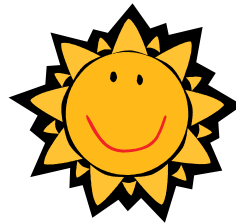


A Collaboration Between
RCA Head Start
Community Child Care Center
&
Portsmouth Early Education Program

COOL START



**Rockingham Community Action Head Start
& Community Campus
(RCA-CC)
Behavior Curriculum**

Dear RCA-CC Staff,

The PBIS Universal Team is pleased to present to you the **COOL START Staff Handbook**. It will provide you with the tools to implement the curriculum we have developed through our partnership with New Hampshire Center for Emotional Behavior Interventions and Supports (NH-CBIS). Our goal is to create a program-wide system to help children learn the skills they need to succeed socially, emotionally, and behaviorally.

Implementing PBIS in our classrooms will require all of our efforts, but the result will be classrooms that are more positive, more consistent, and more supportive.

Sincerely,

The PBIS Universal Team

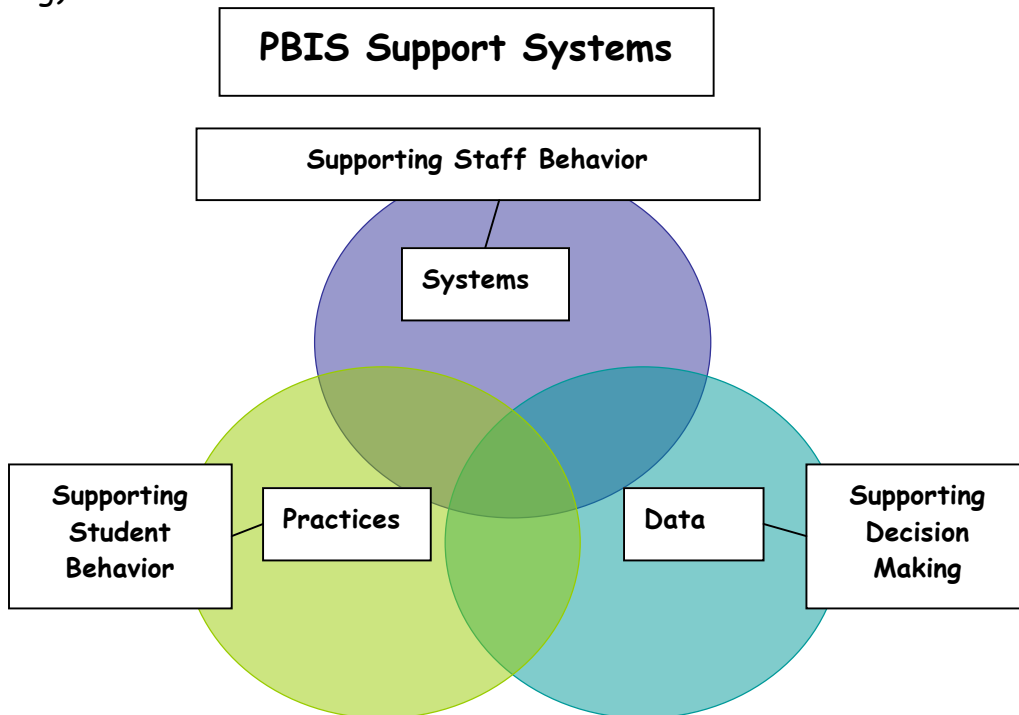
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What Is PBIS?

PBIS (Positive Behavioral Interventions and Supports) is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized behavior planning.

Using the most current best practices, strategic teams are trained to positively impact behavior at three key behavioral tiers: Universal (whole school); Targeted (individual child or group of at-risk children); Intensive (children with complex needs and behaviors that severely impact the child, school and/or community functioning).



Currently there are more than 2000 schools in 25 states nationwide implementing the PBIS Program. In New Hampshire there are 71 schools participating in NH-PBIS.

Universal Team

RCA-CC Universal Team Mission Statement:

**To build a community where all children and adults
can work, learn, and play
in a safe, respectful, and responsible environment.**

The Universal Team's focus is to develop school-wide behavioral expectations (Cool Rules), that include clear, identifiable behaviors (Behavior Matrix), how the behaviors will be taught (Cool Tools); and how the behaviors will be consistently and systemically encouraged and acknowledged.

The Universal Team is also trained to develop an effective and efficient referral form to help gather and utilize data to target interventions and to assess the effectiveness of their interventions.

Universal Team Members:

**Bonnie Arnold - Raymond Head Start
Ann Dillon - Facilitator - Institute on Disabilities
Pam Duffy - Coach - RCA Head Start
Karen Erwin - Community Child Care
Betsy Humphreys - PEEP
Kris Lang - Portsmouth Head Start
Irene Powers - Salem Head Start
Cathy Sloane - Epping Head Start**

Target Teams

RCA-CC Target Team Mission Statement:

The RCA-CC Target Teams are committed to providing organized, practical, and timely support to staff, families and children when Universal Schoolwide Interventions have not been effective.

The Target Team's focuses are the "at-risk" children. At-risk children are those individuals or groups of children who demonstrate behavior that has not been positively impacted by the school-wide interventions and strategies developed by the Universal Team.

