



# Early Childhood Behavior



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright *future* for every child

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## VISION

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To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## MISSION

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated "C" or Higher



# Today's Purpose

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- Understand the pyramid model for promoting Social and Emotional Competence in Infants and Young Children
- Understand behavior must be explicitly taught and modeled
- Take away helpful strategies for addressing behaviors

# Mentally Prepare:



# Anticipatory Set

- Cross your arms.
- Which arm did you put on top?
- Switch your arms.
- How did it feel to change this up?
- How does this relate to teaching?



# Activity: Draw Your Student

In your group, on your chart paper,  
draw a “half” picture of one of your  
students  
on the first day of school.

Think about their inside emotions and  
outside characteristics.

Check out my example



# Four Corners Activity: Pop Quiz

Around the room are signs that say Completely Agree, Somewhat Agree, Somewhat Disagree, and Completely Disagree.

When I read a question, go stand near the sign that you think is true.





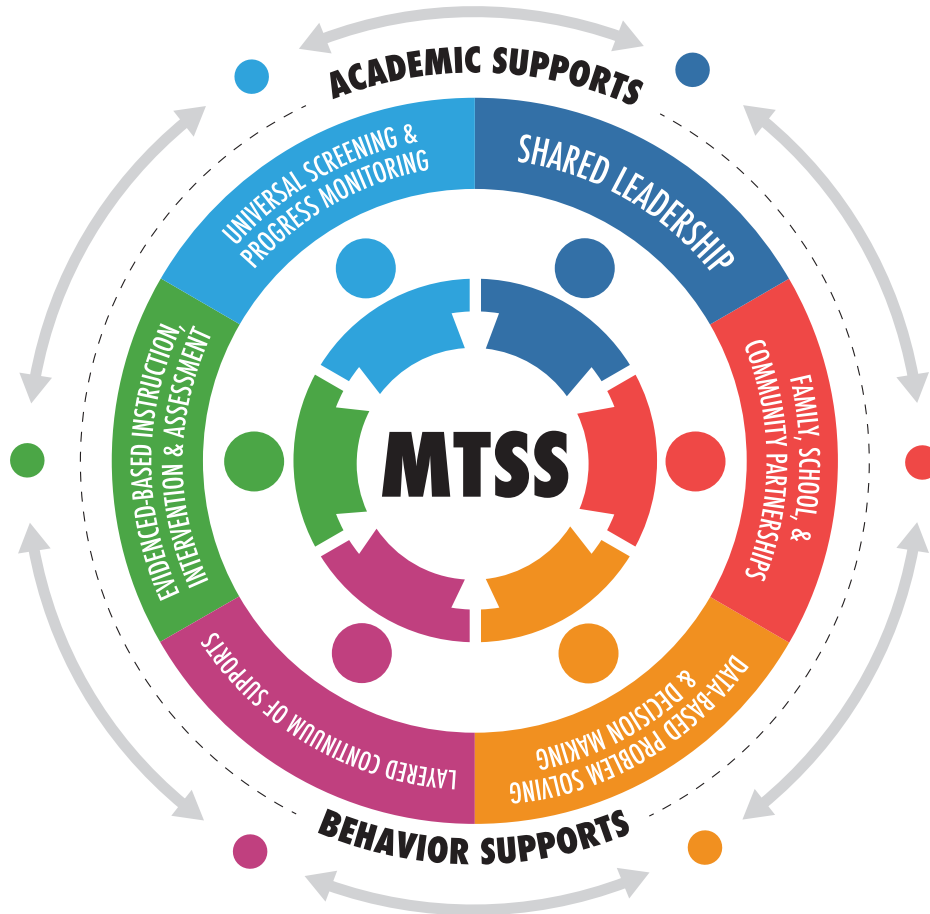
# What are all these

# TIERS

## Everyone keeps talking about?

A multi-tiered system of supports is a **framework** for effective **team**-based problem solving that is **data-informed**, **evidence-based**, and **flexible** enough to meet the **academic** and **behavioral** needs of **all** students.

