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## Positive Behavioral Interventions and Supports in an Early Education Center

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*Rules & Expectations at the*

# **EARLY EDUCATION CENTER**

2020 – 2021



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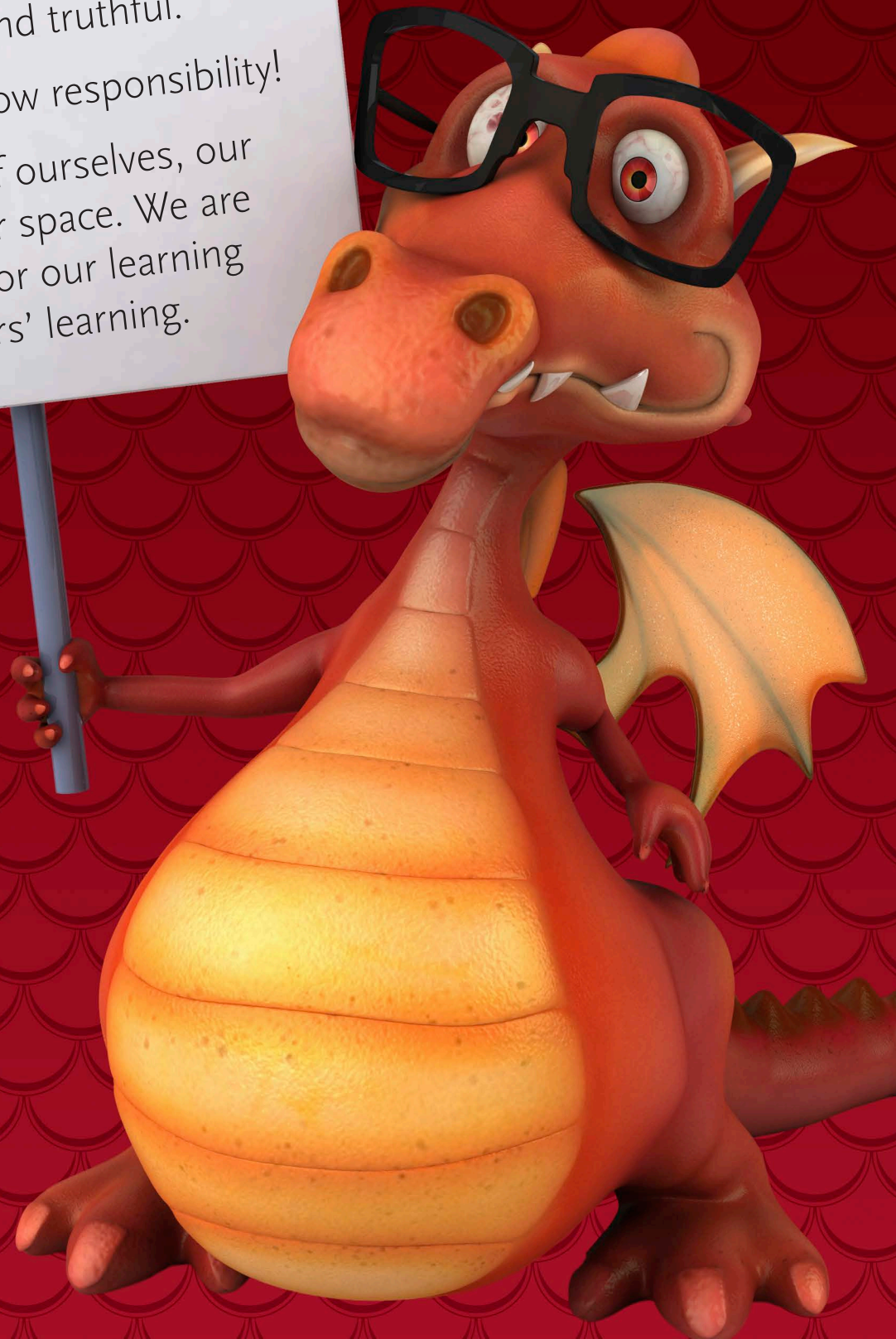
## Little Dragon Rules

Little Dragons show respect!

