

How to Set Up Social and Behavior Support so Everyone is Successfully Included

Kate Barker, Max Striplin and Laura Martinez

Learning Targets

- ① How we help all students with socially appropriate behavior
- ① How we support inclusion at our school
- ① Why we adopted this structure
- ① Share practical strategies you can implement with any curriculum
- ① How we are expanding into school age
- ① Barriers and Celebrations
- ① Share Results

Who Are We?

- Cherry Park Elementary School in SE Portland
- David Douglas School District
- 520 PK-5th grade
- 70% Below Poverty Line
- 28 Different Languages
- 13% Special Education
- Started Preschool four years ago
- 4 PK classrooms- AM/PM
- 3 Kinder classrooms

Classroom Ratios

- ◎ **Preschool:**
 - 3 adults- one teacher and two assistants
 - Shared responsibilities
 - Related service staff as needed to serve IFSP goals
- ◎ **Kindergarten:**
 - One teacher and one assistant for 25
- ◎ **First - Fifth Grade:**
 - One teacher for 25-28 students

PK Student Make Up

- Multi-Age: 3 and 4 year olds
- 17 students per section
- 12 students “typical peers”
- 5 students on IFSP (*excluding* artic.)
- 100% inclusive
- Students live in our school’s boundaries

Our Challenge...

- ⦿ Many students were not coming to school academically, socially or emotionally ready
- ⦿ Highest level of behavioral referrals at kindergarten and first grade
- ⦿ Students not making enough positive connections with students and adults
- ⦿ Many students being placed in self contained classrooms
- ⦿ Staff comfort level with working with challenging students
- ⦿ National Statistic: More students are suspended from preschool than high school!!!

Paradigm Shift:

“These kids aren’t ready for kindergarten (fill in the blank)!”

TO

“Are we ready for the kids who are coming to our kindergarten (fill in the blank)?”

Alfred Adler- Rethinking Behavior

*According to Adler, when we feel encouraged, we feel capable and appreciated and will generally act in a connected and cooperative way.

*When we are discouraged, we may act in unhealthy ways by competing, withdrawing, or giving up.

*Helping children to feel valued, significant, and competent is often the most effective strategy in coping with difficult child behaviors.

Cherry Park's Goals

- ◎ Create a schoolwide system and structure that . . .
 - Had a focus on social and emotional
 - Increase positive connections
 - Increase regulation
 - Replicable throughout the grades
 - Strategies that could be applied to any curriculum

Intervene Early!

When intervention is delayed, it takes four times as long to intervene in fourth grade as it does in kindergarten.

National Institute of Child Health and Human Development

Adoption of Inclusive Framework

- Partnered with Multnomah Education Early Childhood Program (MECP) and University of Colorado
- Adopted the LEAP program- received formal training and coaching for PK
- Year One- Preschool
- Year Two- Kindergarten
- Year Three- First Grade
- Year Four- Second Grade

What is LEAP?

Learning Experiences an Alternative Program

- ① LEAP is an inclusive and developmentally integrated framework for typically developing children and children with disabilities
- ① Designed for preschool . . . but we have moved up to school age
- ① Strategies that could be applied to any curriculum

Preschool Funding

- Co-mingle funds from David Douglas District with Multnomah Early Childhood Program
- Free to parents (exception: \$20 supply fee)
- Includes free transportation

Key Components

1. Embedding Social Skills
2. Peers as the Interventionists
3. Task/Routine breakdown
4. Home Connections

Key Components: Social Skills

Embedded social skills

- Gaining attention
- Sharing a item
- Requesting an item
- Giving a compliment
- Giving a play idea