Team members are trained in the development of Functional Behavioral Assessments (FBA) and effective Behavior Support Plans.

Target Team Members

(East Team-Community Campus, including Portsmouth H S, Hampton H S and Newmarket H S)
(West Team-Epping Head Start, Raymond Head Start, Derry Head Start and Salem Head Start)

East Team

Rose Bradder - PEEP
Pam Duffy - Coach - RCA HS
Sue French - Hampton HS
Pam Merchant - Newmarket HS
Lori Parson - CCC
Cathy Sloane - Epping HS
(Lynda Dionne (HS), Sandy Minard (CCC),
Dick Guare (PEEP) - MH Consultant)

West Team

Bonnie Arnold - Raymond H S
Nanci Collica - Derry HS
Pam Duffy - Coach - RCA HS
Marcie Nee - Salem HS
Marion Ober - Portsmouth HS
(Gary Eager - MH Consultant)

COOL START

The **COOL START** Behavior Curriculum was created by the RCA-CC Universal Team working under the New Hampshire - Center for Effective Behavioral Interventions and Supports (NH-CEBIS). This team has attended training sessions with leaders in the field of children's behavior, and has met regularly to develop a behavior curriculum to implement in our classrooms.

Chances are you are already implementing some of these ideas in your classrooms. We hope to bring a consistent level of effort towards these "**COOL RULES**" to All of our classrooms, All of the time.

This curriculum is based on three main ideas:

1. Children need to know what is expected of them.
2. Children need to be directly taught the correct way to behave.
3. The correct behavior needs to be encouraged and acknowledged.

1. Children need to know what is expected of them.

In order to help our children know what is expected of them every classroom, program or building will have same rules. This will provide consistency for the children, which will make it easier for them to learn and understand each rule. It will also provide support to all the staff.

Our 3 rules are called "**COOL RULES**" and they are:

"Be Safe" **"Be Kind"** **"Work Together"**

Through these rules we can address any behavior and help children to be respectful and responsible. These rules will be posted in all of the classrooms and the children will become very familiar with them.



It will be our job to teach the meaning of these rules as they apply to each area or activity in our programs.

We have developed a Behavior Matrix to clearly define our rules. The Matrix is designed to take each rule and apply it to all the settings our children work & play in; classroom, bathroom, playground etc.

"COOL RULES" Behavior Matrix			
	BE SAFE	BE KIND	WORK TOGETHER
CLASSROOM	Walking feet Stay in classroom Hands to yourself Feet on the floor Toys are for playing If you want to use toys in a different way make sure it is safe	Help others Share Use kind words	Inside voice Follow directions Return things to their place Take care of your own things Take turns Include others
BATHROOM	Close the door Feet on floor or stepstool when washing Wash hands Use own toothbrush Flush the toilet Tell adult	Respect Privacy Leave light on	Unlock the door when done Leave the bathroom as soon as you're finished
PLAYGROUND	Slow down to get off the swing Up ladders, down slide Use both hands when on equipment Stay on playground Sticks stay on ground (sand, rocks, mulch) Sand in the sandbox Hands to yourself If you want to use toys in a different way make sure it is safe	Use friendly words Play to feel safe Share	Include others in games Listen to teacher Take turns Line up when teacher calls
BUS	Buckle up Stay in your seat Quiet voices	Hands to yourself Sing softly	Listen to driver
Hall/Transition	Walking feet Hands to yourself Stay with your class	Quiet voices	Listen to your teacher Wear your backpack Follow the leader Take turns being leader Take care of your things
MEALTIME	Wash your hands before eating Use utensils for eating Small bites Chew well Bottoms on chair Feet on the Floor	Pass food Use manners Please and Thank you	Table talk Talk to the people at your table Take care of your dishes
Special Events (field trips, parent meetings etc.)	Stay with group Stay in your seat Buckle in car Follow classroom rules	Include others	Listen to adults
REST	Whole body on mat	Let your friends rest	Quiet voices Take care of your rest-time things

2. Children need to be taught directly the correct way to behave.

This will be done using individual lessons in the classroom called **"COOL TOOLS"**.

These short lessons will help the children to learn one part of the rule and what it looks like. For example, being safe in the classroom may include:

- Walking feet
- Using an inside voice
- Keeping your hands and feet to yourself

To teach, for example, walking feet, the teacher will explain why it is an important part of being safe. The children will be given examples of situations where walking will keep them safe and they will take part in activities that will allow them to practice. Teachers will always show the children (model) what the correct behavior looks like so they will become familiar with it. This will help them to have a very clear idea of the behaviors that are acceptable and expected in the classroom.

The **"COOL TOOLS"** are developed to teach any behavior in any setting. It is important to teach the behavior where you want it to take place. For example, teaching safe playground behavior needs to be taught on the playground. The same is true for meal times, bus behavior, and other parts of the child's day. This way, children make the connection between the behavior and the setting.



