
Chardon Tiny Toppers
PBIS

Be Safe
Be Kind
Try Your Best

#WeAreChardon



Today's Agenda



- General Information about Chardon Tiny Topper Preschool
- Professional Development
- Leadership Team
- Developing Expectations / Matrix
- Instructional Plan
- Acknowledgement
- Challenging Behaviors
- Data Driven Decision Making
- Resources
- Contacts



About Chardon Tiny Topper Preschool

- Chardon started the Tiny Topper Preschool in 2018-2019.
- The preschool houses 3 AM/PM integrated classrooms and 2 all day special education classrooms
- During year 1 (2019-2020) of implementation of PBIS, the preschool had 87 preschoolers in the program
- The entire preschool staff was trained in all of the Tier 1 PBIS Modules
- All of the buildings in Chardon are implementing PBIS at some level
- Maple is home to Chardon Kindergarten for the 2020-2021 school year



Professional Development

Creating the Plan

August 19 -	Introduction to PBIS Module 1 Developing a Leadership Team , Relationships and Environments
August 20 - work	Module 2 Developing Program Wide Expectations and session
September 30 -	Module 3 Teaching Expectations Across All Settings
November 1	Module 4 Acknowledgement System
February 21	Module 5 Responding to Challenging Behavior
March 20 -	Module 6 Data Based Decision Making



The leadership team identifies professional development needs relating to PBIS and related topics through data collected at staff meetings and an annual survey. In addition, data gathered through implementing the program is used to identify topics and areas for professional growth.

At the beginning of each school year, a training is held with the purpose of reviewing the PBIS program and the implementation of the plan. Throughout the school year, the PBIS leadership team provides updates to the staff during monthly staff meetings.

Meetings

One [meeting](#) a month

Roles assigned for the meeting - This helps to stay on task

Review of the action plan and TFI to monitor progress and implementation

Each member has a binder that holds agendas, meeting minutes and reference materials

At the end of each meeting, the team reviews action items and sets the agenda for the next meeting

Data is reviewed at each meeting during the school year (BIRS, Celebrations, Parent Feedback)

Information is shared with all staff by the staff liaison and to parents via the parent liaison

Developing Expectations / Rubric

Tiny Toppers PBIS Matrix

Location	Be Safe	Be Kind	Try Your Best
Classroom	Hands and feet to self Body in the group /Stand in Line Listening Ears	Take turns Help others	Ask for help Work Hard (I can/finish your work)
Hallway	Walking Feet Body in the group Hands and Feet to self	Quiet voices Greet others (smile and wave)	Take care of your own belongings
Gym	Safe hands and feet Listening ears Stay in your play space	Invite others to play Share toys Take turns	Try something new
Jumping Room	Safe hands and feet Listening ears	Invite others to play Share toys Take Turns	Try something new
Bathroom	Wash hands Wait in line	Knock on door first	First try then ask for help
Bus	Quiet voices Hands and feet to self Seatbelts On	Greet the driver and aide (Smile-Say Hello) *Listening ears	
Playground	Safe hands and feet Listening ears Body in the group	Invite others to play Share toys Take turns	Try something new