We respect our school, our friends, and our teachers. We are honest and truthful.

Little Dragons show responsibility!

We take care of ourselves, our things and our space. We are responsible for our learning and others' learning.



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## EXPECTATIONS

### HOW DID WE COME UP WITH THESE EXPECTATIONS?

- ▶ As this project began, the five teachers held a conference call where we determined what rules and expectations that our students needed the most assistance or guidance with.
- ▶ After determining the needs of our school, we focused on how we could make these expectations “make sense” to children of all ages and abilities. We also considered whether these expectations were reasonable for all our students (ages 1-5) to follow and meet.
- ▶ We then worked to put together the wording of each expectation and placed them into two categories- respect and responsibility.
- ▶ Finally, posters were created and hung, and teachers began to work on helping the children understand each expectation.
- ▶ To provide more in-depth guidance about each expectation for our student employees (and for our own reference), this handbook was created.

# AS LITTLE DRAGONS, WE SHOW RESPECT AND ARE RESPONSIBLE!

In our classroom, respect looks like:

- ▶ I listen and speak kindly to all teachers and friends.
- ▶ I take care of my toys and materials throughout the room.
- ▶ I am mindful of my friend's privacy.

In our classroom, responsibility looks like:

- ▶ I have a calm and safe body.
- ▶ I use my tools to ask for help and to keep calm.
- ▶ I know the limits of my body and feelings.



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## IN THE CLASSROOM

# RESPECT AND RESPONSIBILITY IN THE CLASSROOM

### **Respect**

**I listen and speak kindly to all teachers and friends.**

- ▶ When a teacher needs to talk with a student, make sure they are giving at least some attention to the teacher so that they can understand the conversation.
- ▶ Is the student *yelling* at the teacher or *talking*? If they are yelling, how can you help them to feel calmer about the situation before trying again?
- ▶ Are the children being inclusive? For example, if one friend invites three others to join them but tells the fourth that they cannot join, how can we help them understand inclusivity? Please help the children find kind words or help them to discover a game that has enough roles for all involved.

**I take care of my toys and materials throughout the room.**

- ▶ Do the children put away their toys after they are finished? How can we help the children to understand the clean-up process?
- ▶ Are the children stepping on toys (rather than walking around them) or trying to break them on purpose? What toys can we give them instead that are used for those things?

**I am mindful of my friend's privacy.**

- ▶ Children cannot "peek" into the bathroom at friends who are using the toilet. You may need to explain why teachers are able to go into the bathroom to help, but not other friends.
- ▶ If a friend wants to be alone (play alone, be in the calming area, or just needs some space), help others to be mindful of this and let them know that their friend wants some privacy and that they can check back in again later.

### **Responsibility**

**I have a calm and safe body.**

- ▶ A calm and safe body is one that is working towards following our "Little Dragon" song expectations (watching eyes, listening ears, safe feet, safe choices). It's okay for the children to be excited and a little more "wild," but it's important to find the limits of our classroom. Our classroom doesn't have enough space to run, but you could suggest that children play their running game in the gym or on the playground! To help the children remember some of our safe body expectations, you can cue them non-verbally with the actions to our rules song, or just give them a soft, verbal reminder. If reminders do not work, you can help them to find alternative things to do or find a way to make their actions a little safer throughout their play.

**I use my tools to ask for help and to keep calm.**

- ▶ When the children are having difficulties throughout the day (hurt feelings, disputes with friends, etc.) they know that they can ask adults in the room for help. Adults are in the room to help the children out- we are their safety resource! The children also are taught that the calm down area can help them whenever they need to take a break from their day. To better help some of the students, you as the adult can accompany them to the calm-down area and guide them through how to use the tools (timers, breathing balls, etc). If they prefer to be alone, you can respect their choice.

