



Preschool Pyramid Model Practices Session 2

High-Quality, Supportive Environments

mimtsstac.org



Acknowledgments

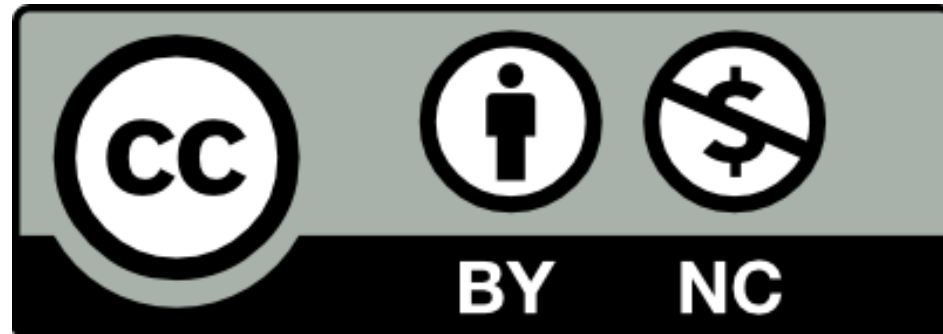
The content for this training day was adapted with permission from the preschool Pyramid Model practices training modules developed by the National Center for Pyramid Model Innovations (NCPMI)

Additional acknowledgments:

- Unpacking the Pyramid Model book
- Instructionally Enhanced Pyramid Model Classroom Implementation Guide

Thank you to all our Michigan preschools who contributed examples to the content!

Creative Commons License Information



You are free to share or adapt the resources for non-commercial purposes. We ask that you always attribute MiMTSS TA Center. All publications, materials, and resources on this site are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Chat, breakout rooms, polls, reactions, unmute
 - Ask questions

Purpose of the Series

The Pyramid Practices sessions are designed to equip teaching staff with the information they need to implement the Preschool Pyramid Practices with fidelity, leading to improved social and emotional outcomes for children

Intended Outcomes

- Describe the critical features of a classroom schedule
- Practice building routines for activities in your classroom
- Describe ways to engage children throughout the day (e.g., transitions, large group, small group)
- Identify ways to develop, teach, promote, and acknowledge expectations and rules

Agenda

1.0 Schedules and Routines

2.0 Transitions and Engagement

3.0 Rules and Expectations

4.0 Wrap Up and Next Steps



Activity 1

Let's Review!

- Take a moment to think about what was covered in the previous session related to **Nurturing and Responsive Relationships**
- In the next two minutes, write as much information as you can remember related to relationships with children, families, and staff; try to write continuously for the whole time
- When prompted, record some of the key words or phrases that you wrote into the chat

High Quality Supportive Environments

- Designed to meet the needs of each and every child
- Facilitate the independence of each and every child
- Each and every child knows what to expect and is engaged

Classroom environments should provide **clarity, consistency, and predictability**





Activity 2

- Review the **High-Quality, Supportive Environments** section of the Pyramid Model Practices Implementation Checklist:
 - Schedules and Routines (pg. 6)
 - Modifying Curriculum and Transitions (pg. 7)
 - Providing Directions and Expectations Across Routines (pg. 8)
- Place checkmarks next to the items that you do consistently well
- Star the items you want to learn more about or possibly get support from your Classroom Coach
- You'll be using this checklist during your coaching sessions!

1.0 Schedules and Routines

Why are Schedules Important?

- Provide predictable structure
- Teach children what is expected of them and what to expect during the day
- Remind children what they should be doing
- Let children know what is coming next
- Increases engagement