Posters

Tiny Topper Promise—Classroom

Be Safe

- Hands and Feet to Self



- Walking Feet



- Listening Ears



Tiny Topper Promise—Classroom

Be Kind

- Take Turns



- Helping Others



Tiny Topper Promise—Classroom

Try Your Best

- Ask For Help



- Work Hard



Tiny Topper Promise—Hallway

Be Safe

- Hands and Feet to Self



- Walking Feet



- Stay With the Group



Tiny Topper Promise—Hallway

Be Kind

- Quiet Voices



- Greet Others



Tiny Topper Promise—Hallway

Try Your Best

- Take Care of Your Own Belongings



Instructional Planning

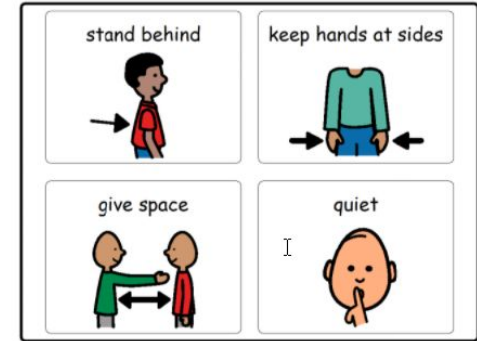
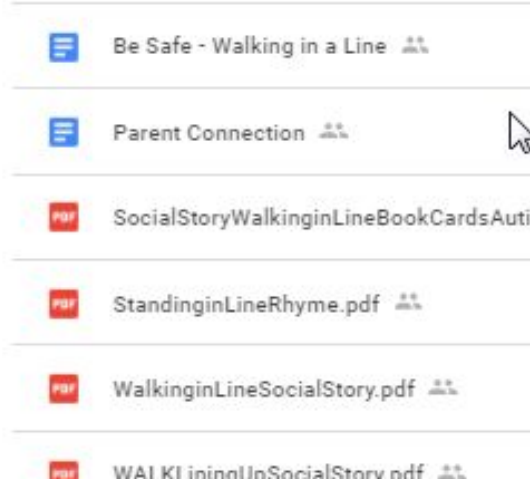
PBIS Pacing Guide



Week	Routine / Setting Be Safe, Be Kind Try your Best	Who is responsible for teaching:	Curriculum / Teaching Resource
1		Lead Teacher / Ed. Assistant / Related Service Provider	
2	Be Safe - Washing Hands	Lead Teacher / Ed. Assistant / Related Service Provider	Google File PBIS Be Safe: Wash Hands
3	Be Safe Waiting In Line	Lead Teacher / Ed. Assistant / Related Service Provider	
4	Be Safe Using Walking Feet	Lead Teacher / Ed. Assistant / Related Service Provider	
5	Be Safe Listening Ears	Lead Teacher / Ed. Assistant / Related Service Provider	
6	Be Safe Hands and Feet to Self	Lead Teacher / Ed. Assistant / Related Service Provider	

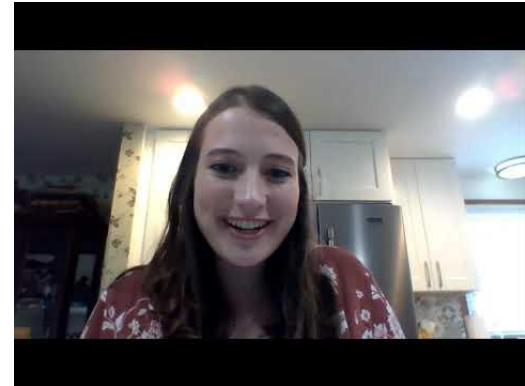
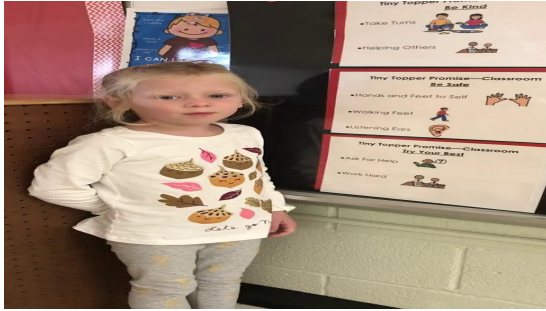
Instructional Planning

Google Folder for each lesson:



- When we walk in line I can:
1. Stand behind the leader.
 2. Keep my hands by my side.
 3. Give my friends a little space.
 4. Be quiet in the hallways.

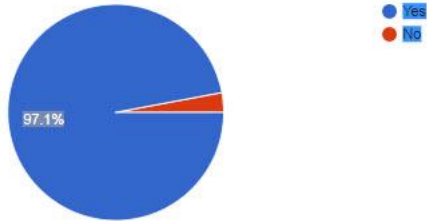
Instructional Planning



Fidelity Check

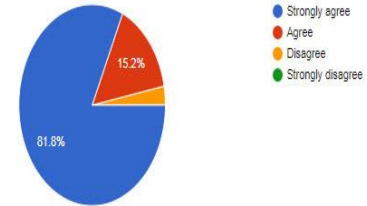
I have been informed about the school's Positive Behavior Support Program (PBIS) or the Tiny Topper Promises? (Be Safe, Be Kind, Try Your Best)