**I know the limits of my body and feelings.**

- ▶ Can the child sense when they are losing control of their body or emotions? We can help the children to understand what their limits are during play and other social situations by guiding them through what they are feeling in-the-moment and reflecting with them after the moment has passed. Can the children sense when a situation is too much for them and step away? Can they then use their tools to find the help that they need?

# AS LITTLE DRAGONS, WE SHOW RESPECT AND ARE RESPONSIBLE!

## In the Gym, respect looks like:

- ▶ I am flexible with friends and toys.
- ▶ I listen and speak kindly to all teachers and friends.
- ▶ I have good sportsmanship.

## In the Gym, responsibility looks like:

- ▶ I can share the balls, bikes, blocks, and other toys.
- ▶ I take care of toys.
- ▶ I know my limits and use watching eyes while playing and moving.



## RESPECT AND RESPONSIBILITY IN THE GYM

### Respect

#### I am flexible with friends and toys.

- ▶ If a friend has a bike and another child wants it, we can help the child to understand the reasons why they will need to wait their turn. We can also help them to find another toy or object to use in the meantime. The children are working towards having flexibility in thinking and delaying gratification, so being flexible with the toys and materials is important towards the development of these skills.

#### I listen and speak kindly to all teachers and friends.

- ▶ When a teacher needs to talk with a student, make sure they are giving at least some attention to the teacher so that they can understand the conversation.
- ▶ Is the student *yelling* at the teacher/friend or *talking*? If they are yelling, how can you help them to feel calmer about the situation before trying again?
- ▶ Are the children being inclusive? For example, if one friend invites three others to join them but tells the fourth that they cannot join, how can we help them understand inclusivity? Please help the children find kind words or help them to discover a game that has enough roles for all involved.

#### I have good sportsmanship.

- ▶ When playing a game, can the children accept the results? For example, when playing duck-duck-goose, does the child become upset when they are or are not picked to be the "goose?"

### Responsibility

#### I can share the balls, bikes, blocks, and other toys.

- ▶ The children are constantly learning the boundaries of sharing their toys and the flexibility of turn taking. If a child is using some of the larger toys such as the blocks, multiple balls, or multiple hula hoops, we can encourage them to allow other friends to join their play. We can help the children through how to incorporate more friends into play, or simply teach them how to divide the materials up evenly. If a child is playing with a toy such as a bike, single ball, single hoop, etc, they can use the object as long as they would like. It's our job, however, to let them know when other children are waiting for that item, and to also help the waiting child delay gratification by exuding patience in waiting.

#### I take care of toys.

- ▶ Do the children put away their toys after they are finished? How can we help the children to understand the clean-up process?
- ▶ Are the children stepping on toys (rather than walking around them) or trying to break them on purpose? What toys can we give them instead that are used for those things?

#### I know my limits and use watching eyes while playing and moving.

- ▶ The toddler friends (1-to-2.5-year-olds) need a teacher to watch them while climbing the large structures such as the wooden climber, large ladder, or spinning pole. Children older than 2.5 may still need watching teacher eyes or support while climbing, and they should be able to know their climbing limits and recognize when they need assistance. It's good to stand nearby just in case though! When playing in the gym, children need to watch for others, especially while running through the center of the gym or biking. The kiddos move quickly, so it's important to keep their eyes up and forward!

