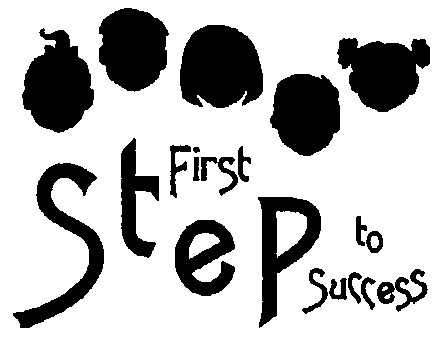
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**First Step to Success**

**Pre-school**

Implementation Roadmap

For Coaches

October 2010

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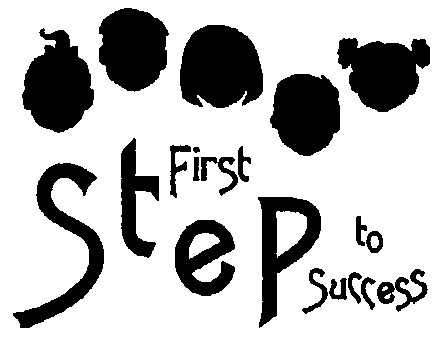
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cell: 541-915-0390

|  |  |
| --- | --- |
| **School Information** | |
| District: |  |
| School: |  |
| Principal/Director: |  |
| *First Step* Coordinator: |  |
| *First Step* Coach: |  |
| *First Step* Teachers: |  |
|  |  |
|  |  |

|  |  |
| --- | --- |
| **Child Contact Information** | |
| Name: |  |
| Address: |  |
|  |  |
| Phone #: |  |
| Parent(s) |  |
|  |  |
| E-mail: |  |

|  |  |
| --- | --- |
| **Child Information** | |
| Name: |  |
| School: |  |
| Classroom: |  |
| Teacher Name: |  |
| Teacher Phone: |  |
| Parent #1 Name: |  |
| Parent Phone: |  |
| Parent #2 Name: |  |
| Parent Phone: |  |
| Parent Address/Directions: |  |
|  |  |
|  |  |
| Presenting Problem: |  |
|  |  |
| Likes: |  |
|  |  |
| Class Schedule: |  |
|  |  |

****

**Section 1**

**Background & Information Introduction**

This Roadmap is intended as a specific guideline for coaches and teachers to implement the *First Step to Success* *Pre-school* program with integrity. This document has been adapted from materials that were developed for the original *First Step to Success* program designed for kindergarten to third grade students. Many ideas from coaches and teachers who have implemented the program over the past fifteen years have been incorporated.

The critical components of the program, and a quick reference to the key features as well as problem solving and maintenance ideas can be found. Use it to organize your thoughts and for reference during implementation.

This guide is designed to provide coaches and teachers with a variety of ways and ideas to implement the program with integrity based on five basic principles: 1. Having Clear Expectations, 2. Teaching the expectations through role-play, 3. Positively reinforcing the expectations, 4. Minimizing a lot of attention for minor inappropriate behavior and 5. Having clear consequences for unacceptable behavior.

FiveUniversal Principles_PieChartWhile following the guidelines of the original First Step

to Success Program program (available from: [www.Sopriswest.com](http://www.Sopriswest.com)), please use the additional information provided that is most practical for you to help your student be as successful as possible.

This roadmap has been divided into eleven sections as follows:

Section 1: Background and Information

Section 2: Training Materials

Section 3: Classroom Expectations

Teaching Phase

Section 4: Coach Implementation Information

Section 5: Teacher Implementation Information

Section 6: Best Practices Implementation Suggestions

Section 7: Maintenance & Follow-Up Ideas

Section 8: Recycling and Trouble Shooting

Section 9: Communication Ideas

Section 10: Forms and Checklists

Section 11: Resources

Most of the forms needed to implement the program are included in this roadmap and maybe reproduced by participating coaches and teachers.

**Participants**

In the *First Step* program, parents (or primary caregivers), teachers, and a school-based Coach form a partnership to help children be more successful in meeting the behavioral demands of schooling and developing friendships-two of the most important social tasks facing all children and youth. Successfully negotiating these tasks is espe­cially difficult for at-risk and antisocial children. When these tasks are negotiated at the beginning of one’s school career, they can have very important long-term implications for: (1) Staying in school; (2) Avoiding association with deviant peers; (3) Preventing delinquency; and (4) Coping effectively with life's demands.

Each *First Step* participant has specific responsibilities that are detailed in a formal contract signed by the Coach, teacher, parents(s), and child (see Agreement to Participate, page 126). The **Coach,** for example, provides materials for the program (pur­chased by the research project or school), facilitates communication between the teacher and parent(s) or caregivers, teaches the child appropriate school adjustment skills and competencies, implements the first five days of the classroom in­tervention, helps the teacher transition for three additional days, delivers the home intervention, and coordinates the overall program. The Coach does not need to be a highly trained professional such as a psychologist or school counselor. However, it is recommended that nonprofessionals receive specific training in the *First Step* procedures. Although the *First Step* program is funda­mentally very simple, there are many details that need to be attended to in order to increase the chances of overall success. The program Coach is the expert on both the content and operation of the *First Step* program and has the responsibility of seeing that these essential program details are addressed.

As a result of our earlier research with pre-school children, we have added a pre-intervention phase where the coach spends approximately 5 days in the classroom prior to implementing the program with the target student (page 34). During this time, the coach assists the teacher in teaching general classroom expectations (e.g., listening to the teacher, walking feet, lining up) using green and red cards. When the classroom expectations have been mastered, the coach starts the program with the target student.

The Coach spends approximately 40 to 50 hours per target student. More difficult cases can consume up to 60 hours. This time includes helping to identify the target students for the program, setting it up and securing the permission of participants (teachers, parents, children), teaching and/or reviewing classroom expectations prior to implementing the program with one student, allocating at least one hour a day for operating the first five days of the CLASS segment, helping the teacher in taking over the program for three additional transition days, making regularly scheduled phone calls to the parents, supporting the teacher during the remainder of the program, and conducting six homeBase visits. The desired characteristics and specific role of the *First Step to Success* Coach are further described in this manual.

Using the CLASS program procedures, the **teacher** instructs the child and the entire class in appropriate behavioral competencies to facilitate school success, implements the classroom intervention from day six through the conclusion of the program, sends a green or white feedback card home with the child each day, checks to see that the child brings the feedback card back to school, arranges for group activity rewards, and maintains contact with the Coach and parents as needed.

The **parent(s)** or **caregivers** check each day to see that the green or white feedback card was brought home, positive feedback the child when he or she is successful, and provide a home reward on successful days. The parent(s) or caregivers collaborate with the Coach in applying the home intervention and engage in daily games/activities to teach the child school adjustment skills.

The child agrees to follow school and classroom rules, takes the green or white feedback card home each day returns it to school the next day, and participates in the *homeBase* activities with the parent(s) caregivers.

**Implementation Flowcharts**

**Classroom Component**

ImplementationFlowchart

**Classroom Component – Teacher Phase**

Teacher Activities Flowchart**homeBase Component**

**ImplementationFlowchart_homeBaseRole of the Coach**

The *First Step* coach is an ambassador to the school and parents. The *First Step* coach is an effective communicator and has a strong commitment to help change child, teacher, peer and parent behavior. The *First Step* coach believes that the basic principles of the *First Step* program will help the child be more successful at school. The basic principles are: (a) Providing clear expectations, (b) Directly teaching appropriate behaviors through role-play and feedback, (c) Minimizing a lot of attention for minor inappropriate behaviors, (d) Providing lots of feedback using the Green/Red card for appropriate behaviors, and (e) Having clear consequences for unacceptable behavior. In addition, the *First Step* coach is a positive role-model for the teacher and parents and facilitates communication between all stakeholders.

The *First Step* coach is responsible for coordinating and ensuring the effective implementation of the school and home components of *First Step* (see flowcharts, pages 9-11), collecting required data, attending initial training and weekly feedback sessions. In addition, the *First Step* coach is responsible to coordinate and provide implementation schedules of each *First Step* case to their *First Step* Coordinator as well as communicate any problems or program related issues to either the *First Step* Coordinator or to Annemieke Golly [agolly@.uoregon.edu](mailto:agolly@darkwing.uoregon.edu)

**Before Intervention**

1. As soon as the child and teacher have been identified, meet with the teacher to discuss general classroom expectations and routines.
2. Set a time to observe the classroom routines and the target student.
3. Assist the teacher with teaching or reviewing classroom expectations to the entire class through role-play and using green/red cards (see page 34). Check if all pre-measures and data have been collected.
4. Complete Teaching Classroom Expectations Monitoring Form.
5. Make sure that parent and teacher permission papers have been signed.
6. Check if all pre-measures and data have been collected.
7. Meet with the teacher and the parents to explain and elicit cooperation.
8. Obtain information concerning school and home reinforcing activities (see page 137 for suggestions and ideas).
9. Set a time to call the parents each day.
10. Decide with teacher on starting date and times (session start times may vary each day)
11. Meet with student to explain the green/red card game, role play appropriate behaviors through examples and non-examples, clarify expectations, and identify possible reinforcers to be earned for the class and at home (see page 137).
12. Check Coach Daily Checklist (see page 68).

**During Class Intervention**

1. Meet with the entire class to explain the program and enlist cooperation of the other children.
2. Implement program Days 1 through 5.
3. Provide support to the teacher on transition program Days 6-8.
4. Complete daily monitoring form (see page 76).
5. Call parents each day during program days 1 through 8.
6. Ensure that child receives daily class reward immediately after the session has finished and criteria have been met.
7. Debrief with the child.
8. Positively reinforce the peers for cooperating and providing kind remarks.
9. Send green or white feedback slip home each day.
10. Check returned feedback slip each day. If card is not returned, contact parents.
11. Discuss with teacher how to handle serious unacceptable behaviors (e.g., hurting others, self or destruction of property).
12. Problem-solve and troubleshoot immediately when child does not meet criteria for two consecutive days.
13. When teacher takes over the program on transition day six, present the child with a “Green Button.”
14. Notify Site Coordinator to schedule observations and data collection.
15. Inform the manager/director and other program staff with program information and expectations (see page 120).
16. Keep an ongoing informal log to note observations of students, teacher, peers, other school personnel and parents/caregivers.

**After Teacher Takes over the Intervention**

1. Consult with the teacher during the remainder of the program, and help with problem solving (see Section 8, page 107).
2. Review expected behaviors via role-play if necessary.
3. Check teacher’s recording of daily monitoring form.
4. Provide teacher with positive comments and/or notes (see Section 9, page 117).
5. Provide teacher with corrective feedback, if needed.
6. Review the Troubleshooting Checklist (see page 111) if child is not being successful.
7. Examine “Implementation Fidelity Checklist” (see page 164) with teacher to become familiar with observable items.

**During homeBase Implementation**

1. After the child has successfully completed program day 5, start weekly homeBase meetings with the parents.
2. Meet with parents at a mutually convenient time and place each week for 30-45 minutes.
3. Provide parents with weekly homeBase materials.
4. Provide teacher with overview of five homeBase topics (see page 77).
5. Encourage teacher to incorporate homeBase topics into daily interactions (see page 77).
6. Call parents between weekly sessions to provide encouragement and support.
7. Complete homeBase monitoring form after each session.
8. Continue coach log entries as needed.
9. Continue to attend communication conferences

**After Intervention**

1. Check in with parents at least once a month and provide support.
2. Continue with log entries when appropriate.
3. If teacher finds decline in positive behavior, implement booster.

**Implementation Timeline**

After a child has been identified as a candidate for the *First Step to Success* program, and agreements to participate have been obtained, the coach will spend approximately five days in the classroom teaching expectation to the entire class (see Section 3, page 32). When the classroom expectations have been taught, the CLASS segment of the First Step to Success Program starts with the target student. CLASS requires approximately 30 school days for implementation and consists of four phases: Coach (Days 1-5), coach to Teacher Transition (Day 6-8), Teacher (Days 9-20) and Maintenance (Days 20-30).

The *homeBase* component of the *First Step to Success* starts after the child has completed five successful CLASS program days. The *homeBase* segment requires six weekly Coach visits with the parent(s) or caregiver(s) of the student. Each visit is approximately 30-45 minutes long.

Implementation Timeline_Aug2010**Role of the Participating Teacher**

A teacher implementing the *First Step* program is organized and has clear expectations for the classroom. The classroom is a predictable, positive environment and the teacher has a strong commitment to work cooperatively with the *First Step* coach and the child’s parents. The teacher believes that the basic principles of the *First Step* program will help the child be more successful at school. The basic principles are: (a) Providing clear expectations, (b) Directly teaching appropriate behaviors through role-play and feedback, (c) minimizing excessive attention for minor inappropriate behaviors or ignoring minor inappropriate behaviors, (d) Providing consistent feedback using the Green/Red card for appropriate behaviors, and (e) Having clear consequences for unacceptable behavior. In addition, the teacher communicates progress and concerns to the coach and provides positive feedback to the parents on a regular basis.

The teacher is responsible for implementing the *First Step* program (see Section 5, page 78) with integrity. The teacher is required to attend initial training and follow-up training/meetings as needed. Any problems or concerns regarding the child, peers, coach, other staff members or parents /caregivers should be addressed immediately with the site coordinator to prevent escalation of the problem.

The teacher must sign the permission form and complete the pre, post and follow-up rating scales on the student. During the program, the teacher is responsible to send home and collect the returned feedback slips and complete the Daily Monitoring Form each day.

To ensure effective implementation of the classroom component, the following steps must be taken:

**Before *First Step* Intervention**

1. As soon as the child has been identified, meet with the coach to complete checklist and discuss general classroom expectations and routines (see page 134).
2. Provide coach with daily schedules and schedules of special activities (e.g., fieldtrips, assemblies etc.)
3. Discuss child’s strength and problem behaviors.
4. Invite coach to visit the classroom to become familiar with routines and expectations.
5. Together with the coach, teach and/or review classroom expectations.
6. Make a list of activities the child likes and can earn for the class (see page 137).
7. Provide parents with several contact options (e.g., phone, e-mail, notes, visits) and encourage frequent and open communication.
8. Check “Teacher Daily Checklist” (see page 94).

# **During Coach Phase of Class Intervention**

1. Discuss implementation start date and time.
2. Allow coach to implement the first 5 days of the program.
3. Allow coach to help with transition on days 6-8.
4. Discuss and agree on daily reward activities that are feasible and can be earned immediately after each session.
5. Provide child with positives as indicated by the coach each day.
6. Provide an opportunity for the class reward immediately after the session has been completed.
7. Allow the coach to “showcase” the child in front of the class.
8. Provide child with lots of positives for appropriate behavior during the rest of the day.
9. Minimize a lot of attention for minor inappropriate behaviors.
10. Discuss with coach how to handle serious unacceptable behaviors (e.g., hurting others, self or destruction of property).
11. If other students are not cooperative or want to be “the star,” say: *“You never know when you get a surprise if you follow teacher directions!”*

**After Teacher Takes over the Intervention**

1. Remind students how they can help earn the special activity each day.
2. Provide the child each day with the special “Green button” as a reminder for adults to “catch the child doing the right thing.”
3. Ensure that child receives the daily class reward immediately after the session has finished and criterion has been met.
4. Right after the “Green/Red card game,” if the criterion has been met, make the child “the star” and elicit positive comments from peers.
5. Positively reinforce the peers for cooperating and providing kind remarks.
6. Send feedback slip home each day.
7. Complete all entries on “Daily Class Monitoring Form”.
8. Check returned feedback slip each day. Save slips to turn into coordinator at end of program. If slip is not returned, contact parents.
9. If session times get extended to other areas for example after school care, or if other adults are involved with the student (special education, speech, physical therapy) provide staff with notification letter (see page 120).
10. Problem solve and trouble shoot immediately when child does not meet criteria for two consecutive days.
11. Contact parents at least once a week via phone, note, e-mail or meeting to provide positive feedback.
12. Provide program director and other school staff with feedback and encourage positive child interactions from all adults.

**During homeBase Implementation**

1. Continue implementation of the class component.
2. Incorporate the five homeBase topics (Communication, Cooperation, Limit Setting, Problem Solving, Friendship Skills and Confidence Building) into daily interactions with students as much as possible.

**After *First Step* Intervention**

1. Ensure that the child wears the “Green Button” each day (see page 105).
2. Allow the child to nominate a peer who has earned a “Green Button” as well for a specific act of cooperation and/or kindness
3. Continue to “catch” the child doing the “right thing.”
4. Continue to use phrases such as: *“That’s green card behavior!” “We are not using the Green/Red card anymore and you still are making excellent choices!”*
5. Continue to verbally notice peers who are being cooperative and helpful to the “graduate.” For example: *“Nico, I noticed that you helped Seth pick up the balls. What a neat friend you are!”*
6. Use “Maintenance Plan” ideas (see page 101).

****

**Section 2**

**Training Information**

**First Step Materials**

The following materials are needed to implement the First Step program and are provided for you at the training along with this Roadmap.

1. **Class-wide Intervention**
   * A classroom set of laminated Green and Red cards .to teach expectations

**2. School Intervention (CLASS)**

* The CLASS Implementation Guide
* A stopwatch
* A lanyard
* A Large Laminated Green/Red Card
* A prompting device for the teacher (e.g., Gymboss, class prompter, timer)
* Green cards for points/stickers
* Green and white feedback slips
* Green Happy Face buttons
* Daily Summary Chart
* Class monitoring forms
* Training DVD’s
* Training handouts

**3.** **Home Intervention *(homeBASE)***

* The *homeBase Coach Guide*
* The *homeBase Parent Handbook*
* The *First Step* Parent packet containing:
* Six sets of *homeBase* Parent Help and Activity cards,

Concept cards, timer

* Stickers
* Pens, markers, and notepaper

We highly recommend that the coach provides parents with a plastic box to keep all homeBase materials. See additional homeBase tips in (page 160) of this roadmap.

**Training Information**

*First Step to Success* training consists of two initial days. The first day is intended for teachers and teaching assistants and *First Step* coaches dealing with the target student. The second day will focus on specific and detailed implementation procedures for the *First Step* coach.

On day one, universal principles will be taught to provide a positive and predictable environment for all students. Specific pro-active strategies will be demonstrated to help all students follow directions the first time given, stay on task and be motivated to complete work. An overview of the *First Step* components and teacher responsibilities will be discussed.

Day two focuses on the details of implementing the program during the coach phase. During small group and role-play activities, coaches will learn specific procedures on working with the child, peers, teachers and parents.

We recommend that implementation follows the training as soon as possible and that pre-data has been collected on the target student as teachers often want to start implementing positive strategies immediately following the training.

**Introduction**

Welcome to the *First Step to Success* training workshop. The sessions are designed to provide you with the information and skills needed to set up and coordinate a successful application of *First Step*

The *First Step* program is designed to divert young children from behavioral patterns that may lead to the development of problem behaviors and antisocial lifestyles.

The pro­gram is effective with children whose school adjustment is impaired by behavior problems, and is especially recommended for children whose behavioral difficulties are yet relatively mild. The program is not suited as the only intervention for children with very serious behavior problems. These students need to start with an all day positive behavior plan based on a functional assessment. The goal of the *First Step* program is help children get off to a good start in school by teaching them to:

1. Follow directions,
2. Complete school tasks and
3. Get along with others

**Training Agendas**

Agenda for Day 1 for Teachers and Coaches:

* Introductions
* Carousel Activity
* Background and Rationale

- Break -

* Implementation Materials
* Overview of *First Step* Components

- Lunch -

* Teaching Classroom Expectations
* Roles of *First Step to Success* Participants

- Break -

* Research Expectations (if this is a research project)
* Wrap-up and Feedback

Agenda for day 2 for Coaches and Interested Teachers:

* Review
* *First Step to Success* Components

- Break -

* Role-Plays

- Lunch -

* Data Collection and paperwork

- Break -

* Trouble Shooting
* Wrap up and feedback

**Handouts**

**Training Role-Plays**

**Role-Play 1**

**Parent Meeting to Explain *First Step***

**Players:** Mother, father, teacher, and Coach

**Goal:** To elicit cooperation from parents to help their child be more successful at school

**Procedure**: Invent a child (or use someone you know) and write down: (1) Name; (2) Profile; (3) At least three positive behaviors; and (4) Behaviors that need changing.

**Scenario:** The teacher and Coach are at school to meet with the parents.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Coach:

* Introduce self and welcome parents.
* Assure that parents feel comfortable and not threatened.
* Say something positive about the child.

Teacher:

* Say three positive statements about the child.
* Ask parents to tell a little about the child.

Parents:

1. Take turns telling about positive and negative things.

Coach:

Talk about adjustment from home to school.

Say: “We need to teach Juan to ….” Not: “He needs to learn to..”

* Talk about increasing or decreasing behaviors that will help child be more successful at school.
* Ask for cooperation.

Parents:

* Indicate that you want to help.
* Ask for explanation of program.

Coach:

* Quickly assess how much detail parents can absorb without getting overwhelmed.
* Explain program. Remember:
* GREEN/RED card game
* Feedback Card will go home every day
* Ask parents to give three positive statements daily
* Ask parents to do something fun just with target child
* Provide examples of positive feedback statements (see Positive Feedback Statements for Parents, page 18)

Parents:

* Brainstorm feasible reinforcers (e.g., Reading an extra story, going for a walk, picking a special dessert, being a helper)

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Coach:

* Write down reinforcers.
* Explain that you will call every day, the first five days.
* Ask when would be a good time to call.
* Tell parents that you will let them know how the program day went and ask what they will say and/or do with the child. Make sure they say for example: “You get to pick an extra story tonight for doing such a good job playing the Green/Red card game at school.” This reward is contingent upon earning enough points whereas the homeBase activities are not. They happen in spite of how well the student did during the program.
* Explain that the child will bring home a GREEN feedback slip when they’ve done well and a WHITE feedback slip when they didn’t make enough points.
* Explain what needs to happen when the child brings home a white slip.
* Briefly explain *homeBase.*
* Sign the agreement.

All:

* Sign the agreement.

***Tips***: The biggest concern for parents is “time”. Brainstorm how they can incorporate fun activities into the things they already do. For example: Nico can pour the cheese into the Macaroni and cheese dinner because he did such a great job playing the Green/Red card game. Marieke gets to go with dad to the store to pick up milk because she did so well playing the Green/Red card game.

Some parents may state that they do not want their child singled out…agree – let them know that the entire class is playing while their child is being a “special helper.”

**Coach Meets with Student**

The purpose of this meeting is for the teacher or Coach to explain the program, clarify expectations and obtain the student's agreement to participate. The Coach tells the child that he/she met with the parents and teachers and they have a really fun game for him to play. Tell him that he will learn to follow directions, do his work and get along with other kids. Next, the Coach and child identify rewards or privileges the child would like to earn (e.g., extra playtime, special game/activity, treat or snack, special story, spe­cial song, special project for the class).

Finally, the Coach and student clarify expectations. Acceptable and non-acceptable school behaviors are identified. Then the student and Coach role play them with role-play 2.

The meeting is concluded when the Coach thanks the child for agreeing to participate in the program and has the child “sign” the agreement.

Responsibilities of the Students

1. Follow directions.
2. Do your best work.
3. Treat others nicely.
4. Take the GREEN or WHITE feedback card home and show it to parent(s) caregivers.
5. Bring the signed feedback card back to school.

