>> Welcome, and good morning. Thanks for coming. We are so excited to be here and have had a great conference so far. Everybody having good sessions, having a good time, enjoying seeing people? Yes. Good. So are we. So a little bit about myself: I am Karen Ashcroft, and I work at the Penn State University with the Bennett Family Center. I wear many hats in my role at Bennett. First of all, I've been a PBIS coach there for the last five years. First of all, I've been with that program for 20 years. I started as a preschool teacher, and then I moved into doing some technical assistance with Keystone STARS programs and also with professional development, doing trainings. And then I moved into ... We received a Pre-K Counts grant, so I coordinate that grant. I'm no longer in the classroom. Let me make that clear. And we got into PBIS five years ago when we had the grant to do that, and I got to meet some of these very wonderful people that I still get to see now. So we've been doing PBIS for the last five years. It's been quite a journey. It's been exciting. We're still learning. I feel like it's always a process of learning and never feeling quite like we've gotten it yet. There's always more to do. There's always new kids that come along that need different things, so that's kind of where we are, my history. And I'm going to let Kim introduce herself.

>> Hi. I'm Kim Brown. I was a preschool teacher at the Bennett Family Center for 17 years and recently, within the last year, have moved into administration as the assistant director. So that's been a big change for me. But like Karen said, we are definitely in the process of PBIS. It's always evolving and changing for us. And obviously after being here for the last two days, have a lot of things to go back and now try and implement. So thank you for all of your input as well.

>> All right. We're going to try to make this remote work. Now if I can just remember which button to push. There we go. All right. So we wanted to start off today with just some expectations, just to kind of set the groundwork for today. So in thinking about the kinds of expectations that we set in our programs for children and families and staff, what would be one or two reasonable expectations for our time here today? Anyone? Yes.

>> I expect to ideas on staff buy-in above and beyond what we already have.

>> Okay. Okay. So you expect to get more ideas. Okay. What else?

>> I expect them to share their ideas.

>> Okay. You expect sharing. Good.

>> If they could share things that have already worked.

>> Okay. For people to share things that have already worked. So it sounds like we expect to share. We share here today, right? Okay. Anything else? No? All right. Well, we will be sharing today for sure. We will be sharing a little bit about our story, about what has worked for us. And we want you to share as well. We definitely want your input, and we are going to be doing some interactive things as well. So I'm glad we're not in a huge, giant room like we thought we might be. This is a nicer-sized room, for sure. All right. So just thinking a little bit about this quote that I found that I thought was interesting: "Each time we ask someone to change, we ask him or her to take a journey into incompetence." Have you ever

thought about it that way before? Amy, there are the handouts. Mike has the handouts. Okay. You can write it down too. What are your thoughts on that? You know, what comes to mind when you read that quote, or when you heard me read that quote? Yes.

>> That's how I feel every time I have to journey into something new.

>> Okay. That's how she feels every time she journeys into something new. Yes.

>> When you're asking somebody to change, you're telling them that what they've been doing is not as good as what they could be doing.

>> Uh-huh.

>> And they take that personally. So that's normally why most people are resistant to change.

>> Right. Right. Because it's almost like you're saying that what they're already doing isn't good enough, right? So there's some resistance there. Yes.

>> Also, as teachers ... Teaching is a really hard job.

>> Uh-huh.

>> And it takes a while before you feel like you have your feet under you ...

>> Uh-huh.

>> And you're on solid ground and you feel comfortable. Now all of the sudden, something new is coming in and ripping that solid ground out from under you.

>> Right. Right. So, you know, in teaching, it takes a while to feel like you're on solid ground. It takes a while to get to that place, and then somebody comes along and rips that ground right out from under you. Let's do this now. Let's try this. Let's move in this direction. So, yes, all of those things. You know, there's that fear of failure, for sure. You know, some people embrace change. Anybody here embrace change? Okay. Some do. Yeah. Absolutely. And I think, for myself, I embrace it in certain situations, in situations where I feel comfortable. In situations where I don't feel comfortable, I am probably a little resistant.

And I think that's natural, and I think that's something that, you know, we really need to acknowledge when we're talking about doing things a little differently with staff. You know, I've been fortunate enough to be in a learning community in my workplace where there's always been this culture of learning and this culture of always striving to do better. We're never finished. There's always something more to do. So I feel like that has been a benefit for me, to be able to embrace new things, at least professionally. All right. So did everybody get a packet of handouts? Yes. Okay. So in that packet, toward the back, there is a yellow handout. And on one side, it's reflecting on successes and failures. Okay. So what I want you to do for just a couple of minutes, and you can talk with your neighbor about this too ... But I just want you to think about ... And if you need to jot notes, that's what the handout is for. You

know, think about a change that you were trying to make, or maybe it was happening within your workplace and it was a group change. You know, what was that change? Was it successful, or did it fail? And why do you think it was successful or that it didn't work out so well? So take a couple of minutes and think about that. And then I want to get some feedback from you about that. Fifteen seconds, Joe. Okay. Sounds like your conversations are wrapping up. Who would like to share something that they talked about? Who is willing to share out? Bare it all. Nobody? Oh, there we go. Thank you.

>> Okay. One of the things that we added in this year was that we wanted to start using elements of the presets to sort of train staff a little bit and kind of give them the background of presets so that they had an understanding of "What does it really look like at the universal level?" When somebody comes into your room, what do transitions look like? What do the expectations look like? What does the teaching of those basic social and emotional skills look like? So that was something that we had to roll out in such a way. The data told us that ...

>> Is everybody able to hear Jennifer back there? Repeat it? Okay. So far, what I've heard is that they wanted to roll out, with the staff, elements of using the preset ... Correct? And what that might look like.

>> And we found that that was very successful, and actually it was me that was doing the training. So my coworker said, "It was successful," which made me feel good. But she said the reason why she saw it to be so successful was the way it was rolled out. So I started at the management level with making sure that management had a full understanding of what that was, and we did that over more than one session. So I didn't throw everything at them at one time ...

>> Uh-huh.

>> But really piecemealed it into maybe two sessions. But then, when I rolled it out to staff, I really piecemealed it. So I went in and I said, "Okay, we're going to focus on this on this day, and then you're going to work with that within your rooms." Then the next month, I'd go in, spend another period of time, work on something else and go back to ... You know, and practice this for the next month. Then we did, you know, the third part. So I think it was three or four months that I did that over. And I also tried to make it fun.

