

The slide features the Rypple logo (three interlocking circles) and the text 'Raising young people in positive learning environments' in the top left. In the top right is the Western Australian coat of arms and the text 'Department of Primary Industries and Regional Development' and 'GOVERNMENT OF WESTERN AUSTRALIA'. The main title 'RCCCDF Day 1 Session 3' is in large, bold, blue and green font. Below it, the subtitle 'Defining Expected Behaviours As A Care Community – Consistent Language for expectations, specific behaviours and routines' is in blue font. A note on the right states 'Supported by the State Government's Royalties for Regions program and the Department of Communities.' The footer includes the Rypple logo, the Western Australian coat of arms, the text 'This training is supported by the State Government's Royalties for Regions program and the Department of Communities.', and the website 'www.rypple.org.au'.

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RCCCDF Day 1 Session 3

Defining Expected Behaviours As A Care Community – Consistent Language for expectations, specific behaviours and routines

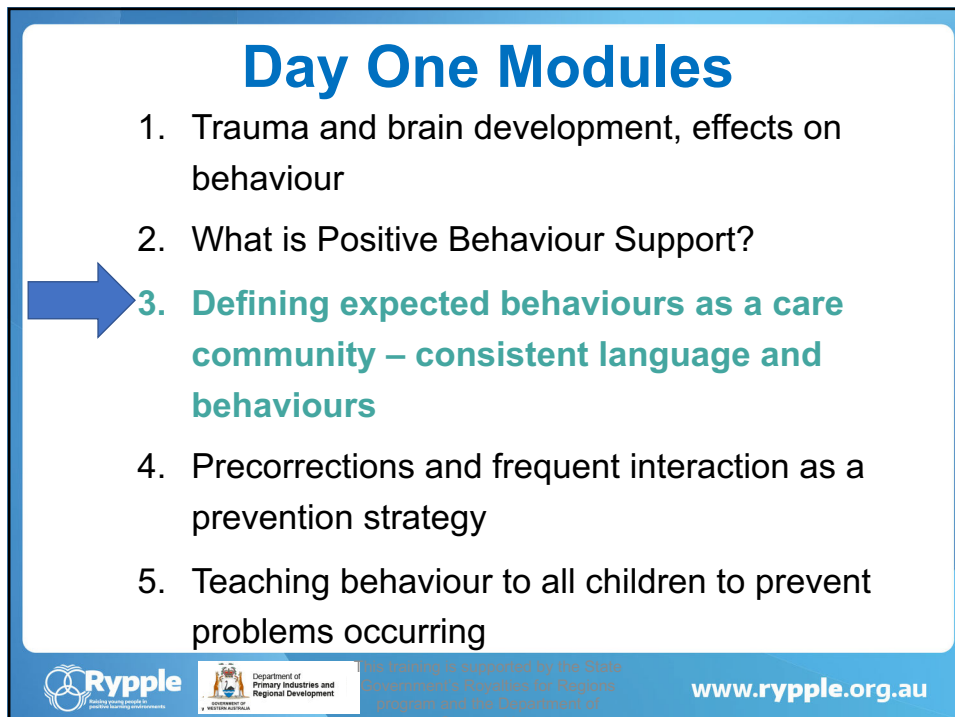
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The slide has a blue header with the title 'Day One Modules' in large, bold, blue font. Below the title is a list of five modules. A large blue arrow points to the third module, 'Defining expected behaviours as a care community – consistent language and behaviours', which is highlighted in green. The footer includes the Rypple logo, the Western Australian coat of arms, the text 'This training is supported by the State Government's Royalties for Regions program and the Department of Communities.', and the website 'www.rypple.org.au'.