**Role-Play 2:**

**Coach Meets with Student**

**Players:** Child and Coach

**Goal:** To elicit cooperation from child and role play target behaviors

**Scenario:** Coach and child are alone in a quiet place at school. Coach has GREEN/RED card and materials for activities (cray­ons, pencil, paper).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Coach:

* Tell the child that you have been observing him or her in the classroom and have noticed some posi­tive behaviors.
* Tell child you've talked to the teacher and parent(s) or caregivers and they thought that he would be a “great special helper” for a game you want to play with the whole class. The game will teach kids to follow directions, work independently and get along with each other.
* Tell the child that you want to play a game called the GREEN/RED card game.
* Explain the GREEN/RED card game. Remember:

Do the right thing and the card will be on GREEN

Earn a reward for the whole class

Parent(s) or caregivers will do something fun just with you

* Ask what the child wants to earn at school and at home. Write down all suggestions even if they are extravagant.
* When finished, tell the child that you will check with the teacher to see which activities will work at school.
* Sign agreement.
* Role-play target behaviors. Remember:
  + Use positive and negative examples
  + Reverse roles, let child operate the card
  + Child demonstrates behaviors, Coach uses card
  + Child plays teacher, Coach plays child
  + Reverse roles until child understands
  + Review what will happen during and after first session

***Tip:*** If there is a lot of competition in the classroom, or the feeling that the other children think that a student has to have inappropriate behavior in order to be chosen to be the “point earner”, you can do the following: explain the game to the class, then ask “W*ho would like to volunteer to earn points for the whole class?”* Pick the target student and say to the kids, *“If everyone follows directions and helps \_\_\_\_\_\_\_ earn points for the class, someone else will earn a turn the next time.”*

***Tip:*** If any of the students complain, say *“You never know when you’ll get a surprise if you follow directions!”*

***Tip:*** Role-play with the child to “freeze like a popsicle” the minute the card turns to RED. Model for the child how to do it the right way by just stopping with hands to side. As soon as child turns the card to RED for you, stop and say: *“Wow, you’re such a good teacher.* *You knew I wasn’t doing it the right way and you turned the card to Red. I did a good job by stopping right away. Let’s try that again.”* This time, do it the right way.

***Tip:*** Allow the child to see and examine the stopwatch and/or timer. Pre-correct by saying that he/she should ignore the stopwatch and/or points while you’re playing and that you will not be able to help or talk to him/her while playing the game. If he/she needs help, he/she needs to raise their hand and ask for help from the teacher in an appropriate way.

**The GREEN/RED Point Card**

The GREEN/RED Point Card (see Role Play 3 on the following page) is used for three main purposes:

1. As a visual cue to the student that his/her behavior is either appropriate or inappropriate
2. To record points
3. To communicate with teachers and parents about the child's progress.

As a visual cue, the GREEN/RED card provides immediate feedback to the student about the quality of his/her behavior. During the first five days, the Coach holds the card in view of the student when a point is awarded. If the child is following directions and a point op­portunity occurs, the student receives a point on the GREEN side or on the green chart with boxes (see companion folder). If the student is not following directions or is engaged in inappropriate behavior, the card is turned to RED. There is no need for a negative comment because presentation of the RED side of the card tells the student quickly and silently that his/her behavior is undesirable. It is best to keep verbal communication to a minimum so that inappropriate behavior is not inadvertently rewarded through negative attention. In most cases, the child will immediately resume appropriate behavior when the RED side of the card is shown.

If a point opportunity occurs while the card is on RED, the child simply doesn’t earn a point

As soon as the child does the right thing again, the card should be turned to GREEN to reinforce the child's behavior change (although a point is not awarded until the next point opportunity occurs). Follow the schedule on the Daily Summary Chart (see page 136) for point opportunities.

Active operation of the GREEN/RED card during the initial days of the program is very important because it gives the child clear behavioral feedback. In addition, the student receives intermittent verbal positive feedback (see Daily Summary Chart, page 136)paired with points for appropriate behavior. In short, the student receives a lot of attention for appropriate behavior and little or no attention for minor inappropriate behavior.

The GREEN/RED card is gradually phased out as the child learns to monitor and regulate his/her own behavior. The child continues to earn points, but the card is not shown each time a point is awarded. Typically both the GREEN/RED card and the points can be faded in about 20 days, and the child's behavior can be maintained with positive feedback from the teacher and occasional surprise group rewards.

**Role-Play 3:**

**Using the GREEN/RED Card in the Classroom**

**Players:** Coach and “Child”

**Goal:** To give feedback with GREEN/RED card and record points

**Scenario:** Coach sits next to the “child” with GREEN/RED card and stopwatch. “Child” is doing required classroom activities. Coach shows GREEN side when “child” is following directions and RED side when “child” is not following directions. Coach watches stopwatch and gives “child” a point during the 10-second observation interval shown on the card. If card is on GREEN during 10-second interval, “child” gets point on GREEN side. If card is on RED during any segment of the 10-second interval, no point is earned.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Coach:

* Sit next to “child”.
* Have GREEN/RED card, stopwatch, and pencil ready.
* Tell “child” how he/she can earn points (stars, stickers) when the card is on Green.
* Tell “child” when you are ready to start playing.
* Start stopwatch.
* Give a direction to the “child”. (Request that he/she plays with play-dough.)
* Immediately observe “child” and award point.

“Child”:

* Use play-dough appropriately
* Follow directions during three point opportunities.
* Do something inappropriate (talk out, throw play-dough, etc.).

Coach:

* Turn card to GREEN when behavior is appropriate.
* Turn card to RED when behavior is not appropriate.
* Give “child” points during indicated intervals.

****

**Section 3**

**Classroom Expectations**

**Teaching Phase**

**Classroom Expectations Checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expectations** | **Not in place** | **Working on it** | **In place** | **Comments** |
| **The following expectations and rules are clear:** |  |  |  |  |
| Keep and hands and feet to self |  |  |  |  |
| Use walking feet |  |  |  |  |
| Use indoor voices |  |  |  |  |
| Getting teach attention during circle |  |  |  |  |
| Using appropriate language |  |  |  |  |
| **Expectations are directly taught through examples and non-examples (e.g., transitions, asking for help).** |  |  |  |  |
| **Expectations are positively reinforced.** |  |  |  |  |
| **Consequences for inappropriate behavior are clear and taught.** |  |  |  |  |
| **Motivational systems are in place to teach and reinforce new skills.** |  |  |  |  |
| **Expectations are reviewed periodically.** |  |  |  |  |
| **Teacher uses an attention signal effectively.** |  |  |  |  |
| **Pre-corrections for potentially difficult times are used.** |  |  |  |  |
| **Celebrations to acknowledge complying with expectations happen on a regular basis.** |  |  |  |  |
| **Organized materials, academic centers and routines are in place.** |  |  |  |  |

**Classroom Expectations: Teaching Phase**

After examining the ‘Classroom Expectations Checklist’ (see page 134) and observing the classroom, determine in consultation with the teacher if any classroom indicators and/or expectations (see below) need to be taught or reviewed. If the classroom meets these expectations and coach and teacher agree that the First Step intervention with the target student can start, skip the following procedures and go directly to implementing days 1 through 5 (see page 57).

Before starting the First Step intervention with the target student, the following indicators and classroom expectations must be in place:

1. Classroom furniture and centers are arranged to discourage running.
2. Teachers give short and clear directions.
3. An audible attention signal is used consistently.
4. Teachers use positives (ratio 1 to 4).

Classroom Expectations:

1. Keep hands and feet to self.
2. Use walking feet.
3. Use indoor voices.
4. Get teacher attention during circle.
5. Use appropriate language.

The coach and teacher complete the Positive Classroom Indicator Checklist together and decide what needs to be done during the implementation to make the indicators a consistent part of the teacher’s repertoire.

**Positive Classroom Indicator Checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Site:** | | **Coach Name:** | | **Date:** |
|  | **Yes** | **No** | **Action Taken** | **Comments** |
| Classroom furniture and centers are arranged to discourage running |  |  |  |  |
| Teacher gives short and clear directions |  |  |  |  |
| Audible attention signal is used consistently |  |  |  |  |
| Teachers use positives (ratio 1-4) |  |  |  |  |

The following classroom expectations need to be taught or reviewed via role-play. A classroom expectations teaching phase of five days can be used for this. The coach may need to spend a lot of time in the classroom during this phase. In some cases, only a few sessions are needed. The teacher may have effective procedures to teach classroom expectations, however, the coach and teacher must coordinate this effort and use the small green and red cards. The purpose of using the small green and red cards with the entire class is to familiarize all the students including the target student with the concept that **green** means “**Go**” and **red** means “**Stop**”.

ClassroomExpectations_PieChart

In addition, we have found that children enjoy being the teacher during role-play and being able to show either the red or the green card. It is a fun way to teach the necessary skills.

Even if the classroom expectations have been taught and are consistently followed by the kids, we recommend the coach and the teacher review the five skills shown here even if they are in place so that the students become familiar with the green and red card concept.

Following is a Classroom Expectations Teaching/Reviewing/Monitoring Form. Every time a skill is reviewed or taught, the coach needs to keep track on this form. Below is an example of the form.

**Classroom Expectations Teaching/Reviewing/Monitoring Form**

**Example:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Site:** *First Stepping* | | | **Coach Name:** *Ms. Greeny* | | | |
| **Date** | **Skill** | **Session #** | | **Length of Session** | **Review** | **Comments** |
| *9/11/10* | *Keep hands and feet to self* | *1* | | *10 min.* |  | *Used script on page 38 and role-played* |
| *9/13/10* | *Keep hands and feet to self* | *2* | | *5 min.* |  | *Kids practiced* |
| *9/13/10* | *Use walking feet* |  | |  | *5 min.* | *Reinforced kids during the day* |
|  |  |  | |  |  |  |
|  |  |  | |  |  |  |
|  |  |  | |  |  |  |
|  |  |  | |  |  |  |

The expectation are taught and positively reinforced until they become automatic for the students. The following section provides a rationale and example procedures that may be used to create a proactive, positive, and predictable classroom environment and should be consistently reinforced by all staff.

**Positive Classroom Indicators**

1. **Classroom furniture and centers are arranged to discourage running** (For example: short spaces between areas, not long straight and open spaces).
2. **Give short and clear directions.**
   1. Use alpha, not beta commands.
   2. Tell students what to do instead of what not to do. (using visuals could be used to avoid wordiness: a picture of a finger on mouth for “quiet”, a picture of an ear for “listen” are examples)
3. **An audible attention signal.**
   1. A bell or a musical instrument, a whistle (for outside)
   2. Children are taught to stop what they are doing when they hear the signal, look at the teacher with voices off and listen to instructions before going back to an activity. (Teach them something like: *“Freeze like a popsicle until I tell you when you can go back to work”*).
4. **Teacher positives ratio 1-4**

Teachers are expected to have a ratio of at least four positive interactions (e.g., thumbs up, smile, pat on back, verbal statement, giving “scooby bracelets”) for every negative one (e.g., redirection, reprimand, criticism).

**Classroom Expectations**

1. **Keep hands and feet to self.**
   1. Children are taught not to hit, push or kick.
   2. Children are taught gentle contact (the concept of bubble space could be taught here)
2. **Use walking feet.**
   1. Children are taught and reinforced to walk in the classroom.
3. **Use indoor voices.**
   1. Children are taught and reinforced to use calm and quiet voices when inside.
4. **Get teacher attention appropriately during circle.**
   1. Children are taught to raise their hand without talking out.
   2. Teachers only call on children who raise their hand without talking.
5. **Use appropriate language.**
   1. Children are taught and reinforced to use appropriate language and kind words.

If the above expectations are not firm, the First Step coach will assist the pre-school staff through role-play, modeling and feedback. The coach will work together with the program supervisor to help meet and sustain classroom expectations. The coach can use the following teaching sequences and provide the teacher with the information for future reference.

**Procedures for Teaching Classroom Expectations**

A large Green/Red card can be used to teach and reinforce the skills. By using the Green/Red card, students will become familiar with the concept used in the First Step to Success program that the **Green** side of the card means: “**Go!** Keep doing what you are doing and **Red** means **Stop**.” In addition, during the following role-plays, the coach can use a set of small green and red cards. Each child can have a green card in the right hand and a red card in the left hand. Tell the children that they are going to be teachers and show you the green card when you’re doing the ‘right ‘ thing and show you the red card when you’re not doing the ‘right’ thing. Tell them to hold up one of the cards and keep the other card behind their back. Very young students may need to be taught the difference between green and red before starting the teaching routine.

**Keep Hands and Feet to Self**

*Children are taught gentle contact and not to hit, push or kick.*

Students need to be taught that in school it’s never ok to hit, push or kick others. Also, sometimes young children don’t know the difference between gentle play and rough play. They need to be taught that in school you cannot do the rough playing that you might be allowed to do at home. It’s not safe to engage in rough play at school and it can lead to more aggressive and harmful situations.

Positive example:

* Ask another adult to help you.
* Say: **“We are going to pretend that all of you are teachers and we are students. We are going to be playing. You have to watch and see if we do it the right way.”**
* Play nicely.
* Ask:**”Did I keep my hands and feet to myself?**
* Ask students to hold up a green or red card. When they all have the card on green tell them: **“Wow. Look at those green cards!** Ask for feedback and tell the students: **“You are such fabulous teachers! You knew that I was being safe by keeping my hands and feet to myself. Let’s try that again.”**

Negative examples:

* This time, while playing, push each other.
* Stop and ask: **“Was that an ok thing to do?” “Nooo! Show me the red card. “Let me try that again.”**
* Play nicely for a while, hit and kick the other person.
* Stop and ask: **“Was that an ok thing to do?” “Nooo! Show me the red card.”**
* When they all have the card on red ask them ask: **“Did I keep my hands and feet to myself?**
* Ask for feedback and tell the students: **“You are such fabulous teachers! You knew that I was not being safe and respectful. Let me try that again.”**
* Use another negative example.
* Have them hold up the red card, and ask for feedback and say; **“Boy, I’m sure not keeping my hands and feet to myself. Let me try that again.”**

Positive example:

* This time play nicely.
* Have them hold up the green card, and ask for feedback. Discuss how kids feel when others are nice to them and not hurt them.
* While sitting next to the other person, put your hand around the shoulder and ask the students: **“Is it ok for me to do this? Yes, I’m being very gentle and kind.”** Have them hold up the green card, and ask for feedback.

Negative example:

* Now grab the person very roughly in a head lock while your hand is around the shoulder.
* Ask: **“Is it ok to do this? “Noo!”** Have them hold up the red card,
* Ask for feedback and feelings.
* Stand up and talk to the other person.
* Suddenly kick the other person.
* Ask: **“Is it ok to do this? “Noo!”** Have them hold up the red card.
* Ask: **“Is it ever ok for us to kick someone?” “Nooo! The only thing you can kick is a ball when you’re outside.”** Ask for additional feedback.

Positive example:

* This time play nicely.
* Have them hold up the green card, and ask for feedback. Discuss how kids feel when others are nice to them and not hurt them.
* Discuss how they can use their words instead of hitting or kicking.
* Say: **“How many of you are going to try really hard to keep your hands and feet to yourself? Great!”**

**Use Personal Space**

*Children are taught to keep personal space when lining up. (e.g., bubble space)*

Explain to the students that you want them to use personal space. Tell them that personal space is a big word and that you will show them what it means. Tell them that it’s respectful and safe to have personal space.

Show them through examples and non-examples what you mean.

Positive example:

* Say: “I will pretend to be a student. All of you are pretend teachers. I’m going to do something and you get ready to tell me if I did the right thing.”
* Choose one student (who is being respectful) and say: **“I need for you to my helper. We both will be students and we’re going to line-up.**
* Put the student in front of you. Make a circle (like a bubble) with your arms over your head and stretch your arms out in front.
* Say: **“I don’t want to touch (name…) the person in front of me. I need to have personal space.**
* Stretch your arms out to the sides and say: **“I need enough space so I don’t touch any walls.”**
* Ask the group: **“Did I line up the ‘right’ way?” “Yes, I did it the right way!” “What did I do?”** Have them hold up the green card,
* Now ask several other students to put their cards down and line up with you
* Make sure they stretch out their arms to create personal space.
* Ask the group: **“Did we do it the right way?” “Yes, we did it the right way!” “What did we do?”** Get feedback and have them hold up the green cardand say: **“You are such awesome teachers!”**

Negative examples:

* Say: **“Now let’s see if I do it the ‘right’ way.”**
* Push one of the children in front of you, turn around and put your arm around the neck of the student behind you (exaggerate your movement).
* Have them hold up the red card, and ask: **“Did I do it the right way?” “No! I was not being safe and respectful.” “What do I need to do to line up the right way?”**
* Elicit responses and tell the students: **“You are such awesome teachers!”**
* Let’s try that again. Go to a different part of the room and line up the wrong way.

Positive example:

* Ask several other students to put their cards down and line up with you.
* Make sure they stretch out their arms to create personal space.
* Ask the group: **“Did we do it the right way?” “Yes, we did it the right way!” “What did we do?”** Ask them to hold up the green card, **“You are such awesome teachers! Please give me your green and red cards.”**
* Say: **“Now, I’m going to be the teacher again and you are going to be students who do it the right way. Please give me all your cards. I’m going to use my big Green/Red card to show you if you’re doing it the ‘right’ way. Please line up quietly using personal space.”**

Procedures if one or more students didn’t do it the ‘right’ way:

* Do not single the student out who is not doing it, simply turn the card to red and say:
* **“I need to see everyone do it the right way. We need to practice some more. I’m going to pick on children who did it just right.”**
* Choose a few students who can model it the right way.
* Turn the card to green and say: **“That is green card behavior! You really know how to be respectful and safe. You know to have personal space!” “You never know when you get a surprise if you show me that you can line up with personal space.”**
* Practice until they all do it the ‘right’ way.
* Positive feedback the students who are doing it.
* Make comments like: **“Andy, look at how careful you checked to see that you didn’t touch the person in front of you!” “Tara, you moved away, so you wouldn’t touch the wall. That’s being respectful.”**
* Stay close to the students who were having trouble. The minute they do it right, give them positive feedback.

Additional practice:

* After they have demonstrated the ‘right’ way, practice several times during the day for fun.
* When they do line-up ‘for real’, heavily reinforce them and say something like:
* **“I can’t believe how all of you did a great job lining up safely and respectfully! You never know when you get a surprise. You have just earned extra playtime”** (or special treat for snacktime, special song etc.)
* If possible, tape outline of feet or mark on the floor so they know where their body should be when lining up.
* If possible, provide a marker where they should sit during circle time (e.g., a paper plate with their name on it, a carpet square, a laminated picture of themselves)

**Use Walking Feet**

*Children are taught and reinforced to walk inside at all times.*

Explain to the students that you want them to be safe in the classroom and walk at all times. Ask them why it is important to walk in the classroom. Show them through examples and non-examples what you mean.

Positive example:

* Say: **“I will pretend to be a student. All of you are pretend teachers. I’m going to do something and you get ready to show me the green or the red side of the card and tell me if I did the right thing.”** 
  + Choose one student (who is being respectful) and say: **“Ask me to line up at the door.”** After the student has asked you, walk quietly forward to the door with your hands to your side.
* Walk back to the group and have them hold up the green card, and ask: **“Did I do it the right way?” “Yes, I did it the right way!” “What did I do?”**
* Call on several (respectful) students and ask them to tell you (e.g*., “You walked,” You had your hands to your sides,” “You didn’t make noise.”)*
* Tell them: “**You are awesome teachers! You knew exactly what I did! I did green card behavior!”**

Negative examples:

* Choose one student (who is being respectful) and say: **“Ask me to line up at the door.”** After the student has asked you,
* Run to the door, flopping your arms and screaming.
* Walk back to the group and have them hold up the red card, and ask: **“Did I do it the right way?” “No, I didn’t do it the right way!” “What should I have done?”**
* Call on several (respectful) students and ask them to tell you (e.g*., “You have to walk,” You have to keep your hands to your sides,” “You have to be quiet.”)*
* Tell them: **“You are awesome teachers! You knew exactly what I should have done! I was not being safe. Let me try that again.”**
* Choose another student (who is being respectful) and say: **“Ask me to line up at the door again.”** After the student has asked you,
* Walk to the door, stopping and touching things on the way talking loudly.
* Walk back to the group and have them hold up the red card, and ask: **“Did I do it the right way?” “No, I didn’t do it the right way!” “What should I have done?”**
* Call on several (respectful) students and ask them to tell you (e.g*., “You have to walk straight to the door. You shouldn’t stop and touch things. You need to be quiet.”*)
* Tell them**: “You are awesome teachers! You knew exactly what I should have done!” I was not being safe. “Let me try that again.”**

Positive examples:

* Choose another student (who is being respectful) and say: **“Ask me to line up at the door.”** After the student has asked you,
* Walk quietly forward to the door with your hands to your side.
* Walk back to the group and have them hold up the green card, and ask: **“Did I do it the right way?” “Yes, I did it the right way!” “What did I do?”**
* Call on several (respectful) students and ask them to tell you (e.g*., “You walked,” You had your hands to your sides,” “You didn’t make noise.”)*
* Tell them: **“You are awesome teachers! You knew exactly what I did! That was green card behavior!”**
* Choose another student (who is being respectful) and say: **“Ask me to go and wash my hands.”** After the student has asked you,
* Walk quietly forward to the washing place with your hands to your side.
* Walk back to the group and Have them hold up the green card, and ask: **“Did I do it the right way?” “Yes, I did it the right way!” “What did I do?”**
* Call on several (respectful) students and ask them to tell you (e.g*., “You walked,” You had your hands to your sides,” “You didn’t make noise.”)*
* Tell them: **“You are awesome teachers! You knew exactly what I did!”**

OneStudent practices:

* Say: **“Now let’s see who can show us the right way.”**
* Choose a student who is being respectful and ask him/her to give you the cards and do it the ‘RIGHT’ way.
* When the student does it right. Ask others to turn the card to green and have them tell you what the student did that was the ‘right’ thing.
* Say: **“Put your cards down and let’s give …a group clap. One, two three clap.”**

Several students practice:

* Say: **“Now let’s see if others can do it the RIGHT way.”**
* Choose 3 or 4 students to give you their cards and do it ‘the right way.
* Tell them that they have to keep ‘personal space’ (not touching each other) when they walk.
* If they do it right, ask the other kids to turn their card to green and ask for feedback from the ‘pretend teachers’ collect the cards and give a group clap.

All students practice:

* Say: **“Now, I’ll be the teacher again and watch if EVERYONE can do it the right way.”**
* Ask all students to line up and walk to the door.
* Show the green card and provide feedback.
  + If one or more students didn’t do it the ‘right’ way say:
* Turn your card to red and say: **“Let’s go back and try that again. EVERYONE needs to do it the ‘right’ way.**
* Practice until they all do it the ‘right’ way.
* Do not single out the students who are not doing it the ‘right’ way.
* Positive feedback the students who are doing it.
* Make comments like: **“John, you are walking just right and you’re keeping your voice off!” “Annie, you’re being safe the way you are walking. When everyone does it the right way, I can turn the card to Green.”**

Additional practice:

* After they have demonstrated the ‘right’ way, practice several times during the day for fun.
* When they do walk to a place ‘for real’, heavily reinforce them and say something like:
* **“I can’t believe how all of you did a great job walking safely! You are showing Green card behavior. You never know when you get a surprise. You have just earned 5 minutes of extra playtime outside. You are such safe walkers!”**

**Use Indoor Voices**

*Students are taught and reinforced to use calm and quiet voices when inside.*

Explain to the students that it is respectful to use quiet voices when they are inside. Ask them why it is not ok to yell or scream when you’re inside. After they have discussed the need for quiet voices, demonstrate what you mean by quiet voices.