3. The correct behavior needs to be encouraged and acknowledged.

Once a behavior is taught, the child needs to be motivated to use that behavior in place of a less appropriate behavior. Motivation will be provide through positive feedback from all the adults that children interact with. This positive feedback will take many forms, for example, if a child is following the rule "**Be Safe**" a teacher may say "I like the way you are staying safe by walking to line-up". This lets the child know he is following the rule.

Other ways may be to remind or pre-correct the children on certain rules. "Before we line-up to go outside, do we remember how to walk to stay safe?" This helps the children to remember the rules.

RCA-CC Acknowledgement System

Pom-Pom Jar



Another way is to use an **Acknowledgement System** in the classroom. The RCA-CC acknowledgement system is based on a class Pom-Pom Jar. As staff sees the children acting appropriately they may give a child a pom-pom to place in the jar. When the jar is full, the entire class gets to celebrate their accomplishment. This motivates the children to continue the appropriate behavior.

When a new rule or skill is being introduced staff will acknowledge children demonstrating the rule frequently by giving them a pom-pom and verbally expressing exactly what they are doing. Slowly the pom-poms are given out less frequently and the behavior becomes part of the classroom structure. Each classroom will decide how they will celebrate once the pom-pom jar is filled. At first the teachers may need to choose the celebration, but the children should be involved in the decision making process, this will act as another motivator.

Celebration Ideas

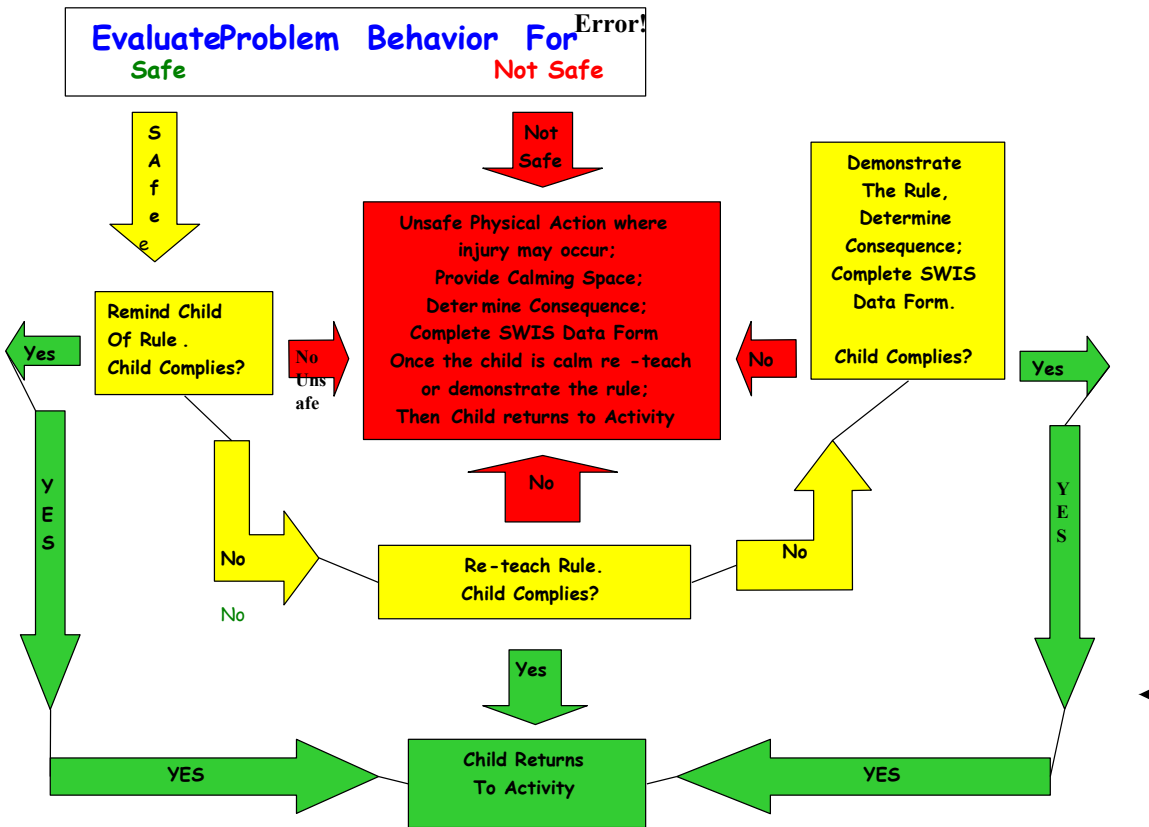
Bubbles
Pajama Day
Game Day
Special Lunch/Snack
Field Trip
Color Day
Shape Day
Teddy Bear Picnic Day
Parachute Games
Special Cooking Activity

Special Toy/Activity
Dinosaur Dig
Parade
Picnic
Extra Recess
Special Music Day
Special Dance Day
Nature Walk
Make Popcorn



Responding to Problem Behavior

Even with implementing all of these interventions some children will need supports to learn and follow our "COOL RULES". It is important that the adults respond to children in the same way each time a child needs help, this provides consistency and predictability for children. The Universal Team has developed a flow chart for all the adults that will respond to children who present a problem behavior.



What is SWIS?