Day One Modules

1. Trauma and brain development, effects on behaviour
2. What is Positive Behaviour Support?
- ➔ **3. Defining expected behaviours as a care community – consistent language and behaviours**
4. Precorrections and frequent interaction as a prevention strategy
5. Teaching behaviour to all children to prevent problems occurring

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Acknowledgements:

CSFEL – Pyramid Model
<http://csefel.vanderbilt.edu/>

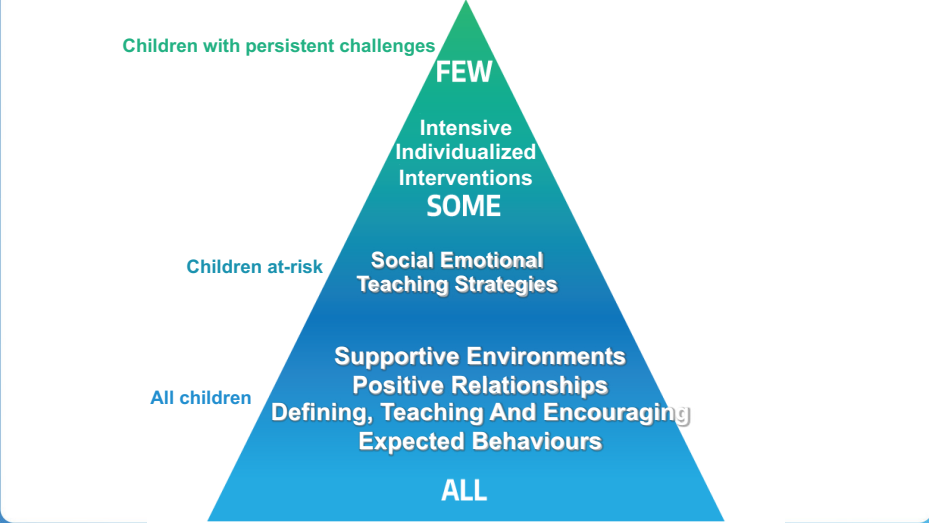
PBIS
<https://www.pbis.org>



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PBS Continuum



The diagram is a pyramid divided into three horizontal sections. The top section is green and labeled 'FEW' on the right, with 'Children with persistent challenges' on the left. The middle section is blue and labeled 'SOME' on the right, with 'Children at-risk' on the left. The bottom section is light blue and labeled 'ALL' on the right, with 'All children' on the left. The pyramid is filled with text describing the interventions at each level.

Level	Population	Interventions
FEW	Children with persistent challenges	Intensive Individualized Interventions
SOME	Children at-risk	Social Emotional Teaching Strategies
ALL	All children	Supportive Environments, Positive Relationships, Defining, Teaching And Encouraging Expected Behaviours



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Starting Point for PBS

- We cannot “make” children learn or behave
- **We can create environments to increase the likelihood children learn and behave**
- **Environments that increase the likelihood of social and academic success are guided by a core curriculum, adapted to reflect children's needs, and implemented with consistency and fidelity**



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Why define how to behave?

- Many young children will not intuitively understand the expectations of a new environment.
- Educators need to be supported to teach and promote appropriate behaviour.
- When children understand what is expected of them, they are more likely to display appropriate behaviour.
- Behaviour expectations and rules are important for young children because they explicitly describe how to behave and how to be successful in the care environment.



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Where does this practice fit with the EYLF?

Defining:

- Expectations (big picture)
- Specific behaviours for different places
- Routines for daily activities




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Outcome 2


Children are connected and contribute to their world





My world

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

2.1 Children begin to learn about belonging to a group in a family, at child care and at school

What does this mean for children and families?	How could you do this?	Here is an example
Children learn about rules and responsibilities	Talk with the children about making rules for the centre or preschool. Put these rules up for everyone to see	




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Outcome 1


Children have a strong sense of identity



Who am I?

1.1 Children feel safe, secure and supported
1.1 Children feel safe at child care or preschool and respected and valued by the staff

What does this mean for children and families?	How could you do this?	Here is an example
<p>Children need to know when things will happen during their day</p>	<p>Make a poster with all the routines</p>	



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Terminology

Expectations:


- defines the kind of people that you want your children to be (e.g., respectful, responsible, etc.)

Specific Behaviours/Rules:

- specifies tasks children are to do to meet the service-wide expectations

Procedures:

- methods or process for how things are done in non-classroom settings and each classroom



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Why Are Expectations Needed?

A clear set of 2-3 positive service-wide behaviour expectations

Provides consistency in:

- language
- what to teach
- what to recognise
- what to correct

The cornerstone for everything else you will do related to PBS

Every services' should be different!



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Activity: The Perfect Child





- With your partner, describe the behaviour of the **“perfect child”**.
- On chart paper, draw a picture of this child – or write the things they do
- Be prepared to share with the whole group.



