

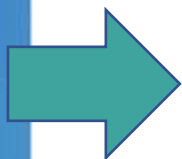
RCCCDF Phase 1

Module 3

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

*Supported by the State
Government's Royalties for
Regions program and the
Department of Communities.*

Phase One Modules

1. Trauma and brain development, effects on behaviour
2. What is Positive Behaviour Support?
- 3. **Defining expected behaviours**
 - a. **Expectations**
 - b. **Behaviours**
 - c. **Procedures and Routines**
4. Precorrections
5. Teaching behaviour to all children

Acknowledgements:

CSFEL – Pyramid Model

<http://csefel.vanderbilt.edu/>

PBIS

<https://www.pbis.org>

PBS Continuum

Children with persistent challenges

FEW

**Intensive
Individualized
Interventions
SOME**

Children at-risk

**Social Emotional
Teaching Strategies**

All children

**Supportive Environments
Positive Relationships
Defining, Teaching And Encouraging
Expected Behaviours**

ALL

Starting Point for PBS

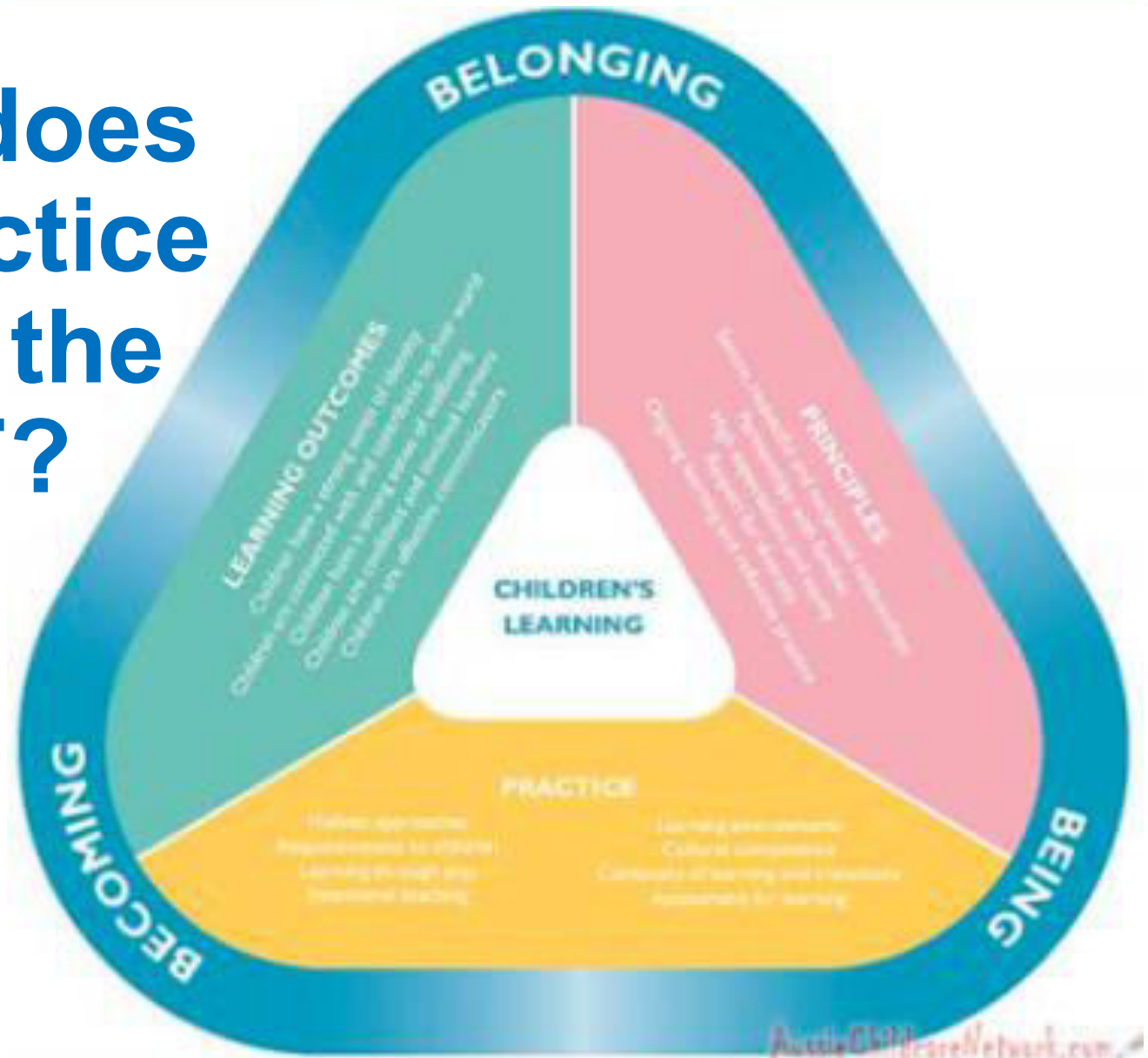
- We cannot “make” children learn or behave
- **We can create environments to increase the likelihood children learn and behave**
- Environments that increase the likelihood of social and academic success are guided by a **core curriculum**, adapted to reflect children’s needs, and implemented with consistency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

To implement PBS...