- School-wide information System
- Maintained by University of Oregon
- Allows easy student Data input
- Creates Data information to Assist Program to respond to behaviors

Data Collection- SWIS Referral Form

Staff will fill out a SWIS Referral form on children whose behavior is **Unsafe** Or who are not able to comply to the rule after the adult has reminded the child of rule and re-taught the child the rule.

Staff will check-off: The Location

The Problem Behavior

The Possible Motivation

The Consequence (What the adult did in response to the problem)

RCA-CC SWIS Data Form

Name: _____ age: _____

Date: _____ Time: _____

Teacher: _____

Referring Staff: _____

Classroom/Site: _____

Others Involved: None Peers
 Staff Unknown Other: _____

Location:

Playground

Hallway

Bathroom

Bus

Classroom

Field Trip

Indoor gym

Other

Problem Behavior	Possible Motivation	Consequence
<input type="checkbox"/> Abusive Language <input type="checkbox"/> Defiance/Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Fighting/Physical <input type="checkbox"/> Aggression <input type="checkbox"/> Harassment/Teasing <input type="checkbox"/> Lying/ Cheating <input type="checkbox"/> Property Damage <input type="checkbox"/> Skip Class/Truancy	<input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Avoid Peers <input type="checkbox"/> Avoid Adults <input type="checkbox"/> Avoid Task/Activity <input type="checkbox"/> Don't Know <input type="checkbox"/> Other	<input type="checkbox"/> Ignore/none <input type="checkbox"/> Redirection <input type="checkbox"/> Individualized Instruction <input type="checkbox"/> Conference with Child <input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Contact Administration <input type="checkbox"/> Conference with Parent <input type="checkbox"/> Out of School Suspension* <input type="checkbox"/> Expulsion*

*A Program Director must be involved prior to any change in a child's schedule.

Comments: _____

Referring Staff Signature: _____

Definition of Consequences:

Individualized Instruction	may include Behavior Plan
Conference with Child	may include others to help problem solve
Loss of Privileges	may be removal from activity or area
Contact Administration	may include Mental Health Coord,
Out of School Suspension	may include loss of bus or field trip privileges

RCA-CC PBIS - Behavior Definitions

Use these definitions to guide your responses to behaviors and to complete SWIS Data Form. Keep in mind the developmental age of the child.

Abusive Language	Verbal messages that include swearing, name calling, or use of words in an inappropriate way for the developmental age of the child.
Defiance/Disrespect	Intentional and willful refusal to follow directions after the initial request is made directly to that child.
Disruption	Disruption includes sustained loud talking, yelling, or screaming; noise with materials, and tantrums. Behavior that causes an interruption in a class or activity, which continues beyond simple redirection.
Fighting/ Physical Aggression	Actions involving serious, intentional physical contact where injury may occur (e.g. hitting, punching, kicking, hair pulling, scratching, spitting, hitting with an object, etc.)
Harassment/Teasing	Child bullies another person including threats, intimidations and obscene gesture; verbal attacks based on age, ethnic origin, disabilities or other personal matters.
Lying/Cheating	Child deliberately violates rules when he/she thinks an adult is not directly supervising (watching). Taking toys or other materials (with the intent to keep) that do not belong to them.
Property Damage	Child deliberately destroys another's work or school property; throws objects.
Skip Class/ Truancy	Child leaves class/school grounds without adult permission.
Extra Info 1	Teacher
Extra Info 2	Classroom/Site

What Does This Mean For You?

- All Staff need to become familiar with The **"COOL RULES"**
"Be Safe" "Be Kind" "Work together"
- All staff need to recognize and acknowledge children who are following the **"COOL RULES."**
- All Staff need to be ready to give out pom-poms when the class or center are introducing a rule.
- All staff need to know the Universal Response to Problem Behavior (Behavior Flow Chart), and be consistent with their response.
- All Staff need to complete a SWIS Referral Form if a child's response to a problem behavior indicates the need.
- Teaching Staff need to post the **"COOL RULES"** in their class and other areas that the children use often.
- Teaching staff need to include **"COOL TOOLS"** in their Lesson Plans several times a week at the beginning of the program year; and once a week once the children have a good grasp of the System.
- Teaching Staff need to develop and/or teach **"COOL TOOLS"** as the behavior need indicates in their class (for the entire group or for individual children).
- Teaching Staff need to **CELEBRATE** the successes as often as possible!

What does this mean for the Universal Team?

- Continue to Meet on a monthly basis, building upon the Universal Systems
- Attend NH-CEBIS Trainings
- Monitor problem behaviors through the SWIS Referral Form
- Gather your feedback to answer questions
- Problem solve with you
- Facilitate the annual School-wide Evaluation Tool through NH-CEBIS (Spring)
- Be available to staff to provide support regarding PBIS

What does this mean for the Target Team?