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Some Examples

Defining behaviour expectations as a school or care community

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Example Activity: Behaviour Expectations – Part 1

SILENT: - and private:

- What would YOU like as service behaviour expectations?
- Think about things which are important to you.
- Write **ONLY ONE** on your piece of paper
- Wait until everyone is done



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Example Activity: Behaviour Expectations – Part 2

Clumping activity:

- Move around the room
- Find other people with an expectation that is **DIFFERENT** to yours
- Share with your partner about why you both think this helps kids be successful at service, and in life
- **You can change your expectation if you want**



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How to choose the expectations?

- List the ones staff like
- Invite family and community input
- Select the top 2 or 3 using consensus



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Including families in PBS NQS QA6

Standard 6.1 Element 6.1.2

- opportunities are provided for families to contribute to curriculum decision making
- how families are able to contribute to the operation of the service and be involved in an advisory, consultative or decision-making role
- how families contribute to the development and review of the service's philosophy, policies and procedures

• Guide to the National Quality Standard Last updated January 2017 pg 148



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Expectations Poster

- Posters may be of any size, as long as they are affixed to a wall no higher than 4 feet tall and not blocked partially or in full by furniture or other materials.
- Must include at least 2 and no more than 5 positively stated rules in both **picture** and **written** forms.



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Parents and staff will continue to work together as we develop PBIS into our program. Our first collaboration was deciding on our positive behavior initiative **Mission Statement**. Parents voted by email, sending in their paper votes, as well as using our voting poster that was displayed in the lobby for two weeks. Both staff and parents voted and the winner is...

Positive possibilities!



Now that we have chosen our mission statement we can begin the journey of implementing this idea throughout our entire program with the help of parents, students and staff. Stay tuned for more on how we plan to spread the Positive Possibilities, beginning with our four program wide expectations; Be Safe, Be Engaged, Be Responsible, Be a Team Player!



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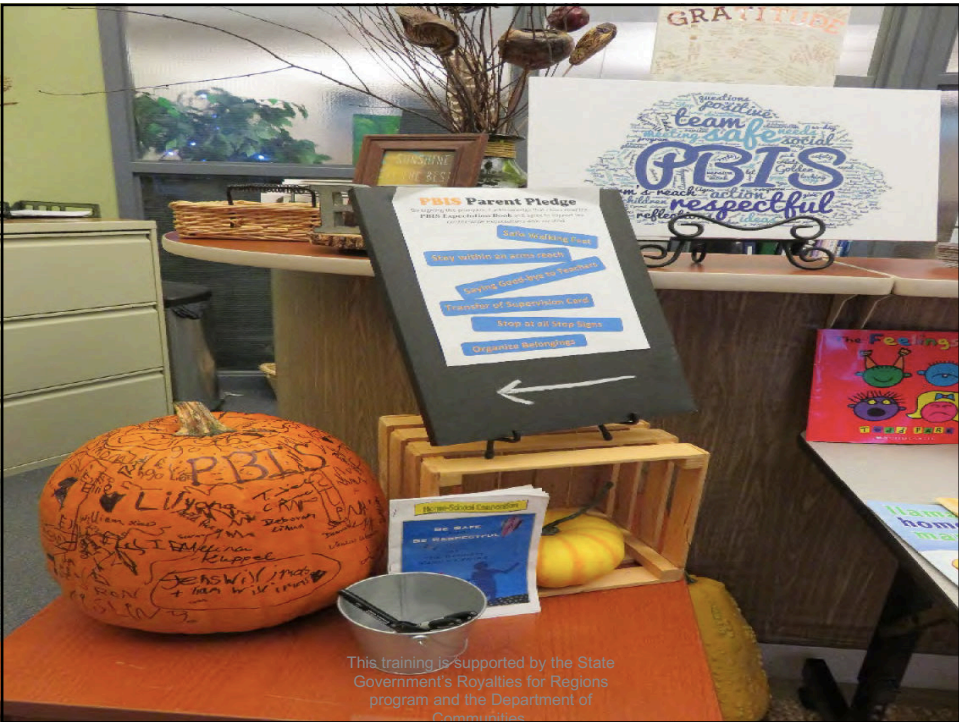
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Discussion question:

What are some ways we could get families to have a voice in defining the behaviour expectations for our service?