>> Uh-huh.

>> We played some games and did some, you know, things that I knew that they had a really good understanding of. I then put into a different format for them, but then related it right back into the preset and what that looks like.

>> Right.

>> So it seems like that was pretty successful, and we saw a lot of that happening. And I've been spending a lot of time in classrooms this spring, and I'm seeing the fruits of that. And especially the transitions, and I'm saying those pre-warnings, those pre-corrections ...

>> Uh-huh.

>> All of those elements that are really important to healthy transitions.

>> Okay. Great. So upon reflection, they realized that it was successful the way they rolled it out because they really started with the management level and getting management on board first, and then rolling out with the staff over time so they chunked it out. So they did a training piece and then gave the staff time to work with that within their classrooms, then came back and did another piece. Right? So what they found was that it's been successful, and she's seen it in the classroom. So, really, thinking about that planning, that purposeful planning ahead that helped to make it successful. Right? Okay. Good. So we've heard a success. How about something that didn't go so well? Yes. Joan.

>> We have a building that we were introducing to PBIS, and this has been a while ago. And when you get to success or fail, we're still failing. But then I just listed out the first-year issues that we dealt with, looked at the list and went, "Oh, my gosh. No wonder we're still cleaning up messes." So it at least gives me an idea of ... An administrator who was kind of on the fence, saying one thing but reacting a different way, coaching changes, staff changes, a mixed-program Head Start and Early Intervention. Nobody told the EI teachers. I think somebody forgot to tell the [INAUDIBLE] building supervisor. And I'm just looking at this mess, going like, "No wonder." So I need to go back and brainstorm a lot of pieces and figure out what we're doing from there. But I can look at this and go, "Duh."

>> Okay. So what Joan realized is trying to introduce PBIS to a program and trying to get them started on it ... And she was able to list all the things that have been happening and why it hasn't been successful. An administrator who is on the fence, staff changes. Trying to remember what else you said, Joan. But there are ...

>> Everything you can think of.

>> Everything you can think of that could work against that is working against it. And I have to say that I've been in a similar situation. I work with two other program through our Pre-K Counts program, and one of them is faring well with implementing PBIS and the other one not so much. And it's clear to me why. And every program is individual, so, of course, the way they're structured and things like that is going to make a difference. But there are definite challenges, so I can understand what you're saying there, Joan. So I think it's not having that structure in place and having people coming and going, of course, is going to make it much more difficult to get anything to work. Right? So not everybody is aware. Not everybody's on the same page. She said they forgot to tell the EI teachers. So, you know, a lot of contributing factors to why that isn't working. And we're going to talk more about that. Actually, we are now going to look at ... Why do people fail?

On the back side of that yellow paper, there is a list of 10 reasons why people fail. And this comes from the Heart of Coaching workshop book, the participant workbook. I think I was somewhere recently, somebody mentioned the Heart of Coaching. I don't remember if it was here or if it was somewhere else. I think it was last week. I was at the Pre-K Counts conference. But what I want you to do here ... Actually, there's 12 things. I thought there were 10. But what I want you to just take about one to two minutes to do is look at those and think about and list them order of what you think is the greatest cause of failure compared to the least cause. So number one would be the greatest cause of failure and

on. Somebody up here said, "How do you rank that?" Right? So just to keep you in anticipation, we're going to come back to that a little later. So just tuck it away. Don't worry. We'll come back to it because we're going to tie it into something else a little bit later. All right. So thinking about ... I mentioned earlier about, you know, that learning culture that I've been working in for so long and how it makes me a feel a little comfortable trying out new things. So, you know, thinking about why that culture is so important. Really, it's that unwritten set of norms and values that really determine or say without really saying how we do things around here. You know, this is the way this works. The culture really sets the context for human behavior, right? So if you're in an environment where it's okay to ... In the session previously to this, Alicia, the director was saying that, you know, her staff were comfortable enough to come to her and say, "We need help with this kid. You know, we're struggling." You know, there are environments where it feels safe to do that, and there are environments where it doesn't feel safe to do that, where you feel like you're out there on your own. And that's a part of the culture. Right?

Of that program. Another part to think about is the ability to respond to change. Is that embedded within the culture, or is it "This is the way we've always done things, and this is the way we're going to keep doing them." So thinking about that, but, you know, keeping in mind that culture really does shape the focus and the energy of what you're doing. So think about your culture, the culture of your program, because that really does play a big role in whether or not you're going to get staff on board with trying new things. Same thing with families, too, whether you're able to do that. We've been fortunate at the Bennett Center to ... We have always ... I've been there for 20 years, and we've always had a strong focus on social-emotional development. So there was always that piece that was always embedded. So once we started with PBIS, it seemed like a no-brainer. It just seemed like the natural thing to do and the important thing to do for what we want to achieve and help children to achieve. So, any thoughts about culture before we move on? No? Okay. All right. So in thinking about, you know, how we were able to build that staff buy-in or get that staff buy-in ... You know, when we were first approached about being part of the grant five years ago, we had to develop that core team. And the guidance for development of a core team is to have one person from each age group present on that team, along with people from different parts.

We don't have buses or van drivers, so that wasn't a piece. But you know, admin. We have staff assistants. So getting all those people together. We decided that we would have one staff person from each classroom on that team. We have four mixed-age, infant/toddler classrooms, we have four preschool classrooms, and we have a kindergarten classroom. So we had nine teachers on that team. We also had both administrators, a director and assistant director, myself as the coach. We have two floating staff, so one of those staff were on the team. We have two staff assistants or administrative assistants. One of them were on the team. We have two cooks. That one's been a bit more of a challenge. We try. The timing of our meetings during the day falls right at a hectic time for them. It's just prior to snack time. So we're struggling with that, but we do try to keep them involved. In the beginning, we had a parent on the team. It's been a struggle to get a parent to stay on the team. I see lots of nodding. But we did have a parent on the team early on, who was really beneficial in developing our expectations, which I'll talk a little bit about. I'll give you her story later. And when it was said, "Okay, here's what we need," we gave the introduction to what we were going to go, what needed to happen.