Social Skills- is the driver

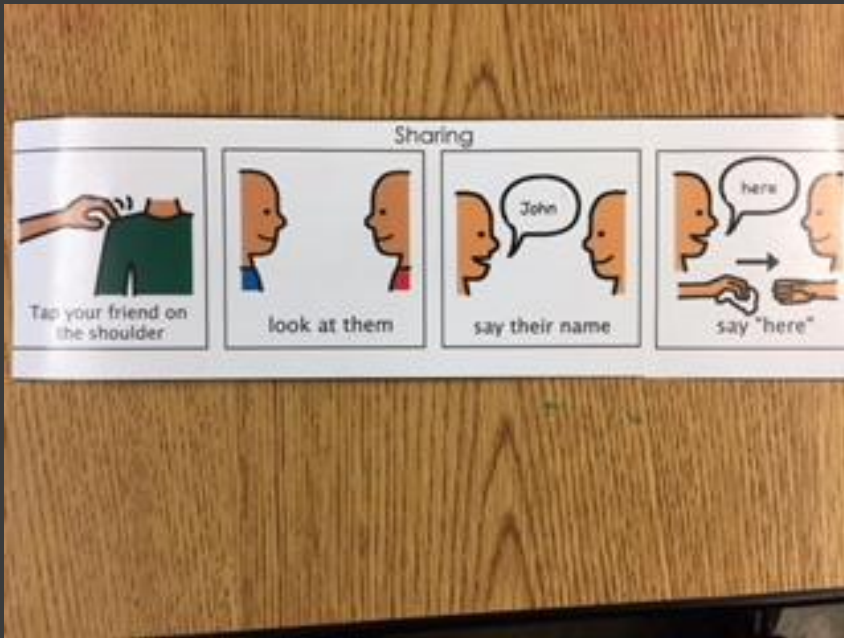
Model: Adult to Adult

Lead: Adult to Child

Practice: Child to Child

Reinforce: Various settings (carpet time, centers, recess, lunch, etc.)

Visuals to go with social skills



8 Essential Social Strategies

- Peer Buddies/Coaches
- Four Exchanges
- Captains
- Conversation Starters
- Circle Time Helpers
- Buddy Play
- Task Breakdown
- Circle Time Easel

Strategy One: Peer Coaches

Why: Peer mediated instruction is more effective and can move up the grade levels

How:

- ⦿ Teachers coach the peers
- ⦿ Peers deliver the intervention
- ⦿ Teachers are the active agent (prompt)

Strategy Two: Four Exchanges

- ◎ Why: Deeper Social Connection
- ◎ How:
 - Explicitly teach four exchanges
 - Provide and reinforce opportunities to practice

Strategy Three: Peer Captains

Why: Promotes social connection, respect, empathy, and language skills

How:

- ⦿ Easily replicable (just need a crown!)
- ⦿ Captain has the desired item
- ⦿ Uses four exchanges

Strategy Four: Conversation Starters

- ⦿ Why: This strategy promotes language building, social connection, positive behaviors
- ⦿ How:
 - Sentence frames (words or visuals) that relate to the theme or activity
 - Model, practice at circle time and replicate across the day

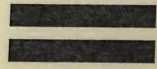
Strategy Four: Conversation Starters



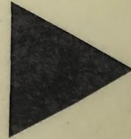
School-Age Conversation Starters



Who



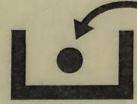
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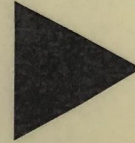
the



characters



in



the



story?



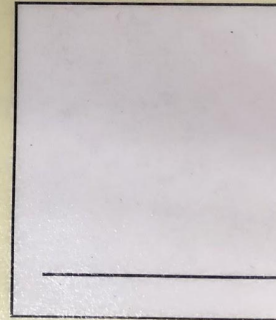
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Morning Routine Connections



Strategy Five: Circle Time Helpers

- ⦿ Why: Promotes engagement, language building, social connection, routine
- ⦿ How:
 - Strategically select the student helper
 - The student leads the activity
 - Embed the four exchanges
 - Consistent routines paired with visuals

Strategy Six

Buddy Play

- ⦿ This strategy promotes inclusive play, social connections, empathy, and persistence
- ⦿ Replication- Name tags, reinforcer

Strategy 7

Visual and Physical Task Breakdown

- ⦿ This strategy promotes task completion, focus, desired behaviors, routine, and answers the 4 questions
- ⦿ Replication- visuals, velcro and board
- ⦿ Replication- box lid or cookie sheet , physical task, small containers