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Every service needs clearly defined:

- ✓ Expectations (big picture)
- Specific behaviours for different places
- Routines for daily activities



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Developing Rules (being specific)

Rules should:

- Be positively stated
- Be few in number
- Be simple and specific
- Be measurable and observable



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When We Dance We Are Safe and Respectful



I can dance with my hands, feet and body to myself.



I can stay standing on my feet, on the carpet.



If I am tired I can sit, sing, and watch from the table.



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We remember to use gentle hands.



We gently touch our friends to get their attention.




We use gentle hands when we play with the toys.



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We remember to use our indoor voices when we are inside.



We talk quietly in the book area.

When we eat lunch we ask our friends to pass the food in an indoor voice.

Our friends can still hear us when we talk quietly while we are playing.



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We remember to keep our feet safe.



We climb on climbers.






We keep our feet on the ground.





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Setting	Be Safe 	Be Kind 	Be Helpful 
Class Room	Walk Feet on floor Hands to self Not throwing—put in	Share Talk nicely (use good words) Take turns	Clean up with friends Push in chairs (safety) Put away toys you got out before making another choice
Line	Hands to self Eyes forward Body still Arms by side	Listen Voices off	Hold rope still (Don't pull on rope)
Hallway	Walk Stay in line	Quiet voices	Stay behind your friend (in line) Keep up Walk to the side
Table Time	Little bites Chair legs on floor Knees and feet under table Feet on floor Tables still (together)	Share Take turns Inside voice Talk to people who are only at your table	Keep legs and feet under table Push in chair when done Eat over your boat Keep table together




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Class Room Expectations

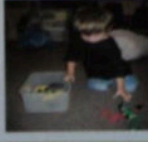


Be Safe



- Walk
- Feet on floor
- Hands to self

Be Kind

- Share
- Talk nicely
- Take turns

Be Helpful

- Clean up with your friends
- Push in chairs
- Throw your garbage away



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Be Respectful	Soft Touch	Take Turns	Quiet Voices
Be Safe	Walking Feet	Sit on Bikes, Slide, and Swings	Walking Feet
Be a Team Player	Help a Friend	Help a Friend	Stay Together



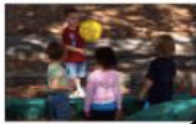



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Outside Rules

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.







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Defining Specific Behaviours/Rules

Specifically Identified behaviours should be:

- **O**bservable – behaviours we can see
- **M**easurable – We can count occurrences
- **P**ositively Stated – What we do to be successful
- **U**nderstandable – Student-friendly language
- **A**lways Applicable – The same everyday





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Expectations must be: OMPUA

1. Keep hands, feet & objects to self.👍
2. Follow directions👍
3. Try your best👍
4. Walk.👍
5. Be a learner.👍
6. No talking in the hall.👍
7. Stay in assigned area until dismissed.👍

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An Example Matrix

Expectations	Classroom	Playground	Hallway
Show Respect 	Soft Touch 	Take Turns 	Inside Voice 
Stay Safe 	Walking Feet 	Sit on Bikes, Slide, and Swings 	Walking Feet 





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Service-wide Expectations Matrix

Expectation	Outside	Classroom	Hallway



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- ✓ Expectations (big picture)
- ✓ Specific behaviours for different places
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Procedures

Specific expectations for specific places in the service, with a step by step structure



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- Procedures are a part of your life
- Procedures are important in society so that people can function in an acceptable and organised manner.



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Procedures and Routines


- Procedures are the steps we take to complete a task.
- They create a vision of a successful student.



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Rationale





- Having Procedures and Routines in place will:
 - increase instructional time by preventing problem behaviour
 - free educators from correcting misbehaviour
 - improve classroom climate
 - create shared ownership of the classroom
 - develop self-discipline
 - help kids to be successful

MO SW-PBS Effective Classroom Practice

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Routines

- Procedures need to be taught, and reinforced to become routines.
- Routines are the habits we form by repeating the same set of steps over and over. Routines develop from consistent use of procedures.
(What the students do automatically.)
- The goal is for students to follow the routines independently.