# MTSS Essential Components

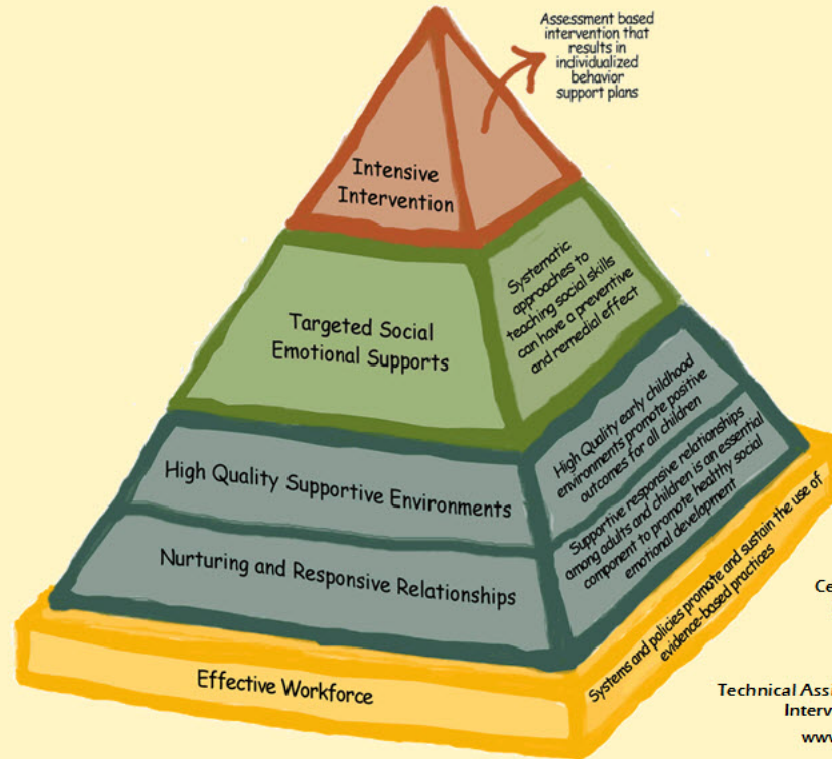


# What is MTSS

IS	IS Not
A framework for effective problem solving to improve academics and behavioral outcomes for ALL students.	A single curriculum or program
For ALL students including those who need enrichment	Just for struggling students
Flexible to meet the unique needs of districts and schools	A one size fits all prescription
Data informed and evidence based	Based on assumptions or anecdotal info
Collaborative team based decision making	The responsibility of one person
A framework to make decisions about the need for further services.	A pre-referral process

# Pyramid Model

## for Promoting **Social Emotional** Competence in Infants and Young Children



Center on the Social and Emotional  
Foundations for Early Learning  
[www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel)

Technical Assistance Center on Social Emotional  
Intervention for Young Children  
[www.challengingbehavior.org](http://www.challengingbehavior.org)

# Effective Workforce



## Systems Thinking (Effective Workforce):

The model is supported at the foundation by an effective workforce.

The foundation for all of the practices in the Pyramid Model are the **systems and policies** necessary to ensure a workforce able to adopt and sustain these evidence-based practices.

# Relationships and Environments

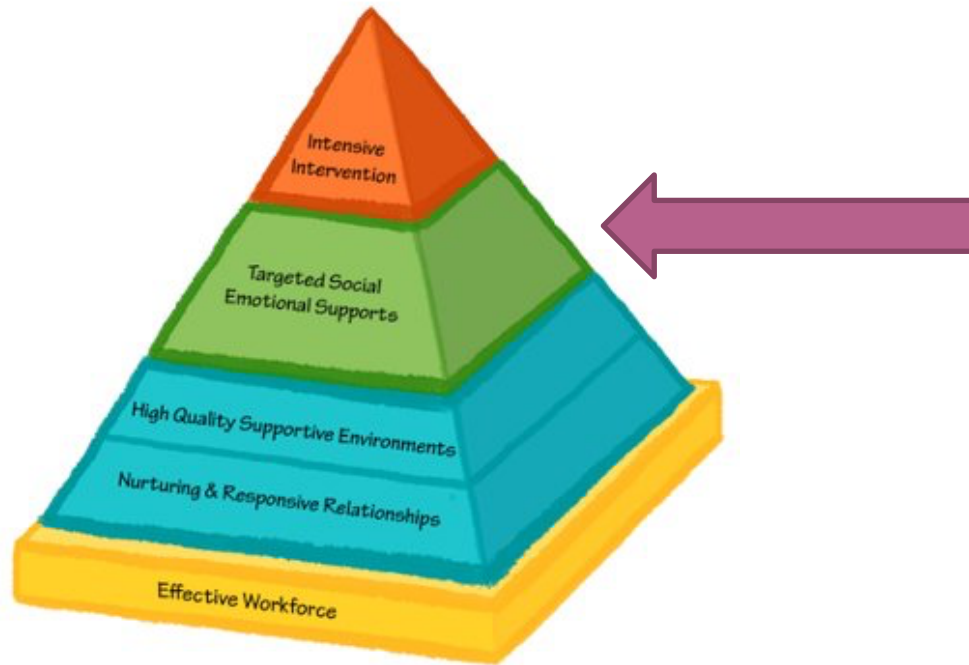
## Positive Relationships:

Universal supports for all children should be provided through nurturing and responsive relationships and high quality environments. At the universal level we include the practices needed to ensure the promotion of the social development of all children:

- High Quality Supportive Environments that include inclusive early care and education environments and supportive home environments, and
- Nurturing and Responsive Relationships are essential to healthy social development and include relationships with children, families and team members.



# Targeted Supports



## Supportive Environments

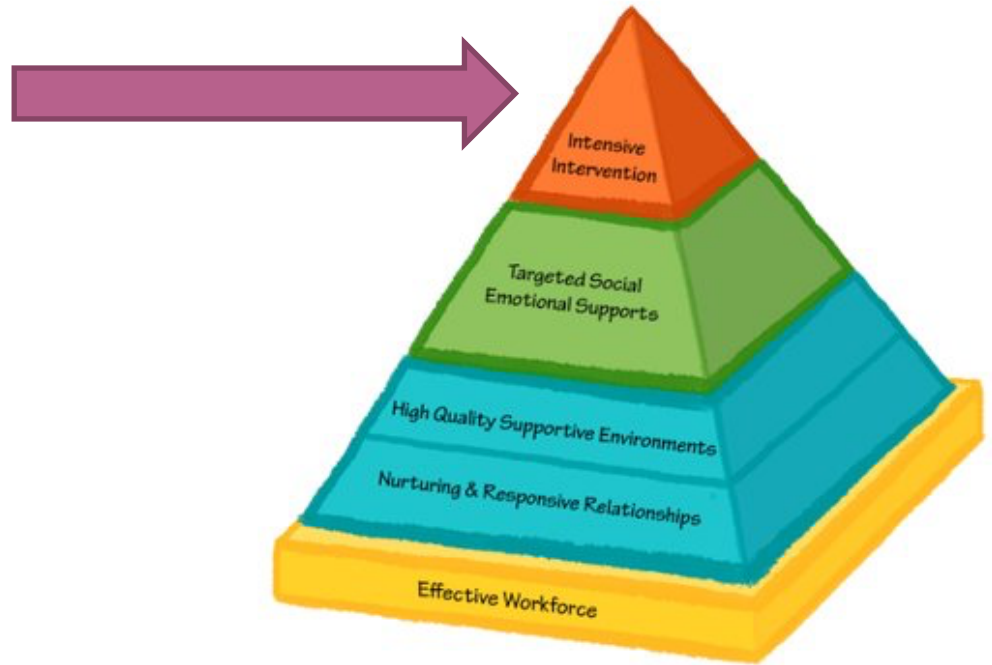
This layer is geared toward prevention and represents practices that are targeted social emotional strategies to prevent problems. The prevention level includes the provision of targeted supports to children at risk of challenging behavior. Targeted Social Emotional Supports include explicit instruction and support self-regulation, expressing and understanding emotions, developing social relationships and problem-solving.



# Intensive Intervention

## Individualized Intervention

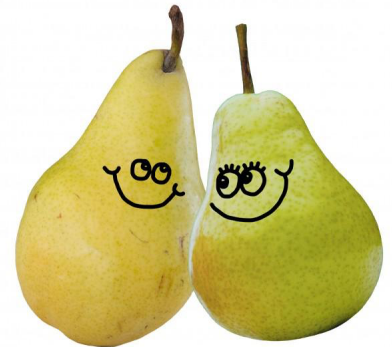
**Intervention** is comprised of practices related to individualized intensive interventions. The tertiary level of the Pyramid Model describes the need to provide individualized and intensive interventions to the very small number of children with persistent challenges. They should be individualized intensive interventions, family-centered, comprehensive, assessment-based, and skill-building.



# Activity: Teaching Scenarios

In pairs, decide who is the student and who is the teacher.