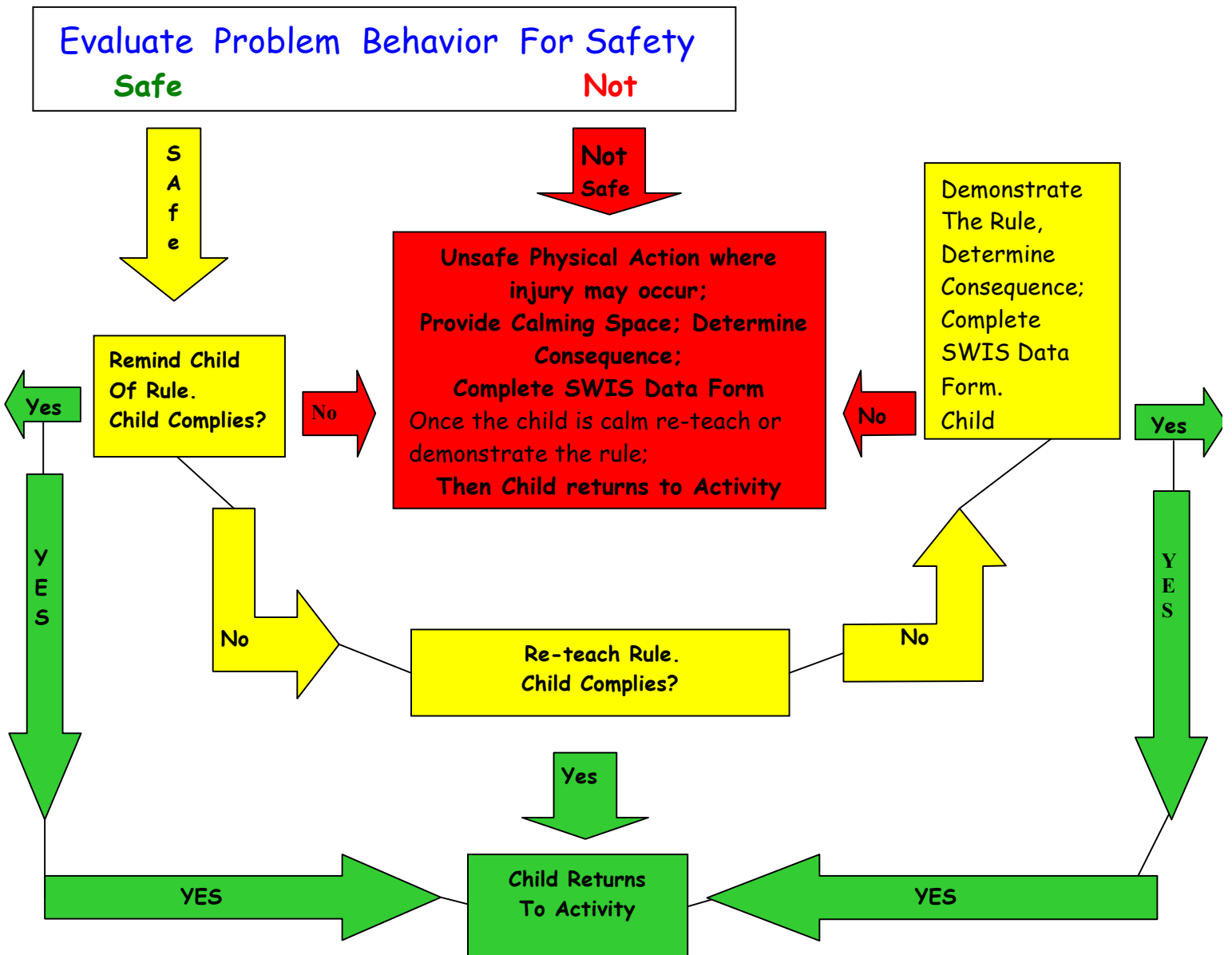
- Meet on a monthly basis, (east and west team will meet separately)
 - To provide support for staff who are faced with problem behaviors
 - To develop the systems of support when the Universal Systems are not effective for group or individual children
- Attend NH-CEBIS Trainings on Functional Behavioral Assessment (FBA) and Behavior Plans.
 - Develop Referral Process
 - Develop FBA's
 - Develop Function-Based Behavior Support Plans
- Share with all staff our efforts in the development of the Target Team and gather your feedback
- Be available to staff to provide support regarding PBIS

"COOL RULES" Behavior Matrix

	BE SAFE	BE KIND	WORK TOGETHER
CLASSROOM	Walking feet Stay in classroom Hands to yourself Feet on the floor Toys are for playing If you want to use toys in a different way make sure it is safe	Help others Share Use kind words	Inside voice Follow directions Return things to their place Take care of your own things Take turns Include others
BATHROOM	Close the door Feet on floor or stepstool when washing Wash hands Use own toothbrush Flush the toilet Tell adult	Respect Privacy Leave light on	Unlock the door when done Leave the bathroom as soon as you're finished
PLAYGROUND	Slow down to get off the swing Up ladders, down slide Use both hands when on equipment Stay on playground Sticks stay on ground (sand, rocks, mulch) Sand in the sandbox Hands to yourself If you want to use toys in a different way make sure it is safe	Use friendly words Play to feel safe Share	Include others in games Listen to teacher Take turns Line up when teacher calls
BUS	Buckle up Stay in your seat Quiet voices	Hands to yourself Sing softly	Listen to driver
Hall/Transition	Walking feet Hands to yourself Stay with your class	Quiet voices	Listen to your teacher Wear your backpack Follow the leader Take turns being leader Take care of your things
MEALTIME	Wash your hands before eating Use utensils for eating Small bites Chew well Bottoms on chair Feet on the Floor	Pass food Use manners Please and Thank you	Table talk Talk to the people at your table Take care of your dishes
Special Events (field trips, parent meetings etc.)	Stay with group Stay in your seat Buckle in car Follow classroom rules	Include others	Listen to adults
REST	Whole body on mat	Let your friends rest	Quiet voices Take care of your rest-time things