Strategy Seven

- Task is broken down visually
- Task components are broken down physically



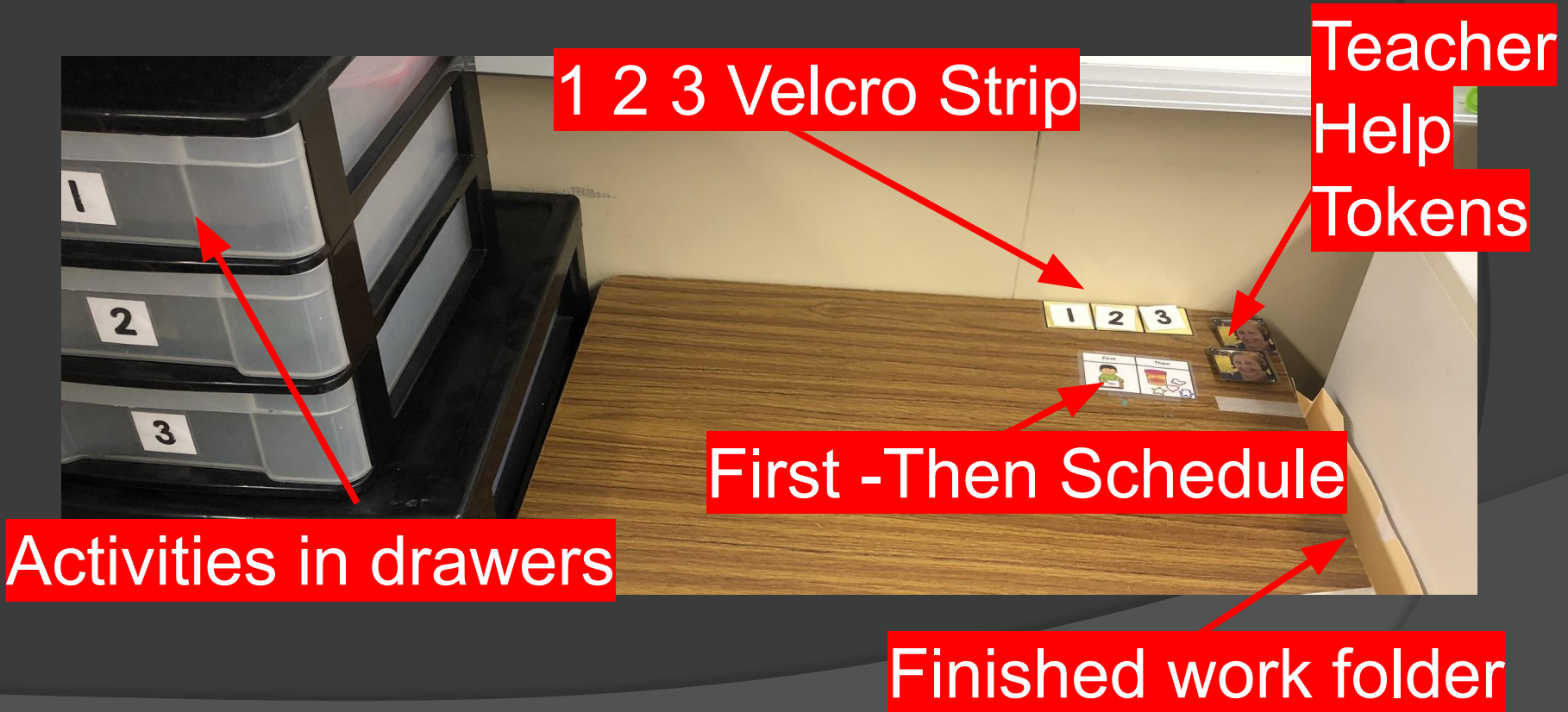
Task Breakdown

Task Break Down -Work Bins

- Child identifies the incentive
- Child works to complete bins sequentially.
- A number is placed on the drawer then the task begins. When the drawer is done it is closed.
- Steps are clear and concrete to help focus the child.



