



building warm and welcoming early learning climates
for children from birth through third grade

3RD GRADE

IS WHEN CHILDREN MAKE THE SHIFT

FROM
LEARNING
TO READ



TO
READING
TO LEARN

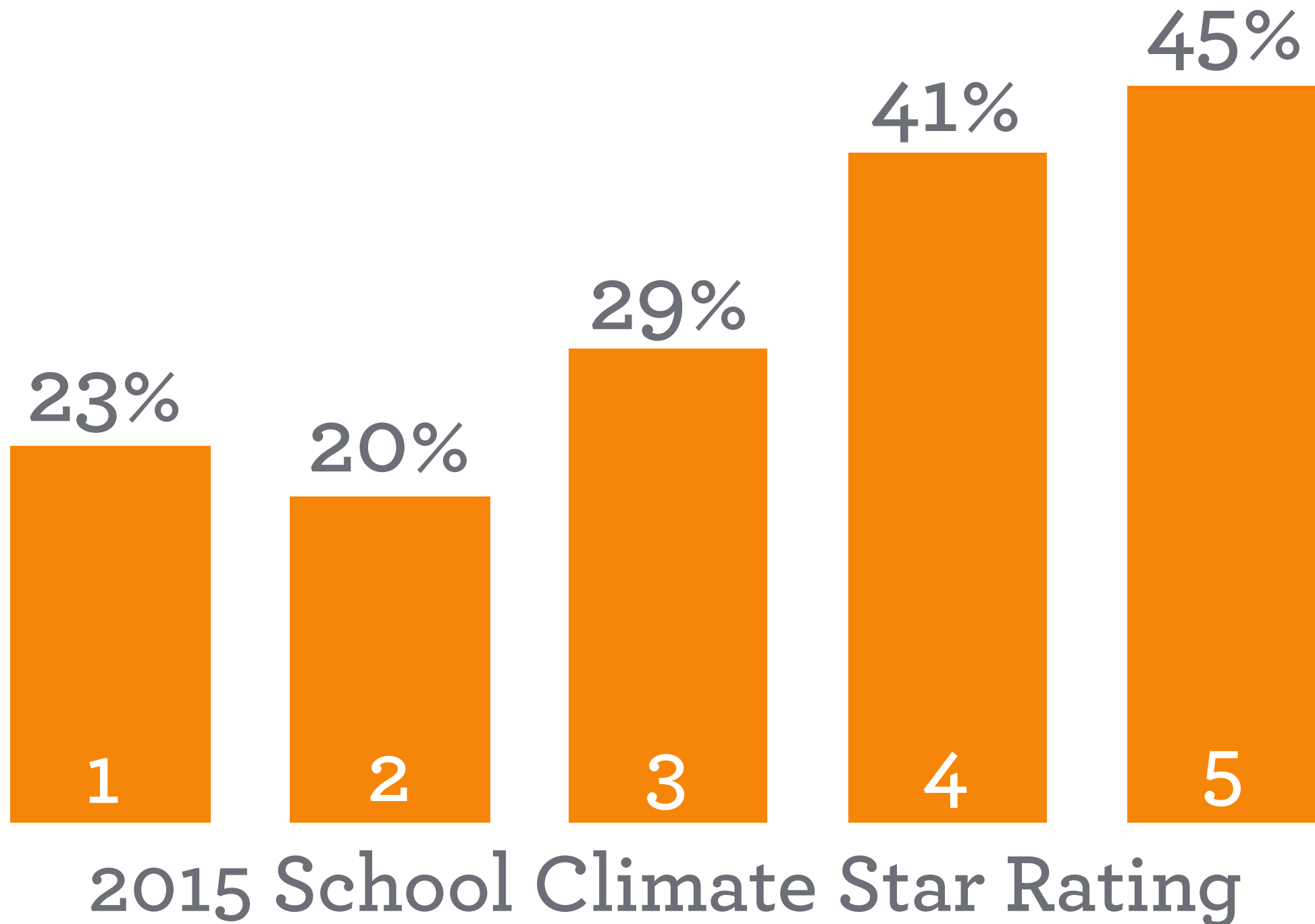
Students who don't
read proficiently by the
end of third grade are

**4 TO 6 TIMES
MORE LIKELY
TO DROP OUT**

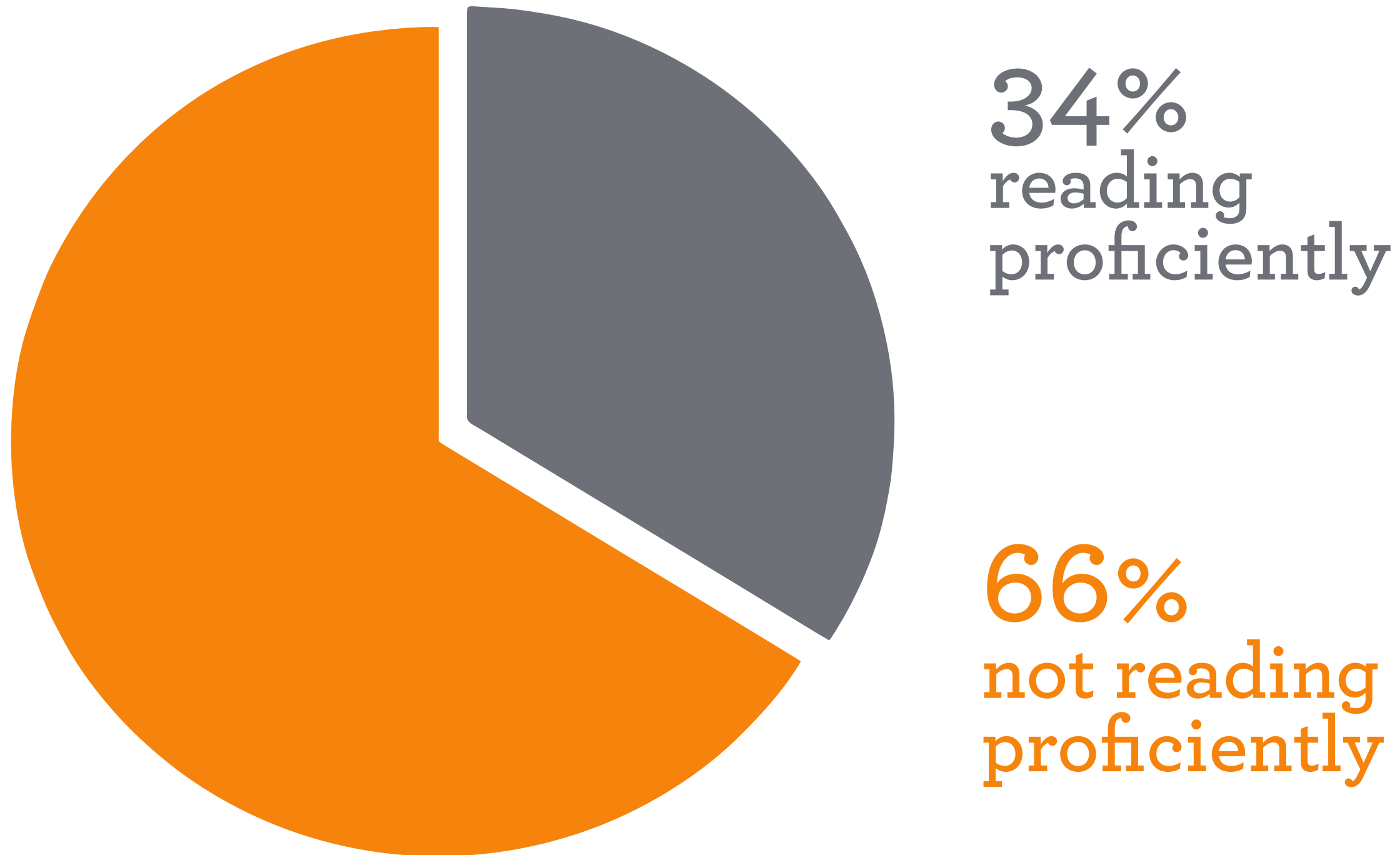
of high school
compared to
proficient readers.



3RD GRADE READING EXCEEDS BY SCHOOL CLIMATE STAR RATING



3RD GRADE READING PROFICIENCY IN GEORGIA

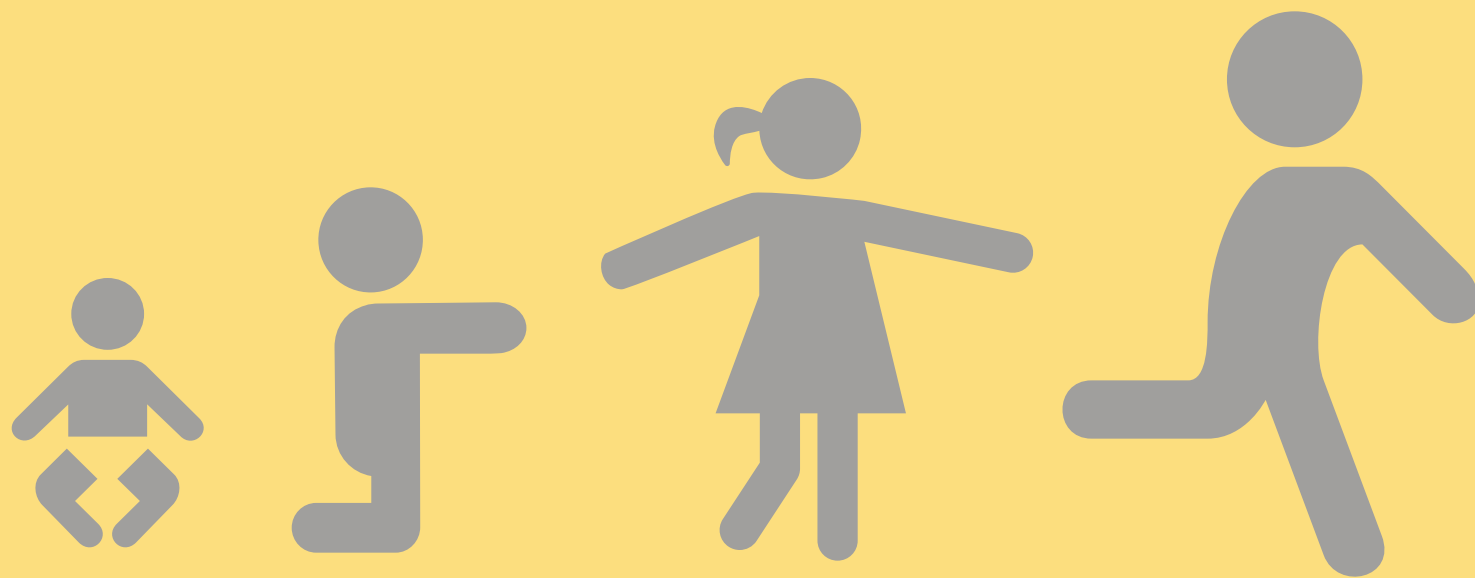




No Significant Sustainable Change Has Ever Taken Place Without First Changing the Conversation.