Every service needs clearly defined:

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

Where does this practice fit with the EYLF?



Outcome 2

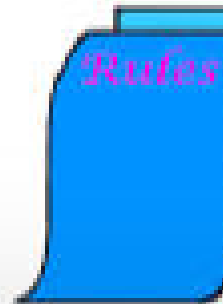
Children are connected and contribute to their world



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	

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

Part A

Defining Expectations

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

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!

Activity: A Successful Child



- With your partner, describe the behaviour of a child who is **socially and behaviourally successful** at your service.
- On chart paper, draw a picture of this child – or write the things they do
- Be prepared to share with the whole group.

Some Examples

Defining behaviour expectations
as a school or care community



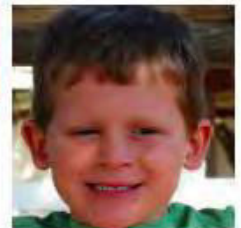
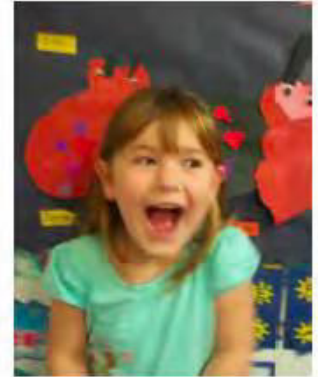
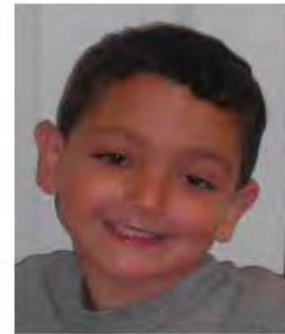






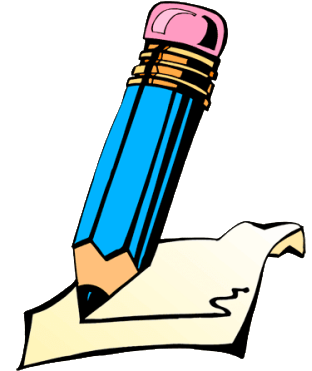


We are all happier when we are “Safe” and “Respectful.”



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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

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**

How to choose the expectations?

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

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

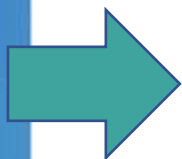
Inviting Parent Contribution



Discussion question:

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

Phase One Modules

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To implement PBS...

Every service needs clearly defined:

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

Part B

Specific Behaviour Expectations or Rules:

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

Define the different things we do, in different places

Developing specific exp's

Rules/specific behaviours should be:
Related to our Expectations, and

Observable – behaviours we can see

Measurable – We can count occurrences

Positively Stated – What we do to be successful

Understandable – Child-friendly language

Always Applicable – The same everyday

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.



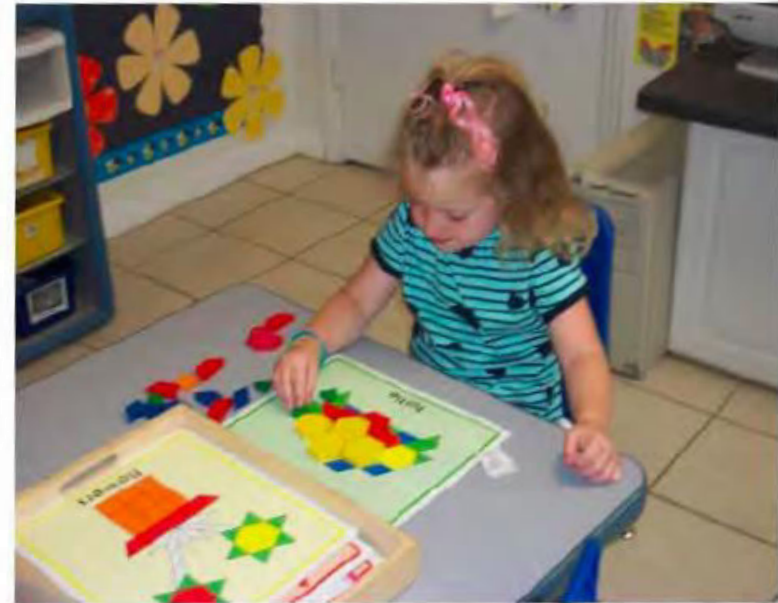
If I am tired I can sit, sing,
and watch from the table.