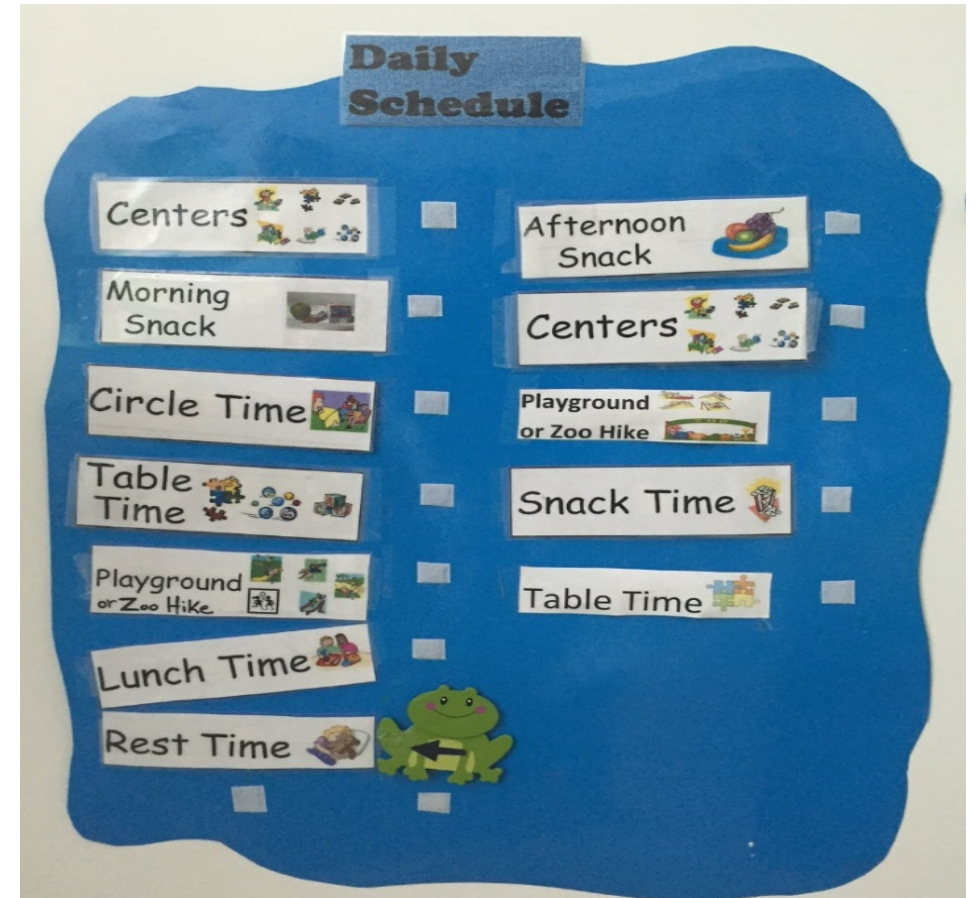
Developing Your Schedule

1. Minimize transitions
2. Balance teacher-directed and child-directed activities
3. Provide ample time for child-directed play
4. Balance large and small group instruction
5. Balance active and passive activities

The **Balancing the Daily Schedule** handout in your materials provides an example and a template to build your own

Effective Visual Schedules

- Include all major activities of the day
- Include visuals for each activity
- Post at a level for each child to manipulate the schedule
- Indicate the passing of time
- Include visuals that can be used for noting changes to the schedule
- Include home languages and pictures that reflect each child's culture



Teaching the Schedule

- Review **daily** with the whole class
- Show the visuals and label the activity
- Show the passage of time
- Introduce “first, next, then” language
 - “First, we’ll have snack and then centers.”
 - “First, we have morning meeting. Next we eat snack, and then have centers.”
- Ask children questions about the schedule
 - “What are we doing now? What did we just do? What will we do next?”
 - “Do we go outside before or after lunch?”

