CLASSROOM ROUTINE SUPPORT GUIDE

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PYRAMID MODEL

Supporting Social Emotional Competence in Young Children

The Pyramid Model for Supporting Social Emotional Competence in Young Children (Fox, Dunlap, Hemmeter, Joseph, & Strain, 2004) is a comprehensive, three-tiered, positive behavioral interventions and supports (PBIS) framework which promotes social, emotional development and prevents & addresses challenging behavior in young children.

Level	Component	Evidence-based Practices
Tertiary Intervention for individual children with persistent problem behavior using behavioral science principles.	**Intensive Individualized Interventions**	♠ Toolkit for Challenging Behaviors ♠ Routine-based Support Plans ♠ Individualized Behavior Support Planning including: Team-based collaboration, goal setting, functional behavior assessment, intervention plan with prevent, teach & reinforce strategies, coaching & data-based decision making
Secondary Intentional instruction to support their social and emotional development. "At Risk" students require systematic & focused instruction to acquire social emotional skills.	**Targeted Social Emotional Supports**	♠ Teach children to identify and express emotions ♠ Teach and support self-regulation ♠ Teach and support strategies for handling anger & disappointment ♠ Teach and support social problem solving ♠ Teach and support cooperative responding ♠ Teach and support friendship skills ♠ Partner with families in teaching social emotional skills
Universal Essential for all children - if the strategies that support this tier are implemented consistently, most children will develop healthy social emotional development without need for additional support or intervention.	**High Quality Supportive Classroom Environments**	♠ Classroom Arrangement and Design The BIG Five: ♠ Use 5:1 ratio of positive to negative/neutral attention ♠ Use predictable and comprehensible schedules ♠ Use routines within routines to heighten predictability ♠ Teach behavioral expectations directly ♠ Teach peer-related social skills
	Nurturing and Responsive Relationships	♠ Supporting children's play ♠ Responding to child conversations ♠ Specific praise and encouragement of appropriate behavior ♠ Build relationships with children ♠ Responsive relationships with families
Workforce	The Pyramid Model is supported at the foundation by an effective workforce of both classroom implementers and administrators – who are trained and coached to support EC-PBIS implementation systems, data and practices at each level of the Pyramid.	

CHALLENGING BEHAVIORS interfere with the child's ability to

♠ engage in positive relationships
♠ form friendships
♠ play with others &
♠ learn expected behavioral skill

High Quality
Supportive Environments

"What's in your toolbox?"

SHINE THE LIGHT 5:1 Ratio of Positive Attention	PAINT A PICTURE OF PREDICTABLITY Visual Schedule	NAIL DOWN ROUTINES Directly Teach Routines within Routines	MAKE IT STICK Directly Teach Behavior Expectations	BUILD OPPORTUNITIES Directly Teach Peer-Related Social Skills
The 5:1 ratio of positive attention is based on research that shows young children are better behaved when adults spend the majority of their time attending to positive behavior and not challenging behaviors. Challenging behavior has many negative consequences. Among these is the tendency for adults to minimize their time with the child in positive, growth-enhancing interactions	One of the most simple but effective classroom-wide strategies for reducing challenging behavior is to maximize children's ability to predict what comes next. Having a daily schedule that truly operates to reduce challenging behaviors is not just about having a poster on the wall and doing the same thing every day. It's about using visual supports, maintaining a routine and keeping all children informed about the routine.	The predictability of a general schedule does not provide enough structure to prevent some children's challenging behaviors. It is often helpful to specify other levels of predictability with one's overall classroom schedule and this is where the idea of routines within routines within routines comes into play.	Make certain that all children know precisely what behavioral expectations you have for each routine. Adjust school wide expectations to developmentally match the students in your classroom. It is recommended to use one to three expectations for any one routine.	Build opportunities through careful planning around routines & activities and arranging the environment to support peer interaction. Provide opportunities for children to engage in more social interactions throughout the day and have more opportunities to practice emerging social skills. Routine activities such as snack, arrival time, and clean up time allow for practice, maintenance and generalization of social skills.

Challenging Behaviors are Communicative

"What is the child trying to tell us?"

FORM: The behavior used to communicate	FUNCTION: The reason or purpose of the communicative behavior
Words Sentences Point to a picture Eye gaze Pulling adult Crying Biting Tantrums	**Request/Obtain:** object, activity, person, help, social interaction, information, sensory stimulation **Escape/Avoid:** demands, activities, person, sensory stimulation

Section I: D.A.S.H.

Define the Challenging Behavior

- Observable: The behavior is an action that can be <u>seen</u>.
- Measurable: The behavior can be <u>counted</u> or <u>timed</u>.