We put a sign-up sheet in the bathroom. The bathroom. Everybody goes to the bathroom, right? So that's where we post things we want everybody to see. So there was a sign-up sheet in the bathroom saying, "Okay. Somebody from each room sign up." And it was filled up really quickly. People were anxious to do this, so we knew we kind of hooked them right away. And there is a bug flying in my face. Sorry. We have monthly meetings. We found a time that worked for us. We had weekly meetings scheduled for our lead teachers at the same time every week. And what we did was we replaced one of those meetings a month with this core team meeting. And we found, over time, that that was the meeting that was the best attended. It was expected that lead teachers would be at the other meetings, but sometimes things prevented them from being there. Not often, but our core team meetings had pretty much 100 percent attendance every month because people were invested and involved. We always had an agenda with topics. I would create that agenda, but I would ask for input from the team so they had a voice about that. We always made time to discuss challenging behaviors, things that were going on in the classroom. And we always had time for reflection as well, so thinking about the kinds of things that have been working and the kinds of things that have not been working. And I think that's an important part of this whole process, or any process really, is time to reflect. So, the vision: the vision is huge in getting buy-in, in my opinion. That was one of the things also that we started off with was creating a vision, and we did that as a team. It wasn't something that myself and the administrators did. It was a whole team effort. It was, you know, what do we really want to happen? What do we want our future to look like? And that's what a vision statement is. It's a picture of the future with some implicit or explicit commentary on why people should strive to create that future. In thinking about that, we created our vision, and we refer back to it often as well, until it was ingrained in us that this is what we're here to do. So in thinking about why it's important, why that vision is important in that whole process of change. So what it does for people is it clarifies the direction of the change. Right? Which then, in turn, eliminates disagreement or confusion about that direction because it clarifies it. You know, and the question that we often ask ourselves is, "Is this in line with a vision? Is what we're doing, or what we want to do or what we're talking about maybe doing, is that in line with the vision?" So that really helps to eliminate, you know, a lot of really torturous discussion. Sometimes, you know, battling over what this person thinks and what that person thinks. If we ask ourselves, "Is this in line with our vision?" Then we can better streamline to what we want to do. The second important purpose is that it motivates people to take action in the right direction. Okay. So what a good vision does is it helps to overcome that natural reluctance to do what is sometimes painfully necessary to do. Because often in the change process, people need to sacrifice something. Right? So it helps to acknowledge that sacrifice, and it helps to overcome some of that discomfort by seeing the end goal. Okay? And that's what we want people to see. We want people to look down here, down the road. Yes, it might be hard right now. But down the road, this is what we're working for. And the third thing, it helps to align people and coordinate their actions. Okay? So without a shared sense of direction, which is that vision, people can end up in constant conflict and in endless meetings, you know, battling over what each thinks is the correct way to do something. But working toward that goal and having that vision really helps them move in that same direction and work together rather than against each other. Any questions about that? Comments? Do you find yourselves -- do you often refer back to your vision when you're working towards something? I'm under the assumption that everybody has a vision. Does everybody have a vision? Yeah? Okay. Do you think about it often, or is it just kind of tucked away in a corner? 'Cause I

think it's something that you have to ... It's got to be right here all the time, guiding your work. Right? All right. So we included our vision and our mission statements. And these, like I said, I'm not going to read them. It's not really important what's up there. What's important is that we created them together as a team. It gave everybody a voice. Everybody had buy-in then, that everybody was working toward the same thing and wanted the same thing for our program and for our families and for our children. And that's really what was important to us. And then just a couple of quotes that I found interesting about change and growth: "Change is not something you do to people. It is something you do with people," and "Growth is much more than a strategy. It is a complex change process that involves the right mindset, the right processes, experimentation and an enabling environment." And I think about that enabling environment. That's that culture we talked about before, too, so keeping that in mind. As you're trying to build buy-in, you know, keeping these things in mind because it's not just about convincing somebody to do something. It's about making them want to do it also, and that is a change process. It's a growth process for some people. So creating our centerwide expectations. That was a team effort as well. It was labor-intensive, to say the least. I remember it taking easily three months worth of meetings to narrow them down and to get them where we wanted them to be. But everybody had something to say, and we all had to come to an agreement. So it was quite a team-building experience, actually, but, as you all know, it really changed the way we talked about rules versus expectations. My colleagues talked about that yesterday. You know, what is an expectation versus what is a rule. And then, it changed the language we use. We all started using the same language with kids. And then having that agreement also about, what are these and what are they going to look like? And does that work for the toddlers as well as the preschoolers as well as the kindergartners? You know, can they be across the board? So our matrix. Bless you. So again, I think I talked a little bit. The parent who was on our team ... You know, I remember having this discussion about being in the hallway. So when kids are basically entering the building or leaving the building with their parents, what do we want that to look like? Because what we found ... And this came from our staff assistant who sits at the front desk. She mentioned that there are always ... The way our building is set up, you walk in the front door, and then there's a front desk right there. And then there's a wing that goes off to the right and a wing that goes to the left. So basically, she doesn't see anything beyond the doors that go to those wings. It's just the front desk. But she said there would be kids that run up at the end of the day, and they're on their way out to the door, and there's no parent in sight. Right? And we have all had those stories, right? So one of the things ... She brought that to our attention, and what we came up with was a stop sign to put on the door with a picture, you know, and the words "Are you with an adult?" And that helped to stop that behavior. Not completely, but it's much better than it was. So having her input there was essential. We had a conversation then, following that, about kids and being in proximity to their parent as they walk through the building. So what we were talking about, several of the teachers were saying, "Well, I think they need to hold their hands. They need to be holding hands when they're going out the door, when they're not in the classroom. They need to be walking up the hallway holding hands." And there was a lot of discussion about that. And this parent, she jumped in and she said, "Wait a minute." She said, "I have two kids." One of them at the time was a baby. She said, "And when I'm coming in on a Monday or leaving on a Friday, and I've got two nap bags, an infant and a toddler, I don't have any hands to hold." You know, the toddler's hands. She's already holding the baby and two nap bags. And we went, "Oh." So what we ended up coming up with was being within arm's reach of an adult when

being in the hallway. And that was the compromise, and we could all agree on that. But that's the importance of that parent piece. So she was critical on that because she gave us a perspective that none of us had. But because she said it in front of everybody, everybody bought it and everybody understood it. So I think that was definitely critical in our development of these expectations and rules. So just a quick look at the evolution of our behavior matrix, we started off with three expectations, which were be safe, be kind and be respectful. And they were two pages worth of a matrix. There's a lot of color coding there because what we did was we split them up amongst the team to kind of work on different parts and come back. And then we narrowed it down to this. We found that we only needed ... Being kind and being respectful were very similar, so we narrowed it down to be safe and be respectful. The first page there, the big page there, we found that all of those things listed there, they applied to every place on that matrix. So we just narrowed them down, put them all in one place. And then we have the locations on that second page. It's only about a half a page of all those different places that have different kinds of rules that we need to follow. So it was truly an evolution. It was definitely a labor of love, for sure, and frustration at times. But it really was a team-building process. It really got us. And those of us ... We've had some changing of people on the team over the years, but those of us who were there for that process, we still hold firm to what we talked about at that time for those things. Yes, Sue?

