PreK
(Birth-Age 5)

Program-wide PBIS, the pyramid model

- Birth-age 5
- Focused on social, emotional, and behavior development to prevent or 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 are taught as part of the Pyramid Model Practices
- All three tiers of the pyramid are implemented together in the classroom or program environment based on student need
- Acknowledgment system is on-going, positive feedback to both individual children and whole group

PreK-Grade 3
(Age 5-8)

- PreK-3rd grade (with application PreK-5th grade)
- Focused on social, emotional, and behavioral development strategies coupled with preventative and proactive practices to improve school climate
- Simultaneous school-wide implementation and classroom coaching of PreK-3rd grade teachers
- Implementation with fidelity relies on combination of 10 critical SW-PBIS elements, select early learning critical elements, and classroom practice-based coaching observations
- 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
- All three tiers of the 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
- Acknowledgment system takes root in positive descriptive feedback and group or classroom rewards; individual rewards may take place for 1st-5th grade children

K-12
(Age 5-18)

School-wide PBIS

- 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 or class, groups, individuals students
- Acknowledgment system includes group and individual components

Start with the Heart represents an approach to implementing one of the critical pillars of the Get Georgia Reading Campaign: positive learning climate. To see how all four pillars help children on a path to reading proficiently by the end of third grade visit getgeorgiareading.org
1. **Goal is to Change Adult Behavior**
   by exhibiting positive adult-child interactions

   - Provide warm, responsive physical contact
   - Use a pleasant, calm voice and simple language
   - State the behavior you’d like to see, and encourage it
   - Listen to the child and encourage them to listen to others
   - Great children by their name
   - Acknowledge the child’s accomplishments and efforts
   - Engage in one-on-one reciprocal interactions, at eye-level
   - Follow the child’s lead and interests during play time

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

   - When a child doesn’t know how to walk, we teach them.
   - When a child doesn’t know how to tie their shoes, we teach them.
   - When a child doesn’t know how to read, we teach them.

   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 refame your perception of their actions

   Instead of saying, “She’s so clingy.” Reframe: “She might be slow to warm up to new people, especially in a new setting.”

   Challenging behavior usually has a message.
   Children often use challenging behavior when they don’t have the social or communication skills they need to engage in more appropriate interactions.

4. **Model and Teach Behavior**
   and then practice, practice, practice

   **Demonstrate the behavior skills you wish to see:**
   - Self Awareness
   - Social Agility
   - Empathizing
   - Resilience
   - 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

   By tracking behavior, teachers and parents can better identify and prepare and adapt to situations or environments that trigger challenging behavior. Note how many times the behavior occurs in a given period of time and record the answers to the following questions:

<table>
<thead>
<tr>
<th>What is the behavior?</th>
<th>What is the context?</th>
<th>What is the motivation?</th>
<th>What is your response?</th>
</tr>
</thead>
<tbody>
<tr>
<td>physical aggression</td>
<td>time of day</td>
<td>obtain item</td>
<td>offer choice</td>
</tr>
<tr>
<td>inconsolable crying</td>
<td>activity (meal time)</td>
<td>obtain attention</td>
<td>physical guidance</td>
</tr>
<tr>
<td>defiance</td>
<td>transition (before nap)</td>
<td>avoid activity</td>
<td>offer choice</td>
</tr>
<tr>
<td></td>
<td>around strangers</td>
<td>avoid sensory</td>
<td></td>
</tr>
</tbody>
</table>

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Part 1: Nurturing and Responsive Relationships

The essential foundation to healthy social development: relationships that are responsive, consistent and nurturing benefit the developing child in many ways:

- Influence emotional, cognitive and social development
- Help reduce the frequency of behavior problems
- Develop secure relationships with other adults
- Develop good peer relationships
- Develop positive self-esteem

“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

Step One:
Create Positive Adult-Child Interactions

- Engage in one-on-one interactions, at eye level
- Listen to children and encourage them to listen to others
- Follow the child’s lead and interests during play

Step Two:
Maintain a 5:1 Ratio of Positive to Negative Interactions

Make lots of positive interaction “deposits”

- Greet every child at the door by name
- Give hugs, and high fives for accomplishing tasks
- Praise a child to their parent in front of them

Take very few negative interaction “withdrawals”

- Using a loud voice
- Giving negative commands
- Making demands or giving directions

Step Three:
Reframe Challenging Behavior

Instead of saying:

- “She’s so clingy.”
- “She might be slow to warm up to new people, especially in a new setting.”