EARLY LEARNING NOW

BIRTH 1YEAR 2YEARS 3YEARS 4YEARS 5YEARS



EARLY LEARNING NOW

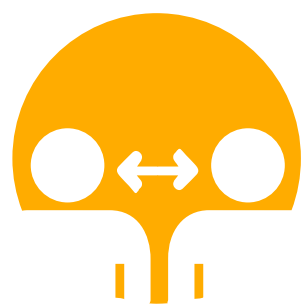
BIRTH 1YEAR 2YEARS 3YEARS 4YEARS 5YEARS



CHILDREN DEVELOP FOUNDATIONAL SOCIAL-EMOTIONAL SKILLS THROUGH AGE 8



Confidence



Relationships



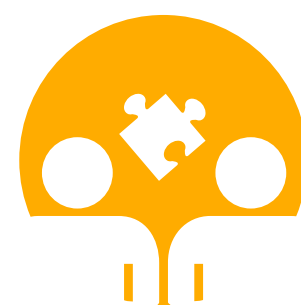
Persistence



Communication



Attentiveness



Problem-Solving



FROM:



Early child care
environment

VS

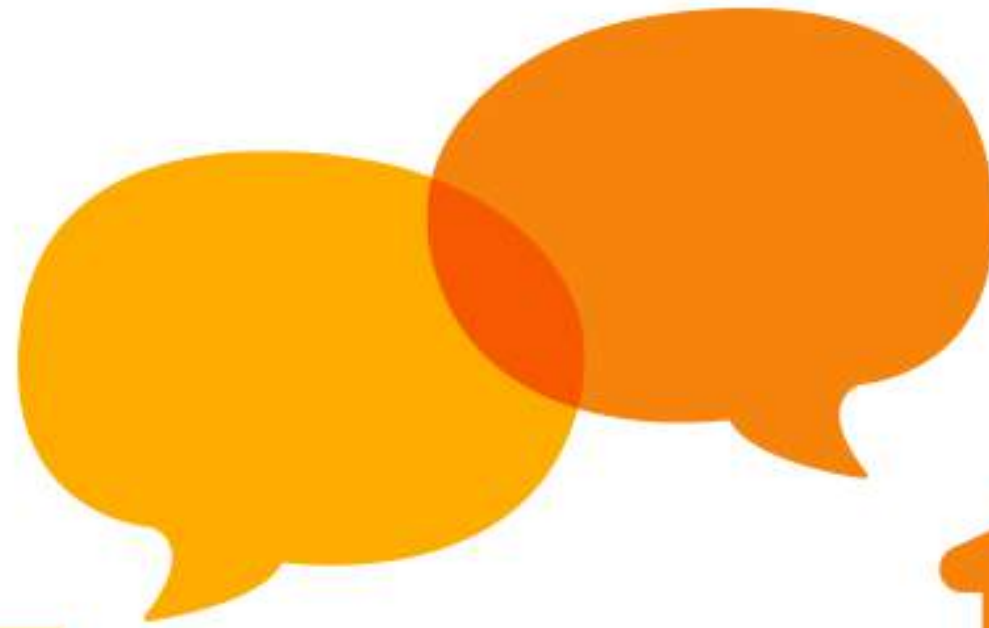


School environment

T0:



Early child care
environment



School environment

“EARLY LEARNING” = BIRTH TO AGE 8

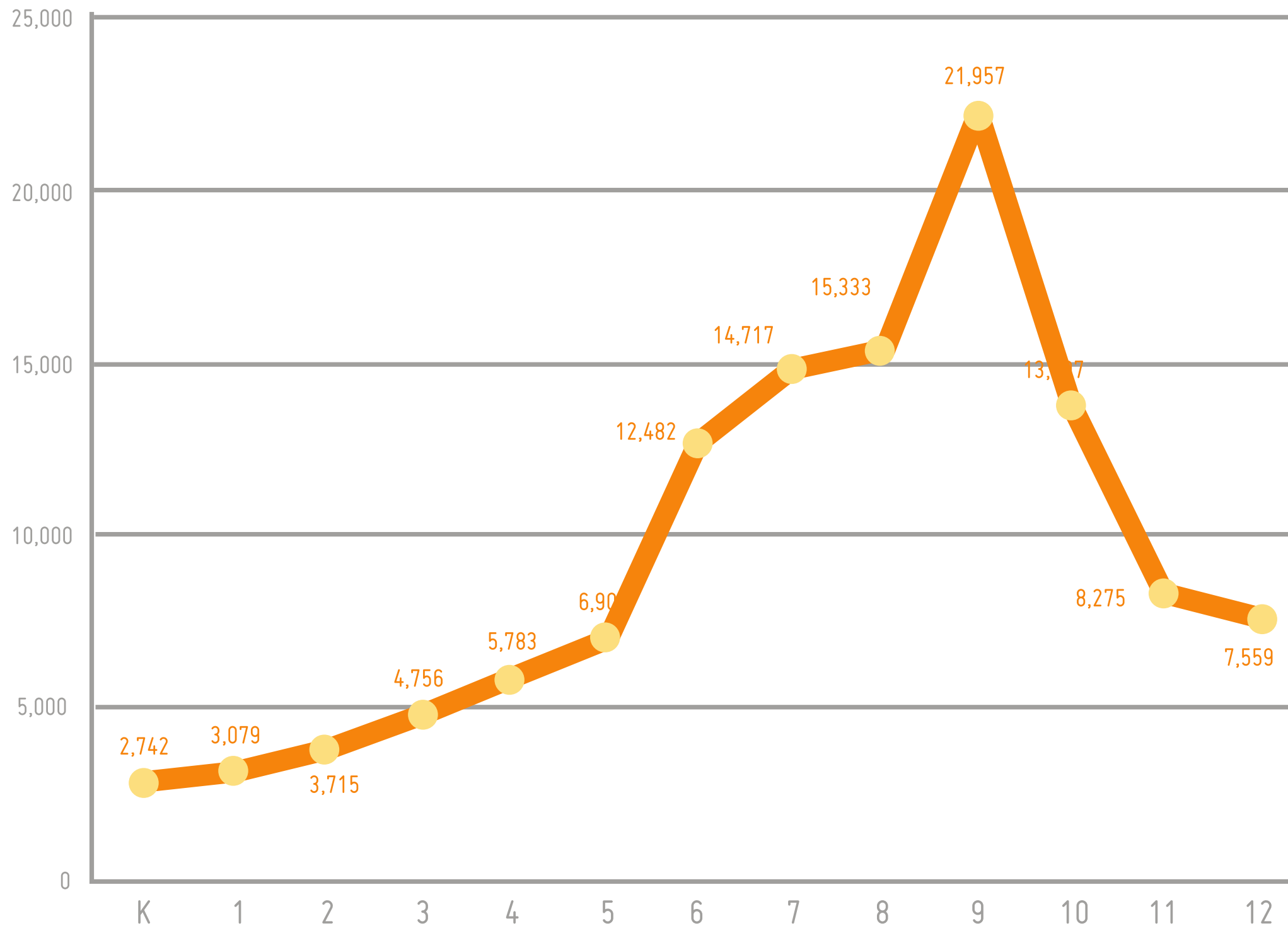


BIRTH 1YEAR 2YEARS 3YEARS 4YEARS 5YEARS

“EARLY LEARNING” = BIRTH TO AGE 8

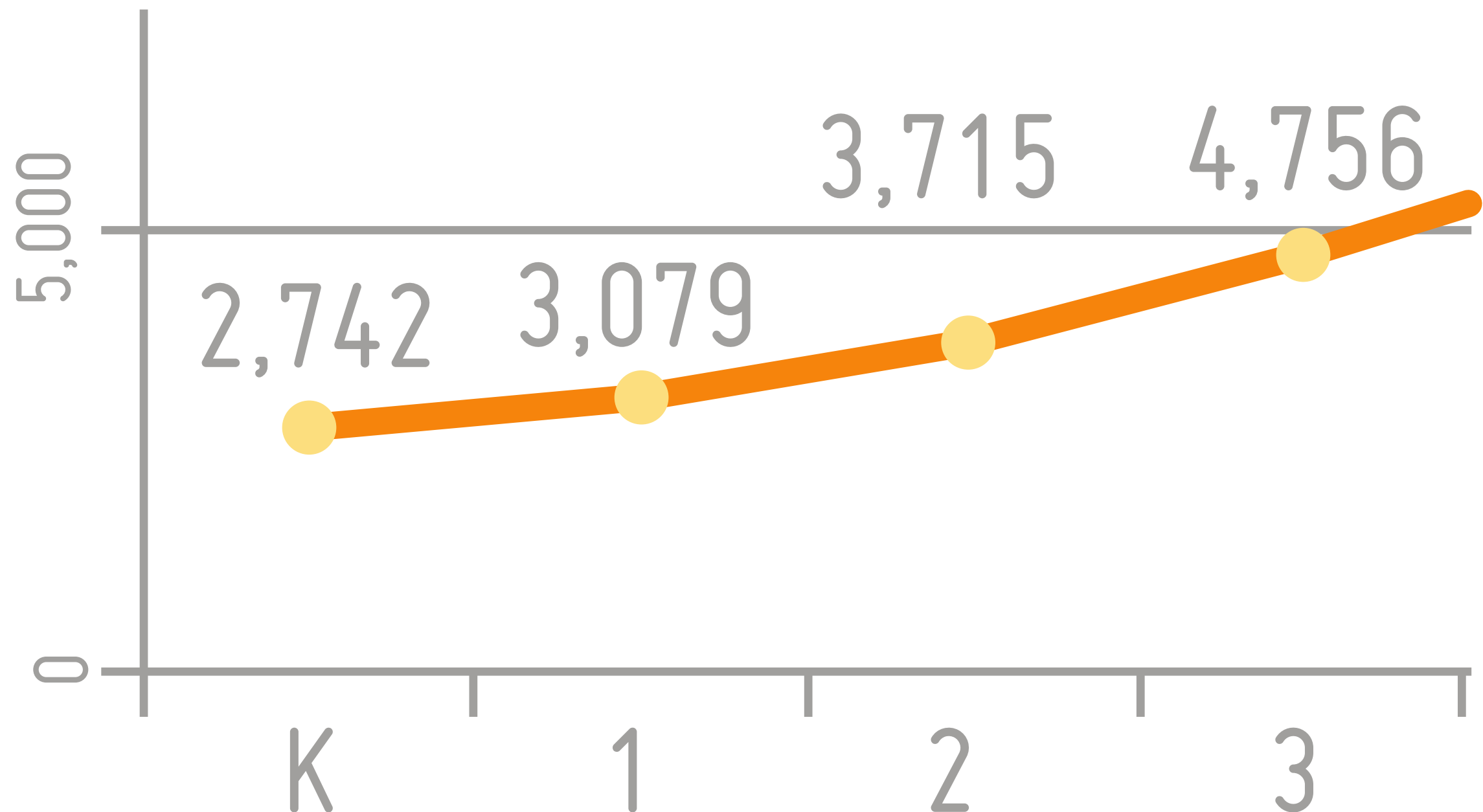


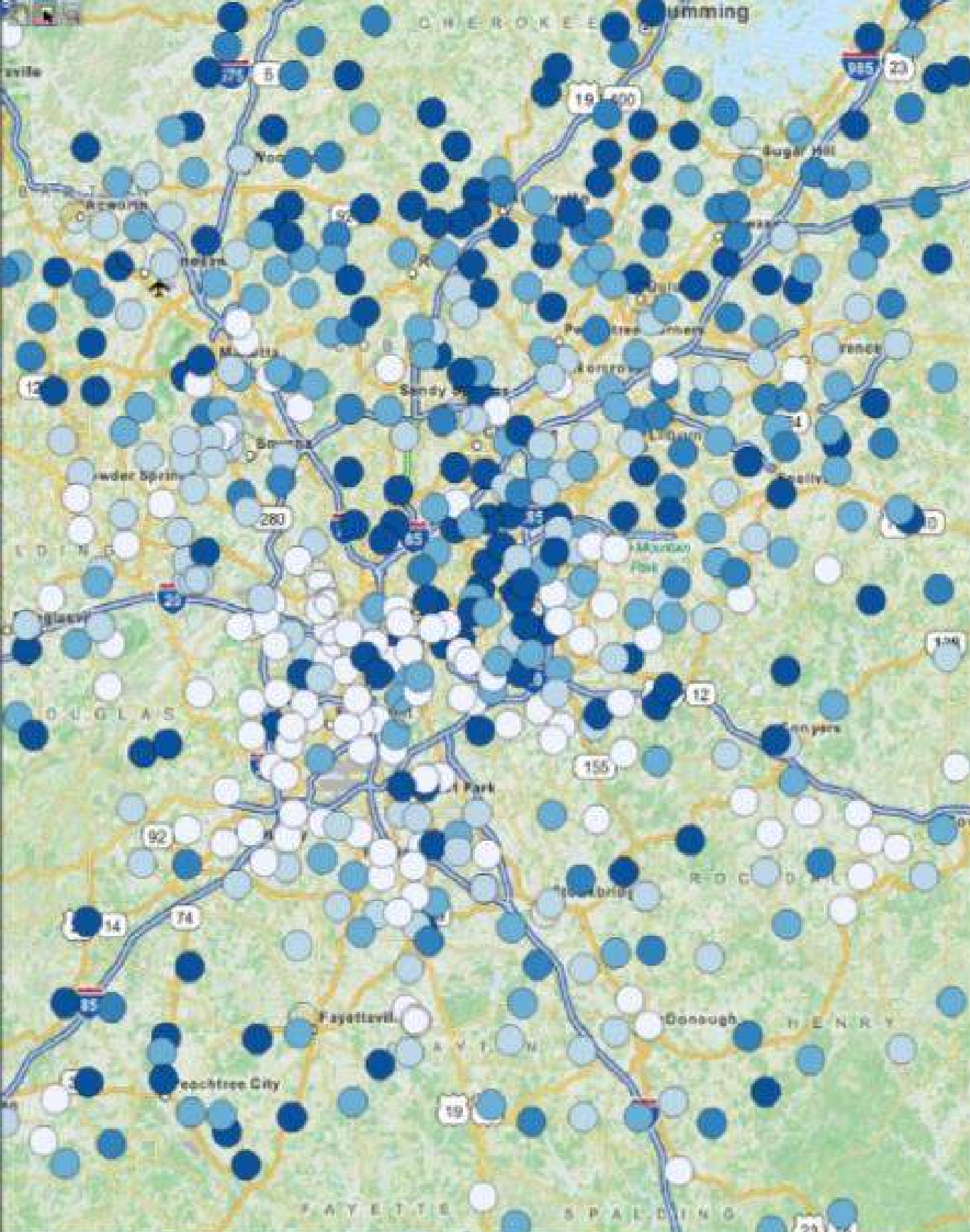
2013-2014 STATEWIDE DISCIPLINE OUT-OF-SCHOOL SUSPENSION BY GRADE LEVEL



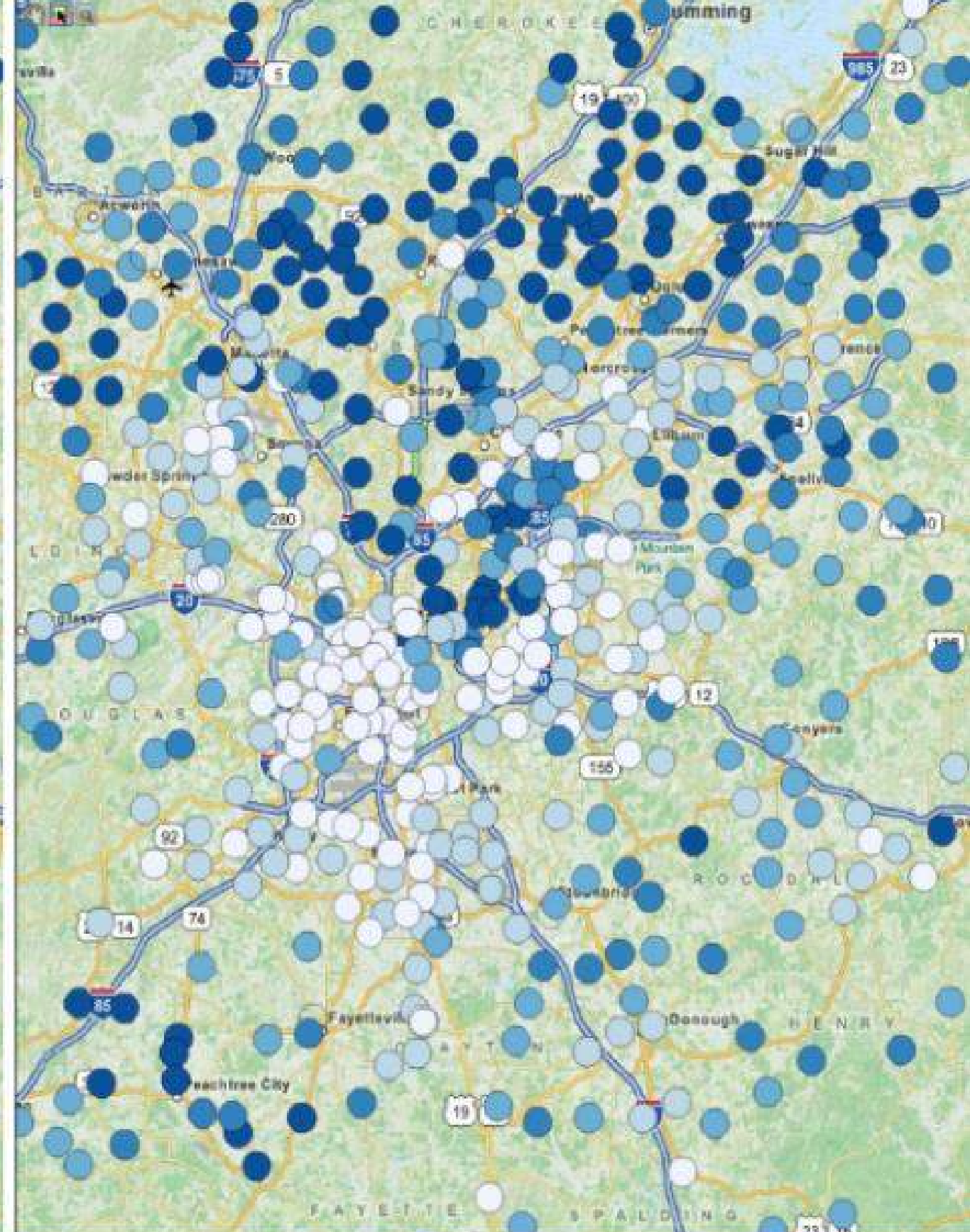
14,292 CHILDREN

AGED 5-8 YEARS OLD, RECEIVED OUT OF SCHOOL SUSPENSIONS IN GEORGIA IN 2014





Suspensions per 1,000 - 3rd grade, 2013
(dark blues are **lowest** suspension rate)



% Exceed - 3rd grade reading, 2013
(dark blues are **highest** exceed rate)



If a child doesn't know how to swim,
we teach.

If a child doesn't know how to tie
their shoes, we teach.

If a child doesn't know how to
multiply, **we teach.**

If a child doesn't know how to
behave, **we...**

If a child doesn't know how to swim,
we teach.