Work Station Design



Strategy Eight

Circle Time Easel

- ⦿ This strategy promotes focus by reducing visual stimulation, consistent visual structure for all routines within the large group routines
- ⦿ Replication- Easel, Consistent routines paired with visuals
- ⦿ De-clutter space- single point of focus





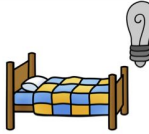















Key Component: Planning

- ◎ Four Questions:
 - Where should I be?
 - What should I be doing?
 - How do I know when I am done?
 - What happens next?

Disappearing Schedule



Disappearing Schedule at Home

 Tablet	 Pajamas on	 Brush teeth	 Story	 Bedtime
 Take a bath	 Eat dinner	 Comb hair	 Eat Breakfast	 Get dressed
 Wake up	 Coat on	 Backpack on	 Bus	 Park
 Play	 Read	 Walk	 TV	 Soccer

Lesson Plan Example

Lesson plans for Cherry Park Pre-k

4/5 to 5/3

Gardening

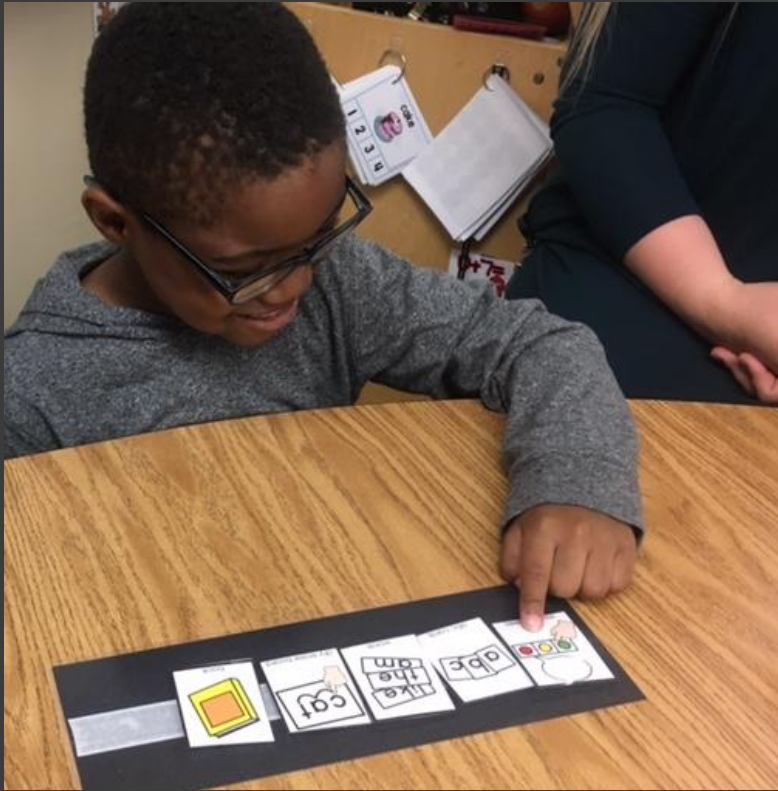
Activities And Learning Targets	Specific Interventions	Routine Specifics
<p>Morning tables (3 Tables)</p> <p>1. Week 1&2 Play dough- with Rosemary *Play dough "carrots for rabbit math mats"</p> <p>Week 3&4 Play dough with worms math mats</p> <p>Learning Target- Fine Motor Practice, work together, creativity and exploration</p> <p>2. Seed sorting, Bean sorting Nature walks with found objects</p> <p>Week 3&4 Seed mosaic art</p>	<p>Modifications</p> <ul style="list-style-type: none"> Choose a table with the visual strip RL, RNF, KC, AR, DB Request table items with visuals RL, RNF, KC, AR, DB Core board- AR Peers work to include and ensure communal work Compete sign in routines with peer buddy Visual scripts for each table/ activity 	<p>Social Learning</p> <ol style="list-style-type: none"> Table Captains – Children practice requesting and sharing Each activity has a defined area for communal work Each activity to be <u>be</u> set up for communal work (<u>children</u> work together to create something/ sort/ or draw on one large drawing) Children will bring the sign in picture to a friend, get their attention, <u>and</u> ask them to sign in. <p>Fine Motor</p> <ol style="list-style-type: none"> Students will pick out small seeds for pincer grasp strength

Transforming our classroom to Inclusive classrooms

Curriculum and Materials

- No set curriculum- focus on the strategies
- Support for embedded learning across various settings
- Visuals- board-maker/ make your own
- . . . and lots and lots of laminate and velcro!