34 responses



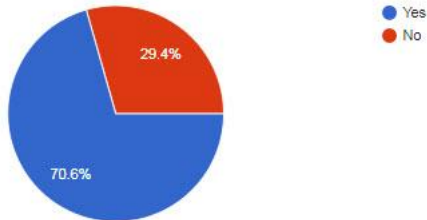
I feel the Tiny Topper Preschool provides opportunities for my child to learn to Be Safe, Be Kind and to Try His/Her Best

33 responses



My child has talked about the Tiny Topper Promises at home? (Be Safe, Be Kind, Try Your Best)

34 responses



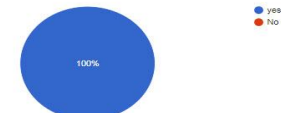
Name the Tiny Topper Promises (without looking :)

10 responses



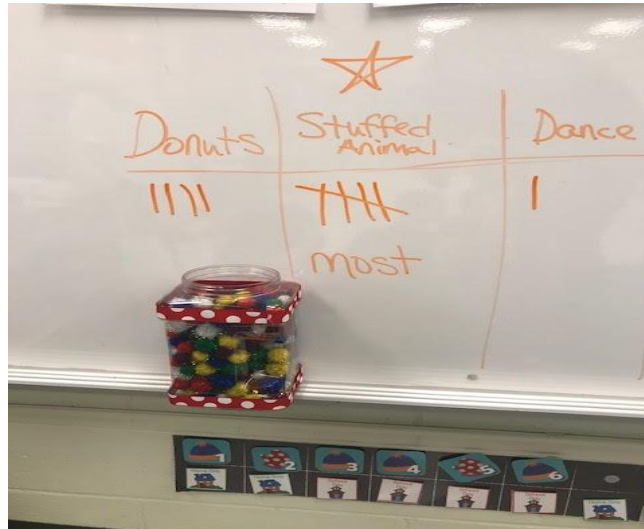
The PBIS team keeps me updated about how I should be implementing the program with fidelity.

10 responses



Acknowledgement System

Staff use specific language when acknowledging behavior. For example, “I like the way you are being safe by using walking feet in the hallway.” In addition to the specific language, students are given a “**Promise Puff**” (pom pom) to put into the classroom jar. Once the classroom bin is full, students and the teacher agree upon a celebration activity to acknowledge the behavior of the entire class.



Challenging Behaviors

Definitions of Challenging Behaviors

1. **Physical aggression**- forceful physical actions directed toward adults or peers that may result in physical contact and injury (ie: *biting, hitting, kicking, spitting, pinching, throwing objects, striking and pulling hair, crashing into items/peers, licking/chewing inappropriate materials*)
2. **Hurting self** (Self-injury)- physical actions directed toward oneself which may result in physical injury (ie: *hitting, scratching, skin picking, biting, pinching, head-banging oneself, crashing into something*).
3. **Disruption/tantrum**- an outburst or action that prevents learning, interferes with teaching, or disrupts the learning environment and persists despite an adult's request to stop or attempt to provide support (ie: *loud talking, yelling, screaming, repetitive noises, noise with materials, crying, throwing items, purposeful toileting, slamming doors, difficulty transitioning, dropping to the ground*).
4. **Verbal aggression/harassment/teasing**- the use of threatening, offensive or intimidating words directed toward a peer or adult (ie: *screaming, name calling, swearing, threats*).
5. **Non-compliance/ defiance/disrespect**- intentional and willful refusal to follow directions after the initial request is made directly to the child (ie: *disrobing, no response to specific directions, engages in activities other than what is directed, purposeful toileting, difficulty transitioning, leaving their assigned space*).
6. **Eloping**- the act of leaving a designated area of supervision boundary of play without permission and without responding to the requests of an adult to return. (ie. *run away always ahead of the group*)
7. **Break/ destroying items** (Property Damage)- purposeful actions directed toward items or property that may have destructive results (ie: *ripping books, knocking over shelves, throwing chairs, breaking items, writing on items, clearing the surface, licking/chewing inappropriate materials*).
8. **Social withdrawal/isolation**- nonparticipation in class activities or withdrawal from play or social interactions with peers or adults that interferes with the child's ability to learn and interact with other children that is outside the typical range of temperament (ie: *refusing to join activity, refusing to participate in activity, no eye contact, no conversation, selecting mutism, wanders aimlessly, "in own world"*).