>> Can you tell us a little more about the length of time from starting your matrix to what you have now? And what really motivated changing it once you had established your initial one?

>> Okay. So the question was to elaborate more on the amount of time that it took to get from the start of the matrix to what we have now, and then what motivated us to change it from where we started to where we ended up. So the amount of time ... I definitely remember at least three months that it took of meetings talking about this. We may have started a little bit before that. And honestly, there are still times ... We just revisited the matrix here at our last meeting, I believe, to just kind of look it over and say, "Do these things still apply? Are there any areas ..." We added into our building a collaborative art space, so we talked about, "Do we need to add that as one of those locations on our matrix, and does that look any different?" We decided that it's not really any different than being in the classroom. So, you know, we didn't feel it needed any special rules of its own. But it did. It took a lot of thought-provoking conversation over those three, four months.

>> As the teacher, I feel like it took way more than three months. But I'm just saying.

>> It might have. We have different perspectives, obviously, but it did. It took a good ... I mean, and it was in the spring. So it took a good while to really work through that, and that's what it needed. We needed the time to kind of hash it out and talk about. I do distinctly remember the bathroom portion of this matrix and talking a lot about, because the teacher who worked ... We put them at least in pairs of teachers who would work together to say, "Okay, what are the rules that should be followed in the bathroom to be safe and be respectful?" And there was a list. I mean, a list, that came back from these teachers. And, you know, we had a lot of discussion about, "Well, is that a procedure versus, you know, something that we would expect somebody to do to be safe or otherwise?" You know, because it was kind of like, "Take one paper towel." Okay. Well, we can see how that's being respectful of others and of the environment, but is that more a procedure or is that more ... You know, does it belong here? So

there was a lot of discussion I remember about that. Kim is shaking her head yes. There was a lot of give and take amongst the team members about what ... Some would say, "Okay, I may not completely agree with that, but I can see everybody else does. So, all right. Let's go with it, and we'll move on to this next one." So, does that kind of answer a little bit? Go ahead.

>> I would say, to add on to that too, the next part happened when we actually went to teach them. So, in theory, everything was one way as we wrote it in the matrix. And then as the teacher who is sitting in front of the kids trying to help them understand, or as somebody who is going back as a member of the team, and needing to now help my other staff buy in that I supervise ... Well, why are we doing that? And so then it kind of brought up those discussions, those conversations, that then came back to those meetings of, "Well, it's really hard to be able to explain it this way to a kid. How are you doing that?" I had a staff ask me, "Is this really important?" So I think it strengthened the matrix, so that's why, to us, I think it's always kind of ongoing because new situations come up.

>> Absolutely. I agree. Any questions? Yes.

>> Our program this year has really focused on dual language learners.

>> Okay.

>> And when I hear "Be respectful," the one thing that always comes to mind is respect in different cultures means so many different things.

>> Uh-huh.

>> So when you're talking about respect and teaching how to be respectful, are you taking into consideration the different cultures that are coming in? Because I'm sure at State College, you probably have a lot of unique cultures coming in and out of your center.

>> Yes, we do.

>>So, do you focus on that cultural aspect as well? Because in one culture respect can mean something completely different than another, so I'm just wondering how you level that playing field as far as respect.

>> Right. So the question is, how do we look at ... Like, thinking about being respectful, respectful can mean different things in different cultures. So thinking about dual language learners and international ... We have a huge international population, so the question is, how do we take that into consideration when we're doing this? Would you be comfortable addressing? Because you're in the classroom with those kids. So ...

>> I would say, to be honest, I think we developed a school culture of respect. It was our culture of respect. So, yes, it was important for us to note the different cultures. And families had a voice in participating in that. We had conversations about it. It gets written. We have what's called a daily reflection, so we write in what we're talking about. That gets sent home to parents. Parents, you know,

obviously see us at the beginning and at the end of the days and have those conversations ongoing. I don't necessarily know it was a formalized process where we said, "Okay. In this culture, respect would mean this, and in this culture, respect would mean this." But I think, in what we did, I think we created a school culture to say, "When you're in this building, this is what respectful behavior looks like." Does that make sense to answer?

>> Yes.

>> I would imagine being respectful is a general expectation, and under that falls specific rules that define what that means. And that's how you set the culture.

>> Right. Yes. So the comment was that being respectful is a general rule, and then we make that determination of what that looks like throughout our program. And that shows ... And that's a part of the culture that we created. Right? Is that ... Okay. Yes.

>> We found, from the cultural aspect, was constant touching because, being in America, we're very close ...

>> Uh-huh.

>> And in Morocco, you are not. So, there was a desire to show your friends I love you by kissing you and hugging you and wrapping your body around them. And we had to create a culture that said, "You need to ask for a hug first."

>> Uh-huh.

>> And that you still get to exhibit what culturally is appropriate to you while respecting the space, what is culturally appropriate to you ...

>> Uh-huh.

>> And blending the two. And so, I can still say that. Did you ask him first?

>> Uh-huh.

>> No, ask him for a hug. Maybe he didn't want a hug right now. You know, that kind of thing.

>> Right.

>> And going to the hug, high five, handshake concept.

>> Right. Right. So the comment was about, in different cultures, there's that kind of more touchy feely kind of thing. So they had to create that culture of asking for a hug rather than just kind of, you know, jumping on somebody to show them that you care about them, essentially. Because I've seen that many times. I love you! So creating that culture and having that be part of what you do, what's expected is that you ask somebody if you can give them a hug versus not. Yes.

>> When you rolled out the matrix and started using it with the teachers, did you decide that as a team? Because I know that some of the programs I work with have a definite start date, but other programs go year-round. So there's no beginning or end date. So how do you determine the right time to roll out the program?