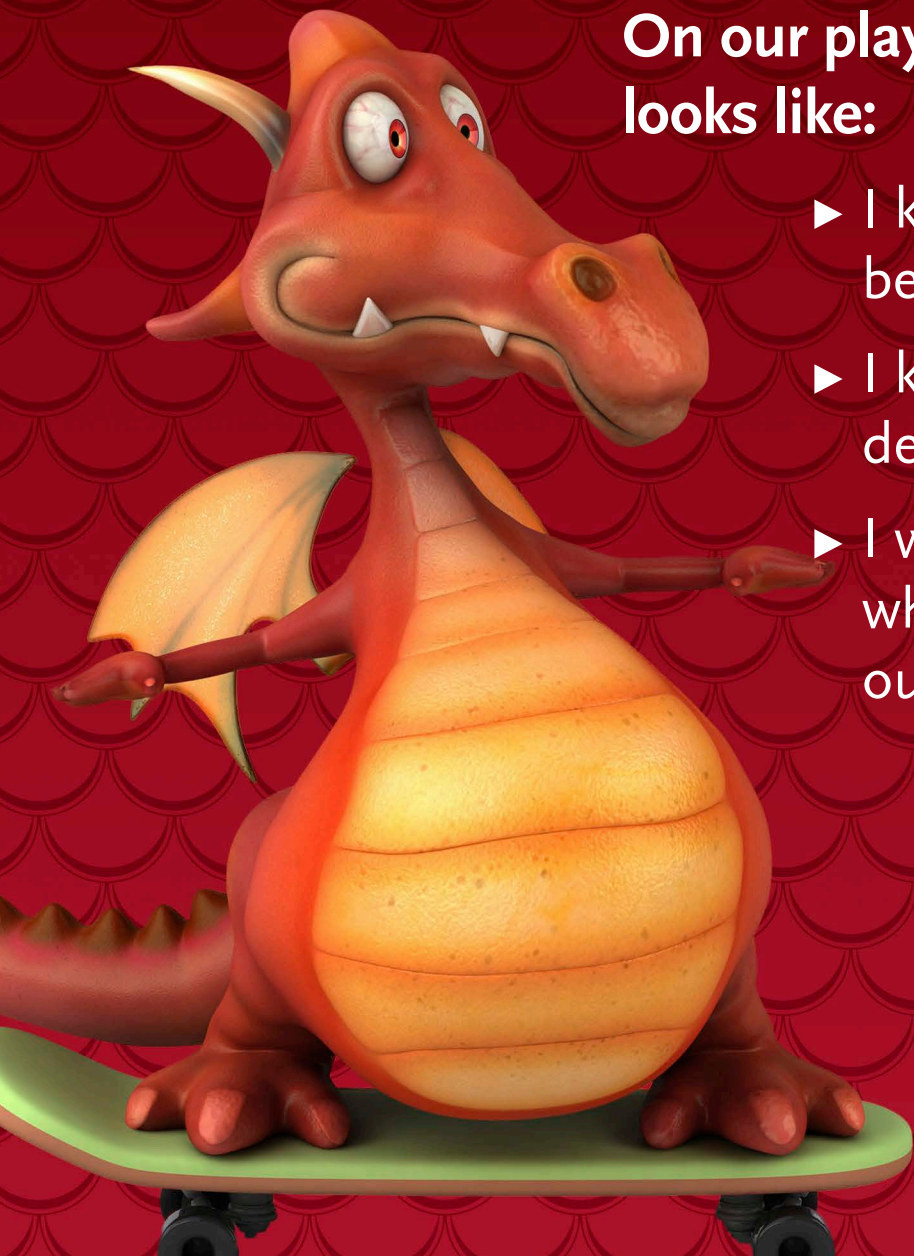
# AS LITTLE DRAGONS, WE SHOW RESPECT AND ARE RESPONSIBLE!

On our playground, respect looks like:

- ▶ I am flexible with friends and toys.
- ▶ I listen to my teachers, especially when it's time to go inside.
- ▶ I have good sportsmanship.

On our playground, responsibility looks like:

- ▶ I keep the earth where it belongs.
- ▶ I keep toys and materials in designated areas.
- ▶ I will be in charge of myself when getting ready to go outside.