Challenging Behaviors

Possible Motivation for a behavior:

- Obtain desired item
- Obtain desired activity
- Gain peer attention
- Gain adult attention
- Avoid peers
- Avoid adults
- Avoid tasks
- Avoid sensory
- Obtain sensory
- Don't know

Strategy/Response: (see box below)

This category refers to how the teacher responds after the behavior incident or the consequence that is delivered. Referring staff will mark the most intrusive or takes the teacher the most time to deliver.

Strategy/Response	Description
Verbal and/or visual reminder	Verbal (authoritative)/visual assistance given to help use target skills correctly (ie. Using countdown to transitions). Use of first/then schedules, prompt use of classroom schedule (we are <u>in circle</u> , then we have <u>snack</u>), timer, etc.
Choices	Child is given at least two options to choose from ie: Would you like to walk by yourself or would you like me to help you?
Planned Ignoring	Intentionally not reacting to a specific behavior.
Wait time	Give direction then wait 5-10 seconds
Move within group	Child can stay <u>with group</u> , but move to a different seat location. ie: child sits closer to

Challenging Behaviors

Behavior Incident Report

<p>Always complete a BIR when a child engages in the following kind of behaviors:</p> <ul style="list-style-type: none"> ◆ Physical aggression ◆ Self-injury ◆ Running Away ◆ Property Damage 	<p>Safe Challenging Behaviors:</p> <p>Also complete a BIR when a child continues to engage in problem behavior despite efforts to redirect to use alternative skills. On these occasions, complete the form for children who are persistent in problem behavior and their problem behavior appears to be unresponsive to the child guidance procedures you use in your classroom. I</p>
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Person Completing Form:	Student:
Date:	Time:

Challenging Behavior

Physical Aggression	Non-Compliance/ defiance / disrespect
Hurting Self	Eloping
Disruption/Tantrum	Break or destroy items
Verbal Aggression / Harassment / Teasing	Social Withdrawal / isolation
Other:	other:

Activity

Arrival	Circle / Large Group Activity
Small Group Activity	Individual Activity
Clean - up	Centers
Transitions	Snack - Lunch
Jumping Room	Gym
Dismissal	Playground
Therapy	Field Trip
Safety Drills	Bathroom
Blended Class Activity	Other:

Others Involved:

Refers to individuals who are directly affected by the incident. It does not include individuals who were merely present during the incident.

I	

Possible Motivation

Check One

All behavior serves a function. Refer to think about the level of the student.

Obtain desired item	Obtain desired activity
Gain peer attention	Gain adult attention
Avoid peers	Avoid adults
Avoid task	Avoid Sensory
Gain Sensory	Don't know

Strategy / Response

Mark the most intrusive or takes the teacher the most time to deliver.

Verbal and/or visual reminder	Choices
Planned ignoring	Wait time
Move within group	Acknowledge and help identify feelings
Calming strategy/ Sensory break	De-escalation methods
Reteach / practice expected behavior	Time with teacher
Provide physical comfort	Redirect to a different activity or toy
Remove item	Problem solving (with prompting)
Natural Consequences	Repeat request with consequence
Remove child from activity/area	Remove child from room/playground
Remove class from room	Other:

To Be Completed by Data Manager

Date Received:	Date Entered:
Followup:	

[Behavior Incident Report Data Sheet](#)

[Office Vs Staff Managed Discipline Flowchart](#)



What's Next

Tier 2 Training and Implementation for the preschool leadership team.

Implement Tier 1 with the Kinder Staff and Students at Maple this school year.

Continue to develop lessons relating to behavior expectations.

Resources

[Handbook](#)

[Tiny Topper Song](#)

[Matrix](#)

[Meeting Minutes Template](#)

[Behavior Incident Form](#)



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