RCA-CC PBIS Behavior Flow Chart

Observe Problem Behavior



RCA SWIS Data Form

Name: _____ age: _____

Date: _____ Time: _____

Teacher: _____

Referring Staff: _____

Classroom/Site: _____

- Location:**
- Playground**
 - Hallway**
 - Bathroom**
 - Bus**
 - Classroom**
 - Field Trip**

Others Involved: None Peers
 Staff Unknown Other

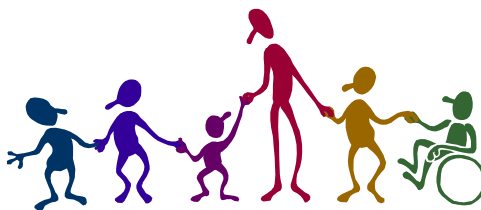
Problem Behavior	Possible Motivation	Consequence
<input type="checkbox"/> Abusive Language <input type="checkbox"/> Defiance/Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Fighting/Physical Aggression <input type="checkbox"/> Harassment/Teasing <input type="checkbox"/> Lying/ Cheating <input type="checkbox"/> Property Damage <input type="checkbox"/> Skip Class/Truancy	<input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Avoid Peers <input type="checkbox"/> Avoid Adults <input type="checkbox"/> Avoid Task/Activity <input type="checkbox"/> Don't Know <input type="checkbox"/> Other	<input type="checkbox"/> Ignore/none <input type="checkbox"/> Redirection <input type="checkbox"/> Individualized Instruction <input type="checkbox"/> Conference with Child <input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Contact Admistration <input type="checkbox"/> Contact Parent <input type="checkbox"/> Out of School Suspension* <input type="checkbox"/> Expulsion*

*Any change in a child schedule/attendance must involve a Program Director

Staff Signature: _____

Consequences:	
Individualized Instruction	may include Behavior Plan
Conference with Child	may include others to help problem solve
Loss of Privileges	may be removal from activity or area
Contact Admistration	may include Mental Health Coord., Center Coord.
Out of School Suspension	may include bus of field trip

Positive Behavior Intervention and Supports



Helpful Tools for Teaching “Cool Rules”

(Be Safe, Be Kind, Work Together)

1. Pre-teaching: Review the behavior expectation for a particular common area before transitioning to and from that area. Develop a rhyme or song that reinforces that behavior to sing as you transition.
2. Direct Experience: Take the children to a particular common area and have them “practice” the expected behavior (i.e. walking feet in the halls).
3. Get the children’s input: Use children’s literature to stimulate a group discussion about a common problem behavior, such as hitting. Have the children identify the problems with this behavior and brainstorm coping strategies or solutions with them. Use the Teaching Matrix for that area to guide your discussion.
4. Role-Play: Have the children act out scenarios that address the expected behaviors in common areas to ensure their understanding as well as to provide them an opportunity for feedback. Encourage the children to use the words on the Teaching Matrix for that area.
5. Reflection: Have the children talk about any experiences they have had at school and process their responses in relation to the Cool Rules and the Teaching Matrix.
6. Acknowledgement: Whenever possible positively acknowledge children who are demonstrating school-wide behavior expectations by utilizing the school-wide acknowledgment system.

RCA-CC Cool Tool

School-Wide Expectation (Rule): _____

Skill Being Taught: _____

(When introducing rules, follow these basic steps)

Step 1: Introduce the Rule

1. Briefly outline what you will focus on during the lesson, what activities you will be engaging, and your expectations for the lesson.
2. Check for understanding of children by their attention and responses.
3. State the rule and the skill.

Step 2: Demonstrate the Rule and Skill

1. Model the skill in the area where the children will be expected to use it.
2. Model at least two positive examples and one non example of the skill.
3. Involve the children in the discussion.

Step 3: Kids activities/role play

1. Have one or more children demonstrate the skill.
2. Coach children on key expectations (skills) if needed.
3. Provide prop's and activities related to the skill.

Step 4: Follow-up/Reinforcement Activities

1. Prompt, pre-correct and encourage appropriate displays of skill.
2. Re-teach skill to individual children who have forgotten it.
3. Monitor children's behavior related to the skill to determine if additional COOL Tool's are needed.

RCA-CC Cool Tool

School-Wide Expectation (Rule): Buckle Up

Skill Being Taught: Seat Belt Safety

Step 1: Introduce the Rule

Once you have gathered all the children in a common area (Circle Time) Briefly talk about the school bus and the importance of using a seat belt.