Positive example:

* Say: **“We are going to pretend that all of you are teachers and I am a student. I am going to talk to you and you have to tell me if I’m doing it the right way. When I do it the right way, show me the Green card. If I don’t do it the right way, show me the red card”**
* Talk to the students in a voice that you want to hear.
* Ask: **“Did I use a quiet voice?**
* Have them hold up the green card, ask for feedback and tell the students: **“You are such fabulous teachers! You know exactly when I use the right voice.” “Let’s try that again.”**

Negative examples:

* This time you are loud and obnoxious.
* Ask:**”Did I use a quiet voice?**
* Have them hold up the red card, ask for feedback and tell the students: **“You are such fabulous teachers! You know exactly what kind of voice I need to use.” “Let’s try that again.”**
* Use a loud voice several times and have them hold up the red card, and ask for feedback. Then say: **“I better try that again. Listen and see if I use a quiet voice this time.”**

Positive example:

* This time you use the right tone of voice.
* Have them hold up the green card, ask for feedback and ask which students can show how to use a quiet voice.
* Pick some students to use quiet voices.
* Have them hold up the green card, and ask for feedback from the ‘pretend’ teachers. Then say: **“Now I want to see if ALL of you can use a quiet voice.”**
* Collect the green and red cards. Ask them to talk to each other in quiet voices.
* Provide feedback and tell the kids:
* **“Sometimes we might forget to use quiet voices. If that happens, I will ring the bell (or other audible signal). Do you remember what you need to do when I ring the bell and say:”May I have your attention please.”**
* Wait for answers.
* Say: **“That’s right. You stop talking, freeze like a popsicle and look at me.”**

Positive example:

* Ring bell and say: **“May I have your attention please.”**
* Immediately positive feedback students who are following directions.
* When everyone is silently looking at you, show the green card and say:
* **“Please line up at the door quietly and with personal space.”**
* Immediately positive feedback students who are following directions.
* When all students have lined up say: **“May I have your attention please.”**
* Immediately positive feedback students who are following directions. Show the green card.
* Say:**” You have just earned extra playtime outside. You are being safe and respectful. Do we have to use quiet voices when we’re outside? Nooo. Do we scream wildly when we’re outside? Nooo. Can we be loud when we’re outside? Yes! Let’s go outside and see if you can use the right voices when you’re outside.”** Monitor the students outside for about 5 minutes.
* Ring the bell
* Teach them to freeze like a popsicle even outside.
* Say: **“May I have your attention please.”**
* When everyone is silently looking at you, show the green card and say:
* **“Please line up at the door quietly and with personal space.”**
* Immediately positive feedback students who are following directions.
* When all students have lined up show the green card and say: **“May I have your attention please.”**
* Immediately positive feedback students who are following directions.
* Say:**”I just want to tell you what a great job you did using the right voices outside. No-one screamed or made disrespectful sounds. You are being very respectful with your friends outside. You are having green card behavior. I need a helper. Who would like to be helper?”**
* Preferably pick a student with challenging behaviors but is doing the right thing now.
* Say: **“You are standing here so respectful. Can you pick 2 other students that are lined up the right way. Now, I want for each of you to pick another friend who is doing the right thing and stand over here (create a new line-up). Now I want for all of you to pick another friend who is lined-up the right way.”**
* Do this until all students are in the new line then say:
* **“Guess what?? You never know when you get a surprise….All of you are doing such a respectful job, you can go and play for a few more minutes!**

**Raise Hand to Talk During Circle and Instruction**

*Children are taught to raise their hand without talking out. Teachers only call on children who raise their hand without talking.*

When students are in circle (or other instructional area) explain to them that they have to raise their hand without talking when they want something to say. Raising hands provides a calm, respectful environment for interacting during instruction.

Tell students that you are going to teach them to raise their hand when they want to say something. Ask why it’s respectful to raise your hand. Wait for responses (only call on students who do raise their hand quietly.)

Positive example:

* Give all the students a green and red card and say: **“We are going to pretend that all of you are teachers and I am a student. I am going to pick one of you to be the ‘talking’ teacher. Everyone else is a teacher helper and you will watch to see if I do it the right way and show either the green or the red card.”**
* Choose a student who is being respectful. Give that student a book. Let student sit in teacher chair.
* Say: **“You are the teacher and I want you to ask what the book is going to be about.”**
* Prompt the student to say: **“What is this book about?”**
* Raise your hand quietly.
* Ask: **“Did I raise my hand quietly?**
* Have them hold up the green card, ask for feedback and tell the students: **“You are such fabulous teachers! You knew that I raised my hands quietly. Let’s try that again.”**

Negative examples:

* This time you talk-out loudly while raising your hand.
* Ask: **“Did I raise my hand quietly?**
* Have them hold up the red card, ask for feedback and tell the students: **“You are such great teachers! You know exactly that I didn’t do it the right way. You showed me the red card.” “Let’s try that again.”**
* Use a waving hand and talk-outs several times and ask for feedback.
* Have them hold up the red card, then say: **“I better try that again. Watch and listen and see if I raise my hand quietly this time.”**

Positive examples:

* Choose another student to be the teacher.
* Prompt the student to ask: **“What day is it today?”**
* Raise your hand quietly.
* Have them hold up the green card, ask for feedback and tell the students: **“You are such fantastic teachers! You knew that I raised my hands quietly. You showed me the green card. Let’s try that again.”**
* Choose another student to be the teacher.
* Give the student a prompt (e.g., shape, color, number). Tell the student to ask: **“What shape (color, number) is this?**
* Raise your hand quietly.
* Have them turn the card to green, ask for feedback and tell the students: **“You are such smart teachers! You knew that I raised my hands quietly. I didn’t talk out.”**

**Use Appropriate Language**

*Children are taught and reinforced to use appropriate language and kind words.*

Young students may come to school with a repertoire of unacceptable language that they have picked up elsewhere. Students need to learn in school we use a words and language that may be different from language they use outside of school. It is also expected that students use kind words even when they have conflicts.

When students are in circle or other instructional area, explain that you are going to teach them to use respectful and kind words. Ask if they can tell you some kind and respectful words. Reinforce them when they raise their hand quietly, use personal space and use indoor voices.

Positive examples:

* Give each student a green and a red card and ask: **“Who can be my helper?”**
* Choose a student who can handle the role-play and who is being respectful.
* Say: **“We are going to pretend that all of you are teachers and Tara and I are students. I am going to talk to Tara and you have to show me if I’m doing it the right way. If I do it the right way, hold up the Green card. If I don’t do it the right way, hold up the Red card.”**
* Talk to the students in a respectful and kind way.
* Have them hold up the green card and ask:**”Did I talk to her nicely?**
* Ask for feedback and tell the students: **“You are such fabulous teachers! You knew that I was being kind and used nice words.” “Let’s try that again.”**

Negative examples:

* This time you are unkind and mean.
* Have them hold up the red card and ask:**”Did I use kind words? Was I being respectful?””Let’s try that again.**
* This time exaggerate and say things like: **“shut up!” “I hate you!”**
* Have them hold up the red card and ask: **“Did I use kind words? Was I being respectful?” “How do you think Tara feels when I talk to her like that?” “How would you feel if someone talked to you like that?” “We can never use that kind of language in this room.” “Let’s see if I can do that again.”**

Positive examples:

* This time you use kind and polite words.
* Have them hold up the green card and ask for feedback.
* Collect the green and red cards.
* Ask kids to pretend play and tell them you will be listening for kind words and respectful language.
* After a few minutes stop, show the green card and
* Say: **“That is green card behavior. I’m going to be watching and listening for kind words and respectful language. You never know when you get a surprise if I see you being kind to each other.”**

When the above skills are firm, you are ready to start implementing the First Step to Success program with one selected student in the classroom. Even though the target student will be the only one earning class points, the entire class participates in the Green/Red card game. The entire class will earn a special activity if enough points have been earned by the target student. The target student can be seen as the “captain of the team.” If other students ask why they can’t be the “star,” simply say: *“You never know when you’ll get a surprise. If you follow directions and help playing the game, maybe you’ll get to play it some other time.”*

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**Section 4**

**Coach Implementation Information**

**First Step Coach Activities Flowchart**

**Coach Activities FlowchartCoach Phase Implementation Days 1-5**

The first five program days are perhaps the most critical part of CLASS. During this phase, the program operates for only 20 to 30 minutes each day. It involves intensive, direct monitoring of the child’s behavior by the coach using the GREEN/RED card. Children who are going to challenge or test the program are likely to do so during this phase. Due to the coach’s familiarity with the program and close proximity to the child, the coach is well positioned to deal effectively with any problems emerging from this testing. The teacher is able to observe the effectiveness of CLASS in changing the child’s behavior without investing much effort. Thus, when the teacher assumes more responsibility for the program on Day 6, he or she can be assured about the likelihood of CLASS reducing the child’s inappropriate behavior.

During Days 1 through 5 of the CLASS program, the target child’s behavior is carefully monitored by the coach, and the child receives a high rate of feedback on behavior. For example, on Day 1, the child is provided feedback every 30 seconds by the coach who sits next to the child and awards points on the GREEN side of the card. Although the frequency of this feedback is rapidly faded, it would be difficult for the classroom teacher to provide this level of needed feedback during the first five days of the program.

**Taking it from the Top: Days 1-5**

**FirstStep_Sneaker2 Step 1. Review expectations for the “game” with the target student and choose a reward activity to be earned.**

Remind the student that if the card is on green a lot of points are earned. When the card is on red, quickly do the right thing so that the card can go back to green. Ask the student what reward activity he/she wants to earn. Check with the teacher to make sure it is an activity that can immediately be done after the “game” is finished.

**FirstStep_Sneaker2 Step 2. Review the program for the class.**

Quickly review what the children in the class can do to help the target child earn the reward/activity for the whole class.

**FirstStep_Sneaker2** **Step 3. Choose your proximity to the child.**

On the first day of the program, the coach sits right next to the child. After a few days, as the child experiences success, the coach moves further away from the child. By Day 3 or 4, the coach may sit across from the child rather than right next to him or her. However, the coach should not move so far away or at such an angle that the child cannot see the GREEN/RED card.

**FirstStep_Sneaker2 Step 4. Start the stopwatch.**

The stopwatch runs continuously during the session to determine when a point opportunity window occurs. On Days 1 through 4 the session if 20 minutes long. On Day 5 the session is 30 minutes.

**Coach’s Checklist:**

**Days 1-5**

* Review expectations with the target student.
* Review the program for class.
* Choose your proximity to the child.
* Set the stopwatch.
* Utilize the GREEN/RED card.
* Deliver points during point opportunities according to Daily Summary Chart.
* Positive feedback child when appropriate according to Daily Summary Chart.
* See if child has earned enough points for the reward/activity.
* If child earns a reward/activity, ensure that he or she if being noticed, feels special, and is enjoying the special activity.
* Provide the teacher with feedback about his or her participation.
* Precorrect the class for next session.
* Remind child to take home feedback slip.
* Record points on CLASS Monitoring Form.
* Contact parents.

**FirstStep_Sneaker2** **Step 5. Utilize the GREEN/RED card.**

Be sure the GREEN/RED card is visible. Always hold or position the card so that the child can see it. The GREEN side is shown continuously when the child is behaving appropriately. If the child acts inappropriately, quickly turn the card to the RED side. These visual cues provide immediate feedback to the child on his/her progress. The card must be turned back and forth quickly as the child’s behavior changes from appropriate to inappropriate or vice versa. When the child responds to the RED side of the card by returning to one task, provide him/her with positive feedback (as you turn the card to the GREEN side) by saying: “You made a good choice. You know how to work.”

**FirstStep_Sneaker2** **Step 6. Deliver points during point opportunities according to the Daily Summary Chart.**

During the 20- or 30-minute sessions in the morning and afternoon, the GREEN/RED card is used continuously as a visual indicator so that the child receives immediate feedback about his or her behavior for the entire session. In addition, point opportunities can be awarded GREEN points for appropriate behavior or no points for inappropriate behavior.

A timing sheet for Days 1 through 5, a list of point opportunities with room for recording the point, can be found in ???. For example, for Day 1, there are forty 10-second point opportunities. The first point opportunity occurs as soon as the stopwatch is set for the 20- or 30-minute session. For the first day, it

appears like this:

Time Points

\_\_\_\_ 0:00 – 0:10 \_\_\_\_

If the child is behaving appropriately during the *entire* 10-second point opportunity, a point (+) is awarded in the space provided next to the time. If the child is behaving inappropriately *at any time* during the point opportunity, the card is turned to RED and no point (–) is given. Points not given (–) are not subtracted from the GREEN points. The GREEN points are simply added up at the end of the 20 minutes.

On Day 1, when the stopwatch reaches ten seconds, the first point opportunity is closed. The next point opportunity on Day 1 occurs at the 40 second mark. On the timing sheet it looks like this:

\_\_\_\_ 0:40 – 0:50 \_\_\_\_

Notice that between each listed point opportunity is a period in which points cannot be awarded. Even though points are not given during these periods, the child’s behavior is still observed and the GREEN/RED card is still used to provide feedback.

If the child behaves appropriately during a point opportunity (and, therefore, receives a point on the GREEN side), but acts in appropriately during the period between point opportunities, the card is simply turned to RED.

If, prior to a point opportunity, the child corrects his or her behavior, the card is turned back to GREEN. If the child then continues to behave appropriately throughout the point opportunity, the child still receives a point on the GREEN side. If the green card with boxes for each point opportunity is used (see page ???), put the point or sticker in a box.

**FirstStep_Sneaker2 Step 7. Provide the child with positive feedback when appropriate according to the Daily Summary Chart.**

Both the coach and teacher provide verbal positive feedback during Days 1 through 5. The first few days, the coach delivers most of the positive feedback. Then the responsibility for providing positive feedback gradually shifts to the teacher. By Day 5, the teacher delivers most of the positive feedback.

**FirstStep_Sneaker2 Step 8. Check to see if child has earned the points needed.**

If the child has earned the points needed for the class reward/activity at the end of the session, the teacher goes over the School Reward/Activity Menu (see page ???) with the child and lets him or her choose a reward/activity from the list. Another option is to have the child preselect the reward/activity choice prior to the session. Then the teacher stops and makes an announcement to the class. An example would be:

*“May I have your attention please? Johnny needed all these points (stars, stickers) to earn something special for the class.*

*Did Johnny earn enough points? Yes. He earned something special for the whole class, and you really helped him by working hard. Let’s all give Johnny a big hand! (Children clap.) Johnny has chosen to go outside with al of us to blow bubbles.”*

If the target child did not earn enough points for a class reward/activity:

1. Make the debriefing session with the class as short as possible. For example:

*“We did not earn enough points today for a special reward/activity for the class. I’m sure we will try very hard tomorrow. It is important that all of you keep working hard and following directions to help Johnny.”*

1. Keep interaction with the child as brief as possible. It is important that the child receives minimal attention for not earning enough points or for inappropriate behavior. Thus, tell the child you know he or she will try very hard tomorrow. If necessary, role play the expected behaviors that caused the child not to earn points, the next day, prior to the intervention session.

**FirstStep_Sneaker2** **Step 9. Monitor the child during reward/activity time.**

While the class is participating in the group reward/activity, monitor carefully to ensure that the child is included and enjoying the activity. Provide the child with positive feedback and encourage the class to do the same.

It is important that the other children in the class receive positive, individual feedback as well. The coach and/or teacher can roam around the room saying things like: *“Ivette, I noticed that you really followed direction while we were playing the GREEN/RED card game. Good for you!”* or: *“Mark, I saw you sharing the blocks with Paula when we were playing the game. You were doing exactly the right thing!”*

**FirstStep_Sneaker2** **Step 10. Give positive feedback to the teacher during reward/activity time.**

Take this time to give the teacher feedback on his/her participation in the program. Encourage the teacher to provide all children with positive feedback as often as possible for the rest of the day and to give lots of attention for appropriate behavior. The target child needs continued reinforcement for desired behaviors. Whether or not the child earns the group reward/activity does not change the need for positive teacher interactions. The teacher needs to continue to “catch the child being good.” The teacher can say things like: *“That’s green card behavior. You’re doing the right thing.”*

**FirstStep_Sneaker2** **Step 11. Precorrect for next session.**

Inform all the children that it is important to work hard for the rest of the day:

*“Tomorrow we will play the game again. But Johnny is going to try to follow directions for the rest of the day, and I know all of you will help by doing the right thing. You are doing so well at following directions!”*

**FirstStep_Sneaker2** **Step 12. Remind the child to take home green or white feedback slip.**

The child takes the feedback slip home, asks his or her parent(s) to sign it, and brings the signed part back to school the next day.

**FirstStep_Sneaker2** **Step 13. Record points on CLASS Monitoring Form.**

The CLASS Monitoring Form (see page 140) makes monitoring the daily operations of the program easy. Use it to keep a record of the child’s progress and to determine that the program is being implemented correctly.

**FirstStep_Sneaker2 Step 14. Contact the parent(s).**

Usually the first day is successful so you will likely begin with good news for the parent(s). This can news can be delivered via e-mail, phone, or with a visit.

If the child was successful:

1. Ask the parent(s) to give the child at least three positive statements about doing well at school. Ask which positive statements the parent(s) will use from the list they were given in the initial meeting (see page 125).
2. Ask which special privilege or activity has been selected for the child to receive at home.
3. Remind parent(s) to sign and send the signed portion of the feedback slip back to school with the child the next day.
4. Give positive feedback to the parent(s).
5. Tell them that you will call the next day.

If the child was not successful:

* Ask the parent(s) to thank the child for bringing the white feedback slip home.
* Ask the parent(s) to encourage the child with a phrase such as: *“You can try again tomorrow.”*
* Ask the parent(s) not to scold or punish the child and to refrain from discussing why the child did not earn the points. Also remind parent(s) that the child should be given as little attention as possible for the inappropriate behavior that preventing earning the reward/activity. Parents may need additional coaching with this task.

It is sometimes difficult for parents not to discuss negative things that happened at school. The child may have been able to predict undivided (negative) parent attention for exhibiting undesired behavior at school.

If the child insists on telling parents why they did not receive enough points, parents are asked to simply say: *“I’m sure you will do better tomorrow.”* Then redirect the child by saying, for example: *“Would you like to do some coloring?”* Remind parent(s) to sign and send the feedback slip back to school with the child the next day.

**Summing up Days 1-5: The Coach Phase**

During this part of the program, a student must successfully complete the first session on program day 1 before advancing to the next session on program day 2. During the coach phase, students do one program day session per school day. The session can be in the morning or in the afternoon or both, but must be conducted in the classroom not on recess or during out of class activities. Sessions don’t have to happen at the same time each day. They can vary depending on the teacher and/or coach schedule. It is preferred that the coach runs the card during a time that is typically difficult for the student.

If the child is not successful on a Program Day, he or she must recycle to the last successful program day. Most children experience a high rate of success during the first five days of the program. It is common for students to recycle once or twice during the entire program.

**During the First Session:**

* Sit close to the student.
* Have stopwatch ready.
* Be sure the GREEN/RED card is visible.
* Deliver points according to the schedule printed on the GREEN/ RED point card for Program Day 1.
* Deliver positive feedback according to the schedule.
* Check to see if student has earned enough points.

**Program Day 1**

**(First Classroom Session)**

On Program Day 1, make sure that you:

Select a 20-minute time period (agreed upon with the teacher) when the program will be implemented.

* Quickly review what the class can do to help the child earn something special for them.

**If the Child Meets the Reward Criterion:**

* Elicit cooperation from the class.
* Positive feedback target student for doing so well.
* Ask classmates to show the target student their appreciation for earning the class reward.
* Monitor the student during reward time.
* Give positive feedback to the teacher during reward activity after the first session.
* Encourage teacher to continue to reinforce appropriate behaviors the rest of the day.
* Remind the parents to positive feedback the child at least three times at home and ask which positive feedback statements they will use.
* Ask parents which special privilege they have selected for the child.
* Remind parents to send the signed feedback slip back to school with the child the next day.
* Give positive feedback to the parents.
* Tell them that you will call the next day.

**If the Child Does Not Meet the Reward Criterion:**

If the child does not obtain 80% of the daily points available, the group activity reward for the whole class is not earned. In this case, follow these steps:

**Make sure, at all costs, that the target child is not blamed for failing to meet the reward criterion. Use the following language, or a facsimile of it, to handle the situation.**

*“We didn't earn quite enough points today for the class reward. When we try new things, we have trouble sometimes in getting the hang of it. We will have another chance later today (or tomorrow) to try again. You can help by practicing doing the right thing.”*

Elicit cooperation from the class.

* Keep interaction with target student as brief as possible.
* Pre-correct for next session.
* Remind student to take feedback slip home.
* Record points on Monitoring Form (see page 140)
* Ask the parent to encourage the child.

Ask the parent not to scold or punish the child and to refrain from discussing why the child did not earn sufficient points. The child should be given as little attention as possible for the inappropriate behavior that prevented earning the school reward. Parents can simply say: *“Thank you for bringing the slip home. I’m sure you will have another chance tomorrow to earn points.”* Parents should be supportive of the child's efforts and not express disap­pointment that the reward criterion wasn't met.

**Coach to Teacher Transition Days 6-8**

On day 6, the teacher will start to operate the Green/Red card. The coach will help with this transition by doing the following:

1. Explain to the entire class that the teacher is going to play the Green/Red game and that you will be helping.
2. Explain that the teacher will be using a “beeper” (e.g., computer prompter, Gymboss or other timer), ask students to ignore the sound and help by following directions.
3. Present a Green Happy Face button to the student. Tell the class that they can earn a special Happy Face button as well if they follow directions. Tell them: *“You never know when you’ll get a surprise!”*
4. Assist, prompt, model for the teacher if necessary.
5. Debrief with the teacher how things went after the game is over.
6. On day 8, tell the class that you will not be there every day but that you will come in once in a while to see how well they are playing the game with the teacher.
7. Contact the parents each day to provide feedback.

|  |  |  |  |
| --- | --- | --- | --- |
| **TRANSITION PHASE CHECKLIST**  **DAYS 6-7** | | | |
| **√** | **COACH** | **√** | **TEACHER** |
|  | | | |
| **DAY 6** | | | |
|  | Set timer for 30 minutes with 5-minute intervals |  | Put sticky with timings on back of green card |
|  | Record green points |  | Ask the child what they would like to earn |
|  | Announce the end of the game |  | Wear the card and cue the student |
|  | Ask the class how the child earned the points |  | Give at least 6 positives |
|  | Ask the class how they helped |  | Provide class activity immediately |
|  | Fill out the daily monitoring sheet with teacher |  | Announce the end of the game – child needs a minimum of 5 points |
|  | Monitor teacher to send the card home |  | Remove sticky and fill out the daily monitoring sheet with coach. |
|  | Call parents |  | Send the card home |
| **DAY 7** | | | |
|  | Gather the materials |  | Set up the timing device for 40 minutes with 5-minute intervals and put sticky on the green card |
|  | Record green points |  | Ask the child what they would like to earn |
|  |  |  | Announce the beginning of the game |
|  |  |  | Enlist the class’ help |
|  |  |  | Wear the card and cue the student |
|  |  |  | Give a minimum of 8 positives |
|  |  |  | Announce the end of the game – child needs a minimum of 8 points |
|  |  |  | Ask the class how the child earned the points |
|  |  |  | Ask the class how they helped |
|  |  |  | Provide class activity immediately |
|  | Make sure the teacher fills out the daily monitoring sheet |  | Fill out the daily monitoring sheet |
|  | Call parents |  | Send the card home |

|  |  |  |  |
| --- | --- | --- | --- |
| **TRANSITION PHASE CHECKLIST**  **DAYS 8-9** | | | |
| **√** | **COACH** | **√** | **TEACHER** |
|  | | | |
| **DAY 8** | | | |
|  | Support the teacher |  | Set up the timing device for 60 minutes with 5-minute intervals and put sticky on the green card |
|  |  |  | Ask the child what they would like to earn |
|  |  |  | Announce the beginning of the game |
|  |  |  | Enlist the class’ help |
|  |  |  | Wear the card and cue the student |
|  |  |  | Record green points |
|  |  |  | Give minimum of 12 positives |
|  |  |  | Announce the end of the game – child needs a minimum of 10 points |
|  |  |  | Ask the class how the child earned the points |
|  |  |  | Ask the class how they helped |
|  |  |  | Fill out the daily monitoring sheet |
|  |  |  | Send the card home |
| **DAY 9** | | | |
|  |  |  | Set up timing device for 90 minutes with 5-minute intervals and put sticky on the green card |
|  |  |  | Ask the child what he/she would like to earn |
|  |  |  | Announce the beginning of the game |
|  |  |  | Enlist the class’ help |
|  |  |  | Wear the card and cue the student |
|  |  |  | Give minimum of 18 positives |
|  |  |  | Record green points. |
|  |  |  | Announce the end of the game – child needs a minimum of 15 points |
|  |  |  | Ask the class how the child earned the points |
|  |  |  | Ask the class how they helped |
|  |  |  | Provide class activity |
|  |  |  | Fill out daily monitoring sheet |
|  |  |  | Send the card home & communicate with parents |

**Coach Daily Checklist**

Before Intervention:

\_\_\_\_ What program day? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ What time does session begin? \_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Check materials:

\_\_\_ Stopwatch

\_\_\_ Laminated Green/Red Card

\_\_\_ Feedback card to send home

\_\_\_ Menu of Reinforcers

\_\_\_ Daily Summary Chart

\_\_\_ Pen

\_\_\_ Notepad

During Intervention:

\_\_\_\_ Ask student what he/she wants to earn for the class. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Remind student how to keep the card on Green.

\_\_\_\_ Remind student what to do when card goes to Red.

\_\_\_\_ Announce to the class that you’re ready to “Play the game.”

\_\_\_\_ Ask how they are going to help \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Remind the class not to pay attention to you and the target student.