When whole group visuals aren't enough. . .







Carpet Time Visuals



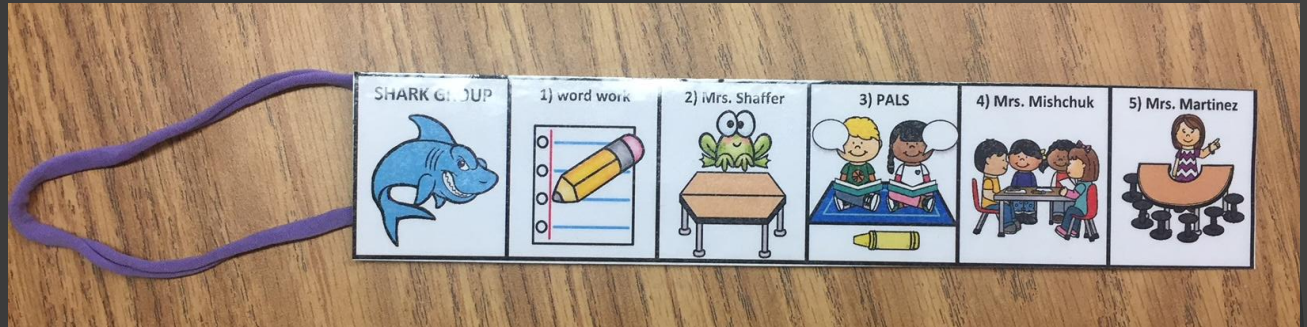
Individual Schedules

Kenneth's AM Schedule

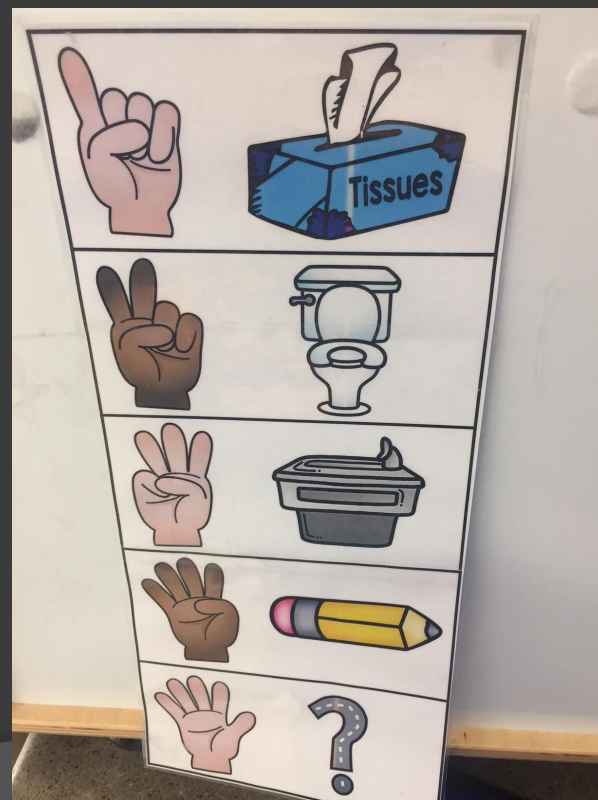
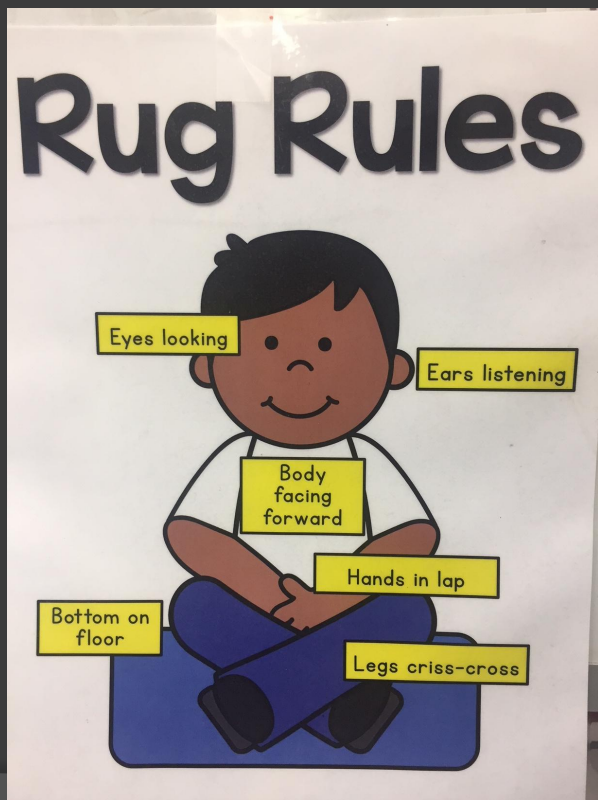
	X
	X
	X
	X
	X
	