>> The right time to do that? So the question was, how do we determine the right time to roll out teaching of the expectations to the children? You know, is it one time a year? Is it ongoing? And that's something Kim is going to elaborate on here. But I'll give you the short answer right now, and then she can elaborate more. We always kind of do a bigger push at the beginning of the school year in September, but it is an ongoing process throughout the year. So Kim is going to talk a little bit about that here actually. That's right where we are. So, moving on ... Thanks.

>> So, in answer to your question, we'll skip around just a minute. What we started with ... We are an all-year-round school. The kids are there for the entire summer. We don't take a break over the summer. So as the teacher that was teaching that, that did become an issue. When do we talk more about that than others? So we always had a commitment to do it pretty early on in the school year, in terms of maybe that initial September, October of what somebody might think is the beginning of the school year even though we were going all year round, and then kind of revisit certain things throughout the year. This last year, we did it a little bit differently. We had more of an emphasis centerwide, and we did a roll-out because of us being here last year and saw some really great presentations about how they did it as a center. So in years past, what would happen is that we would say, "Okay, let's start talking about the expectations." We gave kids usually about a week or two, just for teachers to learn names and figure out who needed to sit beside who in circle times and those kinds of things, before we started the expectation process. And then we would do that. And it was up to teachers in terms of how they would talk about the expectations, what they would say, when they talked about certain expectations. But in this last year, what we did was have what we called a rollout. With the preschool classrooms, we did an assembly-style, and everybody taught. And in the infant/toddler classrooms, they did it in their individual classrooms just because it was a little overwhelming to think about having infants and toddlers in those assemblies. And they were able to all teach the same expectation for that week. And so, throughout the entire center for that week, there was a focus on particular expectations. And parents were made aware of what those are. Teachers talked about it, and so there was a bigger emphasis in that. So, do you want to skip back to the behavior? One of the things that caused a little bit of a conversation for us were the BIRs. I don't know if it did for you guys as well. When we first learned about them and started implementing them in our classrooms, the teachers were like, "I have a kid that's having issues all day long. And I'm with them all the time, and you want me to take even more time away from this kid and do these checklists and, you know, send that information in." So we really needed the staff buy-in for that. It was really, I think, one of the biggest obstacles that we had. The matrix, everyone had a discussion about it and a conversation about it. But in the end, everybody kind of bought into that. I think the behavior incident reports for us in our program were a little bit harder for everyone to see the value in them and what the purpose was for. So we spent a little bit of time. There is the online training on the behavior partnerships that we found very helpful. We had a lot of discussion about when and how, what's age-appropriate behavior versus behavior that needed to be looked at

with the BIR. And what we kept going back to was, if it's a behavior in particular ... I mean, there's times when you always do the BIRS. But if there was a question, whether "Well, is this age-appropriate? I don't know." You know, those kinds of situations, it always went back to. But is it something that you want to track? Is it behavior that you want to try and figure out what's happening, why it's happening, find the function of it? And then I think teachers bought into those a little bit more, when they realized that ... Don't you agree that it was a little bit of a sell for us for a little while? And I think, too, what happened is initially we were collecting them but we weren't, maybe, using them as appropriately as we should've. And so this last year, what we've been doing is: they come in to Karen and I, we look at them, they get filed into an email-type system that we have so that everybody can see them. The director, myself and Karen can all see them. We connect with the staff immediately, once we see those. They get logged into the behavior partnership, and then that information, then, is used to be able to support the teachers and kind of give us direction as to where we need to go. Some of the trainings that we've seen, there's this big infrastructure of people around to create those behavior support plans and those kinds of things. Well, it's just kind of us. So we're very fascinated by the things that people are doing and how they're doing that and wanting to try and implement that in our program. I don't know how many of you guys saw Edie and Janelle yesterday, but they talked a little bit about how we taught to the expectations. So initially what we did was we took the expectations from our matrix and then we took a picture of the kids in the classroom and put on respect other peoples' feelings and property, and what that would look like. And then, on some of them ... This is for the bottom playground: to be safe you would wait your turn on equipment, you would go up the stairs and down the slide, the sand stays with the sand - because kids are always mixing everything, only people on climbers, as opposed to toys, so trying to write them in a positive way. But they were great teaching tools, I think, for us as teachers who were sitting in front of a group of kids that needed to have some of those things. And then we could say, then, if we were going out onto the playground, just as a reminder before we go out, "Remember, how are we going to be safe? How are we going to be respectful?" Sometimes the kids held the sign. Sometimes we would use them in different ways where it became more of a game. And I think, in that respect, we had a lot of buy-in because the kids were seeing it, the staff was seeing it, parents were seeing it. So we also, then, had a small set - you can see down there in that, on the far side there - of little ones that we would display. So we had little ones that then stayed up in the classroom all the time. So parents would see it. Kids would see it. They were the same picture, but they were just a smaller version of that. The next thing that I think was really important in what we did was that home-school connection. So when we first started, we obviously put up bulletin boards that were displayed for parents. And teachers created that, and so that's part of the staff buy-in. When you get your staff to buy in and they're sitting on these committees, they're creating the resources of the cards. They're working on the matrix. They're making the bulletin boards,. They're writing the information to go home to parents. All of that stuff helps staff believe in that, see value in it. They have to sell it. And so then they start living and breathing that. And they understand it in a better way, I think. We do daily reflections, which are a little write-up about what we did that day, we attach pictures to it, and then we email that out, in the middle of the day, to families. So that gave us a great opportunity to, when we were teaching an expectation, to write that expectation in there, talk about why that was so important, what that might look like at home, those kinds of things. We do, at least once a year, we have a focus on PBIS as the whole newsletter. There's always a little blurb in there about something. But a couple of months ago