What is the challenging behavior that occurs most for this student?
Nonexamples: "TK Jackie is a pain!" "She is aggressive." "Her behavior is atrocious."
Example: *Pushing & hitting; Throwing toys/objects; grabbing hair; pinching arms; Forcing her body into the personal space of others (looks like hugging but is forceful with squeezing)*

Answer ABC WH-Questions

WHERE/WHEN (the Routine) does the problem behavior most likely to occur? Check only one box.

	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
X	Transitions: Line Up

WHY might the child be doing this?

What happens right after the behavior occurs?
She is given repeated directions to line up.
She continues to push/hit other students.
She doesn't comply so I send her to a quiet space.

What do you think the function of the behavior might be?	
Request/Obtain:	Escape/Avoid:
_____object	____demands
_____activity	____activities
_____person	____person
_____help	___sensory stimulation
_____social interaction	
_____information	
_____sensory stimulation	

See the behavior (optional)

Observe the behavior during routines specified and/or observe to verify information

Hypothesis: a final summary of WHERE, WHEN & WHY behavior occurs

When _____
Then _____
As a result, _____
Therefore, _____

Section II:
Classroom Routine: TRANSITIONS – Line Up

Choose one strategy for PREVENT – TEACH - RESPOND

What can I do to **prevent** the problem behavior?	What new skills should I **teach**?	How can I **respond** if the problem behavior occurs?

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5	Whole group/Start of day activities/Circle Time
6	Academic Learning Centers/Seat Work/Small Group
7	Free Time/Unstructured Activities
8	Recess
9	Snacks/Meals
10	Transitions: Clean Up
11	Transitions: Line Up

Classroom Routine: TRANSITIONS – Line Up

Why might the child be doing this? TO REQUEST/OBTAIN

What can I do to prevent the problem behavior?	What new skills should I teach?	How can I respond if the problem behavior occurs?
- Praise children for lining-up - Use an if then statement "if you line-up then when we come back you can be the leader or the caboose" - Use a fun "transition activity", such as "move like a frog to ___" or "hop on one foot to ___" or sing a song about where we are going - Have children do an academic activity in line (count up, name things in a category) - Shadow child as they line up and walk to next activity - Have child select a peer to line-up with - State line-up expectations before the need to line-up	- Teach the expectations for lining up and walking in line - Teach fun "transition activity", such as "move like a frog to ___" or "hop on one foot to ___" or sing a song about where we are going - Teach child to ask peers what they want - Teach child an academic game to play in line	- Remind child of the expectation to keep hands/feet to themselves - Shadow the child and praise them, "I like how you are walking in line." - Validate the behavior, "I understand you want to be first, we take turns being first" - Validate the child's feelings, "I know it makes you mad when ___is in front of you in line, you could ask to switch places"

Why might the child be doing this? TO ESCAPE/AVOID

What can I do to prevent the problem behavior?	What new skills should I teach?	How can I respond if the problem behavior occurs?
- Warn that transition is about to happen in 5 minutes - Use a timer, set if for 5 minutes, and let the child know when the bell rings activity is finished - Shadow child through transition to line-up and to next activity - Prompt child with visual classroom schedule and/or first-then visual schedule to indicate transition - Have the child walk with a peer buddy - Give choices of where to line-up , who to line-up by, or what song they want to sing etc. - 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 - Praise child for going to next activity	- Teach child to follow visual schedule and predict when the activity will happen again - Teach child to follow transition signal (verbal cues, timer or bells) - Teach child to choose a peer to line up with, a place in line, or song/action they want to do in the line - Teach child song/action to go along with lining up or walking in line	- Remind the child of a special job/choice they get to make - Use visual schedule to remind of something fun following activity, or use first then schedule "First ___, then ___ "after next activity - Redirect and ignore behavior when possible - Praise peers who are following expectations - Re-cue child to make a choice

Section III:
Progress Monitoring:

FIDELITY: After two weeks, answer fidelity questions for all practices defined in the plan.			
Practice/Strategies	Was practice implemented as intended?	Did the child respond as intended?	Was the practice implemented as frequently as intended?
Prevent:	YES NO	YES NO	YES NO
Teach:	YES NO	YES NO	YES NO
Respond:	YES NO	YES NO	YES NO

OUTCOME: After two weeks, how would you rate the challenging behavior overall? (1-worse, 2 no improvement, 3 improving)				
Date: 1 2 3	Date: 1 2 3	Date: 1 2 3	Date: 1 2 3	Date: 1 2 3
Date: 1 2 3	Date: 1 2 3	Date: 1 2 3	Date: 1 2 3	Date: 1 2 3

How is the plan working?

What part of the plan was easy to implement?   difficult to implement?

Are there any changes or modifications that should be made to the plan?

Was the process valuable to you?   to your student?   Why?