Kenneth's PM Schedule (1)

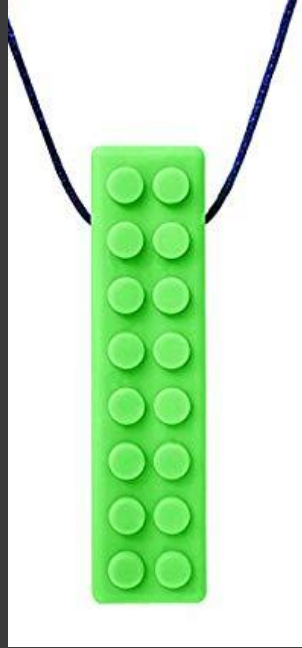
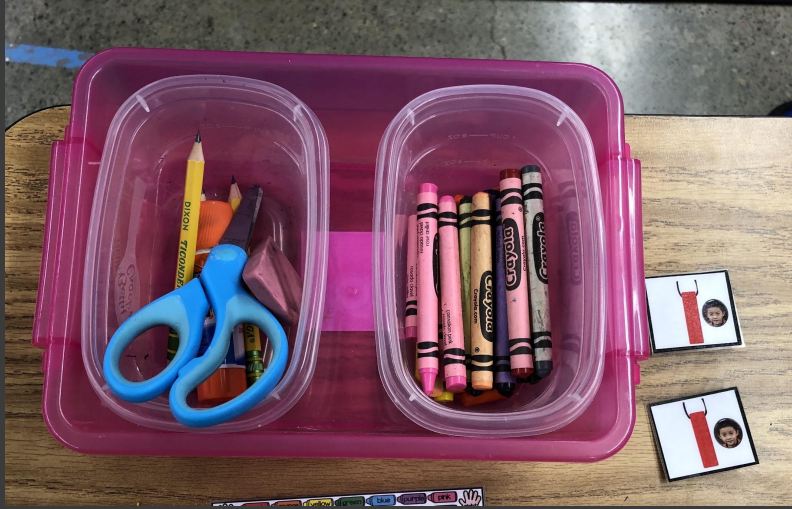
	
	
	
	
	
	



