

CA PBIS Conference 2018

# Classroom Routine Support Guide



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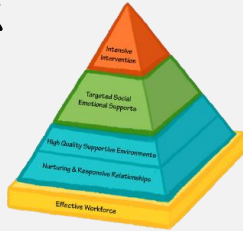
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## WHAT is EC-PBIS?

### MTSS FRAMEWORK

- provides classroom guidance for developing social emotional competency in young children



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## WHAT is EC-PBIS?

### EFFECTIVE WORKFORCE

- Systems
- Practices
- Data-based Decision Making



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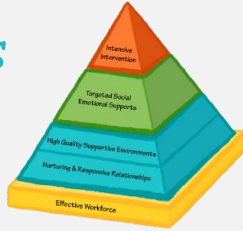
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# WHAT is EC-PBIS?

## NURTURING RELATIONSHIPS

essential to social emotional development




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# WHAT is EC-PBIS?

## HIGH QUALITY SUPPORTIVE ENVIRONMENTS

predictable & supportive classrooms reducing the likelihood of challenging behaviors




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# WHAT is EC-PBIS?

## TARGETED SOCIAL EMOTIONAL SUPPORTS

intentional instruction for all children

- ▶ Peer relationships
- ▶ Emotional literacy
- ▶ Self-regulation
- ▶ Problem solving




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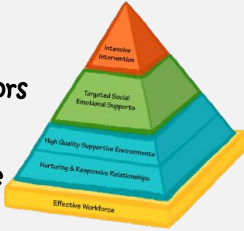
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# WHAT IS EC-PBIS?

## INTENSIVE INTERVENTIONS

- ▲ considered when behaviors are not responsive to universal strategies
- ▲ individualized & intensive behavioral interventions




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## Working Definition of Challenging Behavior

Any Behavior That Is **Disturbing to Adults**

Any Behavior That **Adults Want to See Stopped**

**Challenging behaviors** interfere with the child's ability to

- ▲ engage in positive relationships
- ▲ form friendships
- ▲ play with others &
- ▲ learn expected behavioral skills




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High Quality Supportive Environments

# TOOLKIT FOR CHALLENGING BEHAVIORS




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SHINE THE LIGHT  
5:1  
Ratio  
Positive: Negative



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PAINT A PICTURE OF PREDICTABILITY  
Use Visual Schedules



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NAIL DOWN ROUTINES  
Directly Teach Routines within Routines



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# MAKE IT STICK

Children are less likely to engage in challenging behavior when they know what to do, how to do it, and what is expected."

## Directly Teach Behavior Expectations




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Teaching Matrix Group Practice		Routines		
		CIRCLE Time	SNACK Time	
Positive Expectations				
				

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# BUILD OPPORTUNITIES

## Directly Teach Peer Related Social Skills





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## Challenging Behaviors are COMMUNICATIVE

FORM	FUNCTION
The behavior used to communicate	The reason or purpose of the communicative behavior
<ul style="list-style-type: none"> <li>Words</li> <li>Sentences</li> <li>Point to a picture</li> <li>Eye gaze</li> <li>Pulling adult</li> <li>Crying</li> <li>Biting</li> <li>Tantrums</li> </ul>	<p><b>Request/Obtain:</b> object, activity, person, help, social interaction, information, sensory stimulation</p> <p><b>Escape/Avoid:</b> demands, activities, person, sensory stimulation</p>




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Section I:  
**D.A.S.H**

Section II:  
Classroom Routine Menus

Section III:  
Progress Report

Early Elementary Years  
TK – 2nd Grade



Classroom Routine Support Guide

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Section I:  
**D.A.S.H.**

Define behavior

Ask questions

See the Behavior

Hypothesis




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**Section 3: DASH**

**Letter for Challenging Behavior**

1. **Describe the behavior:** \_\_\_\_\_

2. **Describe the behavior as it is seen:** \_\_\_\_\_

**Notes:** \_\_\_\_\_

**Why is the challenging behavior most likely to occur for this student?**

\_\_\_\_\_

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**Letter ABC-180 Question**

**Behavior:** \_\_\_\_\_

**When does the behavior occur?** \_\_\_\_\_

**Where does the behavior occur?** \_\_\_\_\_

**Who is involved?** \_\_\_\_\_

**What is the consequence?** \_\_\_\_\_

**What is the trigger?** \_\_\_\_\_

**What is the setting?** \_\_\_\_\_

**What is the duration?** \_\_\_\_\_

**What is the frequency?** \_\_\_\_\_

**What is the intensity?** \_\_\_\_\_

**What is the impact?** \_\_\_\_\_

**What is the function?** \_\_\_\_\_

**What is the motivation?** \_\_\_\_\_

**What is the goal?** \_\_\_\_\_

**What is the strategy?** \_\_\_\_\_

**What is the outcome?** \_\_\_\_\_

**What is the next step?** \_\_\_\_\_

**What is the long-term goal?** \_\_\_\_\_

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**Letter for behavior specialist**

**Describe the behavior (using outline specified and/or observe to verify information)**

**Where:** \_\_\_\_\_


**When:** \_\_\_\_\_

**Who:** \_\_\_\_\_

**Why:** \_\_\_\_\_

**How:** \_\_\_\_\_

### Early Elementary Years TK – 2nd Grade



Classroom Routine Support Guide

This is the Teacher's Workstation Project. It will help you create a routine for your classroom with challenging behaviors. The 180 Letter is a guide to help you.