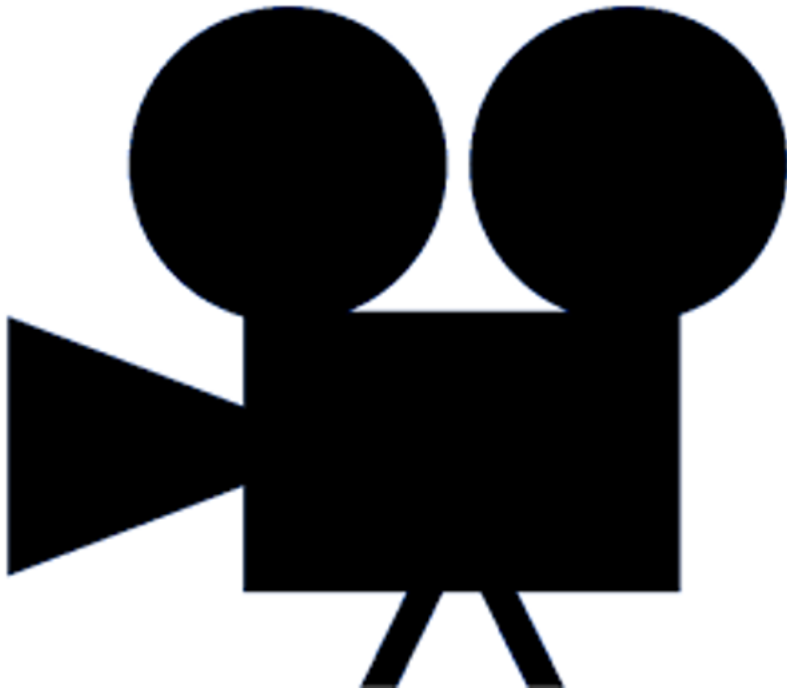


Refer to the Schedule Throughout the Day

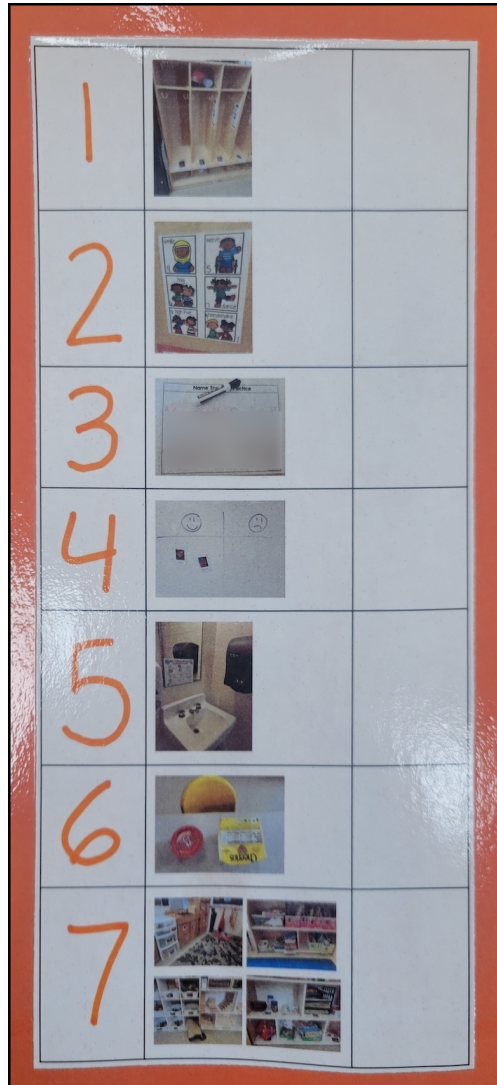


- Every time the whole class is together
- If the schedule is changing
- If children are unsure about what to do

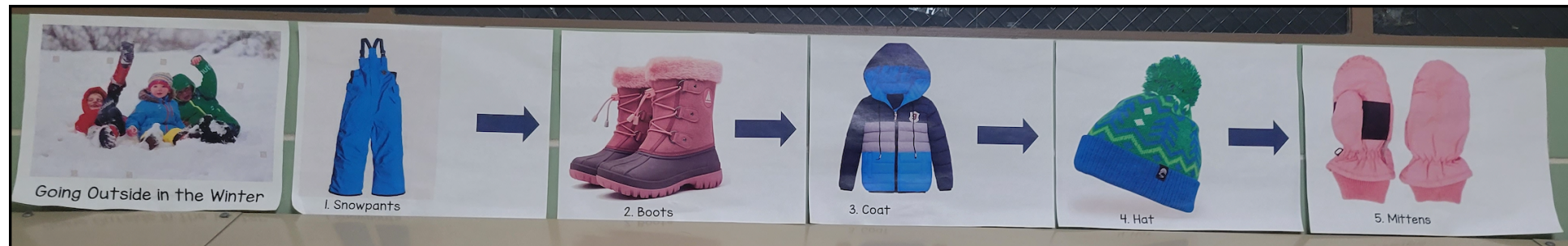
Video: Reviewing the Schedule



What do you hear the teacher prompting?