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Define and teach classroom procedures:



- **How** to enter class and begin to work
- **What** to do if you do not have materials
- **What** to do if you need help
- **What** to do if you need to go to the bathroom
- **What** to do if someone is bothering you.



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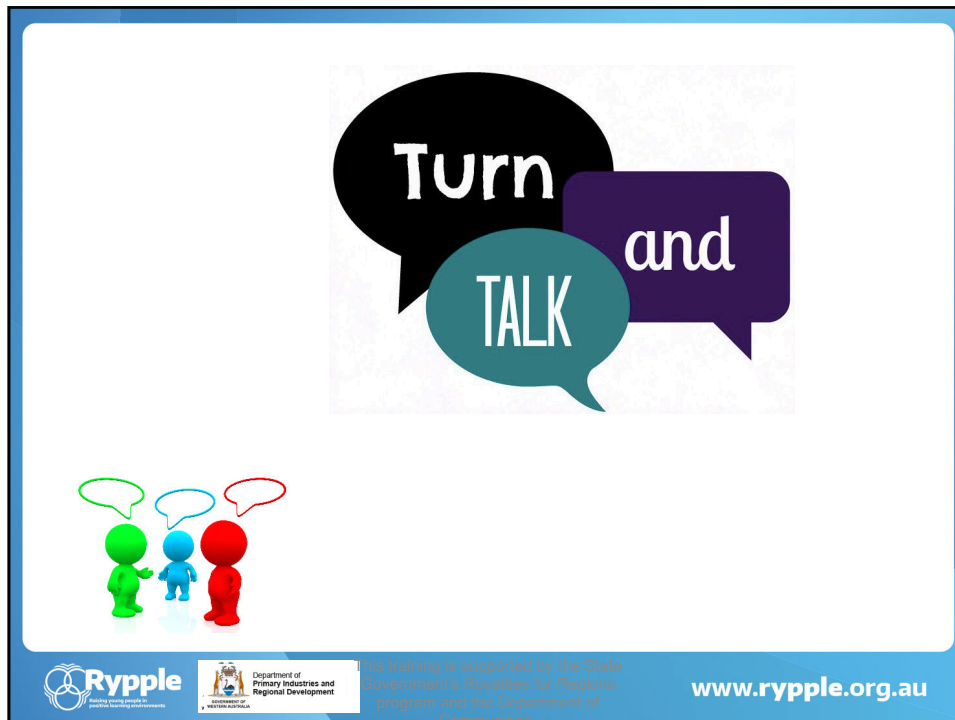


MANEUVERING THE MIDDLE



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Rationale for having consistent procedures and routines

- When we provide clearly defined routines and procedures, Children know what to expect.
- Reducing the stress of unknown helps children to operate in a state of calm.
- Traumatized children experience change to routines and their environment as a potential threat.
- Clearly established routines also increases likelihood of adults identifying and prompting children of possible changes, which is likely to prevent or reduce impact the change may have on child behaviour.

