Supporting Appropriate Social Behavior in Preschool: Considerations for Classroom Management

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Goals for today

- Discuss Positive Behavior Support (PBS) model (briefly)
- Share a self-assessment tool for evaluating and improving your classroom environment and how it supports children’s positive behavior
- Discuss specific behavior support strategies
- Discuss steps involved in using the self-assessment

Young Children with Challenging Behavior

- It begins early
  - Between 10-30% of preschool students are not behaviorally and emotionally ready to succeed in school
- Early problem behavior is predictive of future challenges
  - Best predictor of delinquency in adolescence, gang membership, and incarceration

Positive Behavior Support

Effective early childhood education programs are consistent, predictable, and positive places.

In effective preschoools, there is a common vision, language, and set of experiences for all members of the community.

(Muscott, 2008; adapted from Horner, 2004)
Preschool Behavior Support Self-Assessment

- 10-20 minutes
- Assesses key features of PBS
- Predictable classroom environment
- Defining & teaching expectations
- Acknowledging appropriate behavior & responding consistently to problem behavior
- Using data to inform decisions about students’ behavior
- Framework for reflection and action

Creating a Predictable Classroom Environment

Creating a Predictable Classroom Environment

- Developing positive relationships with children and families
- Designing the physical environment of the classroom to maximize structure & predictability
- Developing clear & consistent schedules and routines
- Implementing effective transitions

Building Relationships

- Helps each child feel accepted in the group
- Assists children in learning to communicate and get along with others
- Encourages feelings of empathy and mutual respect among children and adults
- Provides a supportive environment in which children can learn and practice appropriate and acceptable behaviors as individuals and as a group

“Every child needs one person who is crazy about him.”

-Urie Bronfenbrenner

Building Positive Relationships with Children

- Play
- Help
- Think
- Share
- Time & space
- Empathy
- Home
- Votes
Classroom Arrangement and Design: Traffic Patterns

- Minimize large open spaces
- Minimize obstacles and other hazards
- Consider the needs of children with physical and sensory disabilities

Schedules & Routines
- The terms routines and schedules are often used interchangeably
- Schedules represent the big picture -- the main activities to be completed daily
  - A group of symbols that inform the child of the activities that will occur during a designated period of time
- Routines represent the steps done to complete the schedule
  - An event that is completed on a regular basis, frequently involving a series of responses

Teach with Visual Schedule
- Teach children the schedule.
- Establish a routine and follow it consistently.
- When changes are necessary, prepare children ahead of time.
- Use visuals to teach & cue schedules & routines (e.g., activity steps through pictures)

Routines Video Example
- In class transition steps
  - http://vimeo.com/groups/pbisvideos/videos/20955727
### Strategies That Support Smooth Transitions Between Activities

#### Before the Transition
- Plan your schedule to include a minimum number of transition times
- Consider what the children and adults will do during these times
- Provide verbal and nonverbal cues before transitions
- Teach children the expectations for the routine
- Minimize the number of transitions in which all children have to do the same thing at the same time

#### During the Transition
- Sing songs, play word or guessing games, recite rhymes, or do finger plays with children
- Plan a gradual increase or decrease in the level of activity and a good balance of active and quiet play
- Allow children adequate time to finish activities
- Plan something for those children who finish an activity quickly so they are not waiting without something to do

#### After the Transition
- Provide positive attention or feedback to children following smooth transitions
- Give very specific positive feedback after transitions

### Transition with Visual and Timer

### Transition with Choice

### Transition with Center Necklaces
Defining and Teaching Expectations

Step 1: Identify 2-5 Expectations

- Short statements
- Memorable
- State positively
- Examples:
  - Be Respectful, Be Responsible, Be Safe, Be Kind, Be a Friend, Be-there-be-ready, Hands and feet to self, Respect self, others, property, Do your best, Follow directions of adults

P.A.W.S.