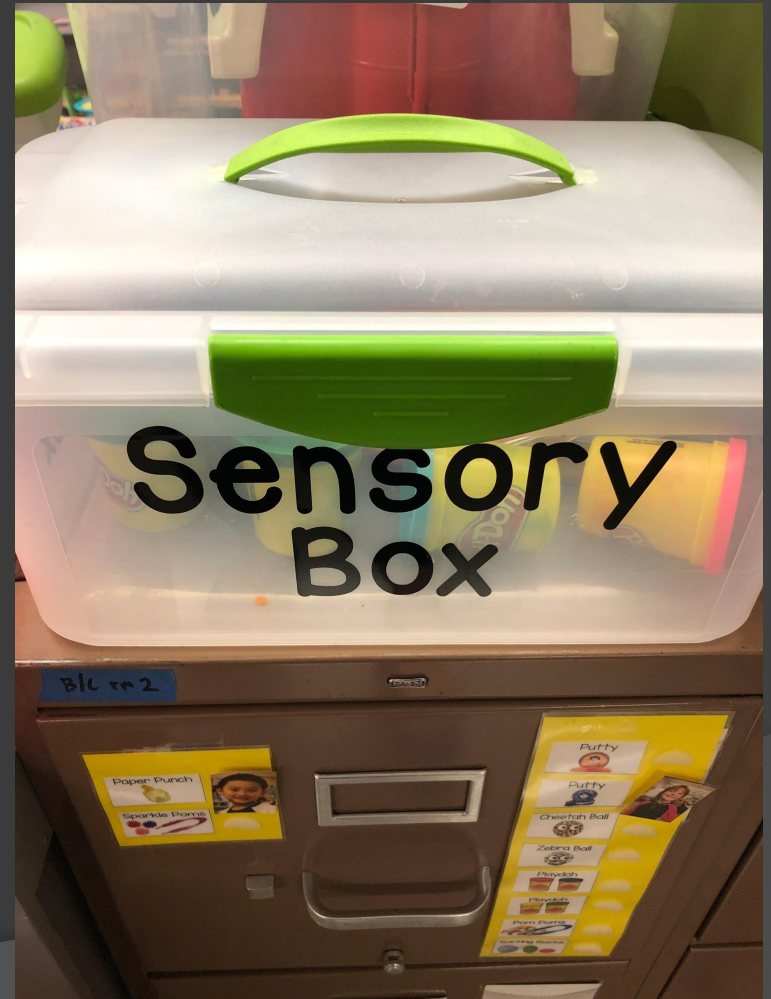
Carpet & Seat Time Visuals



Supplies and Tokens



Sensory Breaks



Task Break Down in the Cafeteria or Home

Walk with milk



Pour milk



Throw away milk



Milk is all done!



Walk with spoon



Put spoon in pail



Spoon is all done!



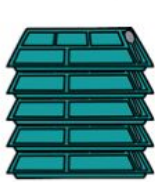
Walk with tray



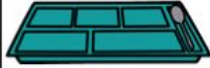
Dump tray



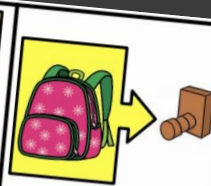
Stack tray



Tray is all done!



put shoes on rack



hang backpack up



bathroom



snack



reward



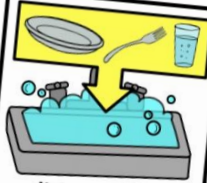
wash hands



sit down



eat dinner



dishes in sink



reward



put toys away



pajamas on

Bus Reinforcers

Dominic's Bus Card



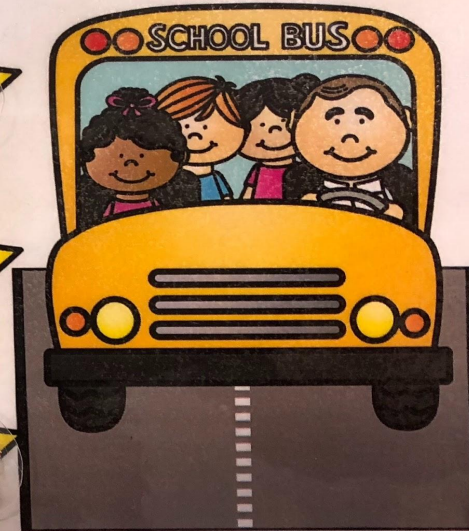
I can sit
in my
seat.



I can use
a soft
voice.



I can
follow
directions.