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## Define the Challenging Behavior

- ▶ **Observable:** The behavior is an action that can be **seen**.
- ▶ **Measurable:** The behavior can be **counted** or **timed**.

Defined so clearly that a person unfamiliar with the student could recognize the behavior without any doubts!

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Answer

WH-questions

WHERE/WHEN (the Routine) does the problem behavior most likely to occur?

Whole group/Start of day activities/Circle Time
Academic Learning Centers/Seat Work/Small Group
Free Time/Unstructured Activities
Recess
Snacks/Meals
Transitions: Clean Up
Transitions: Line Up

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# Answer

## WH-questions

**WHY** might the child be doing this?

What happens right after the behavior occurs?	
What do you think the function of the behavior might be?	
Request/Obtain:	Escape/Avoid:
object	demands
activity	activities
person	person
help	sensory
social	stimulation
Interaction	
Information	
sensory	
stimulation	

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# See the behavior

- ▶ observe the behavior during routines specified
- ▶ observe to verify summary




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**Hypothesize** a final summary of where, when & why behaviors occur

When...

Then...

As a result...

Therefore...

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What is the challenging behavior that occurs most for TK Jackie?

Where/When does the problem behavior most likely to occur?

Why might TK Jackie be doing this?




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When TK Jackie transitions during morning centers, then she will demonstrate aggression (pushes, hits and forces body into the personal space of peers), as a result she is sent to a quiet space, therefore she escapes from peers and/or activity




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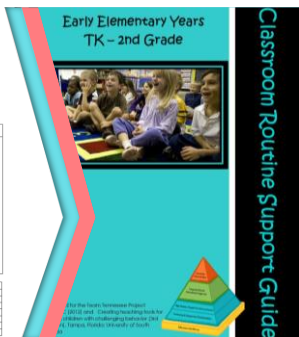
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## Section II: Classroom Routine Menus

Classroom routine that can be improved the problem behavior	What new skills would be used?	How can I support if the problem behavior occurs?

- Figure 4 Classroom Routine Menus
1. Whole group (Start of day, end of day, etc.)
  2. Small group (Reading, Learning Centers, etc.)
  3. Circle Time
  4. Story Time
  5. Free Play
  6. Transitions: Clean up, Transitions, etc.




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## Routine: TRANSITIONS (Line Up)

Why might the child be doing this? TO ESCAPE/AVOID		
<p><b>When can I do to prevent the problem behavior?</b></p> <ul style="list-style-type: none"> <li>Warn that transition is about to happen in 5 minutes</li> <li>Use a timer, set it for 5 minutes, and let the child know when the bell rings activity is finished</li> <li>Shadow child through transition to line-up and to next activity</li> <li>Prompt child with visual classroom schedule and/or first-then visual schedule to indicate transition</li> <li>Have the child walk with a peer buddy</li> <li>Give choices of where to line-up, who to line-up by, or what song they want to sing etc.</li> <li>Use a fun "transition activity", such as "move like a frog to ____" or "hop on one foot to ____" or sing a song about the next</li> <li>Praise child for going to next activity</li> </ul>	<p><b>When new skills should I teach?</b></p> <ul style="list-style-type: none"> <li>Teach child to follow visual schedule and predict when the activity will happen again</li> <li>Teach child to follow transition signal (verbal cues, timer or bell)</li> <li>Teach child to choose a peer to line up with, a place in line, or song/action they want to do in the line</li> <li>Teach child song/action to go along with lining up or walking in line</li> </ul>	<p><b>How can I increase if the problem behavior occurs?</b></p> <ul style="list-style-type: none"> <li>Remind the child of a special job/choice they get to make</li> <li>Use visual schedule to remind of something fun following activity, or use first-then schedule "first ____ then ____" "after next activity"</li> <li>Redirect and ignore behavior when possible</li> <li>Praise peers who are following expectations</li> <li>Re-cue child to make a choice</li> </ul>




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## Section III: Progress Report

**FIDELITY:** After two weeks, answer fidelity questions for all practices defined in the plan:

Practice/Strategies	Was practice implemented as intended?	Did the student respond as intended?	Was the practice implemented as frequently?
Prevent	YES NO	YES NO	YES NO
Teach	YES NO	YES NO	YES NO
Respond	YES NO	YES NO	YES NO



**What OUTCOME data will we collect? (what, when, who)**

**OUTCOME:** How would you rate the challenging behavior overall? (1=none, 2=no improvement, 3=improving)

Date:	Date:	Date:	Date:	Date:
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Date:	Date:	Date:	Date:	Date:
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Date:	Date:	Date:	Date:	Date:
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

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# THANK YOU

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