Open your scenario cards and in 1 minute, teach your partner everything about your subject.  
Remember not to use the buzz words.



# Activity: Teaching Scenarios



# Food for Thought

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- If a child doesn't know how to read, we TEACH.
- If a child doesn't know how to swim, we TEACH.
- If a child doesn't know how to multiply, we TEACH.
- If a child doesn't know how to drive, we TEACH.
- If a child doesn't know how to behave, we... teach?  
punish?

Why can't we finish the last sentence as automatically as we do the others?

# The Importance of Teaching Behavior

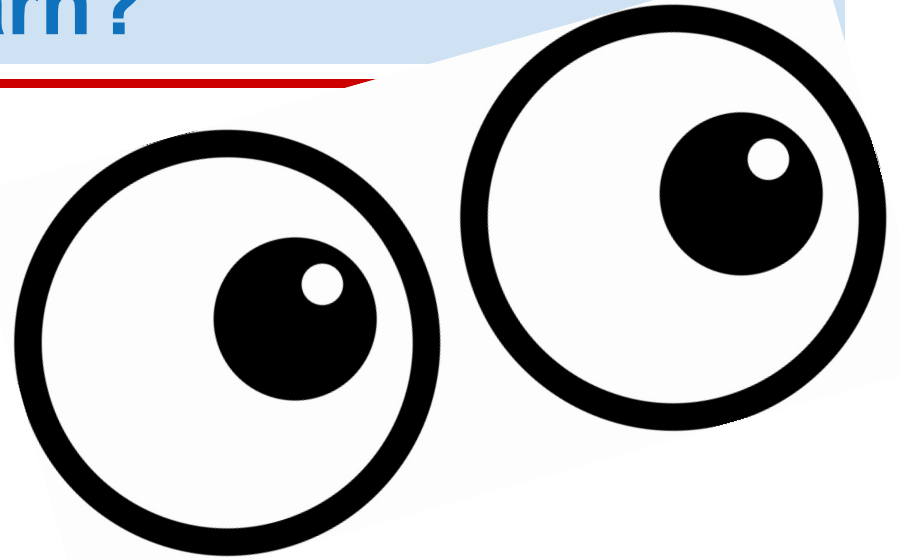
- Students come from a variety of backgrounds and different home expectations.
- Different homes have different rules.
- Different cultures have different norms.



# How do students learn?

Students learn through:

- direct instruction,
- watching their peers, and
- watching you.



(They are always watching even when you think they aren't.)

# Things to Keep in Mind

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- Behavior develops as language develops.
- Be aware when you are modeling bad behavior.
- Make sure you are following the rules.
- Explain exceptions to the rules.
- Model new skills.

# All Behavior has a Purpose and a Function.

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- The two purposes of behaviors are: To obtain (get) or to avoid (not get).
- The four functions of behavior are: sensory, escape, attention, or tangible.
- Without understanding the function of a behavior, we may unintentionally be reinforcing the negative behavior.



# 10 Tips for a Peaceful Classroom

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## 1. Set Keep in mind scheduling.

Set your students up to succeed. Do not expect a 3-year-old to sit quietly for a 20 minute circle time or a trio of five-year-old children to be able to work next to each other without talking. Support your students' growth and development with activities and materials that engage and challenge them but avoid frustration.

# Continued...

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## 2. Make routines predictable.

Make sure to prep the children when anything out of the ordinary is planned. Anxiety is a major reason for misbehavior in preschool-aged children, it doesn't always present itself as worry.

## 3. Do not overstimulate.

Children process information slower than we do, and too much input to process results in meltdowns. If you have too many things out for free play, if there is too much noise or too many people crowded together you can have a harder time managing behaviors.

# Continued...

4. Use positive corrections instead of negative ones.

“We walk inside, but when we get outside you can run.” “Painting is for the easel, why don’t you come help me wash this paint off the car and then you can play with it in when you are done painting.” “Hitting hurts. When you are angry, you need to use your words and keep your hands on your body.”

5. When you do have to correct a child get down to their level and do it gently and without shame.

Avoid using “I like how Sally is sitting; Sally is sitting perfectly.” instead try “Sally is showing me she is ready by sitting by the fence.”

# Continued...

6. Notice good behavior and praise it authentically.

All children are good; their behavior may be challenging, but the child just wants connection, and it's our job to find a way to make that connection. Try to find what the misbehaving child is doing right and praise them for that. This is easy to say but sometimes harder to do, but it's worth it.

