MTSS FRAMEWORK provides classroom guidance for developing social emotional competency in young children.
NURTURING RELATIONSHIPS

- essential to social emotional development

HIGH QUALITY SUPPORTIVE ENVIRONMENTS

- predictable & supportive classrooms reducing the likelihood of challenging behaviors

TARGETED SOCIAL EMOTIONAL SUPPORTS

- intentional instruction for all children
  - Peer relationships
  - Emotional literacy
  - Self-regulation
  - Problem solving
**WHAT is EC-PBIS?**

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

---

**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

---

**TOOLKIT FOR CHALLENGING BEHAVIORS**

High Quality Supportive Environments

---
SHINE THE LIGHT
5:1 Ratio
Positive: Negative

PAINT A PICTURE OF PREDICTABILITY
Use Visual Schedules

NAIL DOWN ROUTINES
Directly Teach Routines within Routines
"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**

**Teaching Matrix**
- Group Practice
- Routines
- **Positive Expectations**
  - Be Kind
  - Be Safe

<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Practice</td>
<td>CIRCLE Time</td>
</tr>
<tr>
<td>Routines</td>
<td>SNACK Time</td>
</tr>
</tbody>
</table>

**Build Opportunities**
- Directly Teach Peer Related Social Skills
Challenging Behaviors are COMMUNICATIVE

<table>
<thead>
<tr>
<th>FORM</th>
<th>FUNCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The behavior used to communicate</td>
<td>The reason or purpose of the communicative behavior</td>
</tr>
<tr>
<td>Words</td>
<td>Request/Obtain: object, activity, person, help, social interaction, information, sensory stimulation</td>
</tr>
<tr>
<td>Sentences</td>
<td>Escape/Avoid: demands, activities, person, sensory stimulation</td>
</tr>
<tr>
<td>Point to a picture</td>
<td></td>
</tr>
<tr>
<td>Eye gaze</td>
<td></td>
</tr>
<tr>
<td>Pulling adult</td>
<td></td>
</tr>
<tr>
<td>Crying</td>
<td></td>
</tr>
<tr>
<td>Bang</td>
<td></td>
</tr>
<tr>
<td>Tantrums</td>
<td></td>
</tr>
</tbody>
</table>

Section I: D.A.S.H
Section II: Classroom Routine
Section III: Progress Report
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!

Answer WH-questions
WHERE/WHEN (the Routine) does the problem behavior most likely to occur?
**Answer WH-questions**

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

**See the behavior**

- Observe the behavior during routines specified
- Observe to verify summary

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

- When...
- Then...
- As a result...
- Therefore...

<table>
<thead>
<tr>
<th>What happens right after the behavior occurs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think the function of the behavior might be?</td>
</tr>
<tr>
<td>Request/Obtain:</td>
</tr>
<tr>
<td>_____ object</td>
</tr>
<tr>
<td>_____ activity</td>
</tr>
<tr>
<td>_____ person</td>
</tr>
<tr>
<td>_____ help</td>
</tr>
<tr>
<td>_____ social</td>
</tr>
<tr>
<td>_____ interaction</td>
</tr>
<tr>
<td>_____ sensory</td>
</tr>
</tbody>
</table>
When TK Jackie transitions during morning centers, 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.

Section II: Classroom Routine Menus

Early Elementary Years TK - 2nd Grade

Classroom Routine Support Guide
### Routine: TRANSITIONS (Line Up)

**Routine Map**

**When can I rely on the student to self-manage?**
- Routine is essential to the success of the group.
- Students need to be able to follow directions and complete tasks independently.
- Teachers should be able to intervene when needed.

**What can I do to help the student to self-manage?**
- Provide visual cues and prompts.
- Encourage students to practice self-regulation.
- Reward students for positive behavior.

**What will I need to do in the future?**
- Continue to work on developing self-management skills.
- Encourage students to take responsibility for their own learning.
- Monitor progress and adjust strategies as needed.

---

### Section III: Progress Report

**Routine**

<table>
<thead>
<tr>
<th>Practice/Strategy</th>
<th>Was practice implemented?</th>
<th>Did the student respond appropriately?</th>
<th>Was the practice implemented?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevent</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Teach</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Respond</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
</tr>
</tbody>
</table>

**Notes:**

- Try to provide feedback to the student:
  - Positive reinforcement
  - Specific praise
  - Recognition

---

**Thank you**

Cristy Clouse  
cristy@pbiscaltac.org  
www.pbiscaltac.org  

California Technical Assistance Center - PBIS