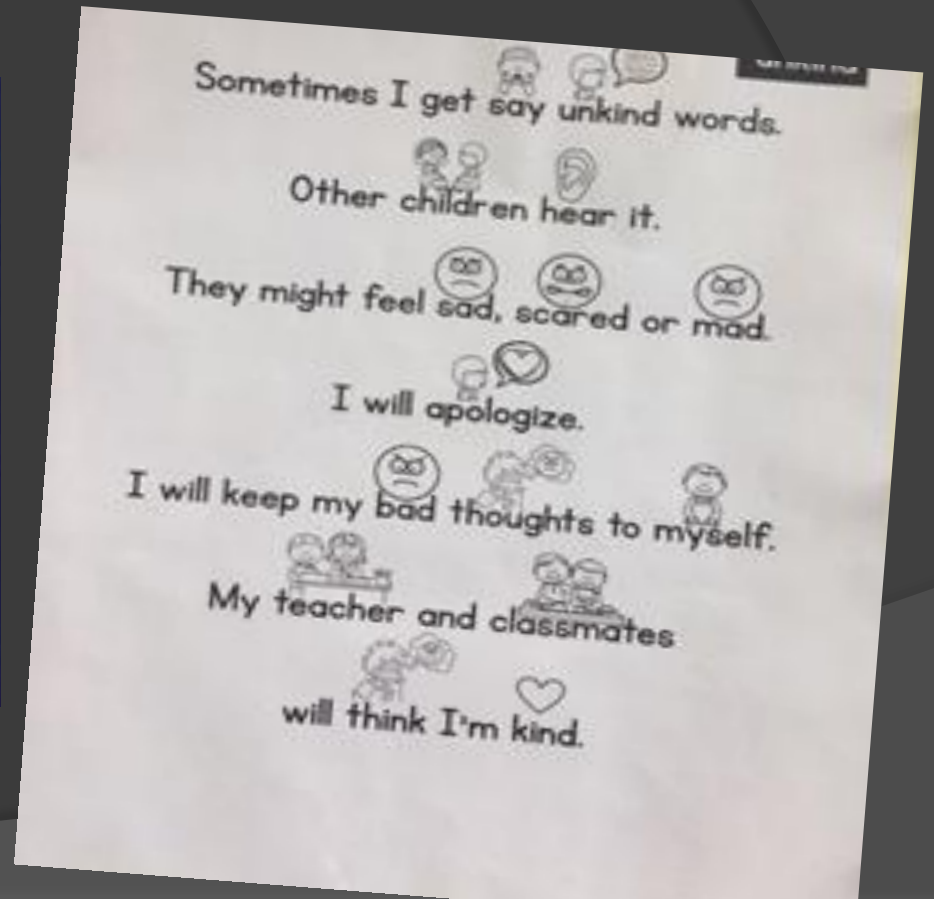
Token Boards



Greeting



Proactively teach Social Stories








Zones- Social Emotional Regulation

GREEN ZONE

 Calm	 Feeling Okay	 Happy
 Ready to Learn	 Focused	
I can...		
 Follow Directions	 Listen	 Work Hard

BLUE ZONE

 Tired	 Sick	 Sad
 Moving Slowly	 Bored	
I can...		
 Ask for a hug	 Talk to an adult	 Take a break

YELLOW ZONE

 Frustrated	 Excited	 Worried
 Loss of Some Control	 Silly	
I can...		
 Get a drink	 Stretch	 Take a break

RED ZONE

 Out of control	 Hitting	 Mad
 Hiding	 Yelling	
I can...		
 Get a Drink	 Deep Breaths	 Take a Break

Barriers and Struggles

- ⦿ “Those Kids are in MY Class?”
- ⦿ Time:
 - Learn from others
 - Planning
 - Prep materials
- ⦿ Just keep swimming!

Celebrations

Celebrations:

- Student Outcomes
 - Kindergarten DIBELS of Students who attended our Preschool:
 - 17-18: All students reached benchmark
 - 18-19: All but one student reached benchmark
 - Five years ago we had 40 referrals in kindergarten. This year we had 6 (with many, many more impacted students).
- Collaboration and Growth as Teachers
- Vertical Teaming
- More Inclusion less exclusion

How Can We Help?

Come Visit:

<https://www.eventbrite.com/e/cherry-park-pre-school-visits-tickets-50192853175>

Email:

Kate_Barker@ddsd40.org

Max_Striplin@ddsd40.org

Laura_Martinez@ddsd40.org

(503) 256-6501

Thanks for coming!

Due to confidentiality we are unable to share the videos.

