D12: Promoting Social Emotional Competence in the Preschool Classroom: Powerful Teaching Practices that Every Early Educator Should Know & Use

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*Key Words: Early Childhood, Social Skills, Classroom*
AGENDA

- Review the Pyramid Model of Support for PBIS in early childhood education
- Identify practical strategies to engage young learners
- Understand how school-wide PBIS efforts are blended within the Pyramid Model

Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

- Where are we in our implementation?
- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?
Where are you in the implementation process?
Adapted from Fixsen & Blase, 2005

**Exploration & Adoption**
- We think we know what we need so we are planning to move forward (evidence-based)

**Installation**
- Let’s make sure we’re ready to implement (capacity infrastructure)

**Initial Implementation**
- Let’s give it a try & evaluate (demonstration)

**Full Implementation**
- That worked, let’s do it for real and implement all tiers across all schools (investment)
- Let’s make it our way of doing business & sustain implementation (institutionalized use)

**Leadership Team Action Planning Worksheets: Steps**

**Self-Assessment: Accomplishments & Priorities**
- Leadership Team Action Planning Worksheet

**Session Assignments & Notes: High Priorities**
- Team Member Note-Taking Worksheet

**Action Planning: Enhancements & Improvements**
- Leadership Team Action Planning Worksheet
Young Children with Challenging Behavior

• It begins early
  – Between 10-30% of preschool students are not behaviorally and emotionally ready to succeed in school

• Early problem behavior is predictive of future challenges
  – Best predictor of delinquency in adolescence, gang membership, incarceration

It’s about play…

• Instruction is embedded within play and routine activities
• Major focus is to facilitate peer social interaction and concept development
• Instructional activities are brief and concrete
  – How social skills are taught, the concepts of rules and expectations
Pyramid Model

A Framework of Evidence-Based Practices

Nurturing and Responsive Relationships

- Foundation of the Pyramid
- Essential to healthy social development
- Includes relationships with children, families and team members
High Quality Environments

- Inclusive early care and education environments
- Comprehensive system of curriculum, assessment, and program evaluation
- Environmental design, instructional materials, scheduling, child guidance, and teacher interactions that meet high quality practices as described by NAEYC and DEC

Targeted Social Emotional Supports

- Self-regulation, expressing and understanding emotions, problem solving, developing social relationships
- Explicit instruction
- Increased opportunities for instruction, practice, feedback
- Family partnerships
- Progress monitoring and data-based decision-making
Individualized Intensive Interventions

- Comprehensive interventions across all settings including home and community
- Assessment-based
- Collaborative team
- Skill-building

Pivotal Practices: Structure the Environment for Success!

*Smallest Investment for Greatest Gain*
High Quality Supportive Environments

Engagement for every child!

- Supports the social emotional needs
- Encourages responsive care from adults
- Uses visual and environmental cues
- Is developmentally appropriate

Greeting Choice
Environmental Cues

Environmental Cues with Wiggle Room
Limit Number of Children in Centers

Schedules and Routines

Develop a schedule that promotes child engagement and success.

• Balance activities:
  − active and quiet
  − small group and large group
  − teacher-directed and child-directed

• Structure activities so there is a clear beginning, middle and end
Schedules and Routines

• Teach children the schedule
• Establish a routine and follow it consistently
• Teach children the expectations of each routine
• When changes are necessary, prepare children ahead of time
• Provide children who have difficulty with following the schedule with individualized support

Teach with Visual Schedules
Morning Meeting Mini-Schedule

Individual Schedule
Large Group Activities

- Planning the activity
  - Consider the length
  - Be clear about the purpose and goals of the activities
  - Use circle time to teach new things

- Implementing the activity
  - Provide opportunities for all children to be actively involved
  - Assign jobs to children
  - Vary your speech and intonation patterns
  - Have children lead activities
  - Pay attention to children’s behavior

Structuring Large Group
Small Group Activities

• Importance of small group activities
  – Skill building
  – Individualized attention

• Planning and implementing
  – Be clear about the goal
  – Use peers as models
  – Ensure participation by all children
  – Make them fun
  – Provide feedback throughout
Pivotal Practices: Transitions

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An Ounce of Prevention:
Transition Cues

- Can be auditory combined with object/picture
- Orients the child
- Acts as a reminder of what’s next
- Helps child go from one location to another
- Allows for predictability and sense of control
- Helps eliminate “dead-time”
Transition with Choices

Outside Line Up

Environmental visual cues assist children on where to stand in line and where to stop.
Turn-Taking at Centers

Teach children what to do when they want to play at a center but the center is full.

Timers

Great tools for helping children know when the time is up; transition warnings and cues.
Pivotal Practices: Providing Directions, Rules and Expectations

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Expectations

*Be a Friend Be Safe*
Getting on the same page!

Lincoln Elementary Leadership Team has developed these expectations. 

*What can EC teachers do?*

- Positive Attitude
- Respectful Behavior
- Independent Thinking
- Dedication to Safety
- Engaged in Learning

Here’s What EC teachers can do?