If a child doesn't know how to tie
their shoes, **we teach.**

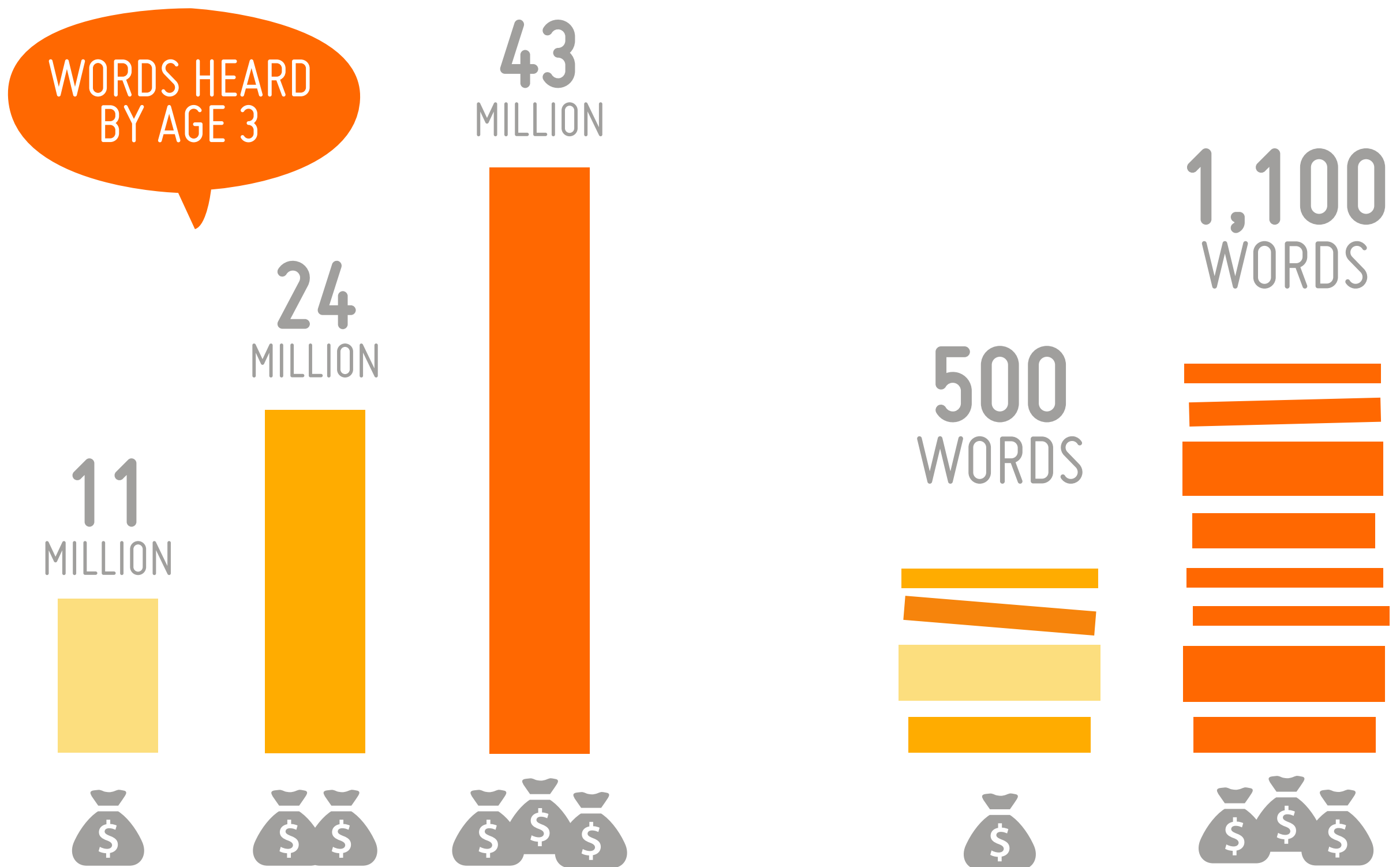
If a child doesn't know how to
multiply, **we teach.**

If a child doesn't know how to
behave, **we...punish?**

“When children don’t have language, their behavior becomes their language.”

JUDGE PEGGY H. WALKER

DOUGLAS COUNTY JUVENILE COURT



BY THE AGE OF 3, HIGH-INCOME CHILDREN HAVE
DOUBLE THE VOCABULARY OF LOW-INCOME CHILDREN

WORDS HEARD BY CHILDREN

600
words
per hour

2,000
words
per hour

LISTENING VOCABULARY BY KINDERGARTEN

3,000
words

20,000
words

PRESCHOOL EXPULSIONS

OCCUR AT A RATE MORE THAN 3 TIMES
THAT OF GRADES K THROUGH 12

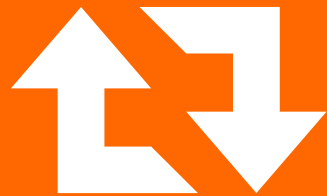
3x



DETERMINANTS



K-3
DISCIPLINE DATA



ATTENDANCE



ECONOMICALLY
DISADVANTAGED

PERCENT OF
CHILDREN RECEIVING
SUBSIDIES ENROLLED
IN QUALITY RATED
CHILD CARE



EARLY LANGUAGE
EXPOSURE AND
DEVELOPMENT



THIRD GRADE
READING
PROFICIENCY



MATERNAL
EDUCATION



CHILD CARE
TEACHER
QUALIFICATIONS



PRETERM
BIRTH



LOW BIRTH
WEIGHT



CHILDCARE
CLIMATE

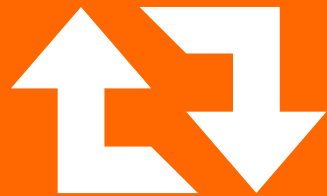


SCHOOL
CLIMATE

DETERMINANTS



K-3
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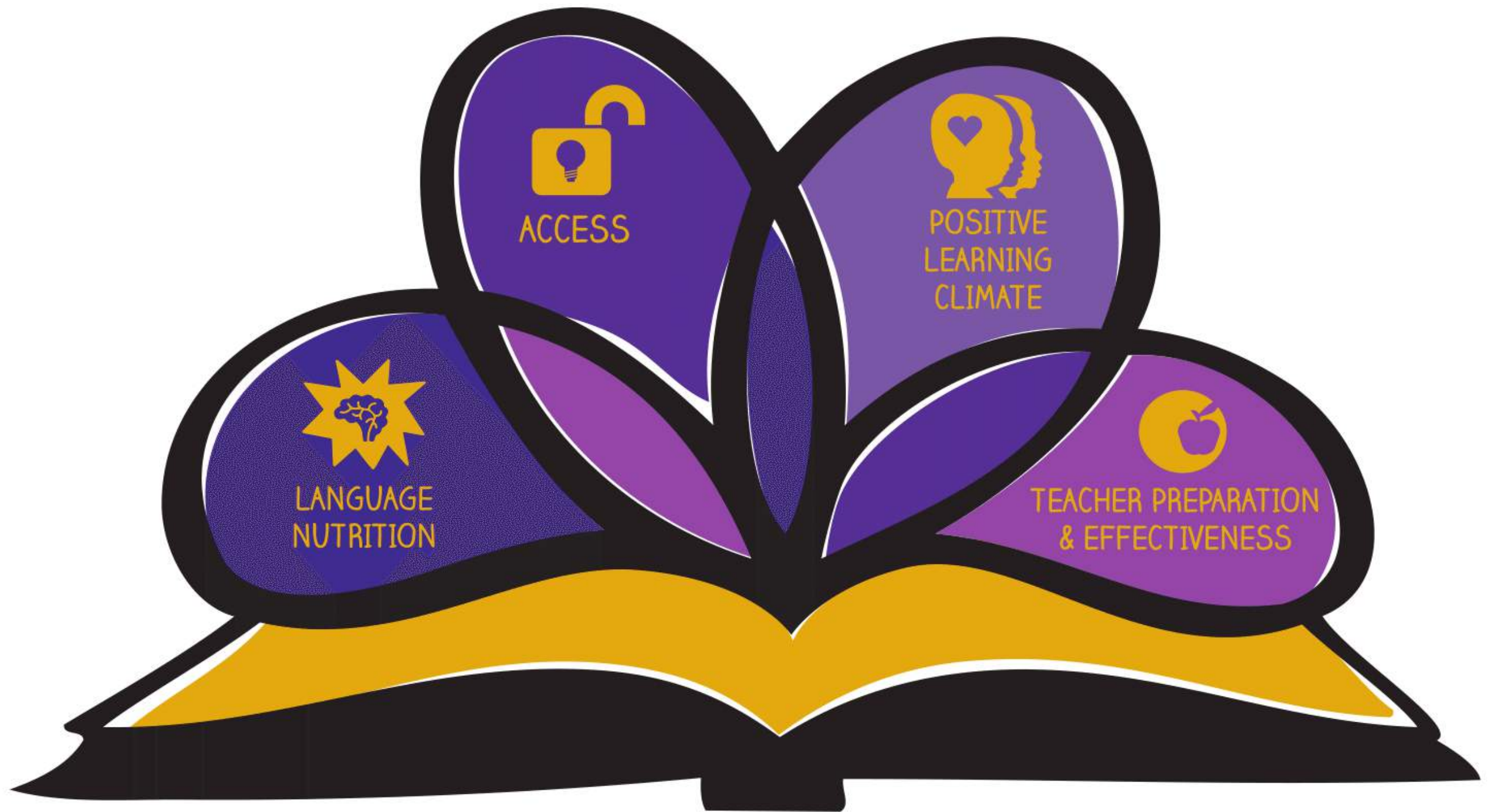
LOW BIRTH
WEIGHT



START
WITH THE
HEART

building warm and welcoming early learning climates
for children from birth through third grade

FOUR PILLARS





POSITIVE
LEARNING
CLIMATE

POSITIVE LEARNING CLIMATE

All educators, families, and policy makers understand and address the impact of learning climate on social emotional development, attendance, engagement and ultimately student success.

WHAT IS A POSITIVE SCHOOL LEARNING CLIMATE?