\_\_\_\_ Check time, start session, provide feedback with card.

\_\_\_\_ Give points during point opportunities if card is on Green.

\_\_\_\_ Stop game when time is up and teacher can be interrupted.

\_\_\_\_ Provide student with feedback.

\_\_\_\_ Ask for attention from class and announce if enough points have been earned.

\_\_\_\_ Class claps.

\_\_\_\_ Ask student to stand in front of class and announce the “surprise.”

\_\_\_\_ Thank the class for all their help.

\_\_\_\_ Ask what the child did to earn points.

\_\_\_\_ Provide the class activity immediately.

\_\_\_\_ Complete the feedback slip to send home.

After Intervention:

\_\_\_\_ Ensure that student puts slip in backpack (or other designated place).

\_\_\_\_ Leave positive note for teacher, if appropriate.

\_\_\_\_ Confirm time for tomorrow.

\_\_\_\_ Complete Daily Monitoring Form.

\_\_\_\_ Update Daily Log.

\_\_\_\_ Call parents.

**Daily Summary Charts & Coach Phase Timings**

**Half-day Preschool Version**

When the timer signals at the end of the timed interval, if the laminated Green/Red card is on **GREEN**, the student earns a point. If the card is on **RED** during any part of the timed interval, **no** point is given.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Coach Phase** | | | | | | |
| Program Day | Length of Session | Maximum Interval between point opportunities | Total Points  Possible | Points Needed | Verbal Positive  Feedback  C=Coach  T=Teacher | Reward  Earned |
| 1 | 20 min | 30 sec. | 40 | 32 | C:9 – T:1 | Daily |
| 2 | 20 min | 1 min | 20 | 16 | C:7 – T:2 | Daily |
| 3 | 20 min | 2 min | 10 | 8 | C:4 – T:3 | Daily |
| 4 | 20 min | 4 min | 5 | 4 | C:3 – T:4 | Daily |
| 5 | 30 min | 5 min | 6 | 5 | C:3 – T:4 | Daily |
| During the transition phase the teacher starts running the Green/Red card game. The coach will support the teacher during this time. | | | | | | |
| **Transition Phase** | | | | | | |
| Program Day | Length of Session | Maximum Interval between point opportunities | Total Points  Possible | Points Needed | Verbal Positive  Feedback  C=Coach  T=Teacher | Reward  Earned |
| 6 | 1 hour | 5 min | 12 | 10 | 10 | Daily |
| 7 | 1 hour  30 min | 5 min | 18 | 14 | 15 | Daily |
| 8 | 2 hours | 5 min | 24 | 19 | 20 | Daily |

Use the green feedback cards for the first 10 days of the program during which the child earns a sticker and verbal positive feedback with each point.

**First Step Daily Summary Chart**

**Full-day Preschool Version**

When the timer signals at the end of the timed interval, if the laminated Green/Red card is on **GREEN**, the student earns a point. If the card is on **RED** during any part of the timed interval, **no** point is given.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Coach Phase** | | | | | | |
| Program Day | Length of Session | Maximum Interval between point opportunities | Total Points  Possible | Points Needed | Verbal Positive  Feedback  C=Coach  T=Teacher | Reward  Earned |
| 1 | 20 min | 30 sec. | 40 | 32 | C:9 – T:1 | Daily |
| 2 | 20 min | 1 min | 20 | 16 | C:7 – T:2 | Daily |
| 3 | 20 min | 2 min | 10 | 8 | C:4 – T:3 | Daily |
| 4 | 20 min | 4 min | 5 | 4 | C:3 – T:4 | Daily |
| 5 | 30 min | 5 min | 6 | 5 | C:3 – T:4 | Daily |
| During the transition phase the teacher starts running the Green/Red card game. The coach will support the teacher during this time. | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Transition Phase** | | | | | | |
| Program Day | Length of Session | Maximum Interval between point opportunities | Total Points  Possible | Points Needed | Verbal Positive  Feedback  C=Coach  T=Teacher | Reward  Earned |
| 6 | 1 hour | 5 min | 12 | 10 | 10 | Daily |
| 7 | 1 hour  30 min | 5 min | 18 | 14 | 15 | Daily |
| 8 | 2 hours | 5 min | 24 | 19 | 20 | Daily |

Use the green feedback cards for the first 10 days of the program during which the child earns a sticker and verbal positive feedback with each point.

**Program Day 1**

**Coach Phase**

**.** = time has passed

**+** = point earned

**-** = no points earned

20 Minutes

Points possible: 40

Points needed: 32

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Time** | **Points** | **Time** | **Points** | **Time** | **Points** | **Time** | **Points** |
| --0:00 – 0:10 \_\_\_\_ | | --5:20 – 5:30 \_\_\_\_ | | --10:20 – 10:30 \_\_\_\_ | | --15:20 – 15:30 \_\_\_\_ | |
| --0:40 – 0:50 \_\_\_\_ | | --5:50 – 6:00 \_\_\_\_ | | --10:40 – 10:50 \_\_\_\_ | | --15:50 – 16:00 \_\_\_\_ | |
| --1:10 – 1:20 \_\_\_\_ | | --6:10 – 6:20 \_\_\_\_ | | --11:10 – 11:20 \_\_\_\_ | | --16:00 – 16:10 \_\_\_\_ | |
| --1:50 – 2:00 \_\_\_\_ | | --6:50 – 7:00 \_\_\_\_ | | --11:40 – 11:50 \_\_\_\_ | | --16:30 – 16:40 \_\_\_\_ | |
| --2:20 – 2:30 \_\_\_\_ | | --7:00 – 7:10 \_\_\_\_ | | --12:00 – 12:10 \_\_\_\_ | | --17:20 – 17:30 \_\_\_\_ | |
| --2:30 – 2:40 \_\_\_\_ | | --7:50 – 8:00 \_\_\_\_ | | --12:30 – 12:40 \_\_\_\_ | | --17:50 – 18:00 \_\_\_\_ | |
| --3:10 – 3:20 \_\_\_\_ | | --8:10 – 8:20 \_\_\_\_ | | --13:20 – 13:30 \_\_\_\_ | | --18:20 – 18:30 \_\_\_\_ | |
| --3:40 – 3:50 \_\_\_\_ | | --8:30 – 8:40 \_\_\_\_ | | --13:40 – 13:50 \_\_\_\_ | | --18:30 – 18:40 \_\_\_\_ | |
| --4:00 – 4:10 \_\_\_\_ | | --9:20 – 9:30 \_\_\_\_ | | --14:00 – 14:10 \_\_\_\_ | | --19:20 – 19:30 \_\_\_\_ | |
| --4:40 – 4:50 \_\_\_\_ | | --9:30 – 9:40 \_\_\_\_ | | --14:50 – 15:00 \_\_\_\_ | | --19:40 – 19:50 \_\_\_\_ | |
|  | |  | |  | | --20:00 End | |

**Program Day 2**

**Coach Phase**

**.** = time has passed

**+** = point earned

**-** = no points earned

20 Minutes

Points possible: 20

Points needed: 16

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Time** | **Points** | **Time** | **Points** | **Time** | **Points** | **Time** | **Points** |
| --0:40 – 0:50 \_\_\_\_ | | --5:00 – 5:10 \_\_\_\_ | | --10:50 – 11:00 \_\_\_\_ | | --15:30 – 15:40 \_\_\_\_ | |
| --1:10 – 1:20 \_\_\_\_ | | --6:10 – 6:20 \_\_\_\_ | | --11:20 – 11:30 \_\_\_\_ | | --16:40 – 16:50 \_\_\_\_ | |
| --2:30 – 2:40 \_\_\_\_ | | --7:40 – 7:50 \_\_\_\_ | | --12:50 – 13:00 \_\_\_\_ | | --17:20 – 17:30 \_\_\_\_ | |
| --3:20 – 3:30 \_\_\_\_ | | --8:10 – 8:20 \_\_\_\_ | | --13:40 – 13:50 \_\_\_\_ | | --18:30 – 18:40 \_\_\_\_ | |
| --4:50 – 5:00 \_\_\_\_ | | --9:40 – 9:50 \_\_\_\_ | | --14:00 – 14:10 \_\_\_\_ | | --19:40 – 19:50 \_\_\_\_ | |
|  | |  | |  | | --20:00 End | |

**Program Day 3**

**Coach Phase**

**.** = time has passed

**+** = point earned

**-** = no points earned

20 Minutes

Points possible: 10

Points needed: 8

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Points** | **Time** | **Points** |
| --0:30 – 0:40 \_\_\_\_ | | --11:30 – 11:40 \_\_\_\_ | |
| --3:10 – 3:20 \_\_\_\_ | | --12:30 – 12:40 \_\_\_\_ | |
| --5:40 – 5:50 \_\_\_\_ | | --14:40 – 14:50 \_\_\_\_ | |
| --6:30 – 6:40 \_\_\_\_ | | --16:00 – 16:10 \_\_\_\_ | |
| --9:00 – 9:10 \_\_\_\_ | | --18:50 – 19:00 \_\_\_\_ | |
|  | | --20:00 End | |

**Program Day 4**

**Coach Phase**

**.** = time has passed

**+** = point earned

**-** = no points earned

20 Minutes

Points possible: 5

Points needed: 4

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Points** | **Time** | **Points** |
| -- 3:40 – 3:50 \_\_\_\_ | | --14:00 – 14:10 \_\_\_\_ | |
| -- 4:50 – 5:00 \_\_\_\_ | | --17:30 – 17:40 \_\_\_\_ | |
| --11:30 – 11:40 \_\_\_\_ | | --17:30 – 17:40 \_\_\_\_ | |
|  | | --20:00 End | |

**Program Day 5**

**Coach Phase**

**.** = time has passed

**+** = point earned

**-** = no points earned

30 Minutes

Points possible: 6

Points needed: 4

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Points** | **Time** | **Points** |
| -- 5:00 – 5:10 \_\_\_\_ | | --14:10 – 14:20 \_\_\_\_ | |
| --10:10 – 10:20 \_\_\_\_ | | --19:30 – 19:40 \_\_\_\_ | |
| --11:40 – 11:50 \_\_\_\_ | | --29:10 – 29:20 \_\_\_\_ | |
|  | | --30:00 End | |

**Monitoring Forms**

**IT IS EXTREMELY IMPORTANT THAT THESE FORMS ARE COMPLETED EACH DAY!**

The “Daily Monitoring Form” is the most important form to be completed by the coach and the teacher during the classroom implementation. This is the form that will give us the most information about the effectiveness of the program and how the program is being implemented. It also provides immediate information on problem areas. We will be able to problem solve more effectively at the early stages of a problem. There are three monitoring forms:

1) Classroom Expectations Teaching/Reviewing Monitoring Form

2) Daily Monitoring Form for Classroom Implementation

3) Monitoring Form for homeBase.

Classroom Expectations Teaching/Reviewing Monitoring Form

During the classroom expectations teaching phase, the coach needs to keep track of every time expectations are taught or reviewed on the Classroom Expectations Teaching/Reviewing Monitoring Form.

Daily Monitoring Form

The Daily Monitoring Form for Classroom Implementation is completed by the coach each day during programs days 1 through 5. During the transition phase, days 6 through 8, the coach and teacher complete the form together each day. After day 9 until the end of the program, the teacher completes this form. The coach is responsible for checking at least once a week to make sure the form is being completed each day.

Monitoring Form for homeBase

When the coach starts with implementation of homeBase, the coach is expected to complete the program monitoring form for homeBase after each session with parents.

Copies of the Monitoring Forms can be found in section 10, page 144.

If you are involved in a research project, the Daily Monitoring Form and the Monitoring Form for homeBase must be turned in to the research staff. It is the responsibility of the coach to make sure this happens.

**homeBase Lessons for Teachers**

When the coach starts meeting with parents on the homeBase component of First Step, we recommend that the list below is given to the child’s teacher. By having this list the teacher will know what skills you are working on with the parents and reinforce these skills at school.

It is also helpful to provide the teacher with some of the homeBase activities from your weekly sessions so they can be used in the classroom.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**j0185604 Week 1 - Sharing School**

This week the student will be asked to discuss school with their parents. Provide opportunities to review what was taught in school daily so that the student can share that information with their parents.

**j0185604 Week 2 - Cooperation**

The student practices cooperating (following directions, taking turns, and spending time at home doing school-related activities). Encourage the student to follow directions and get along with others.

**j0185604 Week 3 - Setting Limits**

The student works on controlling his or her wants, following adult limits, and developing self control. Stay involved and respond when the student does or does not follow the limits you have set.

**j0185604 Week 4 - Solving Problems**

The student learns ways of calming down when frustrated. Help the student learn that there are many ways to solve problems.

**j0185604 Week 5 - Friendship Skills**

The student learns skills of friendship initiation and cooperative play. Help the student rehearse ideas for improving peer relations.

**j0185604 Week 6 - Building Confidence**

Do simple things each day to improve the student’s self-confidence in school. Provide opportunities for the student to try new activities and skills that will boost self-confidence.

****

**Section 5**

**Teacher Implementation Information**

**First Step Teacher Activity Flowchart**

Teacher Activities Flowchart**Implementing Days 6-30: Teacher Phase**

Any challenging or testing of the program by the child is usually over by Day 6 when the implementation responsibilities shift to the teacher. The coach will be in the classroom during program days 6-8 to help with transitioning the program to the teacher. On day 9, the teacher is the sole administrator of positive feedback and conducts the CLASS component through Day 30. During the teacher phase, the coach continues to meet with the teacher and works with the parent(s) to ensure successful implementation. The coach also operated the homeBase component of *First Step* beginning on CLASS Program Day 5.

**Taking it from the Top: Days 6-30**

**FirstStep_Sneaker2 Step 1.** When the program is about to start on day 6, the coach will present the target student with a green Happy Face button and explains that the teacher will take over the program. The teacher tells the class that the target child has chosen something special for the whole class if he or she earns all the points needed.

**FirstStep_Sneaker2 Step 2.** Elicit cooperation from the entire class in support of the child and program. Quickly review what the children in the class can do to help the child earn the reward/activity for the whole class.

**FirstStep_Sneaker2 Step 3.** On Day 6, set up optional *Classprompter* computer program to “beep” at 5-minute variable intervals. If no computer or prompter program is available, use a stopwatch, Gymboss or other timing device. Start the stopwatch at the beginning of the 20-minute CLASS session. The stopwatch runs continuously during the session and allows you to determine when the point opportunities occur (as per the GREEN/RED card). A point can be awarded an average of once every five minutes on Program Day 6.

A preprinted sticky note designed for the ease of keeping track of program days has been developed. Each day, put the sticky note for that day on the back of the large laminated Green/Red card. The note indicates how long each session is and how many points can be earned. When the session is over, record the information from the sticky note to the Daily Monitoring Form and return the sticky to its original place.

After Day 6, follow the guidelines in the Daily Summary Chart for session length, intervals between point opportunities, number of point opportunities, etc., in determining when point opportunities occur. Or use the optional *Classprompter* computer program (see “Additional Resources” or Gymboss timer).

**FirstStep_Sneaker2 Step 4.**  Utilize the GREEN/RED card. During Days 9 through 30, the teacher is responsible for conducting the CLASS intervention and utilizing the GREEN/RED point card until Day 20. The card can be made visible to the child in a variety of ways including: on a clipboard, on the lanyard hung around your neck, clipped on clothing, or sticking out of a pocket. The card remains GREEN as long as the child behaves appropriately. The card is turned RED when the child behaves inappropriately.

**FirstStep_Sneaker2 Step 5.** Provide point opportunities as specified on the Daily Summary Chart and record points on the large GREEN/RED card. Put a paper clip or “sticky note” on the card, or any other way to record that the child has earned a point. The first point opportunity occurs as soon as the stopwatch reaches five minutes. The easiest way to provide points is by using the optional *Classprompter* computer program or other prompting device (i.e., a timer, Gymboss). When the computer beeps and the card is on GREEN, the child receives a point. When the computer beeps and the card is on RED, the child does not receive a point.

If the child behaves appropriately during a point opportunity (and so receives a GREEN point), but acts inappropriately during the period between point opportunities, the card is turned to RED. However, no points are lost because the card was GREEN during the point opportunity.

If, prior to a point opportunity, the child corrects his or her behavior, the card is turned to GREEN. If the child then continues to behave appropriately when the beeper beeps, the point is given on the GREEN side.

During Days 9 through 30, if the prompter is not used, point opportunities are randomly selected by the teacher, the length of time between them varying. The first point opportunity might be given after 2 minutes; the second after 8 minutes; the third after 15 minutes; the fourth after 17 minutes, etc. In other words, the point opportunities are scheduled to occur when it is convenient while still being unpredictable. The crucial element is that the child be given the number of point opportunities specified on the Daily Summary Chart (see page 92) without knowing exactly when the opportunity will occur. Mark the points in the Point Opportunity Box on the GREEN side of the card.

As mentioned before, another way for the teacher to select point opportunities is to use a prompting device such as a watch, a Gymboss, a timer or computer program that can be set to beep at pre-selected intervals.

Feedback and rewards/activities for appropriate behavior are the basis of CLASS. It is critical that point opportunities are selected randomly in order to prevent the child from coming to your attention only when misbehaving. If only the child’s inappropriate behavior is attended to, the intervals are no longer random and the opportunity to provide positive feedback to the child or give the child a reward/activity is diminished.

The GREEN/RED card should be used instead of negative verbal interactions. If the child does not pay attention to the teacher, the card should be on RED. If the teacher has an inclination to reprimand the child or say something negative such as: “You need to be sitting down,” or “That’s a talk-out,” the card should be turned to RED without saying anything. This is not the case if the child is hurting him/herself, another child, or is doing something unacceptable that could cause danger.

**FirstStep_Sneaker2 Step 6.**  Provide positive feedback to the child each time a GREEN point is awarded the first few days of the teacher phase. The teacher provides positive feedback to the child with every point earned on Day 6. For example, “You are following directions. You just earned another point.” Nonverbal positives can be used as well (e.g., thumbs up, pat on back, wink). Positive feedback given with points can gradually be reduced so that by the end of the program (Day 30), the teacher provides the child with positive feedback at least once every ten minutes. It is very important that the teacher maintain this minimum level of positive feedback and support after the program has been concluded. Some teachers use “scubbies” (the cloth loops used to make potholders). They put a predetermined number of scubbies on their arm and give these to the children along with positive feedback. Students can trade their scubbies in for preferred activities, loop them together to make a long chain or take them home.

**FirstStep_Sneaker2 Step 7.** At the end of the session, see if the child has earned enough points for the reward/activity. If the child has earned the number of points needed, stop and make an announcement to the class, just as during the Coach Phase:

*“May I have your attention please? Johnny earned something special for the whole class. Let’s give him a big hand!* (The children clap.) *Who can tell me what Johnny did to earn those points?* (The children take turns making positive statements, e.g., he followed directions, he worked quietly, he shared his toys.) *That’s right! You really helped him by doing your own work and following directions. Johnny has chosen to go outside and blow bubbles.”*

If the children like to count, the teacher could say:

*“May I have your attention please. Johnny needed 5 points.*

*Let’s count and see how many points Johnny earned.* (The children count GREEN points aloud with you.) *Yes. He earned something special for the whole class, and you really helped him by working hard. Let’s all give Johnny a big hand!* (The children clap.) *Johnny has chosen to play duck duck goose.”*

If the child did not earn enough points for a class reward/activity make the debriefing session with the class as short as possible:

*“We did not earn enough points today for a special reward/activity for the class. I’m sure we will try very hard tomorrow. All of you keep working hard and following directions to help Johnny.”*

Keep interaction with the child as brief as possible. It is important that the child receive minimal attention for not earning enough points or for inappropriate behavior. Thus, tell the child you know he or she will try very hard tomorrow. If necessary, role play expected behaviors the next day, prior to the intervention session.

**Positive feedback Statements for Teachers**

When praising children, it is important to label the desired behavior, to provide the child with constant feedback, and to draw attention to appropriate behaviors.

* “Billy raised his hand quietly.”
* “Sue is watching me and listening to my instructions.”
* “Jess, you’ve been working quietly at your center the whole time. Keep it up!”
* “You kept your play-dough on the table, you’re so responsible!”
* “You asked for the crayons the right way.”
* “You kept the sand in the sand table.”
* “You are so smart, you did exactly what I asked you to do.”
* “You made an excellent choice when you sat right down.”
* “Marisol just earned another point by sitting and listening to me when I was reading.”

**FirstStep_Sneaker2 Step 8.**  Ensure that the child gets lots of positive feedback and enjoys the attention. Provide positive feedback to the target child and encourage the class to do the same. The more this behavior is modeled, the more the students will copy it. If the reward is an activity, make sure that the child is included and is enjoying it.

**FirstStep_Sneaker2 Step 9.** Prompt the class for the next session. Inform all the children that it is important to work hard the rest of the day:

*“Tomorrow we will play the game again. But Johnny is going to try to follow directions for the rest of the day, and I know all of you will help by doing the right thing. You are doing so well at following directions!”*

**FirstStep_Sneaker2 Step 10.** Record the day’s results on the Monitoring Form (see page 140. The Monitoring Form is a record of the child’s progress during the program and can be used to determine that CLASS is being implemented correctly.

**FirstStep_Sneaker2 Step 11.** Sign and complete the small feedback slip. Remind the child to take the slip home to be signed by his or her parent(s) and to bring it back the next day.

**FirstStep_Sneaker2 Step 12.** The following day, check to see if the child returned the feedback slip signed. If the child has brought back the slip signed, provide him or her with positive feedback. If not, contact the parent(s).

**FirstStep_Sneaker2 Step 13.**  Implement behavioral correction procedures when necessary. If serious misbehaviors such as hurting someone, defiance, or destruction of property occur, stop using the card for that day and implement time-out or other procedures.

**FirstStep_Sneaker2 Step 14.** Call the parent(s) every other day. If the child was successful:

* Ask the parent(s) to provide the child with positive statements about school at least three times and find out which statements will be used.
* Ask what the home reward/activity will be.
* Remind parent(s) to sign and send the feedback slip back to school with the child the next day.

If the child was not successful:

* Ask the parent(s) to let the child know that they appreciate receiving the white feedback slip home.
* Ask the parent(s) to encourage the child with a phrase such as: *“You can try again tomorrow.”*
* Ask the parent(s) not to scold or punish the child and to refrain from discussing why the child did not earn sufficient points. Also remind parent(s) that the child should be given as little attention as possible for the inappropriate behavior.
* Remind parent(s) to sign and send the feedback slip back to school with the child the next day.

**Teacher’s Checklist:**

**Days 6-30**

* When the program is about to start, announce that the target student is going to try to win a surprise activity for the entire class.
* Elicit cooperation from the entire class in support of the child and program.
* Set the prompter for the length of the session according to the Daily Summary Chart (see page 92).

Utilize the GREEN/RED card, providing point opportunities as specified on the Daily Summary Chart.

* Positive feedback child each time a GREEN point is awarded (or as noted in the Daily Summary Chart).
* See if child has earned enough points for the reward/activity. If so, provide class reward/activity.
* Ensure that child is provided with positive feedback and is enjoying reward.
* Precorrect class for the next session.
* Record the day’s results on the Monitoring Form (see page 144).
* Sign the feedback slip and remind the child to take it home to be signed.
* The following day, check to see if the child returned the signed portion of the feedback slip. If so, give the child positive feedback. If not, contact the parent(s).
* Call the parent every other day.

**Summing up Days 6-30: Teacher Phase**

We recommend that the coach is present during program day 6 through 8 when the teacher takes over for several reasons: (1) Present the child with the “Green button” and tell him/her that you know he/she will do a great job for the teacher. (2) The teacher and student may need support and know that they are doing fine. (3) Remind the teacher to turn the card back to GREEN as soon as the child changes behavior in a positive way, (4) Make sure that the reward is given immediately after the session.

ScheduleOfRewards_PieChartDuring the teacher phase, the teacher operates the GREEN/RED card. The child will “play the game” every day. Until day 13 the child can earn a reward every day. From program day 14 through 21, a reward can be earned every other day. After program day 21 a reward can be earned every third day. The rewards are gradually faded out (see Daily Summary Chart on page 92).

The card can be made visible to the child in a variety of ways (e.g., on a clipboard, on a string around the teacher's neck, clipped on cloth­ing, partially sticking out of pocket). The card remains on GREEN as long as the child behaves appropriately. The card is turned to RED when the child behaves

inappropriately and shown to the child.