Expectation Posters

- LITTLE LIONS
- Show Respect
- Stay Safe
# Expectation/Rules Matrix

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Classroom</th>
<th>Playground</th>
<th>Hallway</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Show Respect</strong></td>
<td>Soft Touch</td>
<td>Take Turns</td>
<td>Inside Voice</td>
</tr>
<tr>
<td><strong>Stay Safe</strong></td>
<td>Walking Feet</td>
<td>Sit on Bikes, Slide, and Swings</td>
<td>Walking Feet</td>
</tr>
</tbody>
</table>

## Outside Rules

1. We let ALL bugs and animals live.
2. We use gentle words and hands.
3. We use our looking eyes.
4. We share and take turns with our friends.
Promoting the Expectations

Promoting the Expectations
Acknowledging Expectations and Rules!

Good News Post Cards!
Tickets and Tokens

• Some schools use tickets and tokens to motivate students to follow the rules
  – Very young children might not understand that the ticket/token leads to the reward

• Loss of tickets and tokens to motivate appropriate behavior
  – The loss of an item for a young child is unlikely to be effective in teaching the social rule. This is an approach that is only effective when students understand rules well and can be expected to have consistent and socially mature behavior

Reframing Tickets and Tokens

• Develop system for your class to earn whole school rewards that are concrete and meaningful (e.g., feathers on the eagle and when they are all in place, the class participates in the school ice cream party)

• Avoid including an element that involves taking away for rule infractions

• Give all children a chance to earn, so that all children experience success

• Use the opportunity to reward as the opportunity to emphasize the rule and reinforce appropriate behavior

• When providing individual acknowledgement for child engagement in a behavior, quickly scan the group and acknowledge additional children as well
Children Demonstrating Classroom Rules: Video 1.13

Pivotal Practices:
Teaching Social Skills and Emotional Competencies
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Teach Me What to Do Instead

• Friendship skills
• Following rules, routines and directions
• Identifying feelings in self and others
• Controlling anger and impulse
• Problem solving

Friendship Skills

• Gives suggestions (play organizers)
• Shares toys and other materials
• Takes turns (reciprocity)
• Is helpful (assists)
• Affectionate
• Give compliments
• Understands how and when to give an apology
• Begins to empathize
4 Steps of Initiating Play

Step 1
I can tap my friend on the shoulder.

Step 2
I can say “let’s play!”

http://depts.washington.edu/hscenter/

4 Steps of Initiating Play

Step 3
I can gently take a friend by the hand.

Step 4
I can give my friend a toy that I want to share.

http://depts.washington.edu/hscenter/
Acknowledging Friendship Skills
Video 2.5

Emotional Literacy

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

On Monday When it Rained

Glad Monster
Sad Monster

Hands Are Not for Hitting

http://csefel.vanderbilt.edu/resources/strategies.html

Teaching Self-Regulation

Hug Something

Count to Ten

Chair Pushups

http://depts.washington.edu/hscenter/classroom-visuals
Controlling Anger and Impulse

• Recognizing that anger can interfere with problem solving
• Learning how to recognize anger in oneself and others
• Learning how to calm down
• Understanding appropriate ways to express anger

Turtle Technique

Recognize that you feel angry.

Go into shell. Take 3 deep breaths. And think calm, coping thoughts.

“Think” Stop.

Come out of shell when calm and think of a solution.
Teaching Tucker the Turtle:

Problem Solving Steps

Would it be safe?
Would it be fair?
How would everyone feel?
The Solution Kit

- Get a teacher
- Ask nicely
- Ignore
- Play together
- Say, “Please stop.”
- Say, “Please.”
- Share
- Trade
- Wait and take turns
- Use a timer

Sample Solution Kit
Sample Target Skills

• Greet peers or adults
• Play next to other children without difficulty
• Explore new environment, object, toy
• Try new task before seeking help
• Participate in simple turn-taking social games
• Accept changes in routines or settings when prepared
• Communicate when needing help
• Identify emotions in self
• Identify emotions in others
• Initiate problem solving to resolve peer or situational conflict
• Share and takes turns with peers
• Calm self when upset
• Participate appropriately in group activity
• Separate from caregiver without distress
• Wait for turn during large group activities
• Follow adult direction
• Follow routine and rules
• Initiate activity with peers
• And more………………

Individualizing Instruction

• Identify skills to target
• Provide individualized supports and adaptations
• Provide systematic instruction
• Embed instruction within routine and planned activities
• Drive up the number of learning opportunities
Pivotal Practices: Responding to Challenging Behavior
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Individualized Positive Behavior Support

• Convene a team
• Conduct functional assessment
• Identify hypotheses
• Develop behavior support plan for all relevant environments
Essential Responses

- Developmentally appropriate child guidance procedures (e.g., redirect, ignore)
- State expected behavior or teach alternative
- Attention back to child once child begins to behave appropriately

Other responses

- Remind child of posted behavior expectations
- Natural or logical consequence with follow-through
- Problem solving or self regulation support
Resources

Center on the Social and Emotional Foundations for Early Learning
www.vanderbilt.edu/csefel/

Technical Assistance Center on Social Emotional Intervention
www.challengingbehavior.org
PreK on Board

• Input and Teaming
  – PreK as member on district team
  – PreK practitioner on school team

• Acknowledge Differences

• Adjust Expectations
  – Tangible reward
  – Major/Minor rules and procedures

• Provide Training and Support

• Use Appropriate Measures and Tools

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