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



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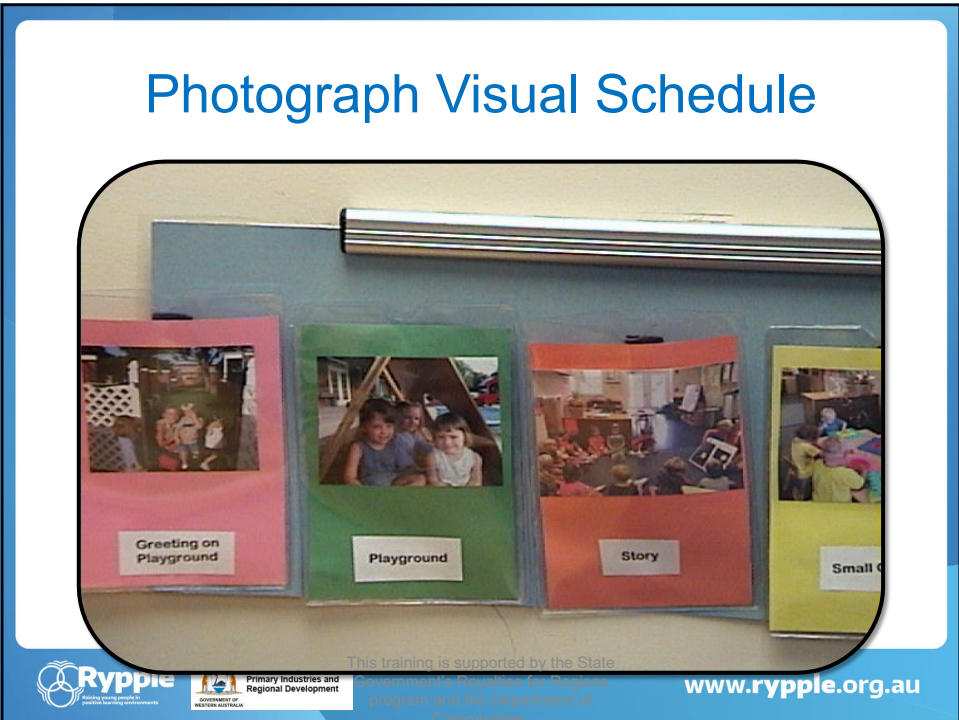
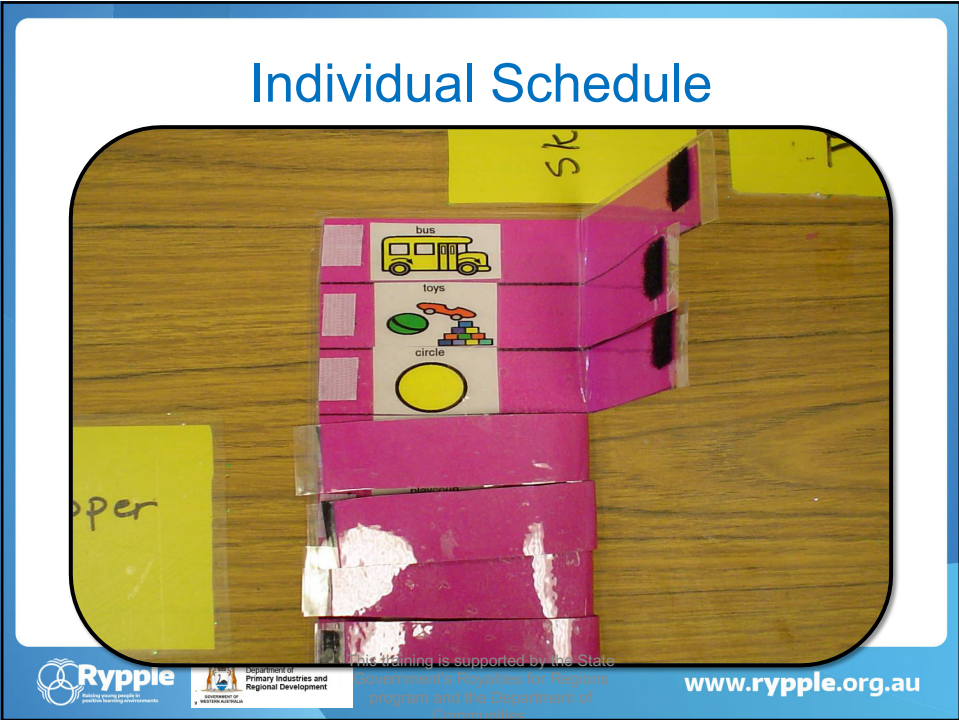
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Teach with Visual Schedules






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Visual Schedule: Change in Routine: Video 1.3