we did one that was just everything that we do on social emotional learning. And that was really informative to parents. And it was helpful because it had lots of resources in it. We were able to give that out to them. We also created a little booklet that had the expectations in terms of coming in at the beginning of the day, at the end of the day, what that would look like for parents. So we created a little booklet with the expectations in it. We sent that home; we kept one in the classroom. We asked parents to read the one with their child at home, and once they read that book they could sign the pledge that we kept in our main lobby. And we really had a good turnout rate. We obviously had to remind them in the daily reflections about some of that stuff, but I felt like it was a pretty successful program. And then in this last year, that bottom picture there was in a couple of different places in our Center. We just had, "We are respectful." And as teachers saw kids being respectful, we would take those pictures and put them up on the wall. So they were seeing them; it was kind of a living, breathing, changing bulletin board where you never knew when your kid's picture was going to pop up there. So we had people stopping by to check that out. Karen talked a little bit about the stop signs. The stop signs that we have in the Center are a little person there, and it says, "Stop. Are you with an adult?" And we have them at all of our doors, so doors to outside, doors to the playground, anywhere where we didn't want a kid to be without an adult. So the home-school connection piece comes in when ... I had a dad come up to me one day and he said, "You know, my son just keeps waking up my daughter too early in the morning. But he really listens to those stop signs. Could you give me one of those so I could put it on her door so he will not wake her up in the morning before we call get up?" And so it was so easy, and we did that and sent that home. And that home-school connection is what really helps parents buy in to what we are doing. I hear it all day now as an administrator. You know, parents are now coming past the office going, "Oop, are you within an arm's reach? Remember to stop at the stop sign." It's become our culture. Parents talk that way. We talk that way. They hear us talk that way. And I make sure, as an administrator, to be able to say, "Hey, I heard your mom using some really great words." Parents are like, "I did, didn't I? I mean, they really get excited when you catch them doing well too. So I think that's pretty cool.

>> So when we're thinking about staff buy-in, we're thinking about intrinsic motivators, extrinsic motivators. What are some of your thoughts about what might be intrinsic and extrinsic motivators? Let's start with intrinsic, maybe. Yeah?

>> I think about the examples you gave at the beginning, of the person at the front desk.

>> Yeah.

>> Talk about a motivator to not be worried about what's happening to those kids crashing through the doors. You know? So that's absolutely going to reinforce families for having their child with them and wanting to have those signs up there so they know it [INAUDIBLE].

>> Right. So what she was saying is ...

>> Being successful is a big motivator.

>> Being successful as an intrinsic motivator. Anything else? Yeah?

>> [INAUDIBLE]

>> Is it meaningful? Yep, absolutely. How about some extrinsic motivators? They're a little bit more endless, right? Yes, go ahead.

>> One of the programs that I've been involved in, they do a lot of the staff buy-in before they actually implement the program, but they have compli-mints, and the staff [INAUDIBLE] and other little candy mints.

>> So she was saying that for staff they did compli-mints, so the staff were able to have mints when they did something well.

>> [INAUDIBLE]

>> Yes, you, Ms. Edie.

>> Food!

>> Food?

>> I motivate my staff all the time by bringing in doughnuts and chocolates, and to let them know that I appreciate their hard work and the extra time they put into the classroom, you know, good teamwork. So, food.

>> Food. Yeah, I will say that the chocolate bowl on my desk gets very heavily used. I don't know if you've all been to the gift shop, but they have something down there that says, "Chocolate makes everything better." Well, I bought one to put on the chocolate dish.

>> Want to do that next?

>> Yeah.

>> I wanted to add, it seemed like it was challenging for people to really think about those intrinsic motivators, and I think - this is my thought. Maybe you agree, maybe you don't - it is because it's so individual. It really is different for every person. So you have to think about what is it that motivates you that's: is it being successful? Is it that it's meaningful? Or is it something else? But it really is very personal, and it's individual. And you have to think about that when you're thinking about trying to motivate your staff. Sure, the treats and the food and all the baked goods that Edie brings in and walks right past my office down to her room with are great, and they are. And they can help in the moment. But what really, I think, keeps people going is that intrinsic motivation, that want to do more or better, for whatever reason. Katie?

>> I'm not sure if this fits in here, but I just love the idea. I recently saw where you had your behavior matrix of what it looks like in the classroom and what it looks like at home. They also have what it looks like with the staff. And one of the areas was the staff parking lot. So people would know what kind of things you wanted to encourage with each.

>> Okay. So thinking about a behavior matrix not only for children, but for families and for staff. Separate ones for staff. So really looking at what people are really interested in and what motivates them, and the parking lot was one. I know. That's a big one for us. We've talked about parking. We're low men on the totem pole for university parking. So while our parking lots aren't very far from our buildings - sometimes they are, but there is a lot right in front of our building - and the food and housing people get there, you know, at the crack of dawn, so they take up the whole lot, and we end up parking. But we do have drop-off spaces, and we are able to give, if a therapist comes or a parent comes and needs to spend more time there, we have these pink parking passes that are temporary, and they park right out front in those drop-off spots. So we've often talked about making one of those, like a prize kind of a thing for somebody. Because it is; it's a big deal to just be able to park out front and walk in the door, rather than having to spend an extra 10 minutes hoofing it to the building. So that's interesting that you brought up parking lot. Yes?

>> I want to say something about the intrinsic motivators. I think it's so complex when you're working with children.

>> Mm-hmm.

>> It goes with your own upbringing.

>> Mm-hmm.

>> It goes with, if you've already raised your kids, how did you raise them. Did you do it ... You're saying I did it wrong because this is better?

>> Mm-hmm.

>> It goes with [INAUDIBLE] "I want things to be better," and the ability to, like, we look at it and say, "I can change some of that."

>> Mm-hmm.

>> I think when we work in early childhood, specifically, there is a lot of intrinsic motivation, that is, or lack of motivation ...

>> Mm-hmm.

>> That comes naturally from your life experience ...

>> Mm-hmm.

>> And wanting to see things. So I think that's why it's so complex, and sometimes why you run into people that have such difficulty with staff buy-in, because they're holding fear how they were raised.

>> Right, right, sure.

>> So it's very complex.

>> Right, absolutely. So the comment was that everybody brings with them all their life experiences and how they were raised and how, maybe, they raised their children. And bringing that with them into an early childhood environment, sometimes it's hard to let those things go. So that you can sway the motivation one way or another, depending on the situation. Yes, in the back?

>> It all ties together when we use a BOQ and do our action plans. Staff buy-in is one of the motivators. And I think that it changes, just like it changes for the children, based on the culture, based on the children in the classroom ...

>> Sure.

>> It changes based on the time of year.

>> Mm-hmm.

>> Early in the year, some simple add a girl, add a boy, is great for staff, but once they get entrenched in it and it's a daily grind, sometimes even this little piece of chocolate doesn't do it.

>> Mm-hmm.