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# RESPECT AND RESPONSIBILITY ON THE PLAYGROUND

## Respect

**I am flexible with friends and toys.**

- ▶ If a friend has a bike and another child wants it, we can help the child to understand the reasons why they will need to wait their turn. We can also help them to find another toy or object to use in the meantime. The children are working towards having flexibility in thinking and delaying gratification, so being flexible with the toys and materials is important towards the development of these skills. Another way we can help children in their flexibility mindset is by guiding them in finding games or activities to play where multiple children can be involved. What role can this friend be in the house game? Can one friend hit the ball and another friend catch it? (etc)

**I listen to my teachers, especially when it's time to go inside.**

- ▶ It's kind of tough when you want to keep playing and having fun outside, but the teachers tell you to be all done. To help the children be ready to use those listening ears, it's good practice to give them transitional warnings. For example, "in 15 minutes we will need to clean up to go inside" or "when my timer goes off in 2 minutes, each friend will need to pick up five toys from the ground." Unfortunately, no teachers can stay outside and give extra playtime, so the friends know they need to be listeners on the playground.

**I have good sportsmanship.**

- ▶ When playing group games (for example duck-duck-goose, sharks and minnows, or tag), the children are expected to have good sportsmanship or at least have the flexible mindset of considering proper sportsmanship. There are times when a student is really excited to play tag, until they are deemed "it." Suddenly the game isn't as fun. Our job is to help the students understand why games have rules and that those rules need to be followed for everyone to have a fun time. We can also help them to understand that if that game just isn't their "thing," that they can always find a new activity with other friends while they wait for the game to be over.

## Responsibility

**I keep the earth where it belongs.**

- ▶ Our rule of thumb is "I leave nature with nature" when we are outside. It's okay to pick up some of the things outside, but generally we leave them where we found them when we go back inside. There are of course, some exceptions to this if the teacher's lesson needs outdoor materials, but overall we put it back where we discovered it. We also need to encourage the children to keep the sand in the sand area and the woodchips in the woodchip area. This keeps our playground safe (no chips or sand on the sidewalk for runners to trip on) and organized.

**I keep toys and materials in designated places.**

- ▶ Each toy has a "place" at the end of playtime. The toy bins are labeled with words and pictures for the children to use during clean-up. We can help the children understand each toys' place on the playground and explain the importance of keeping organized for the next group of students who will come outside. We also use this rule when referring to the sandbox and woodchip areas (keeping the earth where it belongs). Keeping our materials in (relatively) the designated places makes our playground safe for other children around us.

**I will be in charge of myself when getting ready to go outside.**

- ▶ The children, especially those in the oldest two rooms, have a responsibility to take care of themselves when getting ready for the playground. In toddler rooms, this means that the children are able to get to their own cubby and find their own belongings, ready to be helped by a teacher to get dressed (this mainly applies in winter). In preschool rooms, children learn to have more independence in getting ready. They are able to locate their cubby and begin putting on their outside gear with little or sometimes no help from teachers. We can encourage the students to take care of themselves and praise them for trying even though it may be frustrating for them.

# AS LITTLE DRAGONS, WE SHOW RESPECT AND ARE RESPONSIBLE!

In spaces away from our classroom or the EEC, respect looks like:

- ▶ I respect other learners, while I am in the hallways.
- ▶ I am respectful to others that help at our school.
- ▶ I consider everyone's time and schedule.

In spaces away from our classroom or the EEC, responsibility looks like:

- ▶ I am responsible for my own things.
- ▶ I know my limits and we stick together.
- ▶ I leave nature with nature.



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## RESPECT IN THE "AWAY" SPACES

### Respect

#### I respect other learners while I am in the hallways.

- ▶ While one class may be walking through the halls, usually the other three classes are busy learning in their own classrooms. Doors may be propped open, but even with closed doors voices in the hall are easily heard. We help the students to understand that we need to keep low voices to respect the other children at our school. You can let the children know that other students are busy learning, just as they learn when they are in their classroom space. Some ways to help the students focus on walking quietly include: putting bubbles in mouth, walking like penguins (or other animals), having hands on hips (or other motion requests), etc.