The GREEN/RED card and positive feedback are gradually reduced (see Daily Summary Chart on page 91) so that by the end of the program (Day 30), the teacher gives the child positive feedback at least once every 10 minutes. It is critical that the teacher maintains this level of feedback and support after the program has been concluded.

If the teacher has difficulty remembering when to reward points, a computer program has been developed to beep and remind the teacher when to give a point (see *Classprompter* in Resources).

Other tips to remember and/or reward points are: (a) hang an erasable pen on the large laminated Green card and tally right on the card, (b) put a Post-It sticky on the card and mark on it, (c) hang the card on a white board near you and mark on the board and (d) take a paperclip for each point during the session and put them on the card as the student earns the points.

**Days 6-8: Coach and Teacher Share Responsiblities**

On Day 6 the coach presents the student with a green happy face button. During Days 6-8 the responsibility of playing the game gradually shifts from the coach to the teacher (see chart on page 90).

**Days 9-15: Child Earns Daily Reward for the Class**

During the following days the length of time the CLASS program operates is gradually increased. During the teacher phase the teacher's responsibilities are:

* Each day, announce to the class when the program will actually start. Elicit cooperation from the entire class in support of the student and the program.
* Operate the GREEN/RED Point Card, providing point opportunities as specified on the Daily Summary Chart.
* Put the preprinted sticky note on the large laminated green/red card.
* Give positive feedback to the child each time a point is awarded on the GREEN side of the card.
* Provide a group reward if the child earned the required number of points.
* Sign the green or white feedback slip and send it home with the child.
* Record the appropriate information on the Daily Monitoring Form. Put preprinted sticky note back on the sheet where it came from.
* Check to see if the child returned the feedback slip the following school day. If the child did not return the card, call the parent(s) caregivers.
* Implement behavioral correction procedures if serious misbehaviors such as hurting someone, defiance, or destruction of property occur (see *Implementation Guide).*
* Contact the parents every other day.

**Days 16-20: Child Earns Reward on Second Day**

During Days 16 through 20, the interval between point award opportunities remains at 8 minutes. However, a reward is provided every second successful day. Fading the card continues. The teacher continues to provide positive feedback to the child on the 8 -minute variable interval schedule.

**Celebrate Success on Successive Days**

On a piece of construction paper with room for two feedback slips the teacher may display the slip for a successfully completed Day 16. When the child successfully completes Day 17, that slip may be added to the construction paper and brought home by the child to his/her parent(s). This procedure can be repeated for Days 18-19 and 20-21.

**Days 21-30: Child Earns Reward Every Third Day**

During Days 21-30, the interval between point opportunities is in­creased to 10 minutes. The teacher records points on the card without drawing the child's attention to the card. A reward is provided every third successful day, and the cards go home every third day.

**Day 30: Determine if Maintenance Plan Is Needed**

After Day 30, the card is no longer routinely used. The teacher and Coach determine if a maintenance plan is needed. Several options are described in the section on maintenance in this roadmap (see page 100).

Whether or not a formal maintenance plan is implemented, the teacher should continue to provide positive feedback to the child at regular intervals. A schedule of at least once every 10 minutes will probably be needed to maintain the child's appropriate behavior.

Use anything that will notice and acknowledge behaviors you want the more you acknowledge behaviors you want the more you will see them!

**Number of Positive statements:** The sections below provide the length of each session and the minimal number of positives that must be given. Following are some ideas to remember to give the needed and important positives.

1. Some teachers put **paperclips** on the card they wear to show how many positives to give during the time you play each day. After each positive is given, they remove a clip, or move it to the other side of the card
2. Other teachers use **“scoobies”** (colorful stretch cloth loops used to weave potholders etc. They can be purchased at any craft store).The teacher wears the same number of scoobies on their arm as the number of positives needed for that day. Everytime the teacher gives a positive to the student, they remove a “scooby” or put it on the child’s arm.

**Intervention times**: The Green/Red card game times will gradually increase over time until the student plays the game all day before the program starts to fade out so that students can be taught to internalize the positive changes.

**Use of an audible signal:** There are several options to help teachers remember to give points:

1. **Classprompter disks for the computer**

This program can be installed in your computer and the daily time intervals can be chosen

1. **Prompter for CD Player**

The coach can give you three discs. One will signal you for every 5 minutes, 8 minutes and 10 minutes intermittently. Each disk runs for approximately one hour.and will need to get restarted as the intervention time increases.

Either check your clock or set a kitchen type timer to remind you to re-start the disk. Please contact your coach if you need more clarification and/or help.

1. **Gymboss Timer**

The Gymboss timer can be clipped to the Green/red card and be taken anywhere. The coach can help you program the timer.

**Note:** At the beginning of the program, it is not uncommon for the student to display inappropriate behaviors right after the session is finished. This maybe because the student is trying so hard to do the right thing and keep the card on Green. As soon as the game is over, the pressure is off and they might do silly things. This will get better as the new behavior becomes more automatic and the sessions get longer and easier.

**Coach to Teacher Transition Phase Days 6-9**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TRANSITION PHASE CHECKLIST**  **DAYS 6-7** | | | | | |
| **√** | **COACH** | | | **√** | **TEACHER** |
|  | | | | | |
| **DAY 6** | | | | | |
|  | Set timer for 30 minutes with 5-minute intervals | | |  | Put sticky with timings on back of green card |
|  | Record green points | | |  | Ask the child what they would like to earn |
|  | Announce the end of the game | | |  | Wear the card and cue the student |
|  | Ask the class how the child earned the points | | |  | Give at least 6 positives |
|  | Ask the class how they helped | | |  | Provide class activity immediately |
|  | Fill out the daily monitoring sheet with teacher | | |  | Announce the end of the game – child needs a minimum of 5 points |
|  | Monitor teacher to send the card home | | |  | Remove sticky and fill out the daily monitoring sheet with coach. |
|  | Call parents | | |  | Send the card home |
| **DAY 7** | | | | | |
|  | Gather the materials | | |  | Set up the timing device for 40 minutes with 5-minute intervals and put sticky on the green card |
|  | Record green points | | |  | Ask the child what they would like to earn |
|  |  | | |  | Announce the beginning of the game |
|  |  | | |  | Enlist the class’ help |
|  |  | | |  | Wear the card and cue the student |
|  |  | | |  | Give a minimum of 8 positives |
|  |  | | |  | Announce the end of the game – child needs a minimum of 8 points |
|  |  | | |  | Ask the class how the child earned the points |
|  |  | | |  | Ask the class how they helped |
|  |  | | |  | Provide class activity immediately |
|  | Make sure the teacher fills out the daily monitoring sheet | | |  | Fill out the daily monitoring sheet |
|  | Call parents | | |  | Send the card home |
| **TRANSITION PHASE CHECKLIST**  **DAYS 8-9** | | | | | |
| **√** | **COACH** | **√** | **TEACHER** | | |
|  | | | | | |
| **DAY 8** | | | | | |
|  | Support the teacher |  | Set up the timing device for 60 minutes with 5-minute intervals and put sticky on the green card | | |
|  |  |  | Ask the child what they would like to earn | | |
|  |  |  | Announce the beginning of the game | | |
|  |  |  | Enlist the class’ help | | |
|  |  |  | Wear the card and cue the student | | |
|  |  |  | Record green points | | |
|  |  |  | Give minimum of 12 positives | | |
|  |  |  | Announce the end of the game – child needs a minimum of 10 points | | |
|  |  |  | Ask the class how the child earned the points | | |
|  |  |  | Ask the class how they helped | | |
|  |  |  | Fill out the daily monitoring sheet | | |
|  |  |  | Send the card home | | |
| **DAY 9** | | | | | |
|  |  |  | Set up timing device for 90 minutes with 5-minute intervals and put sticky on the green card | | |
|  |  |  | Ask the child what he/she would like to earn | | |
|  |  |  | Announce the beginning of the game | | |
|  |  |  | Enlist the class’ help | | |
|  |  |  | Wear the card and cue the student | | |
|  |  |  | Give minimum of 18 positives | | |
|  |  |  | Record green points. | | |
|  |  |  | Announce the end of the game – child needs a minimum of 15 points | | |
|  |  |  | Ask the class how the child earned the points | | |
|  |  |  | Ask the class how they helped | | |
|  |  |  | Provide class activity | | |
|  |  |  | Fill out daily monitoring sheet | | |
|  |  |  | Send the card home & communicate with parents | | |

**Daily Summary Charts**

**Half-day Preschool Version**

When the timer signals at the end of the timed interval, if the laminated Green/Red card is on **GREEN**, the student earns a point. If the card is on **RED** during any part of the timed interval, no point is given. During the transition phase the teacher starts running the Green/Red card game. The coach will support the teacher during this time.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Transition Phase** | | | | | | | | | | | | |
| Program Day | Length of Session | | Maximum Interval between point opportunities | | Total Points  Possible | | Points Needed | | Verbal Positive  Feedback  C=Coach  T=Teacher | | Reward  Earned | |
| 6 | 1 hour | | 5 min | | 12 | | 10 | | 10 | | Daily | |
| 7 | 1 hour  30 min | | 5 min | | 18 | | 14 | | 15 | | Daily | |
| 8 | 2 hours | | 5 min | | 24 | | 19 | | 20 | | Daily | |
| **Teacher Phase** | | | | | | | | | | | | |
| Program Day | | Length of Session | | Maximum Interval between point opportunities | | Total Points  Possible | | Points Needed | | Verbal Positive  Feedback  C=Coach  T=Teacher | | Reward  Earned |
| 9 | | 2 hours | | 5 min | | 24 | | 19 | | 20 | | Daily |
| 10 - 11 | | 3 hours | | 5 min | | 36 | | 29 | | 25 | | Daily |
| 12 - 13 | | Entire pre-school day | | 8 min | | 22 | | 18 | | 22 | | Daily |
| 14 - 21 | | “ | | 8 min | | 22 | | 18 | | 22 | | Every other day |
| 22 -30 | | “ | | 10 min | | 18 | | 14 | | 18 | | Every 3rd Day |
| 30-end | | Maintenance | | Notice student at least once every 10 min | | None | | None | | 18 | | Occasional |

Use the green feedback cards for the first 10 days of the program during which the child earns a sticker and verbal positive feedback with each point.

After day 30, provide positive feedback (verbal, thumbs-up, pat on shoulder, written happy face/star) at least once every 10 minutes for the rest of the school year.

**First Step Daily Summary Chart - Full-day Preschool Version**

When the timer signals at the end of the timed interval, if the laminated Green/Red card is on **GREEN**, the student earns a point. If the card is on **RED** during any part of the timed interval, no point is given.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Transition Phase** | | | | | | |
| Program Day | Length of Session | Maximum Interval between point opportunities | Total Points  Possible | Points Needed | Verbal Positive  Feedback  C=Coach  T=Teacher | Reward  Earned |
| 6 | 1 hour | 5 min | 12 | 10 | 10 | Daily |
| 7 | 1 hour  30 min | 5 min | 18 | 14 | 15 | Daily |
| 8 | 2 hours | 5 min | 24 | 19 | 20 | Daily |
| **Teacher Phase** | | | | | | |
| Program Day | Length of Session | Maximum Interval between point opportunities | Total Points  Possible | Points Needed | Verbal Positive  Feedback  C=Coach  T=Teacher | Reward  Earned |
| 9 | 2 hours | 5 min | 24 | 19 | 20 | Daily |
| 10 | 3 hours | 5 min | 36 | 29 | 25 | Daily |
| 11 | 3 hours  30 min | 8 min | 26 | 21 | 25 | Daily |
| 12 | 4 hours | 8 min | 30 | 24 | 30 | Daily |
| 13 | 4 hours  30 min | 8 min | 34 | 27 | 30 | Daily |
| 14 | 5 hours | 8 min | 38 | 30 | 30 | Daily |
| 15 | 5 hours  30 min | 10 min | 33 | 26 | 30 | Daily |
| 16-21 | All day | 10 min | 40 | 32 | 30 | Every Other Day |
| 22-30 | All day | 10 min | 30 | 24 | 30 | 3rd Day |
| 30-end | Maintenance | Notice student at least once every 10 min | None | None | 30 | Occasional |

After day 30, provide positive feedback (verbal, thumbs-up, pat on shoulder, written happy face/star) at least once every 10 minutes for the rest of the school year.

**Teacher Daily Checklist**

Before Daily Implementation:

\_\_\_\_ Thank the student for returning the signed green or white feedback slip.

\_\_\_\_ What program day is it? \_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ How long is the session today? \_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ What time will you start? \_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Is the class prompter set up on the computer? \_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Is the laminated Green/Red card visible? \_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Is preprinted sticky note on the laminated card? \_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Is a pen and “sticky note” handy to mark points? \_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ What does the student want to earn today? \_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Can you give the reward activity immediately after the game is over? \_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Review expectations with the student?

\_\_\_\_ Encourage the student to keep the card on Green?

During Daily Implementation:

\_\_\_\_ Make sure card is visible.

\_\_\_\_ Give points when earned during point opportunities.

\_\_\_\_ Provide lots of positive reinforcement.

\_\_\_\_ Instead of verbally reprimanding the child, turn card to Red.

\_\_\_\_ As soon as student corrects behavior, turn card back to Green.

\_\_\_\_ When “game” is over, provide student with feedback.

\_\_\_\_ If enough points have been earned, ask class to applaud.

\_\_\_\_ Ask student to announce the special activity.

\_\_\_\_ Ask peers to provide positive comments to the child.

\_\_\_\_ Immediately provide the special activity.

\_\_\_\_ Thank the rest of the class for being good helpers.

After Daily Implementation:

\_\_\_\_ Complete Green or white feedback slip to send home.

\_\_\_\_ Ensure student puts card in designated place.

\_\_\_\_ Remove preprinted sticky note and put back on the sheet where it came from.

\_\_\_\_ Complete Daily Monitoring Form.

\_\_\_\_ Encourage the student during the rest of the day for “Green Card” behavior.

\_\_\_\_ Notify coach if problems arise.

\_\_\_\_ Contact parents at least once a week to provide positive feedback.

Notes:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****

**Section 6**

**Best Practices Implementation Suggestions**

**Best Practices for Implementation**

Classroom Environment: The classroom must be a structured (i.e., predictable) environment. The coach and teacher will examine the classroom environment by using the Positive Classroom Indicators and Expectations Teaching Form (page 135). Below is a reiteration of these issues as well as some additional management components that are key to a successful classroom:

1. Clear rules and expectations.
2. Expectations are taught through examples and non-examples (e.g., transitions asking for help).
3. Expectations are positively reinforced.
4. Teacher uses 4 positive for each negative interaction (Scooby bracelets can be used as a tool to increase positives)
5. Clear consequences.
6. Consequences are taught through examples and non-examples (e.g., Time-out, loss of privileges).
7. Motivational Systems (e.g., charts, graphs, activities).
8. Periodic review of expectations.
9. Pre-correct students for potentially difficult times (e.g*., “Can we talk when we walk in the hallway? I am going to watch who can walk in the hallway quietly. Okay, zip your lips, here we go!”*).

Celebrations to acknowledge complying with expectations (e.g*., “This morning everyone showed respect by working cooperatively. Let’s go out and have a special recess!”*).

**Before Implementation**

The classroom must be a structured (i.e., predictable) environment. The following key components must be in place:

* 1. Expectations and rules are clear (see page 33).
  2. Expectations are directly taught through examples and non-examples (e.g., transitions, asking for help).
  3. Expectations are positively reinforced.
  4. Consequences for inappropriate behavior are clear and taught through examples and non-examples (e.g., time-out, loss of privileges).
  5. Motivational systems (e.g., graphs, charts, activities) are in place to teach and reinforce new skills.
  6. Expectations are reviewed periodically.
  7. Teacher uses an attention signal (e.g., wand, chimes, bell).
  8. Pre-corrections for potentially difficult times are used (e.g., *“Is it ok to talk when we walk past other classrooms? I’m going to watch who can walk all the way down the hall without talking. Zip your mouth, here we go!*”).
  9. Celebrations to acknowledge complying with expectations happen on a regular basis (e.g., *“This morning everyone showed respect by working cooperatively. Let’s go outside and have a special recess”*).
  10. Organized materials, centers and routines are in place.

**During Implementation**

The *First Step* implementation will improve classroom climate and increase positive teacher and peer interactions if the following suggestions are used.

1. Follow implementation procedures as closely as possible (see page 79).
2. Communicate effectively with the coach and parents (see page 118).

Encourage the target student to be successful and set him/her up for success each day.

Encourage the rest of the class to help the target student by following teacher directions and doing their work.

1. Model and encourage peers to notice and express positive behaviors of the target student.
2. Use an audible signal (e.g., computer prompter, timer, stopwatch) as a reminder for providing feedback with the card.
3. Provide the class reward immediately after the Green/Red card game is over.
4. Ensure that the class reward is meaningful to the target student.
5. Minimize a lot of attention for minor inappropriate behavior.
6. Problem solve immediately with coach when things are not going well.

**After Implementation**

The positive effects of the program can be sustained most effectively when the following procedures are implemented consistently.

1. Continue to keep the classroom routines predictable and positive.
2. Continue to positively reinforce appropriate behavior and motivate all students (see page 121).
3. Continue to encourage the target student to make good choices.
4. Provide engaging center and circle time instruction and tasks at the student’s instructional level.
5. Recognize students who make positive comments about each other.
6. Stay in regular contact with parents to provide positive feedback (see page 118).
7. Encourage rest of staff to notice the target student’s appropriate behavior.
8. Enforce previously designed consequences for unacceptable behavior.
9. Keep data on inappropriate behavior and problem solve immediately if problems persist.
10. Conduct booster sessions involving coach, and/or implement “Follow-up” ideas if necessary (see page 112).

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**Section 7**

**Maintenance & Follow-Up Ideas**

**Maintenance & Follow-Up Plan**

Below are several ideas that the teacher can use to keep students motivated to display appropriate behavior:

**Have very clear rules and expectations. Make sure they are behaviorally specific. Teach the behaviors you want and do not want by:**

- Telling the students and having them explain back what their understanding is.

- Model the right way and the wrong way.

- Having students practice the right way.

- Provide positive feedback for what they do well.

- Re-teach the behavior they still do not do correctly.

- Posting the rules where student can see them and refer to them often.

- Review expectations and rules regularly (not just when students break them).

- Pre-correct students. Remind them of the expected behaviors prior to a task or project.

**Increase your rates of positive feedback.**

This will be especially important right after the card is no longer used. Use phrases like: “Wow! That’s green card behavior!” “We’re not even using the card and you remembered to do the right thing. You are doing your work quietly.”

**Pre-Correct!**

Rather than waiting for problem behaviors to surface, remind the students of the behavior you expect just before you begin a new activity or lesson. This way you are “setting them up for success”.

**Role-Play appropriate and inappropriate behaviors with the child as needed.**

Letting the child be the “teacher” can be extremely motivating. If you are playing the role of the child, exaggerate your actions.

**Send home an “AWESOME!” card with the child after a good day.**

(See page 106.) Ask parents to do something special with the child when they bring home the “Awesome” card.

**Have a daily/weekly compliment meeting.**

Use this short meeting to provide the target child and others with positive specific feedback. Give examples of how they did the right thing that day. Prompt the class to do the same. The focus should be kept positive. This is not a gripe or tattling session.

**Have the target student nominate peers to receive a “Green Button” for doing something positive. The peer becomes a member of the “Green button club.”**

Giving the target child the opportunity to notice positive behaviors about other students, provides practice in focusing on positives about other students, provides practice in focusing on positives and promotes peer acceptance. It also provides the target student with lots of special attention, power and control in a positive way.

**Continue to wear the card to cue the child but stop awarding points.**

Some children still may need the visual cue to pull themselves together. This also helps the teacher avoid a lot of attention to negative behavior.

**Reward child and class within a few days of finishing the Green/Red card game.**

Once the card is no longer used, catch the child on a good day and reward them and the class with a special activity. You can combine this with something you already had planned. For example, if you had planned on making kites, masks, go for a special walk, catch butterflies, have special pet visit tell the kids: “You never know when you get a surprise. Johnny didn’t even know that he was playing the game today. He did such a good job following directions and so did all of you. You followed directions and did a great job cooperating during center time. Johnny has earned a special surprise for the whole class. We get to make kites!” Continue these types of “surprises” on a random basis.

**Play a modified version of the Green/Red card game with the child.**

Some children just need a “booster” to get them back on track. This can often be achieved without starting the *First Step* program again. Let the child know that you are watching “Green Card” behavior and that the child never knows when they get a surprise. Provide lots of positive feedback for a few hours and decide whether the child has earned an unexpected surprise for the entire class.

**Give the child the option to “Play the Green/Red” card game.**

On days that the child feels like playing the game it will help keep the child on track and let the child play. This can be done without rewarding points but using the card to give feedback and cue the child. The teacher decides whether the child has earned a fun activity for the class at the end of the day.

**Have the coach come in randomly to play the Green/Red card came for 30 minutes.**

The teacher can prompt the target student by saying: “You never know when you get a surprise if you follow directions. Maybe coach…will come and play the game for fun sometimes.” “I’ll let her know when you’ve done a great job and see if she can come.” It is much more effective to try this than to wait for the child to misbehave and have the coach return only when there are problems.

**Play the GREEN/RED card game with the whole class.**

This can help create a positive classroom environment where everyone is working together to earn a fun activity (see page 104 for details).

**Class-Wide Green/Red Card Game**

1. Take the large laminated Green/Red card with a Happy Face on the green side and plain red on the other side.
2. Place card so class can see it (e.g., hang on string on whiteboard, clip to easel or wear around neck).
3. Make a two column chart to mark points so students can see the points (e.g., on chalkboard, white board, or butcher paper). One column for points when the card is on green and one column for points when the card is on red.
4. Make a large motivational chart with spaces (e.g., thermometer, rocket, leaves on flower, spots on ladybug or butterfly)
5. Use an intermittent audible signal (e.g., computer prompter, timer, stopwatch).
6. Tell students the following:
7. *“When the whole class is following directions and showing respect, the card will be on Green. It means that everyone is doing what they are supposed to do. If someone is not following directions, I will not say anything, but turn the card to Red. When the card is on Red, you don’t need to say anything. You simply check to see if you are doing the right thing. As soon as everyone is doing the right thing again, I will turn the card back to Green.*
8. *Once in a while, a beeper will beep and you will get a mark. If the beeper beeps and the card is on Green, you will get a point on the green side of the column. If the card is on red and the beeper beeps, you will get a mark on the red side.*
9. *If at the end of the period you have more points on Green, you will move up one space on the chart. When we get to the top of the chart, there will be a surprise for the class.”*
10. While playing the game, reinforce students for following directions, being responsible and showing respect.
11. At the end of the period, tally marks and color space on motivational chart object.
12. When all spaces are filled, provide the surprise activity for the class.

**Green Button Adaptation**

Present the target student with a green pin-on button when the teacher takes over the program. Wearing the green button will remind the teacher and other adults to catch the child “doing the right thing” throughout the day.

Whenever it is convenient, at least two times a week, the target child gets to nominate a peer to receive a “Green Button” for doing something positive. The peer becomes a member of the “Green Button Club.”

Giving the target child the opportunity to notice positive behaviors about other students, provides practice in focusing on positives and promotes peer acceptance. It also provides the target student with lots of special attention, power and control in a positive way.

Eventually, everyone in the class can earn a “Green Button”. Later in the program or during the maintenance phase, other “Green Button Club” members get to nominate peers.

Each day, the children leave their green buttons at school and put them back on the next morning (otherwise they might get lost or forgotten at home.)

**Positive Notes**

|  |  |
| --- | --- |
| **Child’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **YOU ARE AWESOME!**  **Today I noticed that you…**   * + Worked cooperatively with others   + Followed directions   + Worked quietly   + Completed your work   + Volunteered to help   + Treated others with respect   + Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Signed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Child’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **YOU ARE AWESOME!**  **Today I noticed that you…**   * + Worked cooperatively with others   + Followed directions   + Worked quietly   + Completed your work   + Volunteered to help   + Treated others with respect   + Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Signed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Child’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **YOU ARE AWESOME!**  **Today I noticed that you…**   * + Worked cooperatively with others   + Followed directions   + Worked quietly   + Completed your work   + Volunteered to help   + Treated others with respect   + Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Signed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Child’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **YOU ARE AWESOME!**  **Today I noticed that you…**  Worked cooperatively with others   * + Followed directions   + Worked quietly   + Completed your work   + Volunteered to help   + Treated others with respect   + Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Signed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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**Section 8**

**Recycling & Trouble Shooting**

**Recycling Days: Coach Phase**

**About Recycling Days**

During Program Days 1-5, a child must successfully complete each session twice before advancing to the next day. For example, if the child passes Program Day 1 by earning the requisite number of points (32 or more), he or she progresses to Program Day 2. The reward is given right after each successful session and skipped for the unsuccessful session.