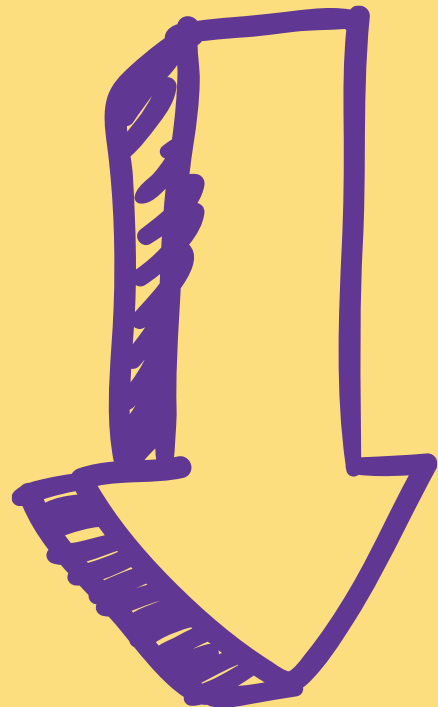
WHAT IS A POSITIVE SCHOOL LEARNING CLIMATE?

School climate refers to the quality and character of school life.



lower academic
performance

Negative



Positive

better test scores
and higher
graduation rates



WHAT DOES POSITIVE
LEARNING CLIMATE LOOK LIKE?

FOUR COMPONENTS OF A POSITIVE LEARNING CLIMATE:



Safety



Relationships



Teaching
& Learning



Institutional
Environment



1

SAFETY

The physical and emotional safety of students are #1 priority and **rules and procedures** are in place to ensure student safety.



Russell Media Center Behavior

- RESPECT:** Respect others by not disturbing them in any way.
- RESPONSIBLE:** Use computers for Destiny and research.
Use shelf place markers correctly.
Check out one book within your LEXILE range and one of your choice.
- ROLE MODEL:** Enter and leave media center quietly.



RULES!

Responsible



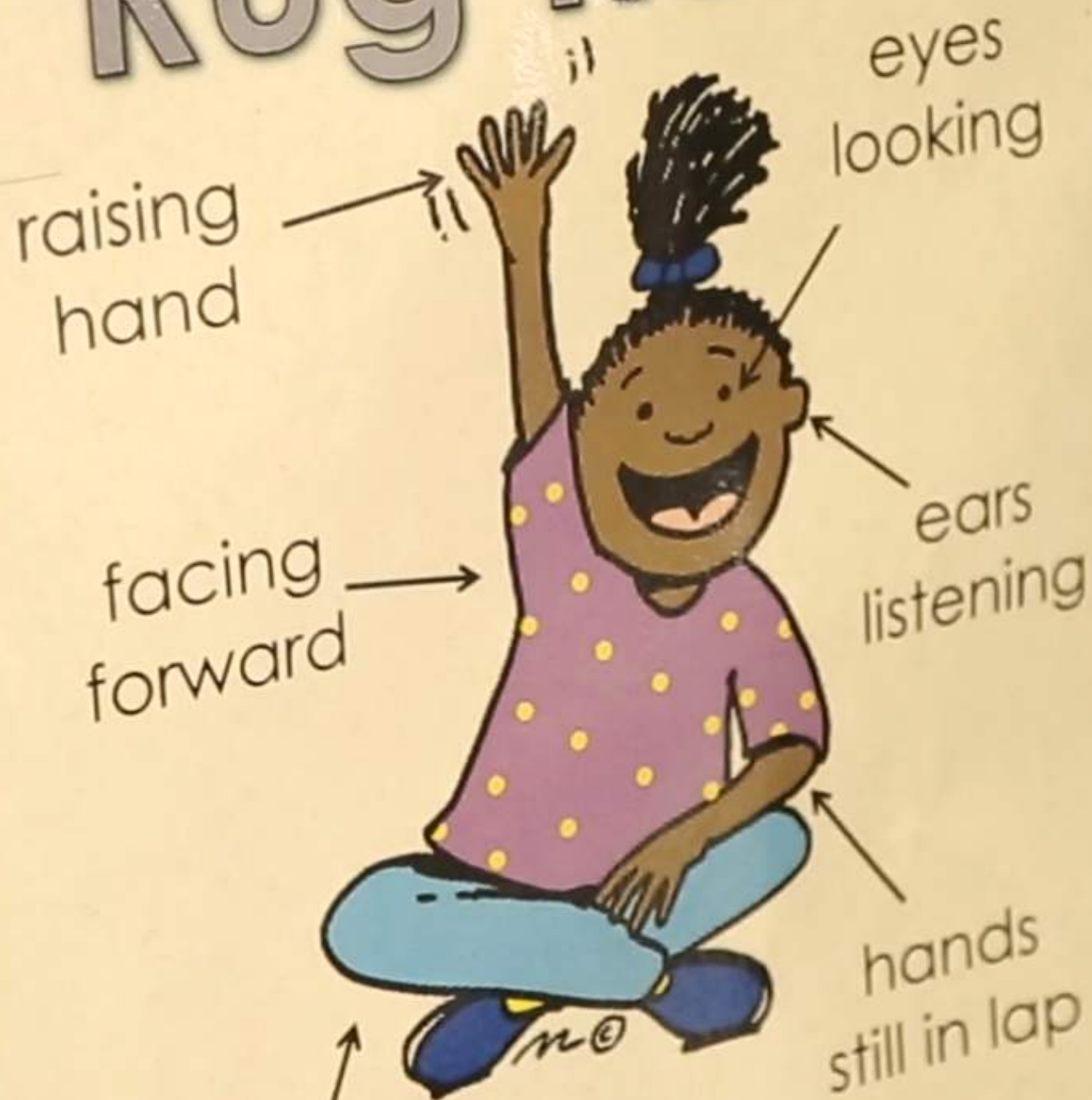
Role Model



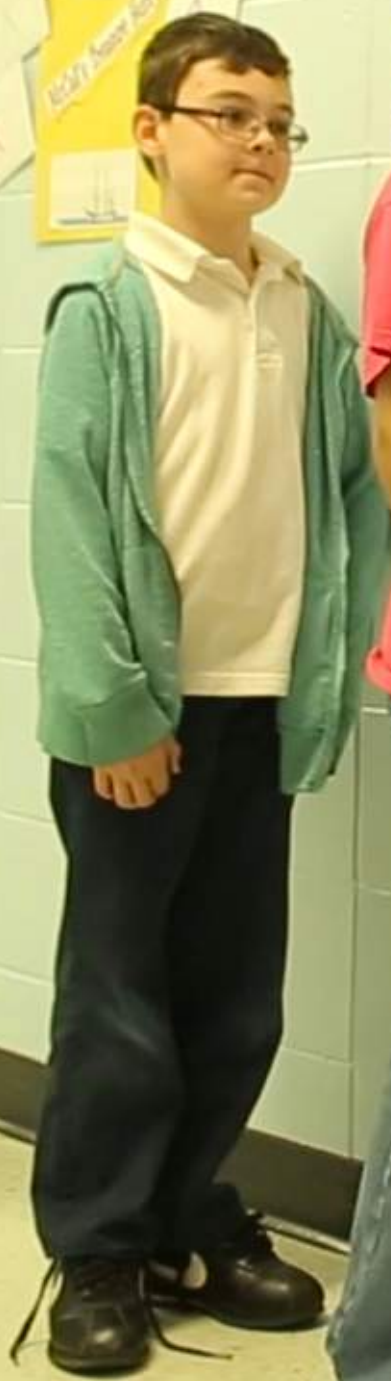
Rules

① We should raise our hand

Rug Rules



Parts







2

RELATIONSHIPS

There's **strong social support for students** in the school from school staff, between and among students, and from parents both at home and together with school staff.













3

TEACHING AND LEARNING

Teachers have a positive and professional student-teacher relationship built on **mutual trust and respect**.

There are social and civic education options and supportive teaching practices for diverse learners.













4

INSTITUTIONAL ENVIRONMENT

The physical environment of the school is **welcoming, clean, well-kept and safe.** The school is connected to the community.

RICHARD B. RUSSELL SCHOOL





MATH GARDEN

THE MATH GARDEN is designed to connect garden activities to mathematical processes and observations.
Try some of these garden math activities.

SYMMETRY & PATTERNS

Locate patterns and symmetry in the garden.



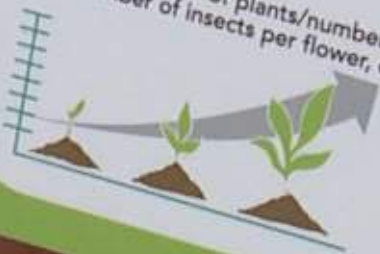
SHAPES

Find these shapes in the garden.



GRAPHING

Graph the growth of plants/number of leaves/number of insects per flower, etc.



MEASURING

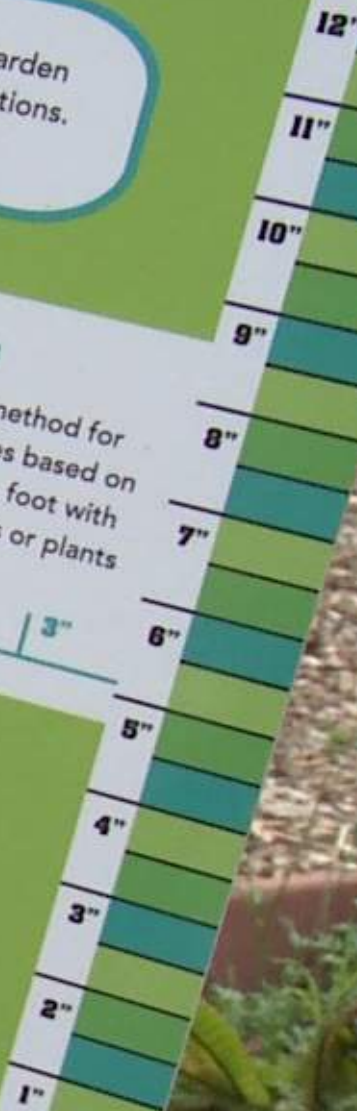
Square foot gardening: a method for high production in small spaces based on carefully planning each square foot with an appropriate amount of seeds or plants



AREA & VOLUME

Area = length x width

Volume = length x width x height



WHAT MIND SHIFTS ARE
REQUIRED TO CREATE POSITIVE
EARLY LEARNING CLIMATES?

5 MIND SHIFTS

REQUIRED TO CREATE POSITIVE
EARLY LEARNING CLIMATES



To change behavior,
appropriate behavior
must be taught,
modeled, practiced,
and acknowledged.

1 Goal is to Change Adult Behavior by exhibiting positive adult-child interactions

“A growing body of evidence points to one common answer: Every child who winds up doing well has had at least one stable and committed relationship with a supportive adult.”