- Positive Attitude
- Appropriate Actions
- Working Together
- Safety First

Created using pictures from Microsoft Clipart®

Step 2: Define your expectations across settings/routines

- Identify common settings/routines in your classroom or program
- For each expectation in each setting/routine, select a small number of rules
  - Positively stated
  - Unique to setting/routine

### Expectations: What?
- Be Respectful
- Be Safe
- Be a Team Player

### Settings: Where?
- Playground
- Hall
- Classroom
- Bus

#### Playground

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Playground</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td>Help each other</td>
</tr>
<tr>
<td></td>
<td>Take turns</td>
</tr>
<tr>
<td></td>
<td>Take care of our playground</td>
</tr>
<tr>
<td>Be Safe</td>
<td>Play safely</td>
</tr>
<tr>
<td></td>
<td>Keep bikes on bike path</td>
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<tr>
<td></td>
<td>Play where you can see your teacher</td>
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<tr>
<td></td>
<td>Sit on bikes, roller racers and swings</td>
</tr>
<tr>
<td>Be a Team Player</td>
<td>Share outdoor toys</td>
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<tr>
<td></td>
<td>Help park the bikes</td>
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<tr>
<td></td>
<td>Work it out with words</td>
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</tbody>
</table>

#### Halls

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td>Use inside voices.</td>
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<tr>
<td></td>
<td>Use helping hands.</td>
</tr>
<tr>
<td>Be Safe</td>
<td>Use walking feet.</td>
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<tr>
<td></td>
<td>Stay together.</td>
</tr>
<tr>
<td></td>
<td>Make sure the teacher knows where you are.</td>
</tr>
<tr>
<td>Be a Team Player</td>
<td>Help each other.</td>
</tr>
</tbody>
</table>

Step 3: Teach Behavioral Expectations

- Post visually and at the child’s level
- Teach expectations systematically
- Teach in the actual settings where behaviors are to occur
- Teach (a) the words, and (b) the actions
- Reinforce rules at high rates initially and also throughout the year
- Build a social culture that is predictable, and focused on student success
Lesson Plan Template

Acknowledging Appropriate Behavior and Responding Consistently to Problem Behavior

Acknowledge children for appropriate behavior

- Catch students being good!
- Goal: at least 4 positives for every correction
- Give praise/attention for being involved in school work
- Give praise/attention for following rules and expectations especially as they are being learned
  - Move from tangible to social reinforcement
  - Move from external to self-managed reinforcement
  - Individualize reinforcement

Using Positive Feedback and Encouragement: 4 Principles

- Contingent on appropriate behavior
- Descriptive
- Conveyed with enthusiasm
- Contingent on effort

Develop a System for Acknowledging

Develop a System that is Consistent Each Day and Across Teachers

- Social recognition during circle
- Super Friend
- Line leader
- Teachers’ helper

Super Friend

SUPER FRIEND AWARD!!!
This certificate is to certify that Marleco is a SUPER FRIEND!!!

Today, Marleco used his words to ask Malen nicely for a turn on the swing. When he was done, he asked if she wanted another turn and helped to push her. At circle time, he gave his friend Cesar a compliment! YAY Marleco!! What a Super Friend you are!!

Give yourself a pat on the back!!

Signed by: Miss Gail & Mr. Jim
Date: January 7, 2006
Super Friend

Provide consistent consequences for inappropriate behavior

- Decide in advance the consequences for broken rules, and involve students whenever possible
- State the consequences when you first teach students the rules
- Give rationale for the rules and consequences
- Follow through consistently (vs. “threats”)

Use a continuum of strategies to discourage/correct inappropriate behaviors

- Use strategies for encouraging expected behavior
- Attend to students who display expected behavior
- Precorrect for problem behavior
- Redirect when early problem indicators occur
- Individualize correction procedures

*Key points: exhaust proactive strategies before corrective steps & match the intensity of the response to the intensity of the behavior*

Parkway Elementary School

Level I Behaviors

<table>
<thead>
<tr>
<th>Level I Behaviors</th>
<th>Level I Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal correction</td>
<td>Time Out</td>
</tr>
<tr>
<td>Loss of privileges</td>
<td>Apologies</td>
</tr>
<tr>
<td>Detention</td>
<td>Behavior contract</td>
</tr>
</tbody>
</table>

Parkway Elementary School

Level II Behaviors

<table>
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<th>Level II Consequences</th>
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<tbody>
<tr>
<td>Verbal correction</td>
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<td>Detention</td>
<td>Behavior contract</td>
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</table>

Parkway Elementary School

Level III Behaviors

<table>
<thead>
<tr>
<th>Level III Behaviors</th>
<th>Level III Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal correction</td>
<td>Time Out</td>
</tr>
<tr>
<td>Loss of privileges</td>
<td>Apologies</td>
</tr>
<tr>
<td>Detention</td>
<td>Behavior contract</td>
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</table>
Using Data to Support Positive Behavior

Key Evaluation Questions

- To what extent is PBS being implemented with fidelity?
- Are we doing what we said we would do?
- To what extent is PBS associated with changes in student outcomes?
- Is it working?