If the child is not successful during the first session of a program day, go back to the last day the child was successful. The CLASS program is designed so that most children will experience a high rate of success during the coach phase of the program.

The purpose of the recycling is to maximize the chance of generalization and long-term success by ensuring a high level of program success. When children are not successful, it is often because the rewards/activities are not given immediately after the session or the reward is not powerful enough (see page 111 for problem solving ideas). Children also may not meet a high level of success during the coach phase, if expectations are not clear and have not been role-played enough. Another reason may be that the task is too difficult. In that case, additional support to teach the task

must be provided by the teacher or another school staff member.

Below is an example of a coach phase, where the child does not meet criterion.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Day of Week** | **Program**  **Day** | **Points**  **Needed** | **Points**  **Earned** | **Reward**  **Earned** | **Criterion**  **Met** | **Recycling**  **Needed** |
| **Wednesday** | 1 | 32 | 38 | Yes | Yes | No |
| **Thursday** | 2 | 16 | 16 | Yes | Yes | No |
| **Friday** | **3** | **8** | **6** | **No** | **No** | **Yes** |
| **Monday** | **2 (recycle)** | 16 | 16 | Yes | Yes | No |
| **Tuesday** | 3 | 8 | 6 | Yes | Yes | No |

**Recycling Days: Teacher Phase**

**About Recycling Days**

The basic idea of recycling remains the same throughout the CLASS program. If you look at the Daily Summary Chart on page 140, you will notice that beginning on Program Day 16 the Program Days become grouped. Ideally, the child must meet the minimum points needed for two or more sessions in a row in order to earn a reward/activity. The recycling procedure, then, is used for two successful sessions rather than for only two successful sessions.

The rule of thumb is, when a child doesn’t meet the criterion, go back to the last session the child was successful. If the child fails this session, refer to the problem solving ideas on page 111. Perhaps the reinforcer is not powerful enough, the expectations are not clear, the teacher may have fallen into the “criticism trap,” and/or the reinforcer at home may not be powerful enough. If the child has not met criterion for three sessions in a row, try to figure what might be going on. Work with the coach, the parents and other staff members to figure out how to help the child be successful. Please contact Annemieke Golly ([agolly@uoregon.edu](mailto:agolly@uoregon.edu)) if further help is needed.

Below is an example of a teacher phase, where the child does not meet criteria.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Day of Week** | **Program**  **Day** | **Points**  **Needed** | **Points**  **Earned** | **Reward**  **Earned** | **Criterion**  **Met** | **Recycling**  **Needed** |
| **Wednesday** | 15 | 26 | 30 | Yes | Yes | No |
| **Thursday** | 16 | 32 | 34 | N/A (every other day) | Yes | No |
| **Friday** | 17 | 32 | 33 | Yes (2nd day) | Yes | No |
| **Monday** | **18** | **32** | **25** | **No** | **No** | **Yes** |
| **Tuesday** | **17 (recycle)** | 32 | 34 | N/A | Yes | No |
| **Wednesday** | 18 | 32 | 32 | Yes (2nd day) | Yes | No |
| **Thursday** | 19 | 32 | 38 | N/A | Yes | No |
| **Friday** | 20 | 32 | 40 | Yes (2nd day) | Yes | No |

When the reward activity starts being delayed from 2 to 3 sessions, it often helps to privately meet with the child and decide on a slightly larger reward activity such as a science or art project, an outdoor or gym activity. The activity should be something the child really enjoys. You could say something like: *“Tom, you have been doing such a great job playing the Green/Red card game. How would you like something extra special for the entire class? I know how much you enjoy working with clay. Would you like to earn that special art activity for the class? The hard part is, that you will need to earn all your points 4 sessions in a row. I know you can do it, because you are really learning to follow directions. Let’s try it!”*

In this case, it’s important that the class doesn’t know beforehand that they may get to work with clay incase Tom doesn’t make his criterion. It also may be helpful to provide the child with a small individual reward for making his points. One idea might be: *“Tom, you did an awesome job again today. You are really using Green card behavior. Can you take this note to the cook and ask her to read it to you?”* The note may say: *“Tom is doing a great job following directions. He is earning a special surprise for the whole class in a few days. Maybe you have a small treat for him for being so helpful.”* The message is that the teacher needs to keep encouraging the student and to stay very positive and confident that he can do it.

**Troubleshooting Checklist**

* What are the behaviors of concern?

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* When do they occur (setting, situation, structured vs. unstructured tasks, level of supervision, peers)

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* What is the function of the misbehavior? Is to gain attention, to avoid doing the task or the work, taking a risk, being social etc., or both?

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* How often does this child need attention?

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* How often is this child getting positive attention?

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* How often is this child getting negative attention (from staff and/or peers)? Is child seeing other students getting attention for inappropriate behavior?

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* Are expectation/rules clearly taught and reviewed with child and the whole class through role-playing?

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**Rewards**

* Is the current reward schedule too difficult for the child to reach?
* Are the rewards given right away?
* Is the child’s (and his/her class) success being promoted and celebrated?
* Are the rewards things that motivate the child? Have they grown tired of them?
* Are peers encouraged to compliment the child and the child encouraged to compliment peers?

**Misbehavior**

* Is there a swift and consistent consequence for misbehavior that cannot or should not be ignored?

**Trouble Shooting & Booster Sessions**

**Level One:**

1. The coach should contact the teacher once a week to see how the child is doing. If the teacher reports problems, the coach should arrange for an observation.
2. Decide which one of the above ideas will get implemented.
3. Decide whether the child may need an individual reinforcer to maintain appropriate behavior (e.g., computer time, spend time with a preferred adult or peer, tangible).
4. The coach should contact the child’s parents/caregivers to check on the child’s behavior. The coach should encourage parents to continue to implement the techniques learned during the homeBase sessions.
5. If the child has moved to another teacher’s class, the coach should contact the new teacher within a week. The coach sets up a time to meet with the new teacher and briefly explains the *First Step* program, describes the child’s strengths and gives the teacher ideas on what behaviors/reinforcers the child responds to.
6. The coach meets with the child’s new teacher and provides the teacher a packet with basic principles of *First Step to Success*. During this meeting the coach should avoid labeling the child as a behavior problem and should focus the discussion primarily on the child’s positive qualities and accomplishments. However, if there are any behaviors that the child engaged in previously that the coach can help the new teacher try to prevent, this information should be discussed.
7. The coach should ask the new teacher for permission to visit the child in the classroom and preferred times. If the teacher does not wish to have the coach visit the classroom, the coach should meet the child before or after school, during recess or lunch. When visiting the child, the coach should positive feedback the child for their success playing the Green/Red card game in their previous class and encourage the child to continue doing a good job in the new class.
8. During the class visit, the coach should provide the target student (and other students as well) with a lot of positive feedback when they are on task. The coach should also attend to when the teacher applies the basic program principles (e.g., teaching expectations, positive feedback, ignoring minor misbehaviors, consistent consequences for breaking class rules, keeping data) and provide the teacher with feedback.
9. The coach should leave a thank you note or follow-up with an e-mail stating at least three positive things noted in the classroom (e.g., teachers willingness to allow observation, respectful interactions with students, classroom organization, bulletin boards, positive interactions, clear expectations).
10. The coach should inform the administrator about the child’s previous success and offer any assistance for follow-up if needed. Emphasize the importance of prevention and early intervention of problem behaviors.

**Level Two:**

1. Follow steps in level one.
2. The coach should meet with the teacher to discuss concerns.
3. **NOTE:** If the child’s rates of negative behavior are extreme and/or tasks are at the child’s instructional level, conduct a functional behavior assessment (FBA) and with the help of the team (i.e. Coordinator, teacher, coach) develop a behavioral intervention plan (BIP). (See Level Three below.)
4. Review the guided principles behind the *First Step* program (see roadmap document above). Review with the teacher the “Follow-up Menu of Booster Ideas” above. After deciding which strategy will be tried, refer to the detailed explanations below. Based on the teacher’s willingness, knowledge of the capacity to implement these strategies, plus your knowledge of the child and the parents’ ability to support the teacher’s efforts, pick those strategies that could be implemented consistently.

* Discuss with teacher what the classroom expectations are. Work with the teacher (especially if expectations are vague or not behaviorally specific) to create specific positively stated rules. Find out the teachers plan for teaching students the expectations.
* If the child had problems previously with some of the same rules, take the child aside and role-play Green/Red card behavior(based on the expectations).
* Encourage the teacher to increase the rate of positive feedback. Based on your observations of the child, try to determine a minimum rate of positive feedback that should keep the child on task (e.g., every four minutes, every six minutes). Problem-solve with the teacher how they will remember (e.g., timer, computer prompter, paperclips, posters on the wall) to positive feedback often.
* Ask the child if he/she would like to play the game with the coach sometimes.If the child responds enthusiastically or positively tell them: *“You never know when you might get a surprise. If you follow directions, I might come back and play the game just with you!”* If the teacher reports that the child had a good day (was on task at least 75% of the time and had no major problems) you will go into the class the next day and play the game for a brief time (e.g., 1/2 hour).
* This can be done discretely between the coach and the child.If the child is on task most of the time, the coach can leave a surprise or take the child for a prearranged activity (e.g., board game, walk around the school). If a class reward is more powerful, the child can earn a surprise activity for the entire class.

**5.** Have the teacher play the GREEN/RED card game with the whole class. The Class-wide GREEN/RED card game can be extremely motivating for the entire class while it boosts the target student’s success. Below are instructions on setting up the GREEN/RED Card Game for the entire class.

* Decide on a theme for a large poster. For example: Insects, flowers, animals, sounds, words, thermometer or a rocket with spaces.
* Decide on the behaviors you want to see (e.g., following directions, doing own work, raising hand).
* Hang the Green/Red card on the board, the flipchart or around your neck so students can see it. Put two columns on the board. One for points when the card is on green and one for marks when the card is on red.
* Make sure that students know exactly what to do to keep the card on green. Teach them that they need to check themselves when the card is on red to make sure each person is doing the right thing and not worry about others.
* Have an audible signal (e.g., computer, timer) and set it for intermittent intervals.
* Tell students that if they hear the signal and the card is on Green, they get a point. If the card is on Red, they get a mark in the Red column. If at the end of the period, there are more marks on green than red, you will color in a space on the large poster. When all spaces have been colored in, there will be a surprise for the entire class.
* This game is a powerful self-monitoring system for the teacher. The ratio between green and red marks should be at least 5-1. If not, the teacher has either fallen into a negative criticism trap, expectations on how to keep the card on green are not clear or the teacher keeps the card on red even though students are doing the right thing.
* If the teacher chooses to play the game with the whole class it is helpful to meet with the target child prior to starting and elicit “expert” help from the child.
* After playing as a class for a week or so, ask students if they notice what is happening when they have more points on green. Ask what they can do to keep the card on green as much as possible.

**6.** Have the teacher play a modified version of the game with the target child. This can be done in a variety of ways including:

* The teacher puts a red piece of paper on the backside of their ID card and cues the child with it (rather than give verbal negative attention)when the child is off task or is engaged in behavior that needs to stop. Tell the child when the teacher’s smiling face is showing on the picture of the ID card it means that the child is doing the right thing and should keep going.
* The teacher wears the GREEN/RED cardand gives the child positive feedback when the card is on Green. When the card is on Red, the child is instructed to *“Stop and think about the right thing to do and go back and do the right thing.”* If the child is on task 80% of the time, he/she earns a surprise for the class and/or an individual surprise or activity.
* Modifications can include:
* Have the target child play for part of the day.
* Have the target child play for part of the day, then draw a name to have another classmate play for the rest of the day.
* Have target child play one day and draw a name for the next day (rotate between target child and others).
* Have a chart with 5-10 spaces. Each time the target child wins, fill in a space. When all the spaces are filled, have a class celebration or special activity (e.g., extra recess).

**7.** Coach arranges a time to observe the class and provides the teacher with positive feedback. If concerns arise, the coach should arrange a meeting with the teacher to get feedback, offer suggestions, review effective techniques and/or problem solve any difficulties the teacher or child are still experiencing.

**8.** The coach may need to meet with other school personnel (e.g., program director, family advocate, assistant bus driver) to explain the child’s intervention, elicit cooperation, and/or brainstorm solutions (e.g., finding a safe yet boring spot for time-out).

**9.** Coach provides periodic check-ins with the teacher and student.

**Level three (weak or non-responder):**

1. Follow procedures from Level One.
2. Follow procedures from Level Two.
3. Teacher contacts the coach to indicate the child is continuing to experience serious problems in the classroom.
4. Coach calls parents to obtain additional information on how things are going.
5. Coach meets with the teacher to make arrangements for conducting a Functional Behavioral Assessment.
6. Team agrees on a summary statement and develops a positive behavior intervention plan.
7. Plan gets implemented.

Make data-based decisions.

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**Section 9**

**Communication Ideas**

**Communication between Teacher, Coach & Parent**

Consistent and ongoing communication between all stakeholders is extremely important during the implementation phase of the First Step to Success program. Below are some ideas and tips that may help communicate with all the adults involved in the child’s environment.

1. Use communication methods that are easy to use such as e-mail, notes, phone calls, and personal visits.
2. Frequent, short, specific positive comments are often more effective than long drawn out meetings.
3. A short note saying to the parent:
   1. *“I really appreciate that you’ve been sending the feedback slip back to school each day!”*
   2. *“Marieke reminds me every day that she is taking the feedback slip home to show to you. She loves getting positive feedback from you. I’m so glad you are working so well together!”*
   3. *“Sam doesn’t seem to enjoy feeding the dog as a reward for bringing home the feedback slip. Is there anything else that’s fun for him?”*
4. A short note saying to the coach:

* 1. *“Can you stop in when you have time and see if I’m doing things right? I love getting feedback from you!”*
  2. *“Thank you so much for role-playing with Corey yesterday. It is really helping!”*
  3. *“Could you talk to Sam’s parents about a more effective reward? He doesn’t seem to enjoy feeding the dog each day. I’m afraid that the card will lose its power if he doesn’t earn something more fun at home.”*
  4. *“Johnny really misses you. He has been doing a great job. He would love it if you could come in and spend a few minutes with him.”*

**School Staff Meeting Checklist**

*First Step* Coach Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_**1.** Briefly explain the components of the *First Step* Program

\_\_\_**2.** Describe the main *First Step* procedures that will reduce the problems and improve the child’s functioning in the school environment. Provide an overview of the CLASS component or show one of the videos in the kit or the video titled: “Introduction”

* Clear expectations
* 1-1 role-play
* Green/Red card game (show card)
* Entire class plays the game
* Target student earns points for a class activity
* Follow-up with parents
* Positive peer interactions
* Explain that child becomes “star” of the class for doing the right thing.

\_\_\_**3.** Ask staff to do the following:

* Catch the child “doing the right thing”
* Avoid excessive attention for inappropriate behaviors
* Be clear and direct
* Always use a neutral tone
* Avoid “power struggles”
* Support the teacher
* Notify teacher/caregiver when things are going well

\_\_\_**4.** Tell school personnel that child might eventually bring the card to other settings.

* The child will give the card to respective teacher/supervisor.
* The child can earn 3 points
* Staff member decides whether child had a 3 point (excellent), 2 point (good), 1 point (ok), or 0 point outside time or other group.
* Staff member records points and gives card back to student.
* Child brings card back to the teacher responsible for recording points.

\_\_\_**5.** Ask for questions and/or comments.

\_\_\_**6.** Leave coach’s phone number and e-mail address and encourage communication.

\_\_\_**7.** Provide copies of examples of positive statements (see page 120).

\_\_\_**8.** For absent staff members, leave the following explanation.

**Sample Letter for Rest of Staff**

Wild Willie has been selected to participate in the *First Step to Success* program, an early intervention program through a grant involving Pre Schools. The primary focus of the *First Step* program is to assist children in developing positive social skills that will help them be more successful at school. To help Willie meet his goal, the *First Step* coach, Mr…is working with Ms. (teacher)…, her class, Willie, and Willie’s parents.

*First Step* is a very positive intervention in terms of its goals and procedures and is most effective when a lot of positive reinforcement is given for appropriate behaviors by adults throughout the day in all different settings (e.g., playground, hallways). It is also very helpful if not a lot of attention is given to Willie…when he engages in minor inappropriate behaviors (e.g., not lining up right away, talking out, not asking for permission to get up, not doing a task right away).

Willie…has the opportunity to earn special activities for his entire class by exhibiting appropriate behaviors. He uses a card that is green on one side and red on the other. If you are responsible for him during small periods of time (e.g., supervision, PT, speech) he will be asked to give the card to you from time to time. When he is doing the right thing, he can earn a point about every five minutes. If he is not doing the right thing, the card turns to red and he doesn’t get a point. We realize that it is probably more difficult for some of you to operate the card given the number of students you supervise, the area and the types of activities you engage in. We would greatly appreciate your help in providing a modified version to Willie…To provide him with accountability and feedback throughout his day.

After Willie…hands you the card, just keep it with you. If you have an opportunity to catch him doing the right thing say something like: *“Wow. That’s green card behavior.”* If he is doing something very inappropriate and you normally would correct him, turn the card to Red. Before he goes back to class, decide if he had a 3 point (excellent), 2 point (good), 1 point (ok), or 0 point session with you. You rate him on how you think he did and write it on the card. He would get a 0 if he had a major infraction (e.g., hurting others, destruction of property). You hand the card back to him and the teacher will record the points earned.

Even if you are not involved in the point giving, you play a huge part in the success of the program by catching students doing the right thing! Not only Willie…but other students as well. Another way that you can be helpful is by letting the teacher know when Willie…or other students in his class have acted respectfully and responsibly instead of telling the teacher about minor misbehaviors.

It is important to remember to always treat the child and the intervention process with integrity, sensitivity and respect. Please do not hesitate to contact me or Willie’s…teacher, if you have questions or concerns. Thank you for your support. I can be reached at: [gred@positive.fun](mailto:gred@positive.fun) or (123) 456-7890.

Greeny Red

*First Step* Coach

**Positive Interactions & Statements**

**Positive Interactions**

For all adults in the school to provide positive feedback is a crucial part of positively changing the behavior of children.

**NOTICE, NOTICE, NOTICE** the child **“doing the right thing.”** Positive feedback helps the child know they are achieving their goals.

**USE NON-VERBAL SIGNALS** (e.g., Thumbs-up, wink, head nod, smile, pat on the shoulder) when the child is “**doing the right thing.”**

**Positive Statements**

When providing positive feedback to children, it is important to **label the appropriate behavior**, to provide the child with constant feedback and to draw attention to those behaviors.

*“Sue is watching me and listening to my instructions.”*

*“Jess, you have been working quietly at your seat the whole time. Keep it up!”*

*“You got your crayons out to color; you’re all set to go.”*

*“Wow! You kept the play-dough on the table. Nice job following directions.”*

*“You are so smart! You did exactly what I asked you to do.”*

*“You made an excellent choice when you sat right down.”*

*“Helping Ann pick up her spill, was a kind thing to do Jeff.”*

*“Liz, you are working so quietly at your center. Nice job!”*

*“Marieke, thank you for sitting and listening while I was reading.”*

*“Nico, you are remembering to raise your hand quietly when you have a question! Good for you.”*

*“You cleaned up the water table two days in a row. That’s being responsible!”*

**Reinforcers for Teachers**

The “Survival Kit” is a fun way to show appreciation to the teacher. Buy the underlined items and put them in a plastic bag with some filler paper. Staple the words below to the bag and leave it on the teacher’s desk or in the mailbox at school.

✂-----------------------------------------------------------------------------------------------------------------

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**Survival Kit**

**A stick of gum** to remind you to stick with it.

**A chocolate kiss** to remind you that you are loved.

**Smarties** to help you on those days you don’t feel so smart.

**A tootsie roll** to remind you not to bite off more than you chew.

**A starburst** to give you a burst of energy on those days when you don’t have any.

**A toothpick** to remind you to pick out the good qualities in others.

**A mint** to remind you that you are worth a mint to those who love you.

**A rubber band** to remind you to be flexible – Things may not always go as planned.

**A snickers** to remind you to take time to laugh.

**A bag** to help you keep it all together.

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**Transition Plan**

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**Parent(s) Name(s) Parent(s) Phone Number**

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**Child’s Name** **Coach’s Name**

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**School/Teacher Contact Number**

**Check one of the following:**

\_\_\_ Successfully completed the “Class” component of *First Step to Success*

\_\_\_ Booster recommended – Contact the coach at the above number

\_\_\_ Successfully completed the “Home” component of *First Step to Success*. homeBase consists of six weekly meetings with tips and activities on:

(a) Communication

(b) Cooperation

(c) Limit Setting

(d) Problem Solving

(e) Friendship Skills

(f) Confidence Building (circle topics covered)

Parent/Caregiver who completed above topics: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Motivators that worked most effectively for the child:**

**Type: Specific Example:**

\_\_\_\_ Adult attention \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Hugs, physical touch \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Peer attention \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Games \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Song \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Stories \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Stickers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Special toys for the class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Trinkets \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Art activity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Being teacher’s helper \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Helpful Teaching strategies:**

\_\_\_\_ Repetition \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Visual Schedule \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Group teaching \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Time allotment after directions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Short, clear directions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Individual teaching \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Non-verbal directions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Assigned seating near teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Time away from group when escalated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Re-teaching of expectations/skills \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Other specific tips** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Strategies that didn’t work:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Please use additional sheet for additional pertinent information.**

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**Section 10**

**Forms & Checklists**



**Responsibilities of the Teacher**

1. Implement the CLASS component from Program Day 6 through the conclusion of the program (typically Day 30).
2. Meet regularly with the coach during the program to check the child’s progress and make adjustments as needed.
3. Obtain cooperation from other school staff when their involvement is needed (e.g., assistants, FA, busdrivers).
4. Send the Feedback card home with the child every day. Contact parents if card has not been returned by the child the following day.
5. Record number of points earned each day on the Monitoring Form (see page 144).
6. Develop a menu of school rewards/activities with the child and coach (see page 139).
7. Provide the child with a reward/activity the same day it is earned.
8. Continue to provide the child with positive feedback for appropriate behavior after the *First Step* program has been completed.
9. During school, reinforce skills learned in the homeBase component.

**Responsibilities of the Coach**

1. Observe the child in the classroom and at free-play outside to become familiar with the child’s behavior and the teacher’s expectations.
2. If classroom expectations need to be taught, help teacher during the next 5 days.
3. Meet with the teacher and parent(s) to identify child behaviors that need to be taught.
4. Meet with the child to explain the program, role play behaviors to be learned, clarify expectations, and identify possible reinforcers (rewards/activities, see page 134).
5. Meet with the entire class to explain the program and enlist the cooperation of the other children.
6. Implement Program Days 1 through 5, play the game once a day. Consult with the teacher during the remainder of the program, and help solve problems if necessary.
7. Help the teacher implement the program days 6-8 (transition days).
8. Call parent(s) every day during Program Days 1 through 8.
9. Facilitate communication between teacher and parent(s).
10. Implement homeBase after successful Day 5. The homeBase component consists of six weekly meetings of approximately 45 minutes with the parent(s).

**Responsibilities of the Parent(s)**

**Positive Feedback**

**Statements for**

**Parents**

Parents are asked to provide a reward/activity each time the child brings the feedback card home and has earned the required number of points. In addition, parents are asked to provide the child with positive feedback at least three times each day this occurs. Positive feedback must be clear and specific. Do not add criticism to a positive statement. This only confuses both messages.

* “Wow, you earned your reward today. I’m proud of you!”
* “You must have worked hard in school today!”
* “You sure are responsible to bring your card home every day.”
* “You did just what your teacher asked during this session. Thank you.”
* I’m so pleased with how well you are doing in the program!”
* “Your paper looks so neat today. You must have tried your best.”
* “You made it again today! I am so proud of you!”
* “Look at the fun activity you earned. Congratulations!”
* You made good choices school today. You’re getting so smart!”