- THE SCIENCE OF RESILIENCE



2

Good Behavior Must Be Taught
just as any other skill is taught and practiced

It does not make sense
to punish a child for not
knowing how to behave if
we have not taught them.

GOOD BEHAVIOR IS LEARNED

3

Understand A Child's Behavior May
Be a Reflection of Something Deeper
and reframe your perception of their actions



4 Teach By Modeling Behavior

and then practice, practice, practice

Demonstrate the behavior
skills you wish to see:



Self management



Self awareness



Social agility



Resilience



Empathizing



Giving
compliments



Being
helpful



Sharing and
taking turns



Showing
affection



Responsible
decision-making

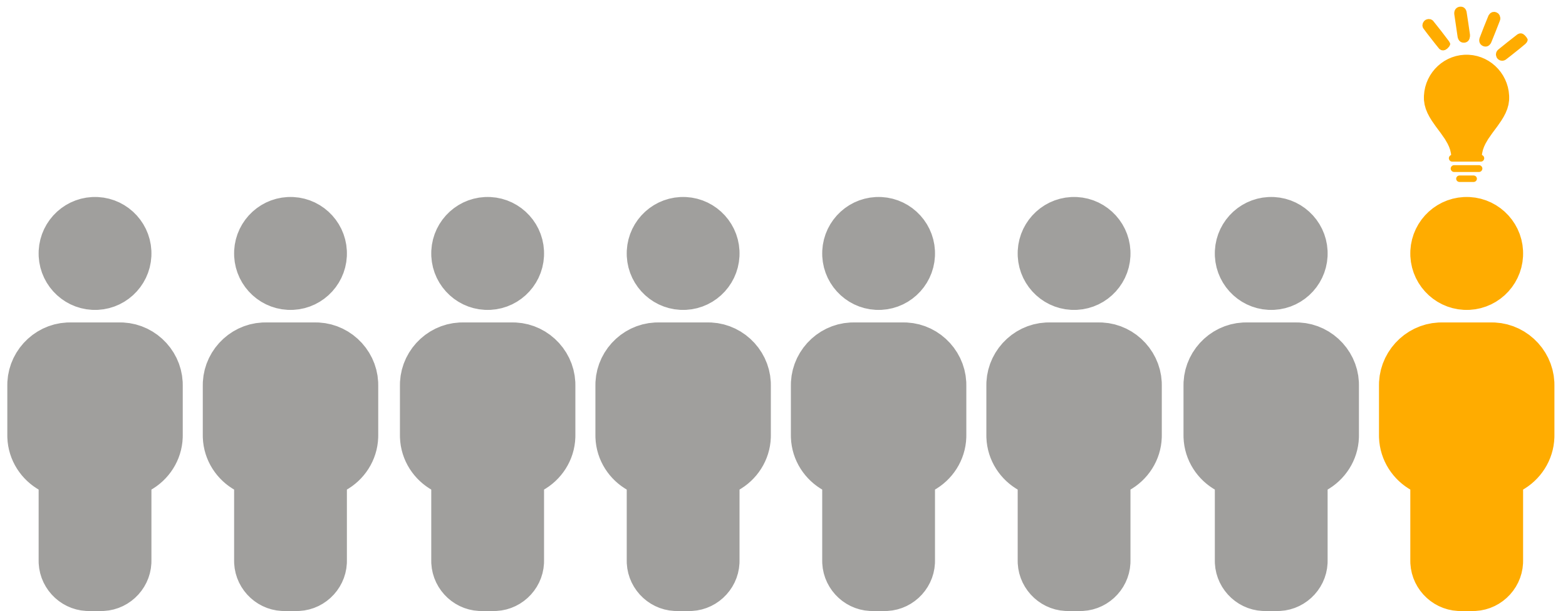


Giving
suggestions

5 Track Behavior to Guide Decision-Making

look for patterns and ways to adjust adult behavior accordingly

Children must model a new skill
8 times before it becomes a habit.



- 1 Goal is to Change Adult Behavior
by exhibiting positive adult-child interactions
- 2 Good Behavior Must Be Taught
just as any other skill is taught and practiced
- 3 Understand A Child's Behavior May
Be a Reflection of Something Deeper
and reframe your perception of their actions
- 4 Teach By Modeling Behavior
and then practice, practice, practice
- 5 Track Behavior to Guide Decision-Making
look for patterns and ways to adjust adult behavior accordingly

GEORGIA'S RESPONSE TO THE NEED FOR POSITIVE EARLY LEARNING CLIMATES

EARLY ACCESS TO A POSITIVE LEARNING CLIMATE

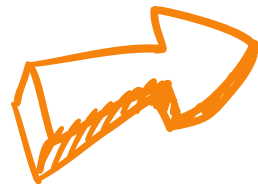


Preschool
PBIS includes
social emotional
learning strategies
supporting social,
emotional, and
behavior
development

EARLY ACCESS TO A POSITIVE LEARNING CLIMATE



Preschool



PBIS includes
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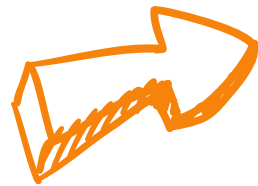


Blend into
school-wide
PBIS training
to improve
K-3 classroom
climate and
increase reading
proficiency
by 3rd grade

EARLY ACCESS TO A POSITIVE LEARNING CLIMATE



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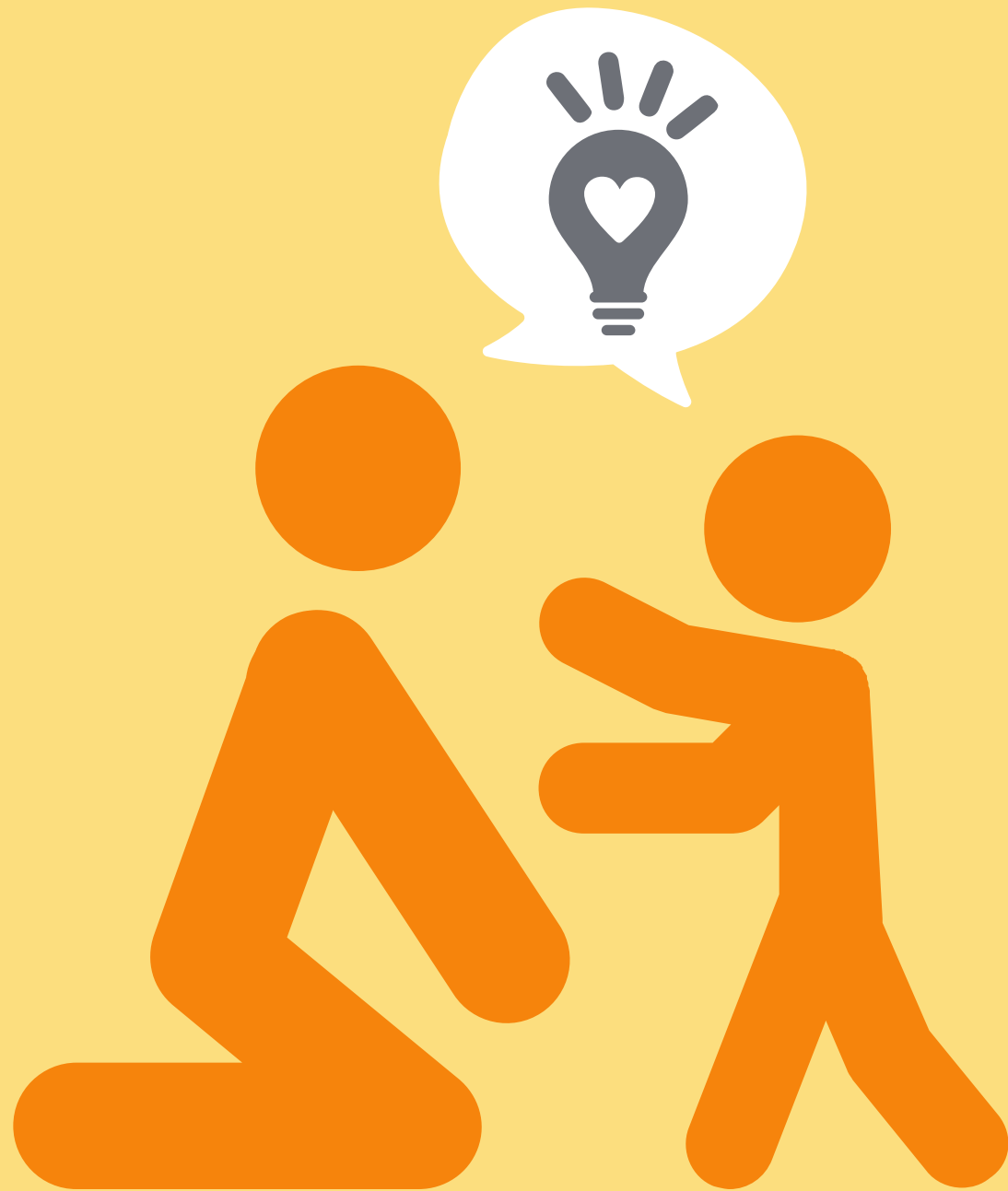
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3rd grade
reading
proficiency
increases
likelihood of
high school
graduation

WHY IS SOCIAL EMOTIONAL
COMPETENCE IMPORTANT?

WHY IS SOCIAL EMOTIONAL COMPETENCE IMPORTANT?



Professionals and programs that support young children and their families can help families build protective factors that **decrease the likelihood of abuse and neglect.**

WHY IS SOCIAL EMOTIONAL COMPETENCE IMPORTANT?