>> So you have to look at what's going to motivate your staff. And it could different from ... We have six buildings; it's different from building to building. So it's a cultural thing, it's based on the staff that are there. And it's the same way then with the staff buy-in: what is it ... You have to examine those values and talk about them and put them on the table.

>> Right. So talking about those -- what motivates people and how it really is, can be very different from ... You know, they have six buildings, so it's very different from building to building, and thinking about looking at each of them differently. And I would say it's probably even different classroom to classroom. So, yeah. It's definitely important. Like I said, it's very individual. Yes?

>> Also, I think staff-selected motivators are far more meaningful than administrator-selected motivators for the staff. Like, I find in our building, when the staff were the ones who sort of picked the things to celebrate, or like, let's have, for our teacher appreciation week, let's have a massage therapist come in, and each person gets 10 minutes of a massage. Or what do we really want this morning? We want a coffee cart to come around to our room. And so when the teachers are the ones who are coming up with the ideas, they tend to be a little bit more meaningful and appreciated.

>> Right. So when the teachers come up with the things, what motivates them, rather than the administrators, it's definitely more meaningful, and it has a better effect, right? Yes?

>> Does anybody have any suggestions for extrinsic motivators for single site centers? So our center has a lot of sites. Some sites have one classroom.

>> Okay.

>> It's a little bit more difficult to motivate, maybe, the three staff that work there. But a coffee cart idea is awesome, and I want that.

>> Right. I know Kim is going to talk a little bit about some of the things that we do in our program, so that might help. So the question was about a site that only has one classroom, you know, looking at how to motivate those three teachers in that, versus a whole buildingful of staff. Anything else before we just move on? 'Cause I feel like our time is going quickly. No? Okay. So this comes from "The Heart of Coaching" also: "Four intrinsic rewards that drive employee engagement." And they're a lot of the things that we've talked about already. Meaningfulness: so, is it meaningful to the individual? So thinking about that. Competence. Feeling competent, feeling successful with something: that's important. Choice, okay, in how the work gets done or what the process is. And then progress: you know, being able to see that they're moving towards those goals and objectives and being successful with it. So keeping those things in mind, they're all things we already mentioned, but this just reinforces that idea about how important that is. Back to Kim.

>> One of the things I think is important, too: Just as we started our time today by asking you guys what your expectations were for this session, I think that it goes back to making sure your teachers have a voice. You know, when you're talking about staff buy-in, did they have a say in how this process got implemented, and what are gonna be the motivations or the rewards? So one of the things we changed a little bit in this last year was we implemented something called a golden ticket. This came from last year's forum that I attended. So what we did when we were talking about the expectations and we talked about that roll-out time period that we had in the fall, each week we would talk about a set of expectations, and teachers would get the golden tickets, the small, little square one there, to give to the children. Anytime they saw the kids completing something that was successful during that expectation week, they were quickly checked off: was it safe, was it respectful, and who it was to. And that would go with the kids. Sometimes we gave them to teachers. Sometimes we gave them to parents, as well. I kept some in my office so when I would see or her a parent or a child doing that, they were given. And then after that time of the rollout ... I mean, we were gave out lots and lots and lots of golden tickets to kind of set the stage for what the expectations were. And then we moved into what the longer ticket there is, with the explanation of why you were getting this golden ticket. And we rotated that around for the staff. So I created a system where every couple of months you had a day to be the golden-ticket-giver. And it didn't matter whether it was a kitchen staff, whether it was a staff assistant, whether it was an administrator, whether it was a teacher from an infant-toddler room: whoever they saw following an expectation, doing something kind and helpful, they were given a golden ticket. And so it was just to really reinforce that positive behavior. And so even now, you know, sometimes I'll just write them out to a staff and give them out. Definitely the kids love them. They're like, "Oh! I got a golden ticket today!" That's pretty exciting for them. So it's just a way for that to be carried over to take home sometimes.

>> These were some of the incentives that we did for staff, because we wanted them to buy into the program. We were asking a lot for them. You know, you already have kids with challenging behaviors, we're asking you to do this rollout, we're asking you to fill out the BIRs and create these behavior plans. So we gave little candy notes; sometimes it was a handwritten note. Sometimes it was sharing successes in our weekly meetings that we had with staff or in a staff meeting in a monthly meeting. The director

keeps Lottery tickets in her office; that's what she gives out when she sees something, so she every-so-often gets a roll of Lottery tickets. We do have times when we just say, "Hey, we're going to bring in snacks; they're in the blue room. Thank you for everything that you're doing." And then, the little candy notes ... I don't know how many of y'all use Pinterest; I'm a little addicted sometimes. But they have really great ideas for little sayings that go on things. Like this one, on the bag of chips says, "You're all that and a bag of chips." And then I just write a little note and say, "Thank you for being in charge of the community service committee and collecting all the donations." You know, something as simple as that, but it does make somebody feel recognized for the work that they do. And I think that goes a long way. I'm going to go to the next one, yeah. These were just some other ones. There in the corner are ones that we've just printed off. And as a committee, we have different members of the committee at different times have sat together and put all the little stickers on the M&M bags and whatnot. And those stay in a bin in my office, and teachers give them to other teachers, so it's not just administrators giving them. Everybody knows where they are. They come in and they get them. They'll say, "Oh, I'm going to give this to Mr. Matt because he helped me do this," or "was really kind in doing that." So, it's really nice when teachers are doing that for other teachers and not just always administrators needing to do that. So ... Yeah ... Sorry.

>> Sure. So this one was another one. We actually ... for whatever reason, I don't even know why ...

>> [INAUDIBLE]

>> Oh, yeah. So when we built the building I guess we had some extra nails left over, and so we found them and ... Yeah. And so Karen actually painted them gold/ And we made this little sign that says, "You nailed it," and it gets passed around the Center. There's two of them right now being circulated. A teacher just writes a little note, says what they think that that teacher did really well, and then it just kind of is passed around from teacher to teacher. So I honestly don't know who has it right now, but I do know it's in the building somewhere.

>> So these are just some other little things. The tea for "You're Tea-riffic," the Lifesaver one. There's a chocolate chip cookie one. There's just different things like that. And so I just literally keep a drawer of these things in my office. Our PTO actually donated money for us to get some of them, and then Heather and I as the director, we also just buy a bunch of stuff and keep in there, and so that whenever something is happening, we can kind of do that in that moment. Teachers can come and get that. Okay.