#### I am respectful to others that help at our school.

- ▶ There are a lot of students and teachers in the school who primarily are located within classrooms. We do, however, have other employees that we can see when we are walking through the halls. These employees include the kitchen workers, custodial staff, maintenance crew, or Center director. We can help the children to understand that, while it is very exciting to see these individuals, they are focused on completing their job just like we need to complete ours. We can help the students to know the appropriate ways to greet these workers (wave, quiet hello, "finger" wave, etc) without leaving our line or being too disruptive of their work.

#### I consider everyone's time and schedule.

- ▶ Typically when we are heading somewhere that's not in our classroom (using the hallways, heading out to the campus mall, going to a Lommen classroom, etc), we are on a time-sensitive schedule. Sometimes we need to be somewhere before a teacher goes on break, we are attending an event that starts at a specific time, or we need to clear the hallways before the next class comes out. This time-sensitive schedule is tricky when a student does not want to come with, is experiencing some behavioral issues, or other reasons. It's important that we help the children understand the reasons that we need to follow the group and use our listening ears to make sure we arrive/depart on time. We can validate the child's feelings towards the situation, but still let them know what our expectations are of them. Once we are situated, we can help them to work through those feelings!

*\*An "away" space is anywhere that is not a classroom, the playground, or the gym. These spaces include the Center's hallways, the Center kitchen, the Center laundry room, the Campus Mall area, or other spaces/buildings on Campus that are not directly inside the Center.*

## RESPONSIBILITY IN THE “AWAY” SPACES

### Responsibility

#### I am responsible for my own things.

► The children, especially those in the oldest two rooms, have a responsibility to take care of themselves when heading to the playground or gym, but also to any of the away spaces. In toddler rooms, this means that the children are able to get to their own cubby and find their own belongings, ready to be helped by a teacher to get dressed (this mainly applies in winter). In preschool rooms, children learn to have more independence in getting ready. During this time they are primarily responsible for putting their own belongings on, and then putting them away in the appropriate spaces when done. This also applies to projects done in the away spaces (such as making a nature walk bag in which each child responsible for their own bag). We can remind the children that they are in charge of themselves and no one else and help them to become accountable for their own belongings.

#### I know my limits and we stick together.

► When we are away from the Center, the children are expected to know the boundaries of their play (especially on the campus mall). They receive these boundaries from the adults that accompany them, but then are expected to follow the expectation the entire time we are in the away space. The children also need to remember that we stick together as a group, especially when walking to our designated location. We can help them to understand that these rules are in place for their safety, and once we have arrived, we can spread out a little more.

#### I leave nature with nature.

► Our rule of thumb is “I leave nature with nature” when we are outside. It’s okay to pick up some of the things outside, but generally we leave them where we found them when we go back inside. There are of course, some exceptions to this if the teacher’s lesson needs outdoor materials, but typically we put it back where we discovered it before heading back to our classroom. If the children are having difficulties with this, we can offer to take a photo of them with the object or help them to draw what they saw once we are back inside!

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**AS LITTLE DRAGONS, WE SHOW RESPECT AND ARE RESPONSIBLE!**

### Our Little Dragon theme song:

Eyes are watching,  
Ears are listening.

Lips are kind.

Hands are still.

Feet are moving safely,  
Make safe choices daily.