Children who have a strong social emotional foundation experience:



**more
academic
success**

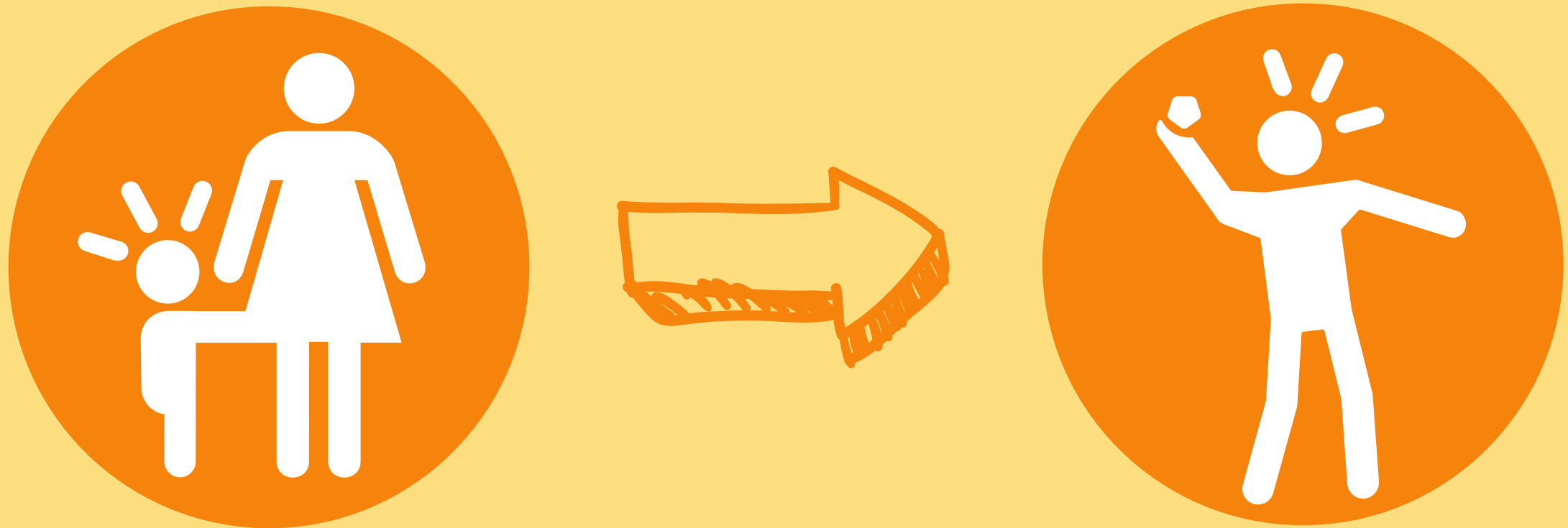


**fewer negative
interactions
with adults**



**more friendships
with peers**

WHY IS SOCIAL EMOTIONAL COMPETENCE IMPORTANT?



Without quality interventions, children who exhibit challenging behavior, especially aggressive behavior, in preschool **tend to continue this pattern of behavior** throughout school.

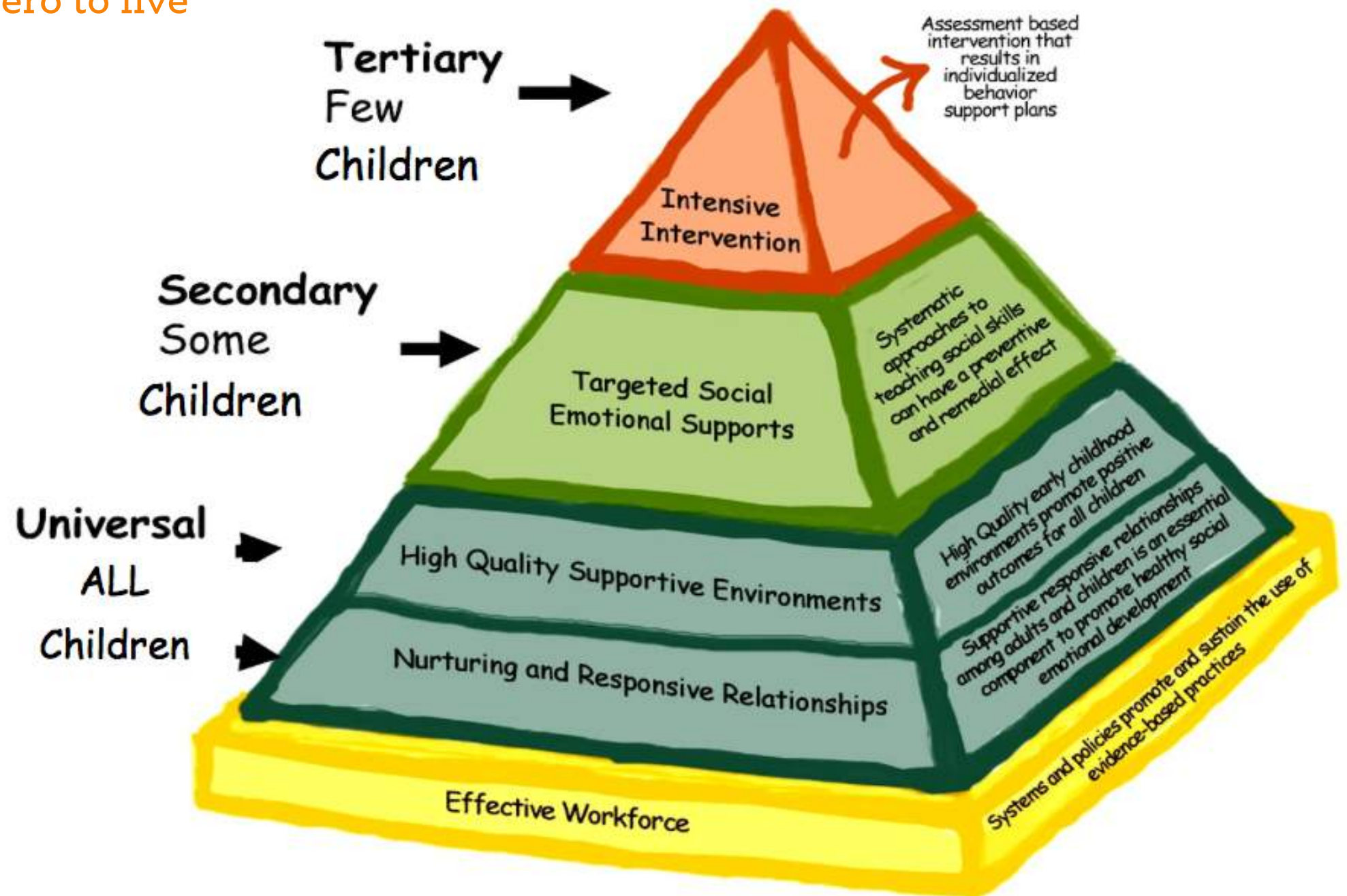
WHY IS SOCIAL EMOTIONAL COMPETENCE IMPORTANT?

Early care and education systems that **implement classroom based social emotional strategies** report higher job satisfaction ratings and lower staff turnover.



PROGRAMWIDE POSITIVE BEHAVIORAL INTERVENTION SUPPORTS

Focused on pre-school environments for zero to five



SCHOOLWIDE POSITIVE BEHAVIORAL INTERVENTION SUPPORTS

Focused on K-12 environments

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports

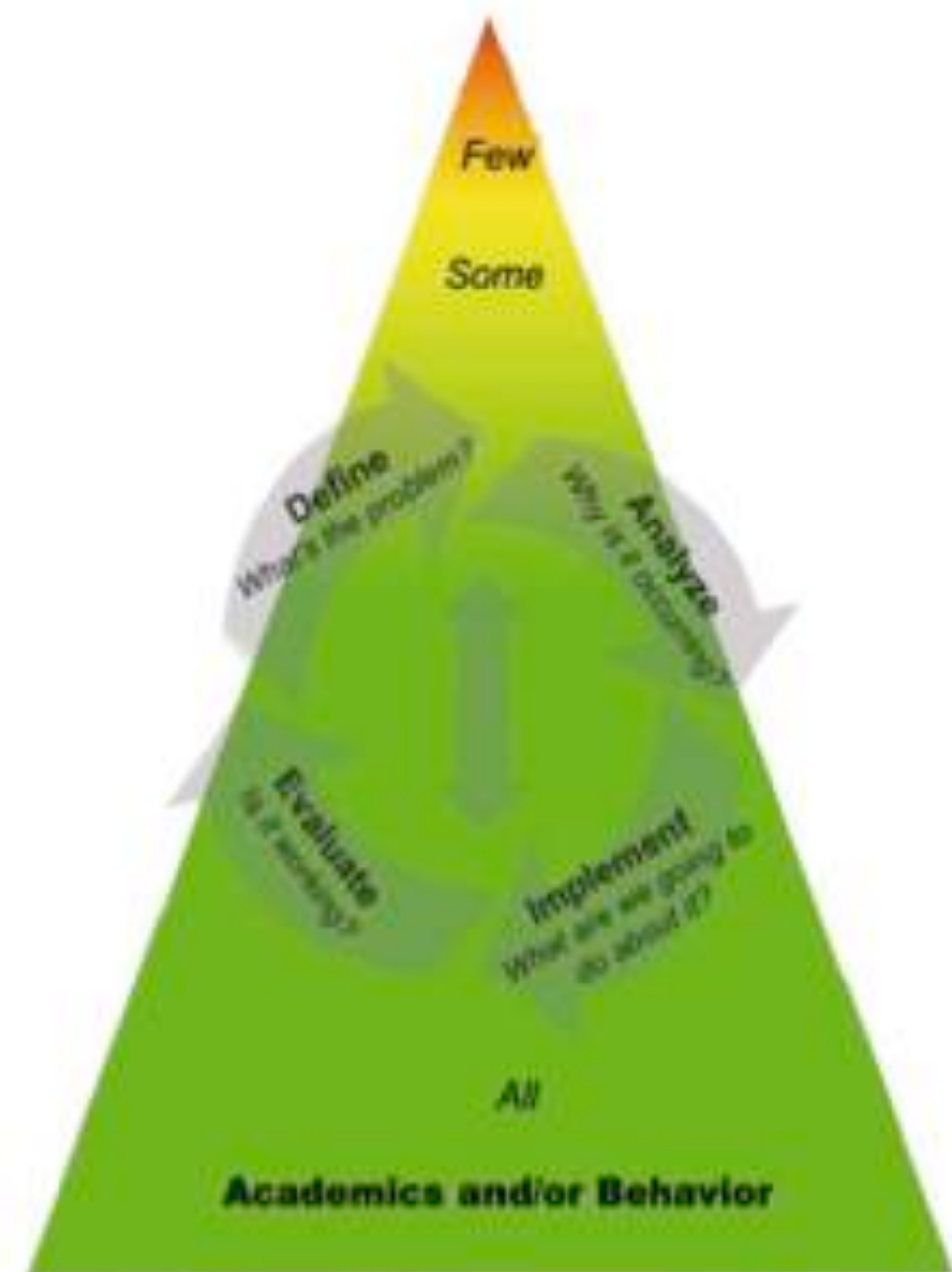
The most intense instruction and intervention based on individual student need, in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports

More targeted instruction/intervention and supplemental support, in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports

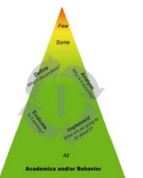
General academic and behavior instruction and support provided to all students in all settings.