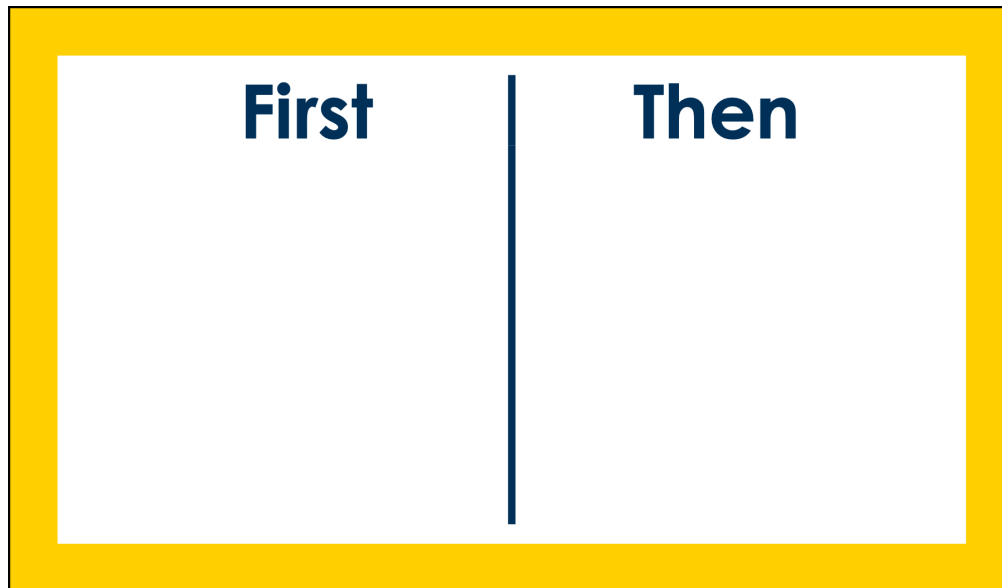
Mini Schedules and Individual Schedules



Resource: First-Then Boards

Visual Supports

- Daily schedule cards for families; can be adapted for classrooms
- First/Then boards





Activity 1.1

- Think about your current schedule in your own classroom or a classroom you support
- With your small group, answer the following questions:
 - How are you already using visual schedules in your classrooms?
 - How often is it talked about during the day?
 - How are children involved?
 - How have you individualized the use of a schedule for specific children?
- Identify a reporter who will share one key idea when we come back together as a whole group

