



**START
WITH THE
HEART**

GEORGIA'S EARLY LEARNING CLIMATE ALIGNED INITIATIVE

FOR SEAMLESS CLASSROOM-BASED SOCIAL EMOTIONAL SUPPORTS FOR BIRTH-AGE 8

Existing



PreK
(Birth-Age 5)



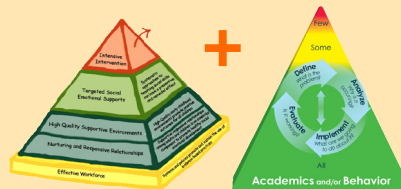
Program-wide PBIS,
the pyramid model

- 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

Aligned Model



PreK-Grade 3
(Age 5-8)

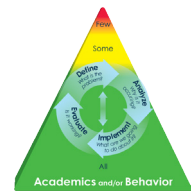


- PreK-3rd grade (with application PreK-5th grade)
- Focused on social, emotional and behavioral development strategies coupled with preventative and proactive practices to improve school climate
- Simultaneous school-wide implementation and classroom coaching of PreK-3rd grade teachers
- Implementation 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

Existing



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

5 MIND SHIFTS

REQUIRED TO CREATE POSITIVE EARLY LEARNING CLIMATES

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



Goal is to Change Adult Behavior

by exhibiting positive adult-child interactions

1

- 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

- Greet 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.


Be proactive, not reactive to behavior.

Look for the teachable moment and prevent a meltdown by intentionally teaching behavior.



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 «

via Tom Herner



You hurt my feelings.

I need some attention.

I am over stimulated.

I am bored.

I'm sad.

Understand a Child's Behavior May Be a Reflection of Something Deeper

and reframe your perception of their actions

3

Instead of saying, "She's so clingy." reframe the child's behavior as a response to her environment.

➔ Rephrase: "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:

8x



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

via Harry Wong



Self Management



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:

What is the behavior?	What is the context?	What is the motivation?	What is your response?
physical aggression inconsolable crying tantrums defiance 	time of day activity (meal time) transition (before nap) around strangers 	obtain item obtain attention avoid activity avoid sensory 	verbal reminder provide comfort physical guidance offer choice 

How to Build Positive Social Emotional Engagement with Early Learners

Children who have a strong social emotional foundation experience:



More Academic Success



Fewer Negative Interactions with Adults



More Friendships with Peers

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



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.”

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

“She might be slow to warm up to new people, especially in a new setting.”

Instead of saying:



“I have to watch him like a hawk.”

Reframe with:

“He is very active and may not understand my expectations about staying with the group.”

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



START WITH THE HEART



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.



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

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

- 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



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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



Encouraging eye contact and engagement

Modeling friendship skills and demonstrating the appropriate behavior.



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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