*Why do we buckle-up? (To keep us safe)

*Who buckles up? (Everyone)

*How do we buckle-up? (By using our car seats and seat belts)

*When do we buckle-up? (Everytime we ride in the car or bus)

Step 2: Demonstrate the Rule and Skill

Bring the children to the school bus, have them board the bus and encourage them to sit in a seat. Show them how to sit (facing forward with feet on the floor or as close as possible). Have them find the matching seat belt color and demonstrate the way to buckle themselves.

Step 3: Kids activities/role play

Have each child buckle themselves in and demonstrate how to sit properly when riding on the bus. Encourage quiet voices and calm behavior, making it possible for everyone to be safe - including the driver.

Sing the song "I Always Buckle Up" Sung to the "Farmer and the Dell"

When we ride in the bus, I always buckle up.

_____buckles up, _____buckles up.

When she/he rides in the bus_____buckles up.

Step 4: Follow-up/Reinforcement Activities

Acknowledge children that are buckled properly and facing in a forward position with feet on the floor.

Reinforce the activity by reading a book called "I'm Safe! In the Car" By Wendy Gordan; Illustrated by Paul Gordan.

Sing "I Always Buckle UP".

Encourage a group discussion with children asking them, "Who Buckles up at their house? Why do they buckle up? When do they Buckle up?

Do they buckle up in a car seat or Booster? Their answers can be graphed.

RCA-CC Cool Tool

School-Wide Expectation (Rule): Act Safe - Playground

Skill Being Taught: Use both hands when on equipment

Step 1: Introduce the Rule

1. To ensure safety on the playground
2. To establish respect for others while being safe.

Step 2: Demonstrate the Rule and Skill

1. You are climbing up the stairs of the climbing structure and you notice a friend coming down. You stop, remove your hands from the structure, greet your friend and let him/her go by.
2. You are swinging on the swings, and the teachers call to let you know it is time to go in. You continue to hold on to the swing until it comes to a complete stop.
3. You are on the zipline and holding on tight with two hands.

Step 3: Kids activities/role play

1. Divide your group of children into three groups, and practice each of the above. Blow a whistle and switch to the next skill; blow the whistle again for the final skill.
2. Bring out Sam the Safety Monkey to see if the children can teach Sam the skills.
3. Ask the children if they noticed who was following the rules.

Step 4: Follow-up/Reinforcement Activities

1. When new children come into the group, have a child teach them the rules.
2. With combined groups on the playground, mix up the children, and see how they follow the rules/skills.

RCA-CC Cool Tool

School-Wide Expectation (Rule): Quiet Voice in the Hall

Skill Being Taught: Transition to Hallway

Step 1: Introduce the Rule

Talk about quiet voices in the hallway. Ask the children to demonstrate a quiet voice. Model the behavior as you are talking with the children.

Step 2: Demonstrate the Rule and Skill

Have the children line up as though they are about to enter the hallway. Model the behavior that is expected in the hallway and recite the chant.

Hall Chant:

I'm giving myself a great big hug, (fold arms across chest)

I'm standing straight and tall,

I'm looking right ahead of me,

I'm ready for the hall.

Step 3: Kids activities/role play

Have the children recite the chant several times in a quiet voice. When lining up they can recite this chant to make sure they're ready to enter the hallway.

Once the children are ready take them in the hallway encouraging them to walk, keeping hands to themselves and using quiet voices. This can be practiced several times at various times of the day.

Step 4: Follow-up/Reinforcement Activities

Have the children talk about other places where they use quiet voices. Make a list of all the places we would use a quiet voice. Have the children demonstrate "quiet voices" and "outdoor voices". Give them examples. Listen to the game "Sound Tracks" and see if they can identify the noises they hear on the tape. Ask the children where they might hear some of those sounds. Ask them to come up with a sound and see if the other children can identify it.

RCA-CC Cool Tool

School-Wide Expectation (Rule): Playground-"Play to Feel Safe"

Skill Being Taught: Conflict Resolution

Step 1: Introduce the Rule

The best time to discuss "playing to feel safe" is after you notice some children having trouble on the playground being chased, or bullied. As soon as possible, bring the class together inside to discuss what is happening. Great examples class discussions can be found in:

"Teaching Young Children in Violent Times" by Diane E. Levin

"I have been noticing something on the playground that doesn't feel safe..."

Step 2: Demonstrate the Rule and Skill

Let the children brainstorm about what makes them feel unsafe on the playground. Reflect back their statements and let other children contribute ideas. Make a list of the things that make them feel unsafe. Try to guide the discussion from where the children are developmentally. It is too easy, as teachers, to come into the discussion with all the answers. The children miss an important opportunity to construct their own ideas. Take it slowly and listen to the children carefully.

Step 3: Kids activities/role play

As the children discuss what makes them feel unsafe, they may contribute some solutions also. For example, if a child feels unsafe when someone yells in their face, they may say "I run away when someone yells at me". Acknowledge the children's problem solving ideas and add them to the list of possible solutions. Take down all the children's ideas initially. Once you have developed a list of possible solutions review it with the children and have them decide which ones they want to try on the playground the next day. If possible, role play the problem and the solution with the children.