Reframe the child’s behavior as a response to her environment:

Instead of saying:

- “I have to watch him like a hawk.”
- “He is very active and may not understand my expectations about staying with the group.”

Reframe with:

- In framing challenging behavior, do not come up with the solutions but rather restate the behaviors to make them more manageable.

Strategies here provided by SW-PBIS and PW-PBIS frameworks.

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Part 2: Creating High Quality Supportive Environments

Step One: Teach Behavior Expectations and Rules

**EXPECTATIONS** brand positively stated guidelines that prepare children for success in life. They will apply to all children across all settings.

1. BE RESPECTFUL
2. BE SAFE
3. BE A TEAM PLAYER

**RULES** state specific behaviors in specific settings that are observable and measurable. Rules clarify expectations for all common areas.

1. TAKE TURNS (BE RESPECTFUL)
2. SIT TO SLIDE AND SWING (BE SAFE)
3. PUT AWAY PLAY EQUIPMENT (BE A TEAM PLAYER)

Step Two: Design Environments that Promote Engagement

**ASK YOURSELF:**

- How the environment can be arranged to prevent problem behavior?
- How can we minimize obstacles and other hazards?
- Have we considered the needs of children with physical and sensory disabilities?
- Can children use visual and environmental cues to know what to do?

- Use photos with labels
- Provide choices
- Use visuals that show children what to do
- Create clear boundaries and traffic patterns
- Consider the size and location of centers
- Use labels, color coding, verbal and visual cues
- Consider organization of materials
- Use child-size furniture that “fits”
- Use predictable seating arrangements
- Minimize large open spaces

Step Three: Plan for and Teach Transitions and Schedules

- Develop a schedule that promotes child engagement and success
- Balance activities (active vs. quiet, small group vs. large group, adult-directed vs. child-directed)
- Structure activities so there is a clear beginning, middle and end

Strategies here provided by SW-PBIS and PW-PBIS frameworks. Start with the Heart represents an approach to implementing one of the critical pillars of the Get Georgia Reading Campaign: positive learning climate. To see how all four pillars help children on a path to reading proficiently by the end of third grade visit getgeorgiareading.org
Part 3: Providing Targeted Social Emotional Supports

Children need key social emotional skills as they enter school and develop throughout life:

- Confidence
- Capacity to develop good relationships with peers and adults
- Concentration and persistence on challenging tasks
- Ability to effectively communicate emotions
- Ability to be attentive and listen to instructions
- Ability to solve social problems

Step One: Teach and Encourage Friendship Skills

- Giving suggestions (organize play)
- Sharing and taking turns (reciprocity)
- Being helpful (assists)
- Giving compliments
- Beginning to empathize

Adults can promote social interaction among children by:

- Creating opportunities for children to interact regularly
- Modeling friendship skills and demonstrating the appropriate behavior.
- Encouraging eye contact and engagement
- Arranging materials and environment to promote social interaction

Step Two: Teach Problem-Solving

Children need assistance learning problem-solving skills such as:

- Thinking of alternative solutions
- Learning to evaluate solutions
- Learning that solutions have consequences
- Figuring out what to do when a solution doesn’t work

“What would you do if…”

Adults can teach these steps through role play

Support problem-solving in the moment by:

- Anticipating problems
- Seeking proximity
- Supporting
- Encouraging
- Promoting

Step Three: Develop Social Emotional Literacy

Emotional literacy is the ability to identify, understand, and express emotions in a healthy way.

**CHILDREN NEED TO:**
- Recognize emotions in oneself and others
- Understand appropriate ways to express emotions
- Recognize and express feelings and use self-regulation

**ADULTS CAN TEACH BY:**
- Direct teaching (“use these words and emotions”)
- Indirect teaching (labeling)
- Adult modeling and acknowledgement
- Use of songs, books, pictures, and games

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