1. If your child has earned the required number of points, as shown on the feedback card, provide an agreed upon reward/activity and provide your child with positive feedback at least three times that day.

Please list some possible home rewards/activities below:

a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

f. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. If your child has not earned the required number of points, thank him or her for bringing the white feedback card home, and tell your child that he or she can try again the next day. If you are doing homeBase, you would still do those activites for about 10 minutes.

3. Sign the green or white feedback card and return it to school with your child the next day.

4. Meet with the *First Step* coach for six weekly meetings of approximately 45 minutes to implements the homeBase component.

5. Practice homeBase skills with your child each day for 10-15 minutes (or as often as possible) using the homeBase Activity Cards.

**Responsibilities of the Child**

1. Follow directions.
2. Do your best work.
3. Treat others nicely.
4. Take the feedback slip home and show it to your parent(s).
5. Bring one part of the signed feedback slip back to school.
6. Practice homeBase skills with parent(s) each day for 10-15 minutes (or as often as possible) using the homeBase Activity Cards.

**Home Reward/Activity Menu**

The following rewards/activities are only suggested as examples. Choose activities that you are able to follow through on. Rewards are best when they involve something a parent and child can do together.

* Play a board game or activity (blowing bubbles, play-dough) together.
* Ten-minute walk alone with parent.
* Bedtime story.
* Bike ride with parent.
* Ten minutes extra play time.
* Special dessert.

**First Step to Success Flyer**

(next two pages)

|  |  |  |  |
| --- | --- | --- | --- |
| **First Step**  **to Success** | First_Step_BW_Logo | | **Helping Young Students Succeed in School**  **And at Home** |
|  | | | |
| For more information on the  *First Step to Success* Program  please contact:  7footprintfootprintfootprint | | | |
|  | | | |
| **Primary Focus**  footprintfootprintfootprint  *First Step*’s primary focus is improvement in the child’s social adjustment and academic performance by enlisting the three most important relationships in a child’s life:   1. Families 2. Teachers 3. Peers | | **Examples of Positive Behavior**  footprintfootprintfootprint   * Following directions * Treating others nicely * Doing your best work | |
| **Home**  **Component**  footprintfootprintfootprint  The home component builds a collaborative working relationship between school and family. The *First Step* Coach will meet with you once a week for six weeks. Your Coach will introduce fun activities for you to do with your child to build skills that are necessary for them to be successful in school.  Sharing School  Cooperation  Setting Limits  Solving Problems  Friendship Skills   1. Building Confidence | | | |
|  | | | |
| **Classroom**  **Component**  footprintfootprintfootprint  The classroom component involves the student, teacher, classmates and the *First Step* Coach. It takes about 30 school days to complete. The three most basic principles in this component are:   1. Students should be given clear, specific, behavioral and academic expectations. 2. Behavior that is reinforced is going to be repeated. 3. Aggressive and destructive forms of behavior that are not reinforced and/or are mildly punished (e.g. with brief time-out or loss of privileges) will diminish. | | | |
|  | | | |
| **What is First Step to Success?**  footprintfootprintfootprint  *First Step to Success* is a positive reinforcement program designed to help young students succeed at school and at home. The primary goals of the *First Step* program are to…   1. Teach children to get along with others (peers, teachers, and family members). 2. Teach children to follow directions and complete school work in an appropriate manner. 3. Teach children to make good choices. | | | |

**Classroom Expectations Checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expectations** | **In place** | **Not in place** | **Working on it** | **Comments** |
| **The following expectations and rules are clear:** |  |  |  |  |
| Keep and hands and feet to self |  |  |  |  |
| Use walking feet |  |  |  |  |
| Use indoor voices |  |  |  |  |
| Getting teach attention during circle |  |  |  |  |
| Using appropriate language |  |  |  |  |
| **Expectations are directly taught through examples and non-examples (e.g., transitions, asking for help).** |  |  |  |  |
| **Expectations are positively reinforced.** |  |  |  |  |
| **Consequences for inappropriate behavior are clear and taught.** |  |  |  |  |
| **Motivational systems are in place to teach and reinforce new skills.** |  |  |  |  |
| **Expectations are reviewed periodically.** |  |  |  |  |
| **Teacher uses an attention signal effectively.** |  |  |  |  |
| **Pre-corrections for potentially difficult times are used.** |  |  |  |  |
| **Celebrations to acknowledge complying with expectations happen on a regular basis.** |  |  |  |  |
| **Organized materials, academic centers and routines are in place.** |  |  |  |  |

**Positive Classroom Indicator Checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Site:** | | **Coach Name:** | | **Date:** |
|  | **Yes** | **No** | **Action Taken** | **Comments** |
| Classroom furniture and centers are arranged to discourage running |  |  |  |  |
| Teacher gives short and clear directions |  |  |  |  |
| Audible attention signal is used consistently |  |  |  |  |
| Teachers use positives (ratio 1-4) |  |  |  |  |

**Classroom Expectations Teaching/Reviewing**

**Monitoring Form**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ite:** | | | **Coach Name:** | | | |
| **Date** | **Skill** | **Session #** | | **Length of Session** | **Review** | **Comments** |
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**Ideas for School & Home Reinforcers**

After the child has earned the necessary points, he/she chooses an activity for the entire class that can be done immediately. Below are some ideas.

MCj01857080000[1] **SCHOOL**

* **Special Story:** child picks story, turns pages, holds book, shows pictures
* **Special Poem:** teacher performs a poem, child in teacher’s chair
* **Special Song:** child picks song, child leads, in front of the class, holds props
* **Rhythm Game:** Child sits with teacher as they tap out a rhythm. Everyone repeats the rhythm and the roles are switched
* **Stamp on the Hand**
* **Popping Bubble Wrap**
* **Sight Scavenger Hunt:** what in the room starts with letter “A”, what in the room is red
* **Access for the Class to a Special Toy:** large puzzle, trampoline, big balls
* **A Special Game:** Simon Says, musical chairs, doggie, doggie where’s my bone, Duck, Duck Goose, Heads-up, Seven-up, Red Light, Green Light, tag with the target child first, I Spy with My Little Eye, Follow the Leader, Animal Walks, Silent Ball, Find Your Shoe
* **Table Activities:** cleaning table with shaving cream, play dough, art project, drawing time, background music while working, sorting game, scissors and paper
* **Classroom Activities:** board games, extra free time, indoor treasure hunt, access to a special toy, large puzzle, dinosaurs, musical instruments and parade, dancing without instruments
* **Gym Activities:** access to a special toy, trampoline, big balls, parachute, scooters, ball games, obstacle course, animal walks, dancing, fairies and elves, bunny ears to lead the bunny dance
* **Outside Activities:** blowing bubbles, extra free time immediately after completed session, scavenger hunt, racecar races, special walk around schoolyard or to nearby park, catching bugs and/or butterflies, picking flowers to put in vase in classroom or dry for project, pickup sticks.
* **Making and flying paper airplanes**

When the child brings the feedback slip home and has earned all necessary points, parents are expected to make at least three positive comments about doing well at school while playing the Green/Red card game and do something fun with the child. The idea is that the child gets to spend a few minutes of quality time with one or both parents for doing well playing the Green/Red card game. Following are school and home ideas.

j0185604 **HOME**

* **Extra Story**
* **A Walk** alone with mom and/or dad
* **A Bike ride with Mom and/or Dad**
* **A Board Game**
* **Playing with a Favorite Toy** with mom and/or dad
* **Choosing a Dessert or Treat**
* **Helping Dad in Garage**
* **Helping Mom in the House**
* **Doing a Small Art Project**
* **Doing a Small Science Project**
* **Listening to a Story on Tape** with mom and/or dad.
* **Listening to Special Music** with mom and/or dad
* **Calling a Favorite Relative or Friend** and tell them about the green/red card game.
* **Flying Kites**
* **Dancing**
* **Face Paint**
* **Take Care of Pet**
* **Help in the Kitchen**

**My School Reward/Activity Menu**

MCAN00219_0000[1]

**My School**

**Reward/Activity Menu**



MCAN00219_0000[1]

**Daily Summary Charts**

**Half-day Preschool Version**

When the timer signals at the end of the timed interval, if the laminated Green/Red card is on **GREEN**, the student earns a point. If the card is on **RED** during any part of the timed interval, **no** point is given.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Coach Phase** | | | | | | |
| Program Day | Length of Session | Maximum Interval between point opportunities | Total Points  Possible | Points Needed | Verbal Positive  Feedback  C=Coach  T=Teacher | Reward  Earned |
| 1 | 20 min | 30 sec. | 40 | 32 | C:9 – T:1 | Daily |
| 2 | 20 min | 1 min | 20 | 16 | C:7 – T:2 | Daily |
| 3 | 20 min | 2 min | 10 | 8 | C:4 – T:3 | Daily |
| 4 | 20 min | 4 min | 5 | 4 | C:3 – T:4 | Daily |
| 5 | 30 min | 5 min | 6 | 5 | C:3 – T:4 | Daily |
| During the transition phase the teacher starts running the Green/Red card game. The coach will support the teacher during this time. | | | | | | |
| **Transition Phase** | | | | | | |
| Program Day | Length of Session | Maximum Interval between point opportunities | Total Points  Possible | Points Needed | Verbal Positive  Feedback  C=Coach  T=Teacher | Reward  Earned |
| 6 | 1 hour | 5 min | 12 | 10 | 10 | Daily |
| 7 | 1 hour  30 min | 5 min | 18 | 14 | 15 | Daily |
| 8 | 2 hours | 5 min | 24 | 19 | 20 | Daily |

Use the green feedback cards for the first 10 days of the program during which the child earns a sticker and verbal positive feedback with each point.

**First Step Daily Summary Chart**

**Half-day Preschool Version**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teacher Phase** | | | | | | |
| Program Day | Length of Session | Maximum Interval between point opportunities | Total Points  Possible | Points Needed | Verbal Positive  Feedback  C=Coach  T=Teacher | Reward  Earned |
| 9 | 2 hours | 5 min | 24 | 19 | 20 | Daily |
| 10 - 11 | 3 hours | 5 min | 36 | 29 | 25 | Daily |
| 12 - 13 | Entire pre-school day | 8 min | 22 | 18 | 22 | Daily |
| 14 - 21 | “ | 8 min | 22 | 18 | 22 | Every other day |
| 22 -30 | “ | 10 min | 18 | 14 | 18 | Every 3rd Day |
| 30-end | Maintenance | Notice student at least once every 10 min | None | None | 18 | Occasional |

Use the green feedback cards for the first 10 days of the program during which the child earns a sticker and verbal positive feedback with each point.

After day 30, provide positive feedback (verbal, thumbs-up, pat on shoulder, written happy face/star) at least once every 10 minutes for the rest of the school year.

**First Step Daily Summary Chart**

**Full-day Preschool Version**

When the timer signals at the end of the timed interval, if the laminated Green/Red card is on **GREEN**, the student earns a point. If the card is on **RED** during any part of the timed interval, **no** point is given.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Coach Phase** | | | | | | |
| Program Day | Length of Session | Maximum Interval between point opportunities | Total Points  Possible | Points Needed | Verbal Positive  Feedback  C=Coach  T=Teacher | Reward  Earned |
| 1 | 20 min | 30 sec. | 40 | 32 | C:9 – T:1 | Daily |
| 2 | 20 min | 1 min | 20 | 16 | C:7 – T:2 | Daily |
| 3 | 20 min | 2 min | 10 | 8 | C:4 – T:3 | Daily |
| 4 | 20 min | 4 min | 5 | 4 | C:3 – T:4 | Daily |
| 5 | 30 min | 5 min | 6 | 5 | C:3 – T:4 | Daily |
| During the transition phase the teacher starts running the Green/Red card game. The coach will support the teacher during this time. | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- |
| **Transition Phase** | | | | | | |
| Program Day | Length of Session | Maximum Interval between point opportunities | Total Points  Possible | Points Needed | Verbal Positive  Feedback  C=Coach  T=Teacher | Reward  Earned |
| 6 | 1 hour | 5 min | 12 | 10 | 10 | Daily |
| 7 | 1 hour  30 min | 5 min | 18 | 14 | 15 | Daily |
| 8 | 2 hours | 5 min | 24 | 19 | 20 | Daily |

Use the green feedback cards for the first 10 days of the program during which the child earns a sticker and verbal positive feedback with each point.

**First Step Daily Summary Chart**

**Full-day Preschool Version**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teacher Phase** | | | | | | |
| Program Day | Length of Session | Maximum Interval between point opportunities | Total Points  Possible | Points Needed | Verbal Positive  Feedback  C=Coach  T=Teacher | Reward  Earned |
| 9 | 2 hours | 5 min | 24 | 19 | 20 | Daily |
| 10 | 3 hours | 5 min | 36 | 29 | 25 | Daily |
| 11 | 3 hours  30 min | 8 min | 26 | 21 | 25 | Daily |
| 12 | 4 hours | 8 min | 30 | 24 | 30 | Daily |
| 13 | 4 hours  30 min | 8 min | 34 | 27 | 30 | Daily |
| 14 | 5 hours | 8 min | 38 | 30 | 30 | Daily |
| 15 | 5 hours  30 min | 10 min | 33 | 26 | 30 | Daily |
| 16-21 | All day | 10 min | 40 | 32 | 30 | Every Other Day |
| 22-30 | All day | 10 min | 30 | 24 | 30 | 3rd Day |
| 30-end | Maintenance | Notice student at least once every 10 min | None | None | 30 | Occasional |

Use the green feedback cards for the first 10 days of the program during which the child earns a sticker and verbal positive feedback with each point.

After day 30, provide positive feedback (verbal, thumbs-up, pat on shoulder, written happy face/star) at least once every 10 minutes for the rest of the school year.

**Monitoring Forms**

**IT IS EXTREMELY IMPORTANT THAT THESE FORMS ARE COMPLETED EACH DAY!**

The “Daily Monitoring Form” is the most important form to be completed by the coach and the teacher during the classroom implementation. This is the form that will give us the most information about the effectiveness of the program and how the program is being implemented. It also provides immediate information on problem areas. We will be able to problem solve more effectively at the early stages of a problem. There are three monitoring forms:

1) Classroom Expectations Teaching/Reviewing Monitoring Form

2) Daily Monitoring Form for Classroom Implementation

3) Monitoring Form for homeBase.

Classroom Expectations Teaching/Reviewing Monitoring Form

During the classroom expectations teaching phase, the coach needs to keep track of every time expectations are taught or reviewed on the Classroom Expectations Teaching/Reviewing Monitoring Form.

Daily Monitoring Form

The Daily Monitoring Form for Classroom Implementation is completed by the coach each day during programs days 1 through 5. During the transition phase, days 6 through 8, the coach and teacher complete the form together each day. After day 9 until the end of the program, the teacher completes this form. The coach is responsible for checking at least once a week to make sure the form is being completed each day.

Monitoring Form for homeBase

When the coach starts with implementation of homeBase, the coach is expected to complete the program monitoring form for homeBase after each session with parents.

Copies of the Monitoring Forms follow.

If you are involved in a research project, the Daily Monitoring Form and the Monitoring Form for homeBase must be turned in to the research staff. It is the responsibility of the coach to make sure this happens.

**Classroom Expectations Teaching/Reviewing**

**Monitoring Form**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ite:** | | | **Coach Name:** | | | |
| **Date** | **Skill** | **Session #** | | **Length of Session** | **Review** | **Comments** |
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| **First Step Half-day Classroom Monitoring Form** |  |  |  |  |  |  | **Teacher Feedback** | **Negative**  **-** |  |  |  |  |  |  |  |  |  |  | **Half-day Preschool** |
|  |  |  |  | **Positive**  **+** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Program Interrupted (Yes or No)** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Reward/Activity** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **Criterion Met**  **(Yes or No)** |  |  |  |  |  |  |  |  |  |  |
| Student’s First Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Coach’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | School/Classroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Points** | **Earned** |  |  |  |  |  |  |  |  |  |  |
|  | **Needed** | 32 |  | 16 |  | 8 |  | 4 |  | 5 |  |
|  | **Possible** | 40 |  | 20 |  | 10 |  | 5 |  | 6 |  |
|  | **Days** | **Check for Recycle Day** |  |  |  |  |  |  |  |  |  |  |
|  | **Program Day** | 1 |  | 2 |  | 3 |  | 4 |  | 5 |  |
|  | **Date** |  |  |  |  |  |  |  |  |  |  |

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| **First Step Half-day Classroom Monitoring Form** |  |  |  |  |  |  | **Teacher Feedback** | **Negative**  **-** |  |  |  |  |  |  |  |  |  |  | **Half-day Preschool** |
|  |  |  |  | **Positive**  **+** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Program Interrupted (Yes or No)** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Reward/Activity** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **Criterion Met**  **(Yes or No)** |  |  |  |  |  |  |  |  |  |  |
| Student’s First Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Coach’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | School/Classroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Points** | **Earned** |  |  |  |  |  |  |  |  |  |  |
|  | **Needed** | 10 |  | 14 |  | 19 |  | 19 |  | 29 |  |
|  | **Possible** | 12 |  | 18 |  | 24 |  | 24 |  | 36 |  |
|  | **Days** | **Check for Recycle Day** |  |  |  |  |  |  |  |  |  |  |
|  | **Program Day** | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  |
|  | **Date** |  |  |  |  |  |  |  |  |  |  |

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| **First Step Half-day Classroom Monitoring Form** |  |  |  |  |  |  | **Teacher Feedback** | **Negative**  **-** |  |  |  |  |  |  |  |  |  |  | **Half-day Preschool** |
|  |  |  |  | **Positive**  **+** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Program Interrupted (Yes or No)** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Reward/Activity** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **Criterion Met**  **(Yes or No)** |  |  |  |  |  |  |  |  |  |  |
| Student’s First Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Coach’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | School/Classroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Points** | **Earned** |  |  |  |  |  |  |  |  |  |  |
|  | **Needed** | 29 |  | 18 |  | 18 |  | 18 |  | 18 |  |
|  | **Possible** | 36 |  | 22 |  | 22 |  | 22 |  | 22 |  |
|  | **Days** | **Check for Recycle Day** |  |  |  |  |  |  |  |  |  |  |
|  | **Program Day** | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  |
|  | **Date** |  |  |  |  |  |  |  |  |  |  |

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| **First Step Half-day Classroom Monitoring Form** |  |  |  |  |  |  | **Teacher Feedback** | **Negative**  **-** |  |  |  |  |  |  |  |  |  |  | **Half-day Preschool** |
|  |  |  |  | **Positive**  **+** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Program Interrupted (Yes or No)** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Reward/Activity** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **Criterion Met**  **(Yes or No)** |  |  |  |  |  |  |  |  |  |  |
| Student’s First Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Coach’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | School/Classroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Points** | **Earned** |  |  |  |  |  |  |  |  |  |  |
|  | **Needed** | 18 |  | 18 |  | 18 |  | 18 |  | 18 |  |
|  | **Possible** | 22 |  | 22 |  | 22 |  | 22 |  | 22 |  |
|  | **Days** | **Check for Recycle Day** |  |  |  |  |  |  |  |  |  |  |
|  | **Program Day** | 16 |  | 17 |  | 18 |  | 19 |  | 20 |  |
|  | **Date** |  |  |  |  |  |  |  |  |  |  |

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| **First Step Half-day Classroom Monitoring Form** |  |  |  |  |  |  | **Teacher Feedback** | **Negative**  **-** |  |  |  |  |  |  |  |  |  |  | **Half-day Preschool** |
|  |  |  |  | **Positive**  **+** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Program Interrupted (Yes or No)** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Reward/Activity** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **Criterion Met**  **(Yes or No)** |  |  |  |  |  |  |  |  |  |  |
| Student’s First Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Coach’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | School/Classroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Points** | **Earned** |  |  |  |  |  |  |  |  |  |  |
|  | **Needed** | 18 |  | 14 |  | 14 |  | 14 |  | 14 |  |
|  | **Possible** | 22 |  | 18 |  | 18 |  | 18 |  | 18 |  |
|  | **Days** | **Check for Recycle Day** |  |  |  |  |  |  |  |  |  |  |
|  | **Program Day** | 21 |  | 22 |  | 23 |  | 24 |  | 25 |  |
|  | **Date** |  |  |  |  |  |  |  |  |  |  |

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| **First Step Half-day Classroom Monitoring Form** |  |  |  |  |  |  | **Teacher Feedback** | **Negative**  **-** |  |  |  |  |  |  |  |  |  |  | **Half-day Preschool** |
|  |  |  |  | **Positive**  **+** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Program Interrupted (Yes or No)** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Reward/Activity** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **Criterion Met**  **(Yes or No)** |  |  |  |  |  |  |  |  |  |  |
| Student’s First Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Coach’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | School/Classroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Points** | **Earned** |  |  |  |  |  |  |  |  |  |  |
|  | **Needed** | 14 |  | 14 |  | 14 |  | 14 |  | 14 |  |
|  | **Possible** | 18 |  | 18 |  | 18 |  | 18 |  | 18 |  |
|  | **Days** | **Check for Recycle Day** |  |  |  |  |  |  |  |  |  |  |
|  | **Program Day** | 26 |  | 27 |  | 28 |  | 29 |  | 30 |  |
|  | **Date** |  |  |  |  |  |  |  |  |  |  |

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| **First Step Full-day Classroom Monitoring Form** |  |  |  |  |  |  | **Teacher Feedback** | **Negative**  **-** |  |  |  |  |  |  |  |  |  |  | **Full-day Preschool** |
|  |  |  |  | **Positive**  **+** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Program Interrupted (Yes or No)** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Reward/Activity** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **Criterion Met**  **(Yes or No)** |  |  |  |  |  |  |  |  |  |  |
| Student’s First Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Coach’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | School/Classroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Points** | **Earned** |  |  |  |  |  |  |  |  |  |  |
|  | **Needed** | 32 |  | 16 |  | 8 |  | 4 |  | 5 |  |
|  | **Possible** | 40 |  | 20 |  | 10 |  | 5 |  | 6 |  |
|  | **Days** | **Check for Recycle Day** |  |  |  |  |  |  |  |  |  |  |
|  | **Program Day** | 1 |  | 2 |  | 3 |  | 4 |  | 5 |  |
|  | **Date** |  |  |  |  |  |  |  |  |  |  |

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| **First Step Full-day Classroom Monitoring Form** |  |  |  |  |  |  | **Teacher Feedback** | **Negative**  **-** |  |  |  |  |  |  |  |  |  |  | **Full-day Preschool** |
|  |  |  |  | **Positive**  **+** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Program Interrupted (Yes or No)** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Reward/Activity** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **Criterion Met**  **(Yes or No)** |  |  |  |  |  |  |  |  |  |  |
| Student’s First Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Coach’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | School/Classroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Points** | **Earned** |  |  |  |  |  |  |  |  |  |  |
|  | **Needed** | 10 |  | 14 |  | 19 |  | 19 |  | 29 |  |
|  | **Possible** | 12 |  | 18 |  | 24 |  | 24 |  | 36 |  |
|  | **Days** | **Check for Recycle Day** |  |  |  |  |  |  |  |  |  |  |
|  | **Program Day** | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  |
|  | **Date** |  |  |  |  |  |  |  |  |  |  |

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| **First Step Full-day Classroom Monitoring Form** |  |  |  |  |  |  | **Teacher Feedback** | **Negative**  **-** |  |  |  |  |  |  |  |  |  |  | **Full-day Preschool** |
|  |  |  |  | **Positive**  **+** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Program Interrupted (Yes or No)** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Reward/Activity** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **Criterion Met**  **(Yes or No)** |  |  |  |  |  |  |  |  |  |  |
| Student’s First Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Coach’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | School/Classroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Points** | **Earned** |  |  |  |  |  |  |  |  |  |  |
|  | **Needed** | 21 |  | 24 |  | 27 |  | 30 |  | 26 |  |
|  | **Possible** | 26 |  | 30 |  | 34 |  | 38 |  | 33 |  |
|  | **Days** | **Check for Recycle Day** |  |  |  |  |  |  |  |  |  |  |
|  | **Program Day** | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  |
|  | **Date** |  |  |  |  |  |  |  |  |  |  |

