…"bite size" news from your HSB Regional Behavior Specialists



OH, Behave!

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Setting Up Your Classroom For Success Using The Pyramid Model

Setting up a classroom is a great way to have all children and families feel welcomed! Young children who develop a solid foundation of social-emotional skills are more likely to achieve positive outcomes, both inside and outside of school.

A framework of evidence-based practices, the Pyramid Model was created to help programs strengthen the social-emotional development of all children, with more intensive tiered supports for children who are at risk for delays and/or engage in persistent challenging behaviors. The Pyramid Model can be used in any setting that serves young children. Families should be partners in all tiers. The Pyramid Model is not a curriculum, but rather a framework to promote social-emotional development.

The Pyramid Model consists of three tiers of interventions:
Tier one, universal practices for all children.
Tier two, targeted instruction for children who are at risk of social-emotional delays.
Tier three, individualized behavior supports for children with significant social skills deficits or persistent challenging behaviors.
This article will focus on **Tier one** and **two** on helping to set up a classroom for success.

Tier 1:
Nurturing and responsive relationships and high-quality environments. We know that nurturing and responsive relationships are essential for healthy social-emotional development. This includes children, families and team members. High-quality supportive environments include the physical design, environmental cues (such as visuals), schedules and routines, carefully planned transitions and promoting engagement. Here are some ideas to develop, maintain, and deepen relationships with families as well as how to provide a high-quality supportive environment:

- Plan and connect with families, especially if you are transitioning back to the classroom. Transitioning-Back-Connecting-w-Families.pdf
- Ask families to send in pictures of important people in their child's life that you can have available for children to view during the day. You can create a family wall or family book for the classroom.
- Consider multiple methods of on-going communication with the family. Ask about their preferred method of communication.
- Gather information on what the time at home has been like for the families. My Teacher Wants to Know (PDF) or Spanish Translation: My Teacher Wants to Know (PDF)
- Teach/re-teach the sequence of activities and routines with a visual schedule. Consider making posted visuals of new routines that might be happening throughout the day.
- Send home classroom schedules for families to review with children.
- Use scripted stories for the classroom and for families to review routines. (circle time, playground time, lunchtime, other group activities).

Tier 2:
Targeted social emotional supports.

- Emotion check-in chart. Children can check-in by placing an indicator with their name or picture on how they are feeling throughout the day. This provides teachers with an opportunity to talk about how feelings can change and provide strategies to manage changing feelings. Feeling Faces: Large Cards (PDF)
- Use scripted stories or children's books to support understanding of emotions. Talk about emotions and use a variety of strategies to teach children to recognize emotions in themselves and others.
- Teach Calming techniques. I Can Get Calm (PPT), The Tucking Technique with Tucker Turtle (PDF)
- Self-Regulation Skills: Breathing Strategies (PDF)
- Solution Kit: Home Edition – Large (PDF)
- Model and label your emotions. Use examples of how you were frustrated, sad or embarrassed when something in your life happened and how you dealt with it.

Setting up your class with these strategies will not only help children in your classroom develop a solid foundation of social/emotional skills, it will also help create a more calm and inviting classroom for your students, yourself and your families to thrive.

Tip of the Month:

Greetings aren't just for breakfast! Send each child home at the end of the day with a special send-off!

See page 2 in the Q&A section for more....

Connect with us!

Check out Tucker's NC Nest on Pinterest!

Follow OhBehaveTips on twitter!

Join our new online community by clicking here! By joining Social - Emotional Connections, you will have the opportunity to network, post questions, and share resources with other early childhood professionals in NC!

Open our latest public resource, a growing library shelf of virtual binders that include archived issues of the HSB newsletter, *OH, Behave!*, a collection of Disaster Response Resources, and a binder of scripted stories for classroom use! Click here.

Ask The Behavior Specialist!

Question: I am an NC Pre-K teacher searching for a new way to build relationships in my classroom for the upcoming new year. I would like something that will get the children excited for the school day as well as help build self-esteem within each child. I have had a few colleagues share ideas with me, but I haven't been able to find just the right thing yet. Do you have any ideas?

Answer: Although I do not know what ideas have already been shared with you, I think the answer is to greet each child in a unique manner every morning. Each child can choose the way in which they would like to be greeted, which can be the same way or a different way each day. A greeter apron or board will help provide the children with visuals of various greetings. The possible options are endless and can be as creative as you want to make it. Not every person shines their best in the mornings, so by allowing each child to decide how they want to be approached, you can help secure a successful greeting. Starting the day with a personal greeting helps to not only create enthusiasm for a new school morning, but also helps build relationship between teacher and child. It can serve as a wonderful ice-breaker to a new year as well as bust up any thoughts about not fitting in or being liked at school. Some of the different greetings you can have on a greeter apron or board are a thumbs up, high 5, bear hug, robot dance, elbow bump, fish kiss, finger wiggles, handshake, wave, smile, or a wink. You could also add a question mark as a visual to represent the child's choice and then be surprised as to what they can come up with as a greeting. Since you have an older class, you could have up to five or six choices! If you need support with creating a greeter board or apron, be sure and check in with your local HSB Behavior Specialist. Each of us has our own greeter apron and we would love to show you!









Check out this fancy greeter apron with tutu from Conscious Discipline: https://consciousdiscipline.com/product/greeting-apron/

Do you have a question you would like to see answered in our column? Feel free to email it to AskTheBehaviorSpecialist@gmail.com. We will keep your identity private. Your question is probably one someone else needs answering, so ask away! Your time is appreciated!



In each issue you will find a new card to help you build your very own "Calming Choices" Card Set for your classroom.

When I am upset, I can…

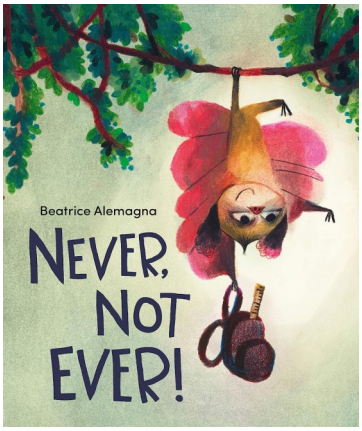
WALK LIKE AN ANIMAL



For durability and repetitive use, print on cardstock paper and laminate.

"When little people are overwhelmed by big emotions, it's our job to share our calm, not to join their chaos."
-- L.R. Knost

Social/Emotional Book Nook



Ideal for children 4 to 8 years of age, this book tells the story of a little bat named Pascaline who does not want to school and decides she is never, ever going to go! Her parents even try to pull her by her feet, but Pascaline resists. Suddenly she screams out in protest and her parents shrivel up to the size of peanuts and fit under her wings! Now as they all go to school together, Pascaline is thrilled she has her parents along with her...at first! Then slowly, but surely, she sees that she can't fly as fast or they will get dizzy and there is nobody to pick her up from school! Children begin to see from Pascaline's experience that maybe they can survive the first day on their own after all!

For more information about the Healthy Social Behaviors Project, contact your regional Behavior Specialist or:

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