Little Dragons, Little Dragons



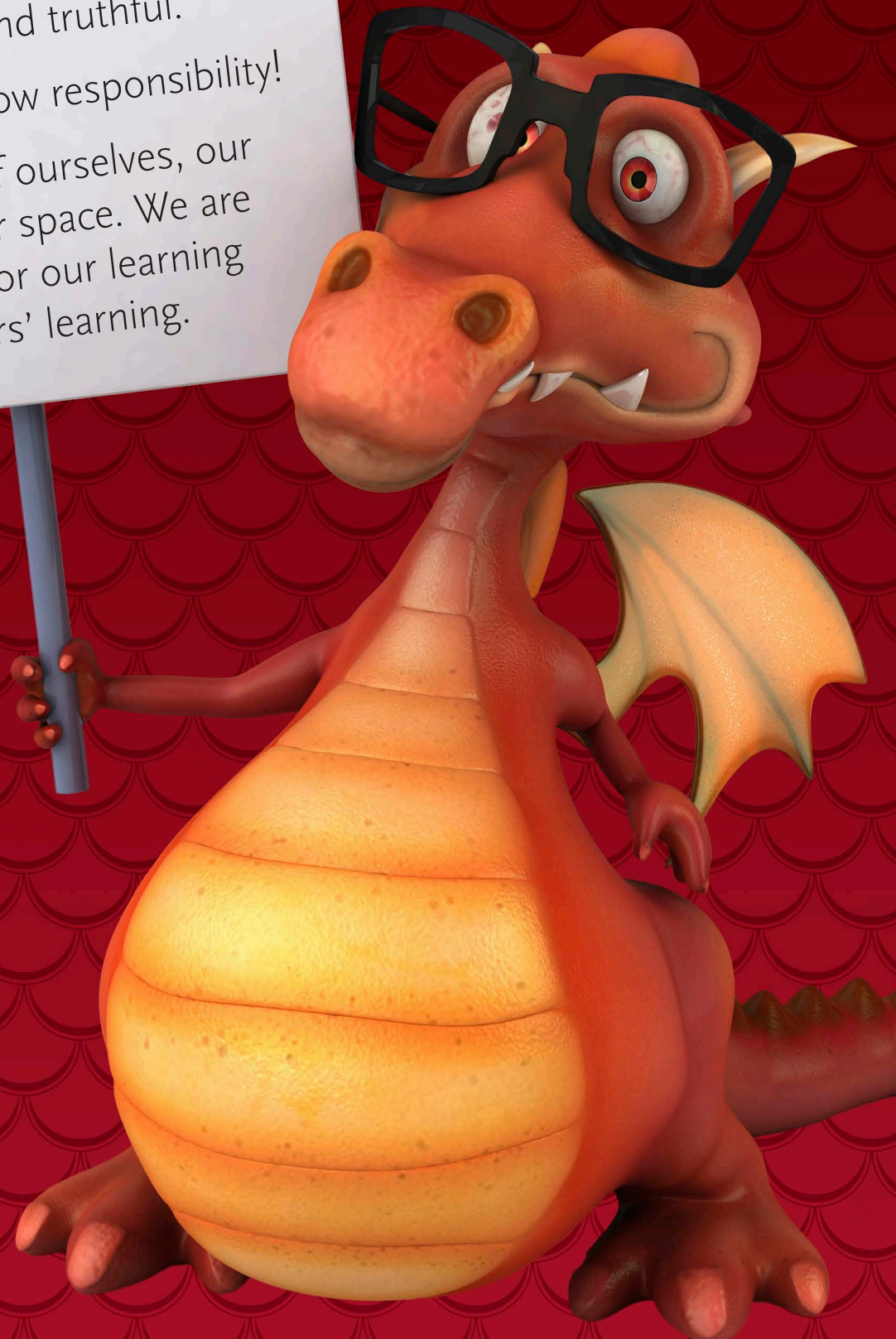
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BEHAVIOR

## I'M NOT SURE HOW TO HANDLE A BEHAVIOR!

If you are ever unsure about guiding a child through an undesired behavior, please reach out to the Center teachers for help or guidance! We are always available to assist you and help you to understand how to teach our expectations/routines/rules to students while helping them achieve social/emotional success at the same time. If you would like to do your own research, PBIS World is a great resource to use! You can click on the specific behavior you are seeing, and immediately receive a lot of great ideas about guiding students towards more appropriate behaviors while helping them to act responsibly and respectfully!

[www.pbisworld.com](http://www.pbisworld.com)

*How do you show respect and responsibility in the workplace? How can you help our children learn the same values? You're amazing at what you do, and you're helping to shape our Little Dragons each day!*



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Accessibility Resources at 218.477.4318 (voice) or 1.800.627.3529 (MRS/TYY).