Recommended Practices in Monitoring Student Outcomes

- Collect data on important student behaviors (e.g., following expectations, engaging academically, transitioning effectively)
- Use the data to make decisions
- Use the method that works for you
- Data collection should not be disruptive to the learning environment
- Pay attention to patterns
- Data collection systems must be manageable
- Don’t get frustrated or discouraged – it gets easier!!!

Self-Assessment Process

1. Rate your current implementation
2. Determine your strengths
3. Identify priority areas
4. Create an action plan
5. Rate your implementation again

1. Rate your current implementation

- How consistently do you implement each behavior support feature across the four areas on the survey?
  - Always
  - Sometimes
  - Never

<table>
<thead>
<tr>
<th>Feature</th>
<th>How Consistently?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach a predictable, orderly classroom environment to support positive behavior</td>
<td></td>
</tr>
<tr>
<td>Establish positive relationships with each child and family to encourage communication and trust.</td>
<td></td>
</tr>
<tr>
<td>My classroom rules are clear and provide positive behavior cues (e.g., pictures that indicate where to sit during circle, signs that represent the number of students per center.)</td>
<td></td>
</tr>
<tr>
<td>Different areas in my classroom have clearly defined physical boundaries.</td>
<td></td>
</tr>
<tr>
<td>My classroom does not have wide-open areas where children might run.</td>
<td></td>
</tr>
<tr>
<td>Children and adults can move easily throughout the different areas of my room.</td>
<td></td>
</tr>
<tr>
<td>I can easily monitor students from various places in the room; there are no “blind spots.”</td>
<td></td>
</tr>
<tr>
<td>Activity materials are prepared in advance and adequate for the students per activity.</td>
<td></td>
</tr>
<tr>
<td>I have a schedule that keeps the class on task and structured and avoids idleness periods.</td>
<td></td>
</tr>
<tr>
<td>My classroom has an illustrated schedule posted at student eye level.</td>
<td></td>
</tr>
<tr>
<td>My class consistently follows our schedule.</td>
<td></td>
</tr>
<tr>
<td>I provide students with a warning prior to transitions (e.g., “3 more minutes until clean up”).</td>
<td></td>
</tr>
<tr>
<td>I use more than a verbal signal to indicate the beginning of a transition (e.g., “ring a bell”).</td>
<td></td>
</tr>
<tr>
<td>I use transitions to pre-empt behaviors (reminding students of expectations for new setting).</td>
<td></td>
</tr>
<tr>
<td>I plan for transitions, including ways to keep students engaged (e.g., finger play, songs).</td>
<td></td>
</tr>
</tbody>
</table>
2. Determine your strengths

- List three things you are already doing that supports positive behavior

3. Identify priority areas

- After rating how consistently you incorporate each feature in your classroom, review any items rated "sometimes" or "never." Star any items that are a priority for improvement in the "Priority" column on the far right side of the page.

4. Create an action plan

- For the features you identified as priorities, choose 1-3 that are important to you right now and plan next steps.
  - Choose your goal. What do you hope to achieve?
  - Outline the process you will follow to achieve your goal. Focus on observable and measurable steps.
  - Indicate how you will monitor your progress. How will you know you accomplished each step?

5. Rate your implementation again

- Complete the self-assessment again to:
  - Show progress
  - Identify new strengths
  - Identify new priority areas
Recommendations

- Complete self-assessment
  - 6 weeks into school year
  - At mid-point
  - End of year
- Use progress report as personal motivator or way to demonstrate professional development
- Consider collaborating with an assistant, co-teacher or peer
- Remember that change is a gradual process!
- Don’t forget to celebrate your successes!

PBIS Resources

- Center for Evidence-Based Practice: Young Children with Challenging Behavior
  - www.challengingbehavior.org
- View Creating Teaching Tools for Young Children with Challenging Behavior
  - Resources for developing classroom materials!
- Center on the Social and Emotional Foundations for Early Learning
  - www.vanderbilt.edu/csefel
  - View Resources & Practical Strategies
- Homegrown SW-PBIS Videos on VIMEO
  - http://vimeo.com/groups/pbisvideos
  - Video examples of PBIS implementation

Questions?