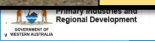

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Outside Line Up

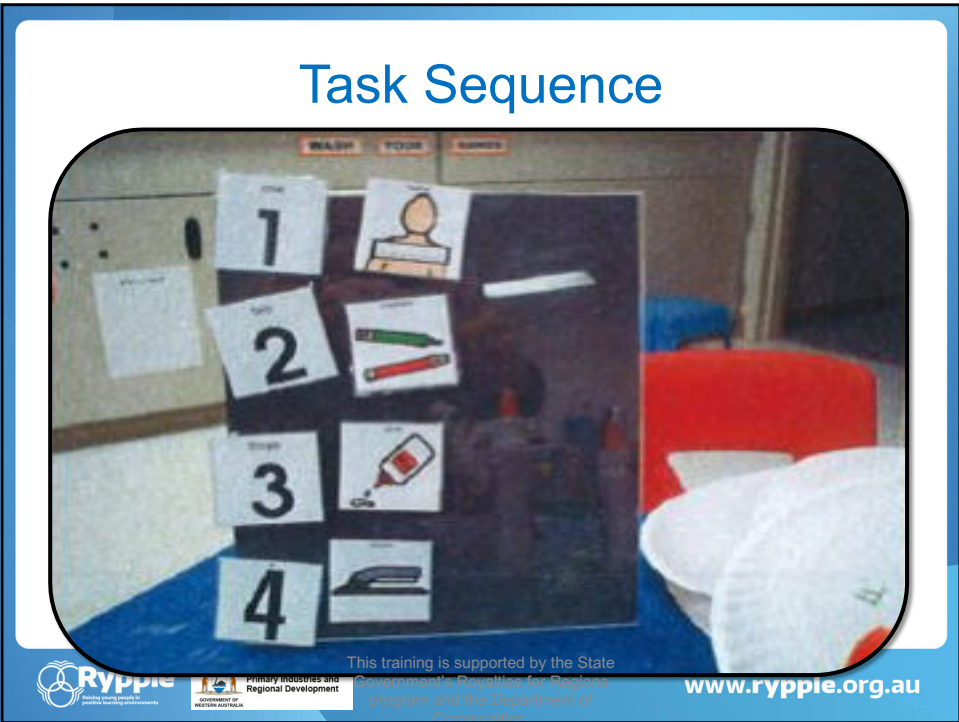
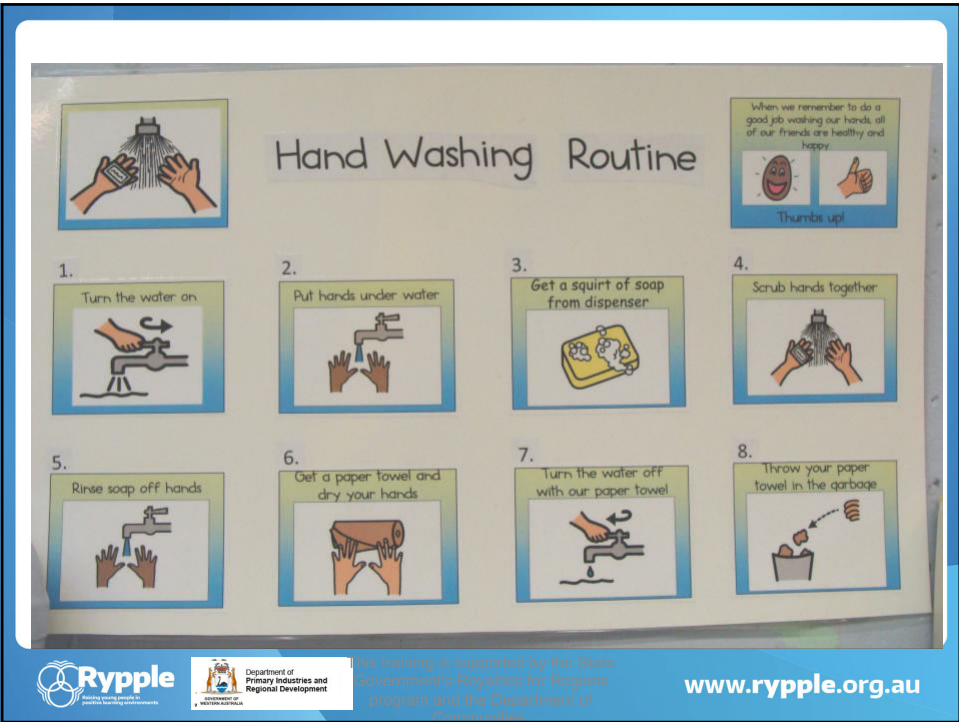


Environmental visual cues assist children on where to stand in line and where to stop



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Activity: Entry into your classroom

- Often many steps!
- Defining this and providing visual supports can teach independence.



- **Activity: draft a procedure poster (for parents and children)**

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Partnering With Families

“Getting Ready for School” Visual


Helps families prepare child for leaving home and going to school.

Provides predictability with a “schedule” of clear expectations around the morning routine.





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