PROGRAMWIDE POSITIVE BEHAVIORAL INTERVENTION SUPPORTS

- Birth-age 5
- Focused on social, emotional and behavior development to prevent/respond to challenging behavior
- Classroom implementation
- Implementation with fidelity relies on 9 critical elements with emphasis on classroom practice-based coaching
- Social emotional learning strategies taught as part of the pyramid practices
- All three tiers implemented together in a layered approach
- Acknowledgement system is on-going, positive feedback to both individual children and whole group



SCHOOLWIDE POSITIVE BEHAVIORAL INTERVENTION SUPPORTS

- K-12th grade
- Focus on preventative/proactive practices to improve school climate
- Starts with building a foundation using school-wide implementation and then layers classroom support based on need
- Implementation with fidelity relies on 10 critical elements
- Social skills instruction occurs through teaching of expectations and rules
- Three tiered continuum—school/class, groups, individuals students
- Acknowledgment system includes group and individual components

EARLY LEARNING CLIMATE PROTOTYPE

EARLY EDUCATION SUCCESS THROUGH POSITIVE LEARNING CLIMATES:
ALIGNING EARLY LEARNING AND SCHOOL CLIMATE FRAMEWORKS TO
INCREASE THIRD GRADE READING PROFICIENCY



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0-5

PreK-5th grade
(with particular
emphasis on
PreK-3rd grade)

K-12



Focused on social, emotional and behavior development to prevent/respond to challenging behavior

Focused on social, emotional and behavioral development strategies coupled with preventative/proactive practices to improve school climate

Focused on preventative/proactive practices to improve school climate



Classroom-based
implementation

Simultaneous
school-wide
implementation and
classroom coaching
of PreK-3rd grade
teachers

Starts with
building a
foundation using
school-wide
implementation
and then layers
classroom
support based
on need



Implementation
with fidelity
relies on 9
critical elements
with emphasis on
classroom
practice-based
coaching

Implementation with
fidelity relies on
combination of 10 critical
SW-PBIS elements, select
early learning critical
elements, and classroom
practice-based coaching
observations

Implementation
with fidelity
relies on
10 critical
elements



Social emotional
learning
strategies taught
as part of the
pyramid
practices

School staff and teachers
are trained on classroom
management strategies for
all students as well as social
emotional, developmentally
appropriate pyramid
practice to assist
early learners

Social skills
instruction
occurs through
teaching of
expectations
and rules



All three tiers
implemented
together in a
layered
approach

Tiers one and two of PW-
PBIS are implemented
within tier one of the SW-
PBIS framework to address
individual needs of early
learners as well as overall
school climate

Three tiered
continuum—
school/class,
groups, and
individuals
students



Acknowledgement system is ongoing, positive feedback to both individual children and whole group

Acknowledgement system takes root in positive descriptive feedback and group/classroom rewards; individual rewards may take place for 1st-5th grade children

Acknowledgment system includes group and individual components



Tiered
system of
support
framework



Tiered
system of
support
framework

Focus on
positive
learning
climates



Tiered
system of
support
framework

Focus on
positive
learning
climates



Focus on
prevention

Tiered
system of
support
framework

Focus on
positive
learning
climates



Focus on
prevention

Define
and teach
expectations
and rules

Tiered
system of
support
framework

Focus on
positive
learning
climates



Use
positive
language

Focus on
prevention

Define
and teach
expectations
and rules

Tiered
system of
support
framework

Focus on
positive
learning
climates

Family
engagement



Focus on
prevention

Use
positive
language

Define
and teach
expectations
and rules

Systems in
place to
acknowledge
students

Tiered
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Use
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Data-based
decision
making

Define
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Use
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Data-based
decision
making

Define
and teach
expectations
and rules

Team
process and
facilitated
leadership

Systems in
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Tiered
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Focus on
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climates

Family
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Admin
participation
and support



Focus on
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Training
& coaching
support

Use
positive
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Data-based
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Team
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Systems in
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Capacity
building

Family
engagement

Focus on
positive
learning
climates

Admin
participation
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Training
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Use
positive
language

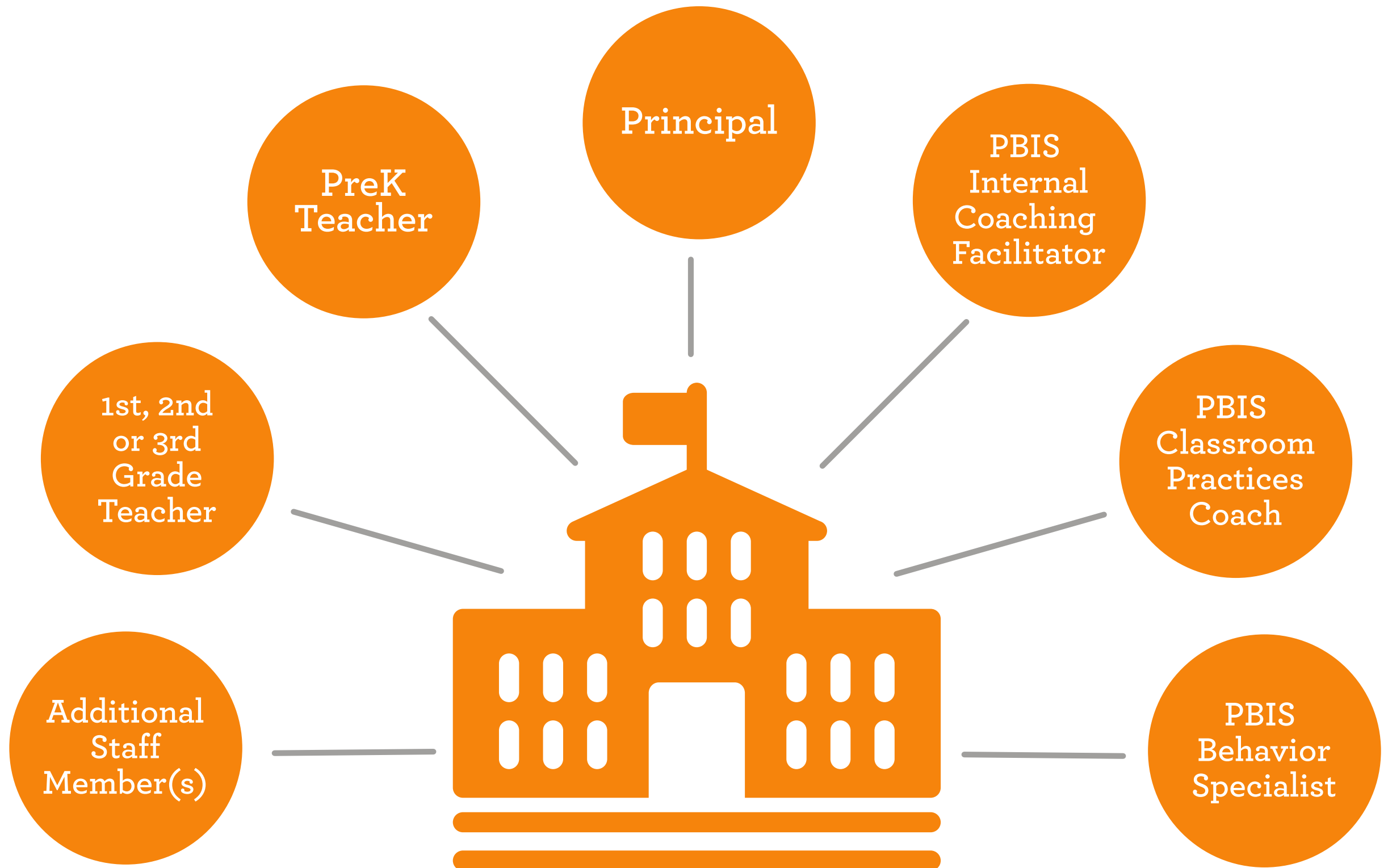
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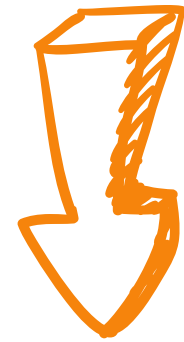
Team
process and
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leadership

SCHOOL LEADERSHIP TEAM



INTERNAL COACHING FACILITATOR

- Team leader
- Ensures the team meets monthly
- Ensures team uses data for decision making
- Go-to person for school-wide PBIS implementation
- Ensures equal distribution of roles and responsibilities of all members on the team



CLASSROOM PRACTICES COACH

- Mentors teachers in implementation of classroom practices
- Works with PBIS school leadership team to ensure ongoing support of the classroom teachers
- Provides classroom technical assistance and coaching (observation + feedback)
- Develops strong relationships with teachers
- Helps teachers develop individual action plans



BEHAVIOR SPECIALIST

- Supports the development and implementation of behavior support planning for children experiencing challenging behavior in PreK-3rd
- Facilitates team planning to determine individualized prevention, intervention and responding strategies



CHILDCARE CENTER TEAM



BOTH THE SCHOOL LEADERSHIP TEAM & CHILDCARE CENTER TEAM:

- Tracks minor and major behavior incidents happening throughout the classrooms, centers, and schools
- Makes data-based decisions on how to adjust environments, routines, transitions
- Equips educators with necessary strategies on how to address various reoccurring behaviors in students
- Provides additional supports for additional challenging behaviors
- Meets monthly to analyze data and make educated decisions on the best course of action to support students



WHAT NEEDS TO BE DONE

THINKING, CONVERSING ABOUT AND
ADDRESSING POPULATION-BASED
ISSUES NEEDS TO SHIFT

FROM A MINDSET OF:
SECTOR-BASED
DISCIPLINE-BASED
PROJECT-BASED



TO A MINDSET OF:
COLLABORATION
INCLUSIVITY
ACTION