7. **Selectively** ignore bad behaviors.

Once you understand a child's motivations for behaviors you can decide if you can ignore it or not. Of course how it affects other students plays a large role in whether you can ignore it or not. Is it disruptive? Can you move the child to another area within the classroom and allow them to keep it up where it won't infringe on any other child? Can it be a teachable moment for the whole class

without shaming the child?

# Continued

8. Be a role model and call yourself out when you do something that breaks your classroom's rules and expectations.

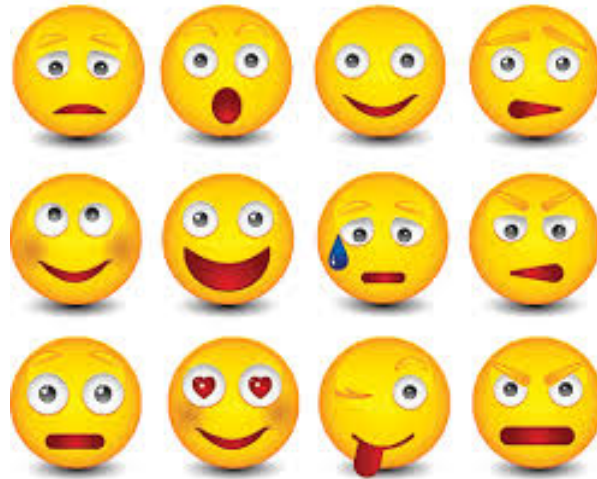
Every moment in your classroom is a teachable moment.



# Continued

9. Teach about emotions to foster empathy.

When children can recognize and respond to classmates emotions they can work more cooperatively and take responsibility for their actions and how they affect others.



10. PLAY with your students.

Get down on the ground and pretend to be a lion, drink 50 cups of pretend coffee and make snakes with playdough.

That is where your real authority will come from, not by shouting, or making students fear you. Make them love you by playing and connecting with them, and you will see children eager to please. Young children will listen to your requests much more effectively when they feel a connection.

# Activity: Filling Their Buckets

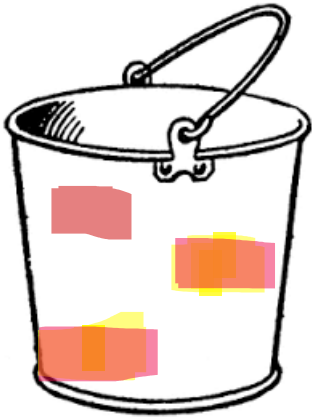
- Everyone needs to start with a coffee cup, a paperclip, and a few small pieces of duct tape.
- Unfold your paperclip and poke 3-5 holes in the cup.





# Activity: Filling Their Buckets

Using your pieces of duct tape, patch the holes



# Loop Back Activity: Draw Your Student

On your chart paper,  
finish your “half” picture of one of your  
students  
on the last day day of school.

How have they changed throughout  
the year?

Check out my example



# Funny to leave with



"The Principal suspended me —  
School is the only place in the  
world where you can get time  
off for *bad* behavior."

## Follow Child Find Procedures

-**Child Find** is the ongoing obligation to identify, locate, and evaluate all children suspected of disabilities who need special education and related services as a result of those disabilities.

*Note: A district should not violate its Child Find duty by repeatedly referring a student for interventions rather than evaluating the student's need for special education and related services.*

# Parent Resources

Grades: Kindergarten - 3rd

## Parents' Read-At-Home Plan for Student Success

THIS GUIDE INCLUDES  
Activities to help your child learn the 5 components of reading

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

### Parents' Read-At-Home Plan (Literacy-Based Promotion Act Parent Document)



### Family Guides for Student Success (Reading & Math: Grades PK-8)

## PLANNING A SUCCESSFUL PARENT NIGHT

GETTING FAMILIES INVOLVED

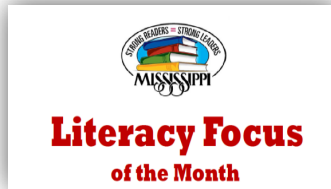
A parent's night is a great opportunity to connect with parents, share valuable information, and build a sense of community. A successful event can help establish a strong foundation for parent-teacher relationships and set a positive tone for the entire school year. Below are tips to help you make your next parents' night an unforgettable and enjoyable experience for everyone.

