National Center for Pyramid Model Innovations | ChallengingBehavior.org

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 five 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

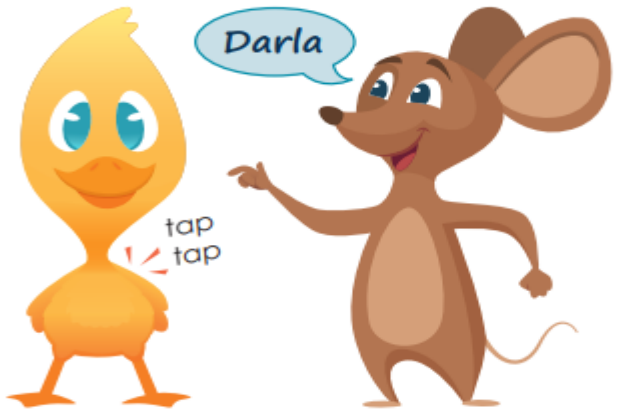
Peer Mediated Skills

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

Skill 3: Sharing "Requesting Toys"

Steps to Teach:

"Another way you can get your friend to play with you is if you ask him to give you a toy. When you ask for a toy you:..."

1. Get your friend's attention
2. Hold out your hand
3. Say, "Can I have the ___?"

Skill 4: Play Organizer—Give a Play Idea

Steps to Teach:

"Today I am going to show you another way you can get your friend to play with you. You can give him a toy and tell him what to do with the toy or you can say (child's name), let's ___."

1. Get your friend's attention
2. Tell him what to do with the toy
3. Say, "Let's ___"

To do a play organizer you do not necessarily have to give them a toy first. The kids might be playing together already ("Put your block on top"), or it might be an invitation to go to a Center ("Let's go play in the Art Center").

Skill 5: Giving Compliments

Steps to Teach:

"Today we are going to learn more about being a good friend. When your friend is playing, he likes you when you are nice to him. Here are some ways to be nice to your friends. These are called compliments:

1. Get your friend's attention
2. Say nice things, such as "that's it," "good job ___", I like that you ___" etc.
3. Give them a thumbs up or high fives

Adapted from: LEAP Social Skills Curriculum

IDEAs that Work
Office of Special Education Programs, U.S. Department of Education