Importance of Routines

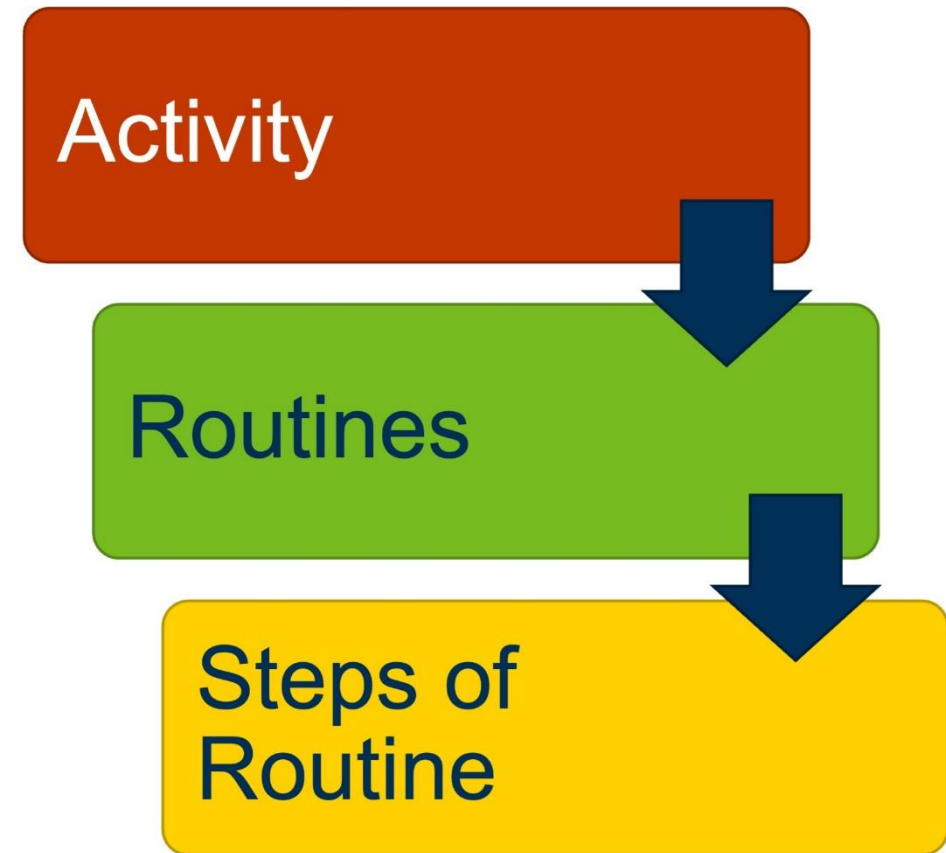
Consistent routines support children's:

- Independence (because they know what's expected)
- Participation and engagement (because they know what to do)
- Learning (we can embed goals and promote learning at the next level)



Building Routines

- Activity: Core things you do in the classroom daily
 - Components on the Daily Schedule (e.g., Arrival, Snack, Circle Time, Centers)
- Routines: Main things that happen during an activity
- Steps of Routine: Things that happen during the routine



Identify Routines and the Steps of Each Routine

Activity: **Arrival**

Routines During Arrival:

- Unpack
- Wash hands
- **Sign in**
- Eat breakfast
- Table time activities

Steps of **Sign-In** Routine:

- Read question of the day
- Find picture
- Move picture to yes or no to answer the question of the day
- Get marker
- Find name on sign-in sheet
- Write/trace name
- Put marker away