- Contact us:
  - Deb Carter
    - debcarter@boisestate.edu
  - Christine Hancock
    - christine.lauren.hancock@gmail.com

- Presentation materials available at:
  - http://works.bepress.com/deborah_carter/
# Preschool Behavior Support Self-Assessment

<table>
<thead>
<tr>
<th>Feature</th>
<th>How Consistently?</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>I use a predictable, orderly classroom environment to support positive behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I build caring, positive relationships with every child and family to encourage communication and trust.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My classroom uses visual cues and labels to prevent problem behavior (e.g., pictures that indicate where to sit during circle, signs that represent the number of students per center).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Different areas in my classroom have clearly defined physical boundaries.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My classroom does not have wide-open areas where children might run.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children and adults can move easily throughout the different areas of my room.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can easily monitor students from various places in the room—there are no “blind spots.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity materials are prepared in advance and adequate for the students per activity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our schedule balances teacher- and child-directed and large and small group activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My classroom has an illustrated schedule posted at students’ eye level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My class consistently follows our schedule; I refer to the schedule throughout the day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I provide students with a warning prior to transitions (e.g., “5 more minutes until clean up”).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use more than a verbal signal to indicate the beginning of a transition (e.g., ring a bell).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use transitions to pre-correct behavior (reminding students of expectations for new setting).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I plan for transitions, including ways to keep students engaged (e.g., finger plays, songs).</td>
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<td></td>
</tr>
<tr>
<td>I define and teach expectations to support positive behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My classroom has 2-5 positively stated behavior expectations (e.g., Be Kind, Be Safe).</td>
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<td></td>
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<tr>
<td>Classroom expectations are illustrated and posted at students’ eye level.</td>
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<td></td>
</tr>
<tr>
<td>I use our expectations to establish rules specific to our typical settings (e.g., at circle, “Be Kind” means listen to others and use an inside voice).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I explicitly teach and review classroom expectations for each of our typical settings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After I teach expectations, my students could state them to me if asked.</td>
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<tr>
<td>I communicate with families about our classroom’s behavior expectations.</td>
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<td></td>
</tr>
<tr>
<td>I explain expectations to others who will interact with students (e.g., assistants, volunteers).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I acknowledge appropriate behavior and respond consistently to problem behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I provide students with positive feedback 4 times more often than negative feedback.</td>
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<td></td>
</tr>
<tr>
<td>I comment on appropriate behavior with specific, descriptive feedback (e.g., “Way to share that toy—you are a kind friend!”).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a system that goes beyond verbal praise to acknowledge individual appropriate behavior (e.g., routine spotlight during circle).</td>
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<tr>
<td>I share information with families about their child’s appropriate behavior.</td>
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<tr>
<td>I have a system to acknowledge class-wide appropriate behavior (e.g., celebrate by playing a favorite game or taking 5 extra minutes outside).</td>
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<tr>
<td>I have defined what problem behavior looks like in my classroom.</td>
<td></td>
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<tr>
<td>I respond consistently to problem behavior (e.g., I always give a prompt before a warning).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use consequences for problem behavior that are logical and natural.</td>
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<td></td>
</tr>
<tr>
<td>I can respond to problem behavior without interrupting classroom activities or instruction.</td>
<td></td>
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</tr>
<tr>
<td>I collect data and use it to make decisions that support positive behavior.</td>
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</tr>
<tr>
<td>I know about patterns of student engagement based on collected data.</td>
<td></td>
<td></td>
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<tr>
<td>I know how much time we spend transitioning based on collected data.</td>
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<tr>
<td>I know about how and when students follow behavior expectations based on collected data.</td>
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</tr>
<tr>
<td>I take time to review data I have collected and make changes to my classroom accordingly.</td>
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</tbody>
</table>

Taking the Self-Assessment

• Record the date: _________________
• Give yourself 10-20 minutes to complete the survey.
• Evaluate how consistently (always, sometimes, never) you employ each behavior support feature by marking in the appropriate “How Consistently?” column on the right side of the page.
• After rating how consistently you incorporate each feature in your classroom, review any items rated “sometimes” or “never.” Star any items that are a priority for improvement in the “Priority” column on the far right side of the page.

Taking Action

*Celebrate your “Always” answers—list three elements of your practice that support positive behavior.*

1. 
2. 
3. 

*For the features you identified as priorities, choose 1-3 that are important to you right now and plan next steps.*

• Choose your goal. What do you hope to achieve?
• Outline the process you will follow to achieve your goal. Focus on observable and measurable steps.
• Indicate how you will monitor your progress. How will you know you accomplished each step?

<table>
<thead>
<tr>
<th>Goal</th>
<th>Steps / Process</th>
<th>Monitoring</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

Plan a date for your next self-assessment: _________________