Step 4: Follow-up/Reinforcement Activities

Continued follow up support is essential with preschoolers, as it will take a long time for the children to learn how to resolve conflicts on their own. As situations arise on the playground help the children to resolve their conflicts by gently stopping them, let each child speak about what the problem is, reflect back what each child is saying and help them to listen to one another. Finally, support the children by helping them to recall the solutions that they generated in your class discussion.

LEARNING TO RESOLVE CONFLICTS IS A LIFE SKILL THAT TAKES TIME AND ENERGY TO TEACH. DON'T MISS THE TEACHABLE MOMENT!!

RCA-CC COOL TOOL

School-Wide Expectation (Rule): Work Together

Skill Being Taught: Line up when the teacher calls on the playground

Step 1: Introduce the Rule

1. At large group time the teacher tells the children when they are on the playground they will learn how to line up together on the playground.
2. Once they are on the playground, still in a group, one teacher shows the children the signal for lining up. (bell, voice, etc.) Stating the rule.
3. The teachers explains that after the signal the children need to stop what they are doing, help to pick up any toys with their classmates, and get any of their own belongings.
4. Once they are finished, they should go to the assign place for line up.
The teacher should encourage them to help their friends during this process.

Step 2: Demonstrate the Rule and Skill

1. As one teacher is explaining the line up routine, the other teacher is demonstrating the actions; stops playing, looks around for toys, helps peers to pick up. (may need to pretend to help a friend).
2. The teacher who is demonstrating the rule should be asking questions such as "Where do we put our toys?" "Where do we line up?" This teacher should model the correct ways and an incorrect way so children will know what to do.
3. Once the demonstration is completed, the teacher asks a few questions to the group of children, "What do we do when we hear the signal?" "Where do we line up?" "How can we help are friends?"

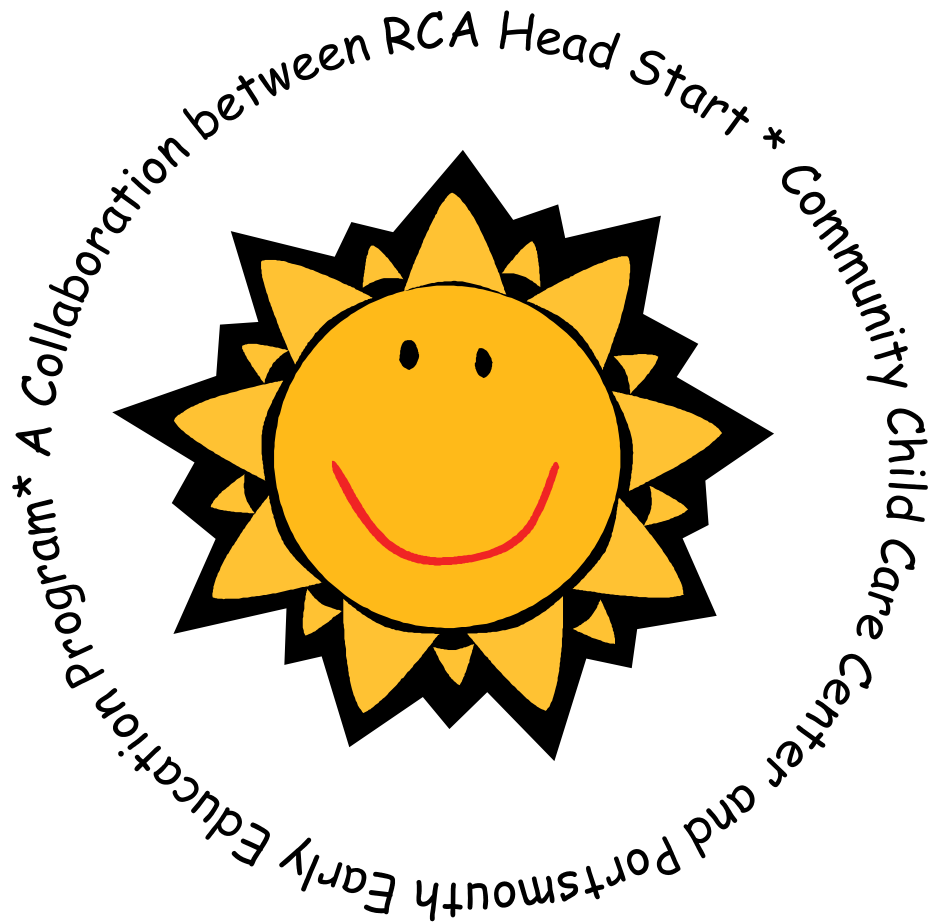
Step 3: Kids activity/role play

1. Ask for a volunteer to demonstrate the rule, as the teacher provides the steps, listen for the signal, stop playing, pick up toys, help you friends, line up. Teacher encourages the others to acknowledge how well the demonstrator did.
2. Ask the group of children to tell you what the demonstrator did.

Step 4: Follow-up/Reinforcement Activities

1. For the next several days, before the children go out to the playground, reminds them of the line up process.
2. Teach them the line up song: (Sung to the tune of "Everybody sit down on the Floor:)
"Line up, line up, everybody line up, line up, lineup at the _____. Help your friends, Work Together, everybody line up at the _____."

COOL START



BEHAVIOR CURRICULUM