- 1 PLAN AHEAD**  
Plan your event in advance to ensure sufficient time for the logistics. Consider the following questions: when will you hold your event? Weekly afternoons and evenings are typically best for parents' schedules. For a school-wide event, it's not uncommon to block off an entire afternoon. Make sure to check school and community calendars to avoid conflicts.
- 2 PICK AN ENGAGING THEME**  
The best topics excite and engage students and their parents. The best themes usually connect to current programs in your school. Make sure planned activities tie into the theme of your parent event. Keeping all aspects of the event unified under the same theme will help you publicize the event and get the message across.
- 3 PUBLICIZE**  
When advertising your event, emphasize that parent's night is designed to provide a time for parents to learn more about the topics selected and planned to support the students success in school. Promote the event with signs and posters in school, during intercom announcements, and on open save home to parents. Don't forget to include announcements in the school newsletter and on the school website. Your attendance will depend on your success at building excitement around the event - so get people excited!
- 4 INVITE**  
Send out personal invitations before the event.
- 5 ENGAGE EVERYONE**  
Plan activities that not only address the events theme but also encourage active audience participation. Build in activities the able students and parents to discover the program together.
- 6 QUESTIONS**  
Build in time for questions.
- 7 HAVE FUN**  
After spending hours planning the event, coordinating details, publicizing, setting up of logistics, and planning activities, your event is set for success. Don't forget to relax, have fun, and enjoy the event that will bring you, your students, their parents and the community closer together.

## Literacy-Based Promotion Act: Parents as Partners

Strong Readers, Strong Leaders

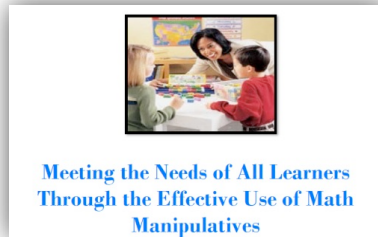
### Parents As Partners: An Overview of the 3rd Grade Assessment and the LBPA (Literacy-Based Promotion Act Parent Presentation K-3)



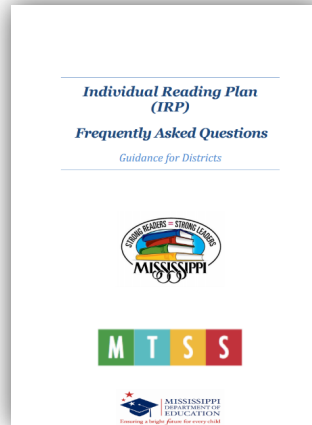
**Literacy Focus of the Month**  
(Transdisciplinary: Grades PK – 12)

ENGLISH LANGUAGE ARTS		MATHEMATICS	
ELA Introductory Video		Mathematics Introductory Video	
PRE-KINDERGARTEN	UNIT	PRE-KINDERGARTEN	UNIT
LESSON 1	LESSON 1	LESSON 1	LESSON 1
LESSON 2	LESSON 2	LESSON 2	LESSON 2
LESSON 3	LESSON 3	LESSON 3	LESSON 3
LESSON 4	LESSON 4	LESSON 4	LESSON 4
LESSON 5	LESSON 5	LESSON 5	LESSON 5
LESSON 6	LESSON 6	LESSON 6	LESSON 6
LESSON 7	LESSON 7	LESSON 7	LESSON 7
LESSON 8	LESSON 8	LESSON 8	LESSON 8
LESSON 9	LESSON 9	LESSON 9	LESSON 9
LESSON 10	LESSON 10	LESSON 10	LESSON 10
KINDERGARTEN	UNIT	KINDERGARTEN	UNIT
LESSON 1	LESSON 1	LESSON 1	LESSON 1
LESSON 2	LESSON 2	LESSON 2	LESSON 2
LESSON 3	LESSON 3	LESSON 3	LESSON 3
LESSON 4	LESSON 4	LESSON 4	LESSON 4
LESSON 5	LESSON 5	LESSON 5	LESSON 5
LESSON 6	LESSON 6	LESSON 6	LESSON 6
LESSON 7	LESSON 7	LESSON 7	LESSON 7
LESSON 8	LESSON 8	LESSON 8	LESSON 8
LESSON 9	LESSON 9	LESSON 9	LESSON 9
LESSON 10	LESSON 10	LESSON 10	LESSON 10
FIRST GRADE	UNIT	FIRST GRADE	UNIT
LESSON 1	LESSON 1	LESSON 1	LESSON 1
LESSON 2	LESSON 2	LESSON 2	LESSON 2
LESSON 3	LESSON 3	LESSON 3	LESSON 3
LESSON 4	LESSON 4	LESSON 4	LESSON 4
LESSON 5	LESSON 5	LESSON 5	LESSON 5