We are kind

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.

We are kind

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.

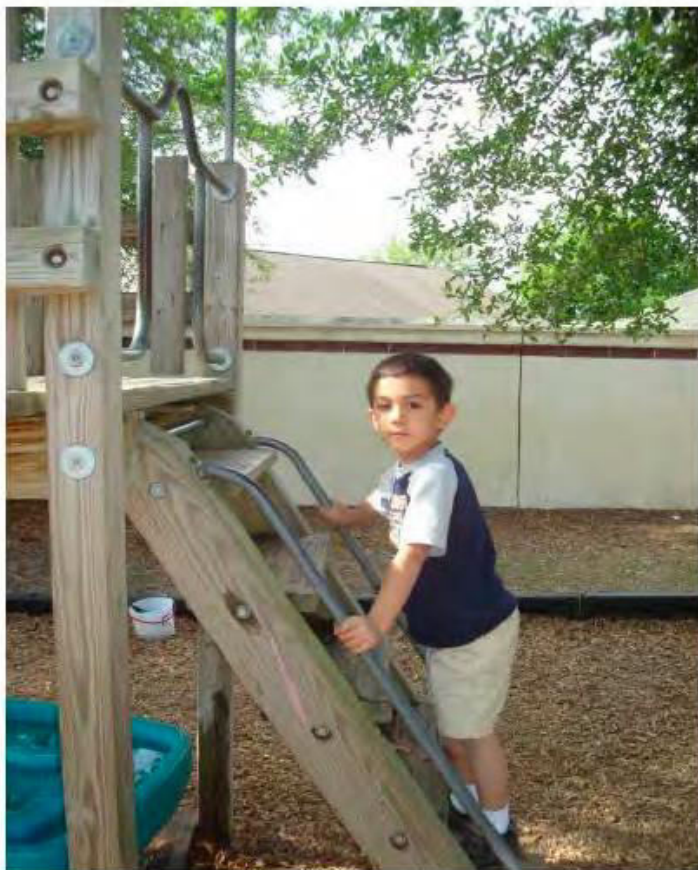


Our friends can still hear us when we talk quietly while we are playing.



We are Safe

We remember to keep our feet safe.



We climb on climbers.



**We keep our feet
on the ground.**

We want to put these into a Behaviour Matrix

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

This Matrix is our **teaching** curriculum document



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

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.





"Be Responsible..."

Flush the toilet



Wash your hands



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 – Child-friendly language
- **A**lways Applicable – The same everyday

Expectations must be: OMPUA

1. Try your best. 



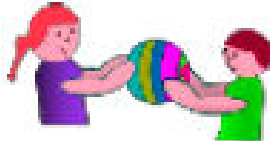





- ***O**bservable – behaviours we can see*
- ***M**easurable – We can count occurrences*
- ***P**ositively Stated – What we do to be successful*
- ***U**nderstandable – Child-friendly language*
- ***A**lways Applicable – The same everyday*

Expectations must be: OMPUA


1. Walk on the concrete. 

- ***O**bservable – behaviours we can see*
- ***M**easurable – We can count occurrences*
- ***P**ositively Stated – What we do to be successful*
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An Example Matrix

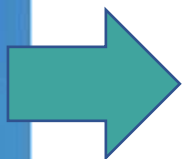
Expectations	Classroom	Playground	Hallway
Show Respect 	Soft Touch 	Take Turns 	Inside Voice 
Stay Safe 	Walking Feet 	Sit on Bikes, Slide, and Swings 	Walking Feet 

Service-wide Expectations Matrix



Expectation	Outside	Classroom	Hallway

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Part C

Procedures (which become routines, when taught and practiced)

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

Where does this fit with the EYLF?


Outcome 1

Children have a strong sense of identity



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
Children need to know when things will happen during their day	Make a poster with all the routines	

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Procedures

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



Procedures become Routines

- Procedures need to be **taught**, and **reinforced** to become routines.
- Routines develop from consistent use of procedures.
- Goal is for children to follow routines independently.