>> So, the other thing that happens quickly at the end of our ... When we fill up those buckets - we call them bucket-fillers - with the golden tickets, bucket-fillers, whatever it might be. So in the classroom, they have the opportunity to, as teachers, reward those kids how they see fit. The kids will often decide what kind of party, let's say, or special celebration they want to have once their bucket is full. And then they'll have a day of celebration or some kind of acknowledgment of that in the classroom. And then, in that middle picture there is a sand tower that we have in the lobby of the building, and as each classroom would fill up a bucket in their classroom, they would come up and put some sand in that bucket. And then when it was full we had a Center-wide party. And so we've had an ice cream party, we had dance parties with bubbles on the playground, and each time we ... This last time there were pine

cones in the sand container. So it was different; try to make it a little bit interesting. But the kids really get into it. As soon as I walk into the classroom, because I'm kind of the organizer of the party, let's say, and they'd be like, "Did you see? Our bucket's almost full!" And so they get really excited about that. Go ahead.

>> It really helps for all the staff to know they're all working towards the same goal also, so not just the kids but the staff get excited about it, as well.

>> So people say that motivation doesn't last. Well, neither does bathing. That's why we recommend it daily. So when you think about those intrinsic versus extrinsic motivators, you know, try and balance that, I would say, in your program as much as you can, with children as well as with staff. The next part is just about reflecting. We talked a little bit about that and what that looks like in our program: going back to those meetings, looking at the benchmarks of quality, allowing for mistakes. There are definitely things that we're like, "Well, maybe we should do that a little bit differently now," or, "That didn't really work." The BIRs have been a process for us in what's working and what isn't working, and we needed the feedback from teachers to be able to say, "Look, I'm turning these in, and I don't feel like we're doing anything with them, so why bother?" So we needed to be able to hear that feedback in order to make it a better outcome for teachers and for kids. So ... And then, I already really talked about this, was just what we did differently this year with the new rollouts, and created the little PBIS song that the parents and kids still sing, and the golden tickets, the Center-wide party, and just kind of reflecting on that. So ...

>> So just another quote ... I'm big on quotes. I think they say a lot in like a really brief ... "Old habits can't be thrown out the upstairs window; they have to be coaxed down the stairs one step at a time." So, thinking about that as you're working with teachers, you know, making a change doesn't always come just like that. It takes time, and it's individual also. Some people can just turn it around instantly almost and some people it take a little bit longer. So just keep those things in mind. Just like kids, you know? We have to work individually with kids. We have to look at our staff the same way.

>> All right, so, back to that, "Why do people fail?" Right? You've all been just anxious about that, waiting, right? Where is it? There it is. So number one, they don't know what they're supposed to do. Two, they don't know how to do the task. Three, they think they're doing it right because they have no feedback. Four, they don't know why they should do it. Five, they face obstacles beyond their control. Six, they don't think the new way will work. Seven, they think their way is best. Eight, they're not motivated. Nine, they're incapable of doing the task. Ten, they do not have enough time to do the task. Eleven, They have the wrong priorities. And twelve, they're poorly-managed. So I don't know how well you did, and it doesn't really matter. What I wanted to tie this into ... And I believe you have the slide, so I'm going to move on to the next one. So looking at this: creating and managing complex change. And I've seen this used at the state-level many, many times. Thank you, Sue Zeiders. I don't know where it came from other than from Sue Zeiders. So ...

>> [INAUDIBLE] gets credit for this, but I'm not sure exactly [INAUDIBLE] either

>> It's Julie Amwoods.

>> Julie Amwoods is great at that. So thank you, Julie Amwoods. But I like to use this because it looks at all pieces of change that are necessary to get lasting results. You do have a full-page handout of this also, just because I think it's a nice thing to be able to share with people. So looking at vision and skills, incentives, resources, and an action plan, that and having all of those things together will get you lasting results. If you pull one of those out, you're going to get a different result. Okay? So you pull out the vision, you get confusion, because people don't know what they're supposed to do, right? They don't know where their direction is. You take out the skills, you get some anxiety, because people don't know how to do it. You take out incentives, you might get some gradual change, because people aren't necessarily motivated, right? You pull out the resources, you get frustration, because people are trying to do the work and they can't. They don't have time, they don't have the materials, whatever that might be. You take out the action plan, and you get false starts. Okay? Because you don't have those steps that you need to get to where you're going. So one of the things was I looked at that last slide here, the "Why people fail." So I think both of those slides of yours are on the same page, so it might be easier for you to look. But what I did was I compared the reasons why people fail to this graphic and thought about, you know, if you look at vision, if you take that vision out, you're looking ... Hold on ... It won't go. There it is. So people don't know why they should do it, number four. Right? If you take out the skills, you're looking at pretty much number two, they don't know how to do the task and number nine, they're incapable of doing the task. So that's without skills. Incentives: if you take out the incentives, you're looking at number eight, they're not motivated. If you take out the resources, number ten, they don't have enough time to do the task. If you take out the action plan, number one, they don't know what they're supposed to do, and number eleven, they have the wrong priorities. Okay? Looking at that Why People Fail and comparing it to that whole change process, you know, they go hand-in-hand. So you really have to set people up to be successful as best that you can, just like we do with kids. Right? Any questions or comments about that?

>> I love this because it's so much [INAUDIBLE]

>> Mm-hmm.

>> The stuff that really sinks peoples' ships are those bottom-of-the-pyramid things of not knowing expectations, you know, it's the relationship and environment settling all that up.

>> Right.

>> And like you said, this is grown-ups as well as kids.

>> Right.

>> Mm-hmm. So what Sue said was that this is really that bottom-of-the-pyramid stuff. It's the stuff that will sink your ship if it's not set in place, right? So, true that, for sure. All right. I know Mike's going to give me the five minute sign. Oh, there's the sign. Which is good because we're right at the end. So what we were gonna do, we were gonna give you a few minutes to do some planning. You have a handout at the very last page. It's just a planning sheet, you can take it with you, use it or not. But just think about some things you might do to get your staff engaged and bought-into what you're trying to do. But we'll

leave the last couple of minutes for any questions or comments that you might have. Or for the code, right? Because that's what everybody really wants, right? Do you feel that we shared, that the expectation was met that things were shared? I see a couple thumbs up back there. Oh, great. Excellent. Well, if you have any questions, our contact information is there. We'll be up here. So thank you all. We appreciate it. You've been a great audience.