UNIVERSITY OF SOUTH FLORIDA

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Pub: 07/02/19

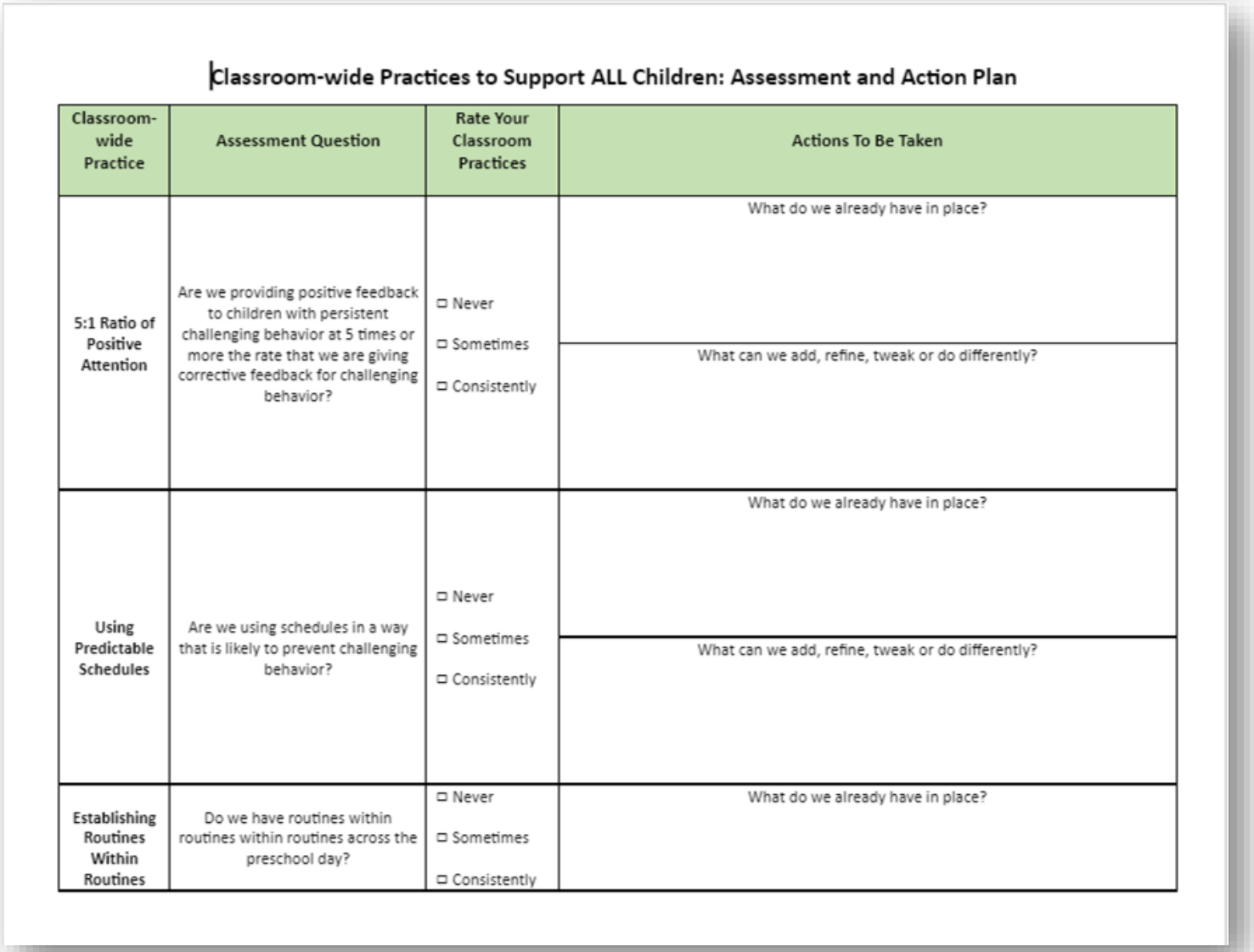
Pause and Reflect

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