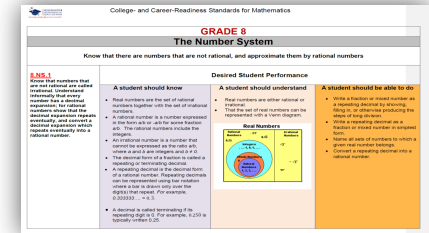
**Kellogg Grant Exemplar Lesson & Unit Plans**  
(ELA and Math, Grades PK – HS)



**Math Manipulative Training**  
(Lowest Performing Schools: Grades K-6)



**Individual Reading Plan FAQs**  
(Literacy-Based Promotion Act  
Guidance Document K-4)



**Instructional Scaffolding Document**  
(ELA & Math: Grades PK-8)



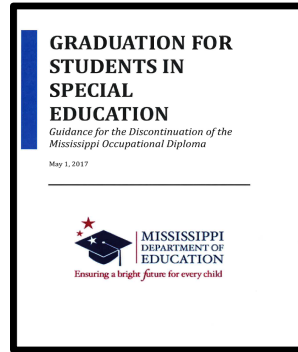
**Multi-Tiered System of Supports**  
(Transdisciplinary, Grades PK-12)

# Administrator Resources

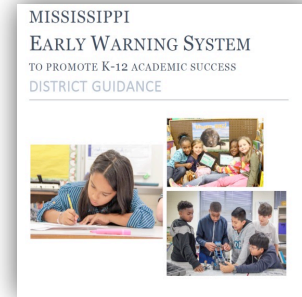
TECHNICAL ASSISTANCE AND  
PROFESSIONAL DEVELOPMENT

## MENU of SERVICES

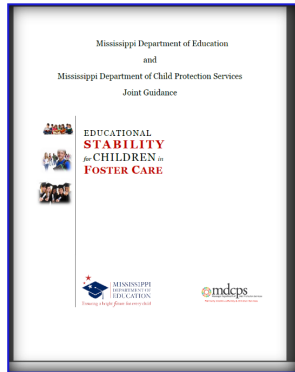
*On Demand Technical Assistance & PD  
(ELA, Math, Literacy, & Special Education: Grades K-12)*



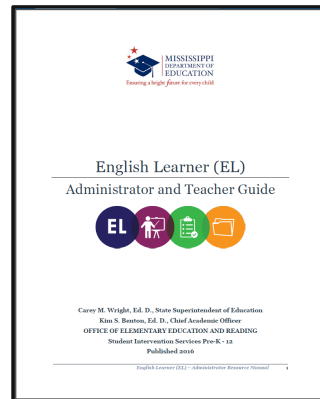
*MOD Discontinuation Guidance*



*Early Warning System  
(College and Career Readiness Data Guidance Document)*



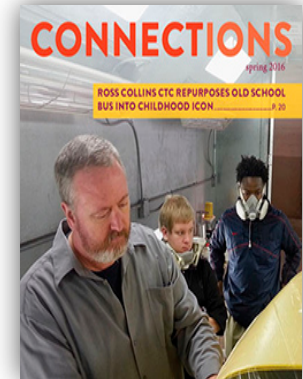
*Educational Stability for Children in  
Foster Care  
(Foster Care Guidance Document)*



<http://mdek12.org/ESE/english-learners>



*A Glimpse into Mississippi K-12 and CTE Classrooms  
(Transdisciplinary: Grades K-12)*



# Behavior Resources

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- ❖ <http://www.pbisworld.com>
- ❖ <https://www.teachervision.com/teaching-strategies/behavior-management>
- ❖ <https://www.pbis.org>
- ❖ <https://www.usm.edu/reachms>
- ❖ <https://www.verywellfamily.com/role-model-the-behavior-you-want-to-see-from-your-kids-1094785>
- ❖ <https://challengingbehavior.cbcs.usf.edu>



# Student Intervention Supports

## **Bureau Director**

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