Visual Schedules for Routines

- Teach children the schedule
- Provide children who have difficulty with following the schedule with individualized support

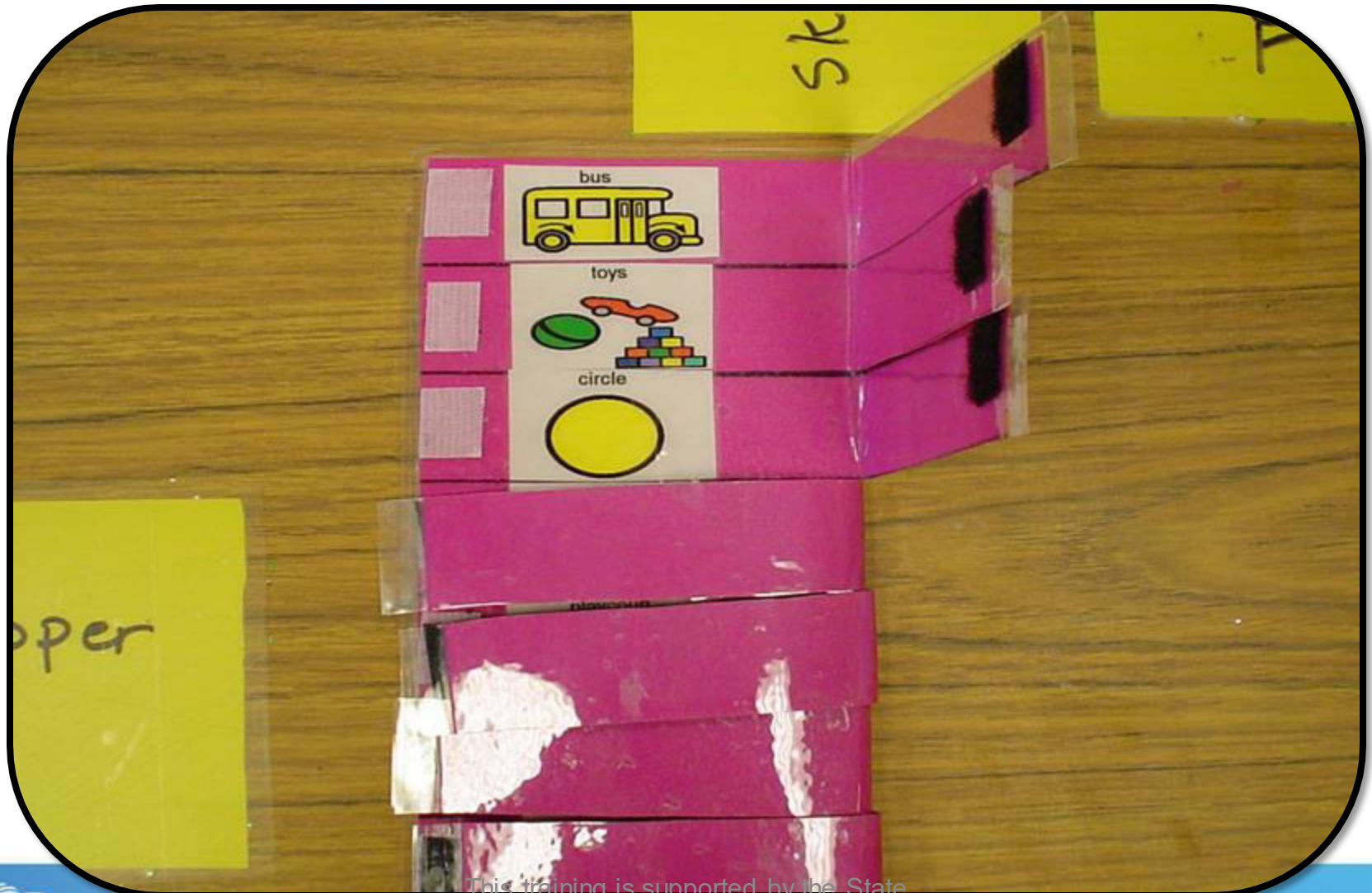
Whole Class Visual Schedule



Photograph Visual Schedule



Individual Schedule



Procedures for tasks

Many of our tasks have more steps than we think they do!



Hand Washing Routine



1.

Turn the water on



2.

Put hands under water



3.

Get a squirt of soap from dispenser



4.

Scrub hands together



5.

Rinse soap off hands



6.

Get a paper towel and dry your hands



7.

Turn the water off with our paper towel



8.

Throw your paper towel in the garbage



Task Sequence



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Fire Drill Routine



stop



get in line



walk out
the building



Activity: Entry into your room

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



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

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.



Resources for free!

<https://www.pricelessparenting.com/chart-for-kids>

Morning Routine Chart

 Morning Routine for _____

	Wake up!	
	Get dressed	
	Eat breakfast	
	Brush teeth	
	Wash face	
	Comb hair	
	Pack bag	

Source: Priceless Parenting, <http://www.PricelessParenting.com>



Bedtime Routine Chart

 Bedtime Routine for _____

	Pick up toys	
	Take a bath or shower	
	Put on pajamas	
	Brush teeth	
	Use the potty	
	Read a book	
	Turn lights off	

Source: Priceless Parenting, <http://www.PricelessParenting.com>