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| **First Step Full-day Classroom Monitoring Form** |  |  |  |  |  |  | **Teacher Feedback** | **Negative**  **-** |  |  |  |  |  |  |  |  |  |  | **Full-day Preschool** |
|  |  |  |  | **Positive**  **+** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Program Interrupted (Yes or No)** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Reward/Activity** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **Criterion Met**  **(Yes or No)** |  |  |  |  |  |  |  |  |  |  |
| Student’s First Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Coach’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | School/Classroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Points** | **Earned** |  |  |  |  |  |  |  |  |  |  |
|  | **Needed** | 32 |  | 32 |  | 32 |  | 32 |  | 32 |  |
|  | **Possible** | 40 |  | 40 |  | 40 |  | 40 |  | 40 |  |
|  | **Days** | **Check for Recycle Day** |  |  |  |  |  |  |  |  |  |  |
|  | **Program Day** | 16 |  | 17 |  | 18 |  | 19 |  | 20 |  |
|  | **Date** |  |  |  |  |  |  |  |  |  |  |

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| **First Step Full-day Classroom Monitoring Form** |  |  |  |  |  |  | **Teacher Feedback** | **Negative**  **-** |  |  |  |  |  |  |  |  |  |  | **Full-day Preschool** |
|  |  |  |  | **Positive**  **+** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Program Interrupted (Yes or No)** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Reward/Activity** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **Criterion Met**  **(Yes or No)** |  |  |  |  |  |  |  |  |  |  |
| Student’s First Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Coach’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | School/Classroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Points** | **Earned** |  |  |  |  |  |  |  |  |  |  |
|  | **Needed** | 32 |  | 24 |  | 24 |  | 24 |  | 24 |  |
|  | **Possible** | 40 |  | 30 |  | 30 |  | 30 |  | 30 |  |
|  | **Days** | **Check for Recycle Day** |  |  |  |  |  |  |  |  |  |  |
|  | **Program Day** | 21 |  | 22 |  | 23 |  | 24 |  | 25 |  |
|  | **Date** |  |  |  |  |  |  |  |  |  |  |

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| **First Step Full-day Classroom Monitoring Form** |  |  |  |  |  |  | **Teacher Feedback** | **Negative**  **-** |  |  |  |  |  |  |  |  |  |  | **Full-day Preschool** |
|  |  |  |  | **Positive**  **+** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Program Interrupted (Yes or No)** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Reward/Activity** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **Criterion Met**  **(Yes or No)** |  |  |  |  |  |  |  |  |  |  |
| Student’s First Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Coach’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | School/Classroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Points** | **Earned** |  |  |  |  |  |  |  |  |  |  |
|  | **Needed** | 24 |  | 24 |  | 24 |  | 24 |  | 24 |  |
|  | **Possible** | 30 |  | 30 |  | 30 |  | 30 |  | 30 |  |
|  | **Days** | **Check for Recycle Day** |  |  |  |  |  |  |  |  |  |  |
|  | **Program Day** | 26 |  | 27 |  | 28 |  | 29 |  | 30 |  |
|  | **Date** |  |  |  |  |  |  |  |  |  |  |

**homeBase Monitoring Form**

(next two pages)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***First Step to Success homeBase* Monitoring Form** |  | School: | Parent’s Phone Number: | Coach’s Name: |  | Comments | |  |  |  |  |  |  |  |  |  |  |  | Over for definitions: Arrow Face |
| Homework Completed | No |  |  |  |  |  |  |  |  |  |  |
| Yes |  |  |  |  |  |  |  |  |  |  |
| Level of Fidelity | Low |  |  |  |  |  |  |  |  |  |  |  |
| Med |  |  |  |  |  |  |  |  |  |  |  |
| High |  |  |  |  |  |  |  |  |  |  |  |
|  | | | Participants  (e.g., Mom, Dad, child, other) | |  |  |  |  |  |  |  |  |  |  | Overall Fidelity Ratings: |
| Child’s Name: | Parent’s Name: | Teacher’s Name: |
| Length of Session  (in minutes) | |  |  |  |  |  |  |  |  |  |  |
| Time of Day | |  |  |  |  |  |  |  |  |  |  | **For office use only**  Student ID #: |
| Day of Week | |  |  |  |  |  |  |  |  |  |  |
| Date | |  |  |  |  |  |  |  |  |  |  |
| Lesson # | |  |  |  |  |  |  |  |  |  |  |

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| **Definitions and Criteria for homeBase Fidelity Ratings** | **HIGH**  **Parent(s) fully participate(s) in and implements all homeBase4 procedures effectively.**  i.e., is engaged with homeBase training and role play procedures, understands homeBase implementation process  thoroughly, follows through on assignments and tasks, applies procedures with skill sensitivity and confidence. | **MEDIUM**  **Parent(s) participate(s) in homeBase with moderate levels of skill and/or enthusiasm.**  i.e., displays minimally acceptable engagement with homeBase training and implementation, seems to understand  homeBase process, implements all or most of the homeBase lessons, skill and enthusiasm in applying homeBase  procedures are less than perfect but not unacceptable. | **LOW**  **Parent(s) seem(s) ambivalent about homeBase but agrees to participate.**  i.e., is less than acceptably engaged in mastering homeBase procedures, overall implementation is weak, fails to  implement all homeBase lessons, understanding of homeBase process seems partial or spotty, enthusiasm for  homeBase and its value is questionable, cooperation seems forced. |

**homeBase Tips**

* Provide parents with a magnet for refrigerator to keep feedback slip.
* Punch hole in cards and put them on a ring so they don’t get lost.
* Hang “parent-tip” cards in the bathroom on a ring.
* Encourage parents to use the “activity cards” in a variety of settings (e.g., car, on a walk).
* Encourage parents to read the cards ahead of time so they have time to process and ask questions.
* Bring a homeBase “Activity Kit” (e.g., crayons, games) for kids to play with while coach is working with parent.
* Provide “childcare” (e.g., a high school student or colleague) during homeBase
* Be persistent. Keep calling, leave notes and/or e-mail in a positive way.
* Send a positive note in the mail.
* Be flexible with parent meeting’s location and/or time.
* Arrive on time or early and provide help (e.g., hold baby, clear table, help pick up toys).
* Make a surprise home visit.
* Involve childcare/grandparent/significant others.
* Use active listening skills.
* Always be an “ally” and a child advocate.
* Use sticker motivational charts.
* Plant seed – give homeBase cards and hope parents want to know more and want to participate.
* Reward parents with an occasional “surprise” (e.g., coupons for coffee, video rental, small plant or flowers).
* If parents can’t meet, do a session over the phone or on the computer.
* Use “surrogates” (e.g., school counselor, teaching assistant) if parents are unable to participate.
* Provide teacher with homeBase cards to get ideas on how to reinforce skills at school.
* Put homeBase “parent tip” cards on a ring or recipe box in pediatrician’s office and local counselor’s offices.

**Parent Self Monitoring Form for homeBase Activities**

**(next page)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **I Did It!** | **Coach**  **Time** |  |  |  |  |  |  |  |
| **Sat** |  |  |  |  |  |  | **Completion Date:** |
| **Fri** |  |  |  |  |  |  |
| **Thurs** |  |  |  |  |  |  |
| **Weds** |  |  |  |  |  |  |  |
| **Tues** |  |  |  |  |  |  |  |
| **Mon** |  |  |  |  |  |  |  |
| **Sun** |  |  |  |  |  |  |  |
|  | **Sharing**  **School** | **Cooperation** | **Limit**  **Setting** | **Problem**  **Solving** | **Friendship**  **Skills** | **Confidence**  **Building** |  |
| **1** | **2** | **3** | **4** | **5** | **6** |  |

**Teacher Feedback Form**

**Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **CHILD’s Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **School:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Length of Time:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Observer:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Is the instructor following the Daily Summary Charts?** \_\_\_\_\_ Yes \_\_\_\_\_ No

Is the program being implemented each day? \_\_\_\_\_ Yes \_\_\_\_\_ No

Is the instructor wearing the card? \_\_\_\_\_ Yes \_\_\_\_\_ No

Is the correct number of points given? \_\_\_\_\_ Yes \_\_\_\_\_ No

Is the program implemented the correct amount of time? \_\_\_\_\_ Yes \_\_\_\_\_ No

If no, explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is the card following child as he/she transitions to

new settings (P.E., recess, etc.)? \_\_\_\_\_ Yes \_\_\_\_\_ No

Is the instructor collecting feedback cards

from the previous day? \_\_\_\_\_ Yes \_\_\_\_\_ No

1. Number of positive feedback statements to Target Child \_\_\_\_\_\_\_\_\_\_

\_\_\_\_ general praise \_\_\_\_\_ gesture or cue \_\_\_\_\_ specific praise

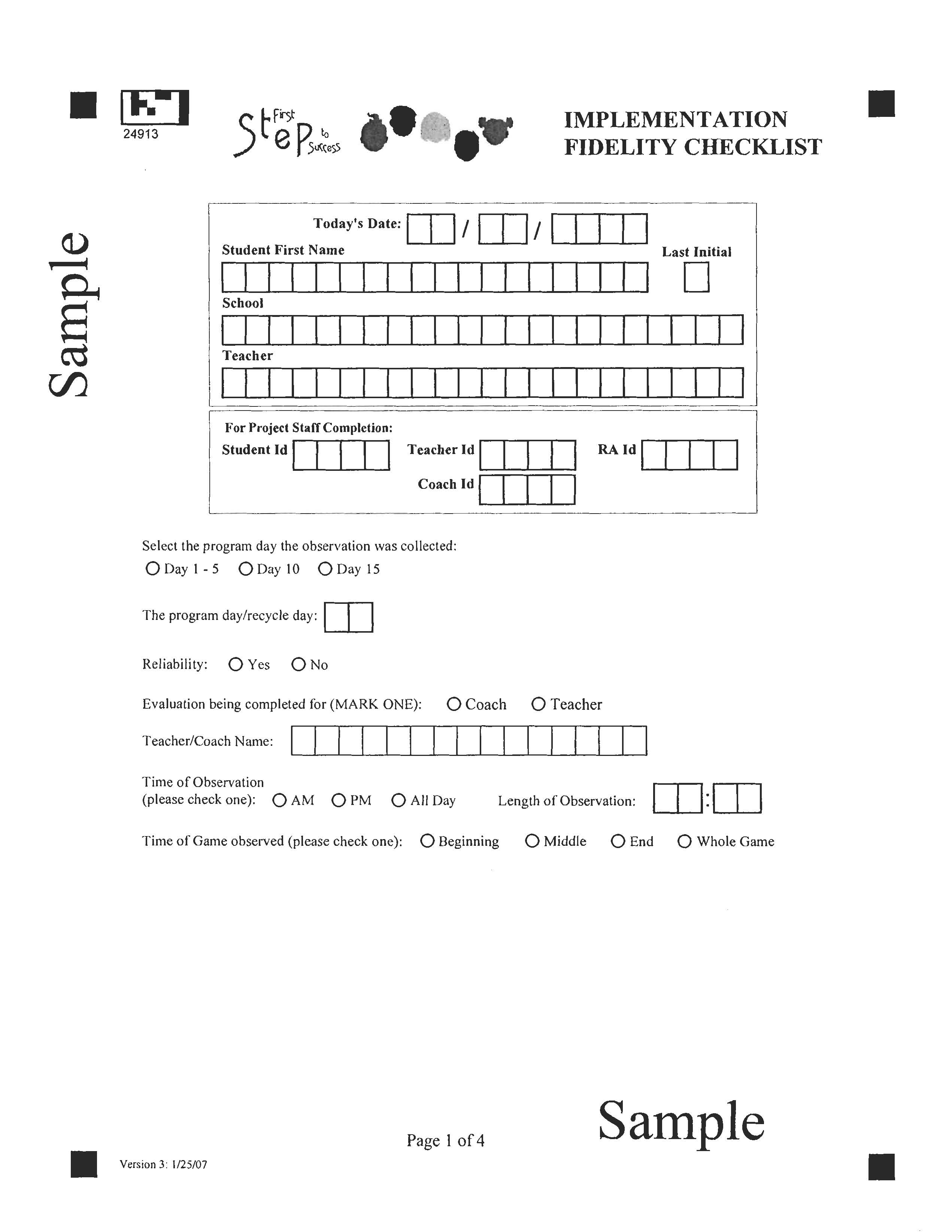
1. General praise to class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Number of times attention was given to negative behavior \_\_\_\_\_\_\_\_\_\_
3. Number of “Red Card” behaviors that weren’t signaled \_\_\_\_\_\_\_\_\_\_
4. Number of Red Cards \_\_\_\_\_\_\_\_\_\_

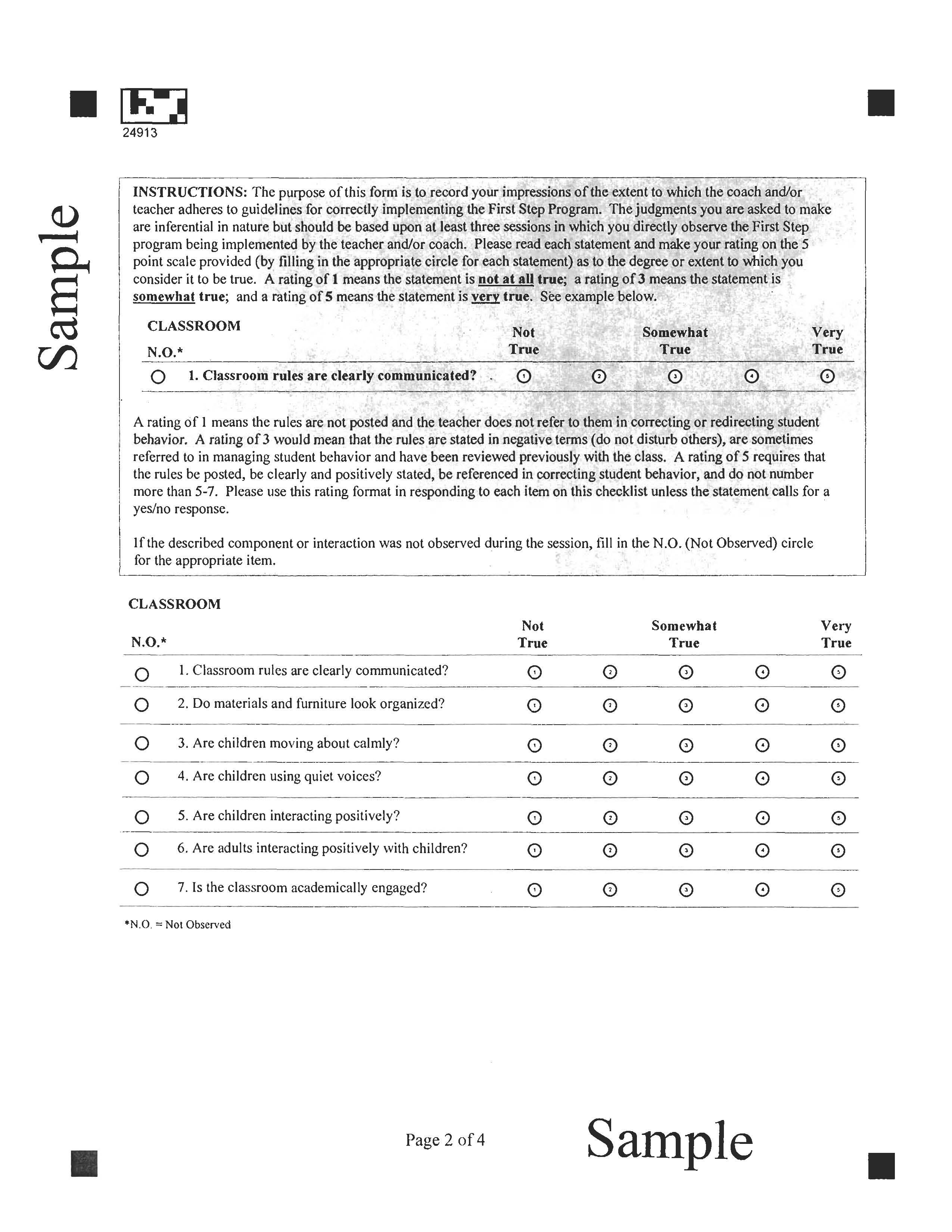
Have the instructor and parent had any contact about

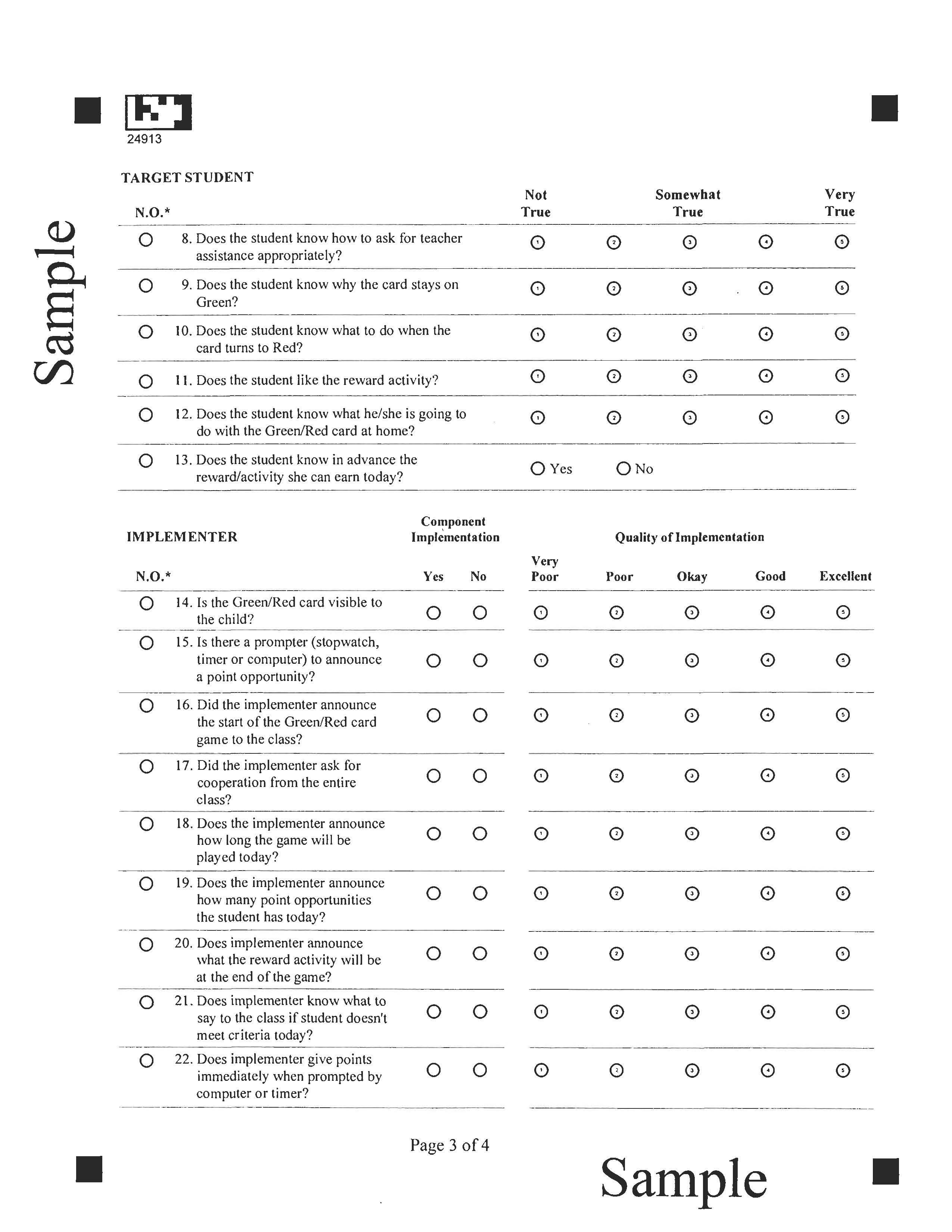
the program and/or child’s behavior since last observation? \_\_\_\_\_ Yes \_\_\_\_\_ No

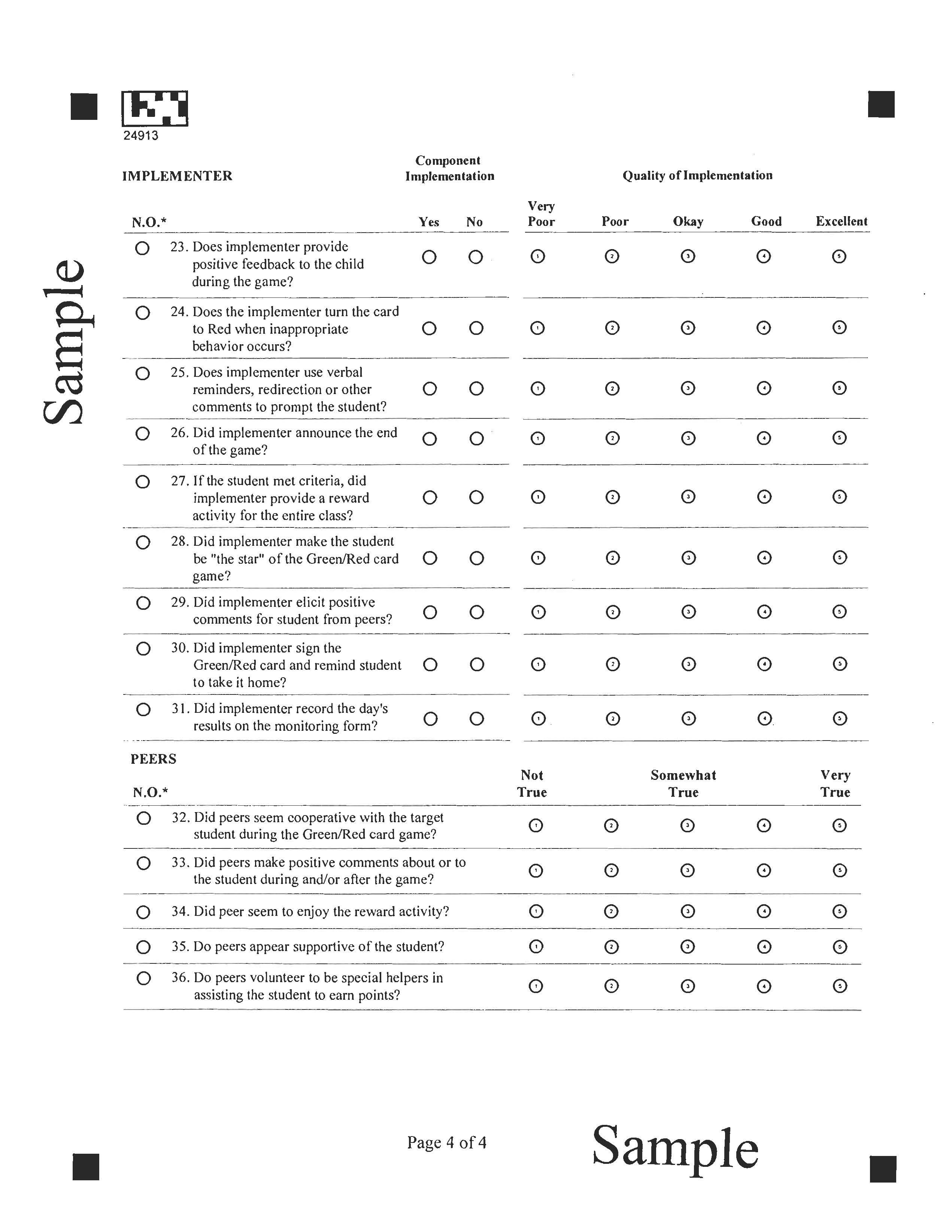
**Implementation Fidelity Checklist**

(next four pages)









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**Section 11**

**Resources**

**References & Resources**

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Walker, H.M., & Walker, J.E. (1991). **Coping with non-compliance in the classroom: A Positive approach for teachers**. Austin, TX: Pro-Ed

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First Step to Success website: [**www.firststeptosuccess.org**](http://www.firststeptosuccess.org)

Additional information on First Step to Success and Positive Behavior Support: [**http://darkwing.uoregon.edu/~ivdb/index.html**](http://darkwing.uoregon.edu/~ivdb/index.html).

Additional related materials available from [**www.lookiris.com**](http://www.lookiris.com)

Gym Boss timers: [**www.gymboss.com**](http://www.gymboss.com)

Music Wand. Available from [**www.treeblocks.com**](http://www.treeblocks.com)