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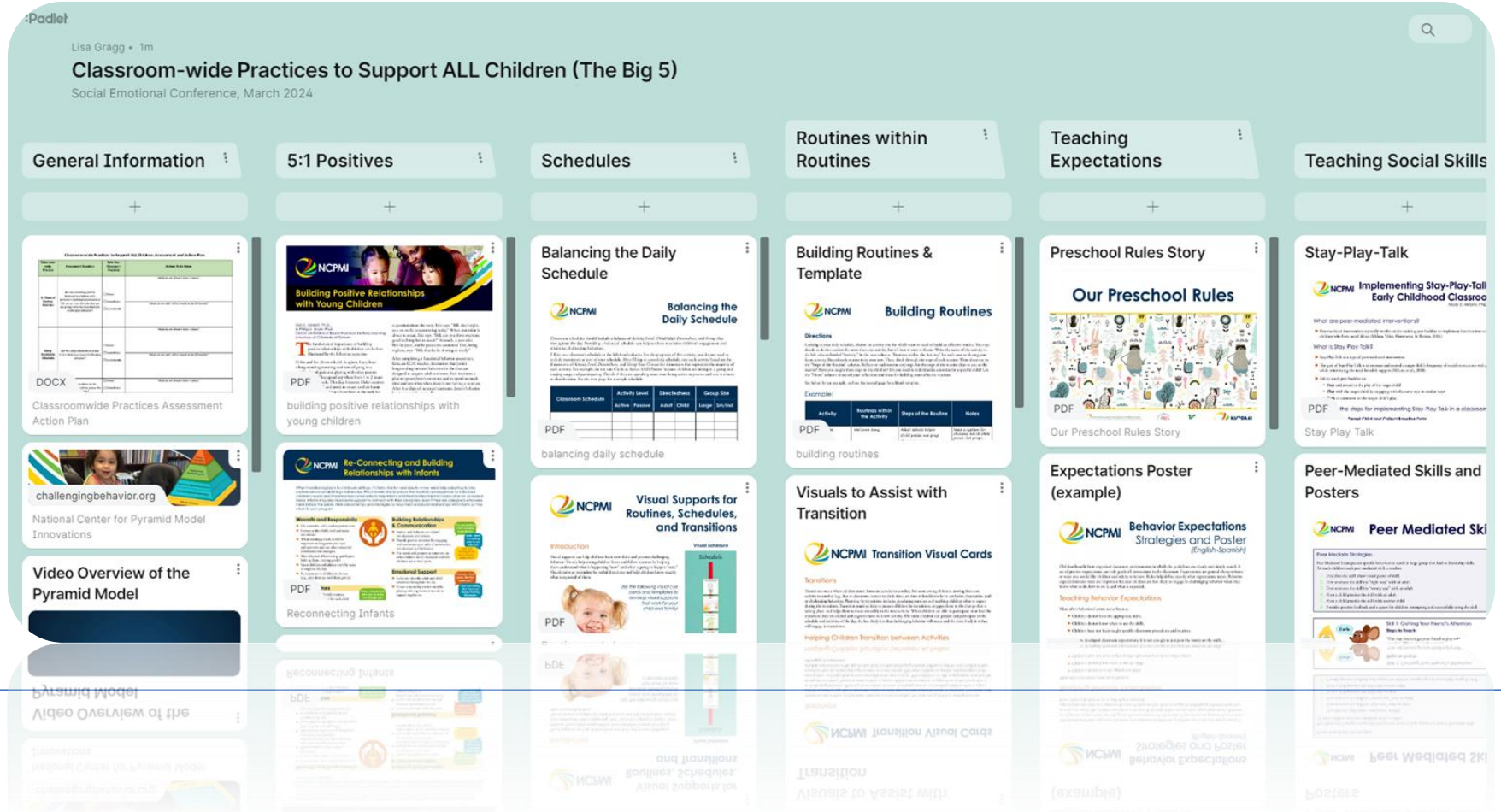
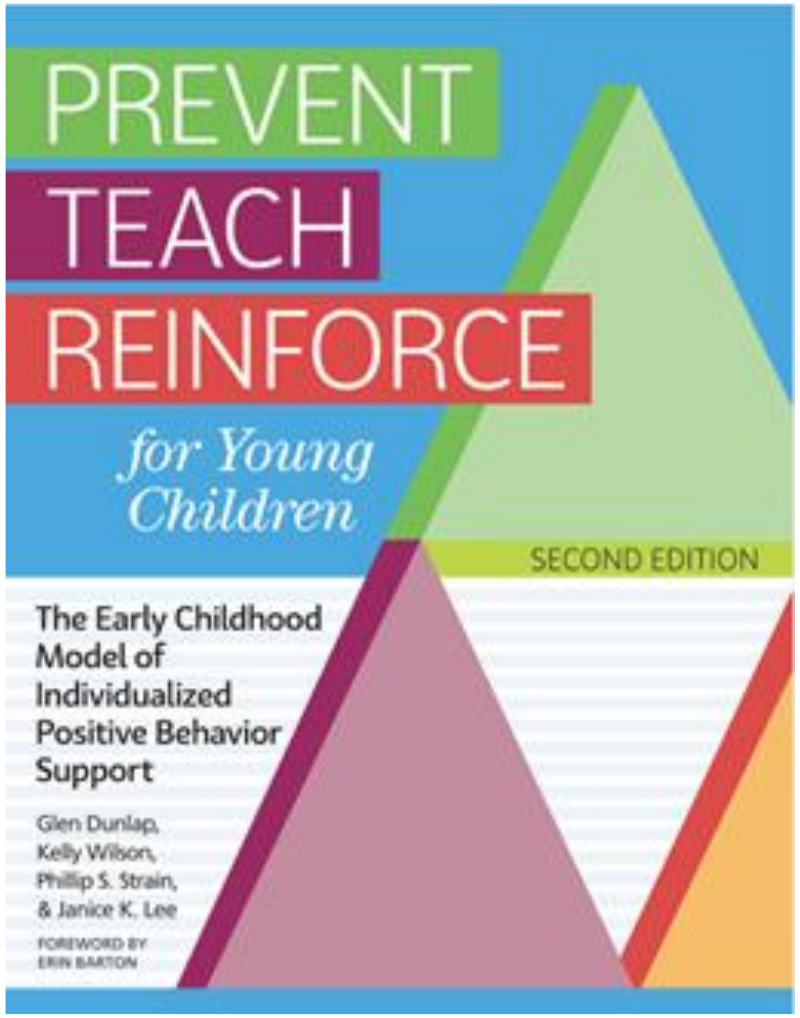
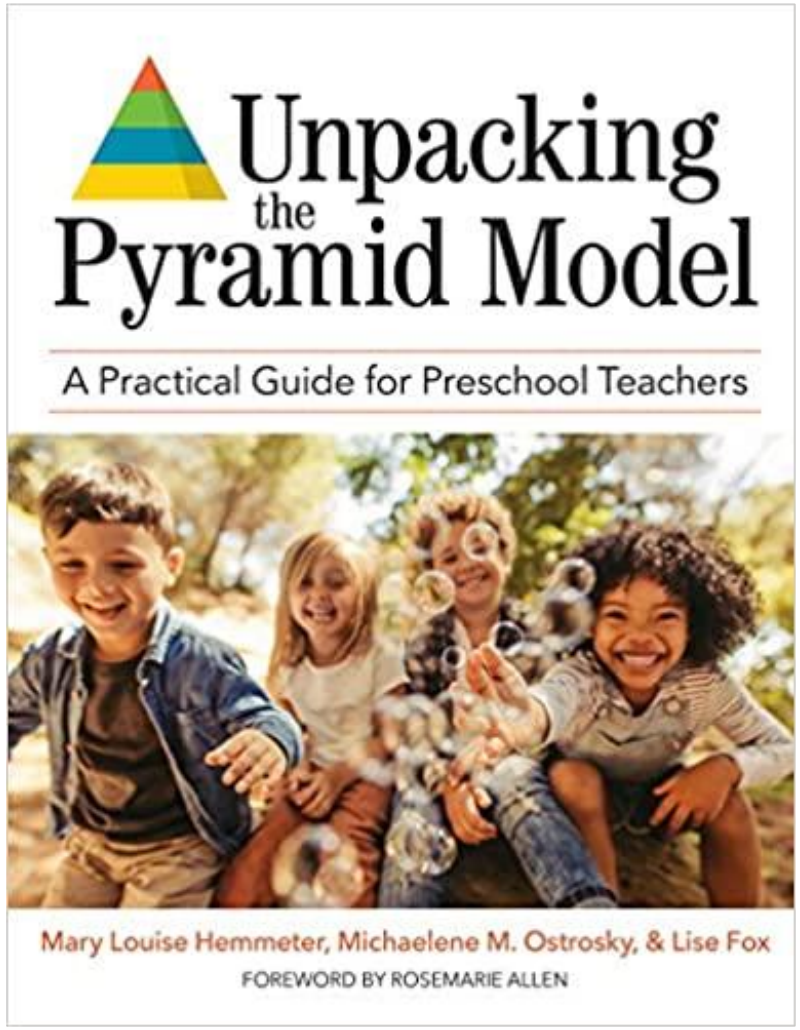
Padlet (Resources)
https://tiu11.padlet.org/lgragg2/5classroompratices





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

- **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!