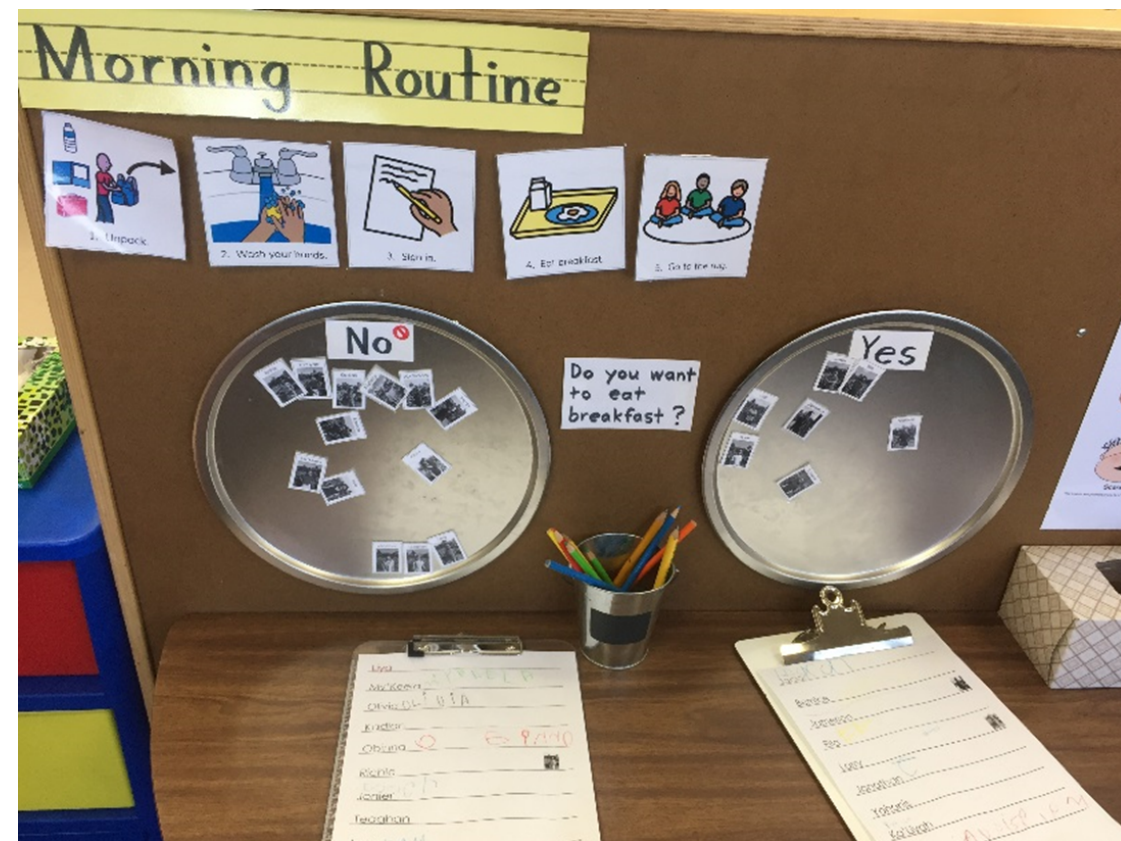
Activity 1.2

Let's Practice!

- Locate the **Building Routines** handout in your materials
- Think about the activities in your own classroom, and choose either Arrival or Circle Time as your Activity
- Write out all the Routines for that Activity; put each Routine in its own row
- Begin recording the Steps of the Routine for at least one or two Routines

Routines: Teaching and Reinforcing

- **Teach** within the context of the routine
 - Introduce, model, & role play
- Incorporate **visual** supports
 - Create a visual and pair it with verbal directions
 - Display the visuals as a reference
- Provide positive descriptive **feedback**
 - Connect feedback to rule/expectations



Promote Active Participation

- Choices within routines:
 - Activities
 - Order in which to complete activities
- Supporting routines with visuals



Structuring Routines

- Create clear steps so children know:
 - What they are doing
 - How they're making progress
 - When they're finished
 - What comes next
- Provide visuals to support all children to follow steps of the routine



Providing Feedback During Routines

Provide **positive, descriptive statements** about how children are appropriately engaging in routines or completing steps

Thank you for helping your friend get their coat and stand on a shape, that's being a team player!

You did it all by yourself. When you finished snack, you threw away your trash and chose a book.

You signed in and came right over to wash your hands!



Activity 1.3

- Independently, write down brief answers to the following questions
 - Why are routines so important?
 - Why is it important to identify all the steps in classroom routines?
 - What is one thing you heard in this section that you will continue to do or do more of in the future?
- Be ready to share your responses

Supporting Families with Schedules and Routines

NCPMI provides a number of resources to guide families in the use of similar practices on the [Family Engagement page](#) of their website

- [Help Us Have a Good Day!](#)
- [I Brush My Teeth Example](#)
- [Backpack Connections: How to Help Your Child Have a Successful Morning](#)

How to Help Your Child Have a Successful Morning

I Brush My Teeth Example

Help Us Have a Good Day! Positive Strategies for Families

Give me choices
Do you want your breakfast in the orange bowl or the green bowl?

Remind me of the rules
Remember, we keep ourselves safe, so go up the steps, down the slide.

Help me know when something is going to end/change
Five more minutes until dinner.

Backpack Connection Series

About this Series
The Backpack Connection Series was created by TACSEI to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

The Pyramid Model
The Pyramid Model is a framework that provides programs with guidance on how to promote social emotional competence in all children and design effective

Change the wording to make it specific to your child.
Example: My Mom sets a timer for 2 minutes.

2.0 Transitions and Engagement

What is a Transition?

- Movement from one location to another
- Changing from one routine to another
- Changing from interacting with one person to another
- Switching from one activity to another



Why might children have difficulty with transitions?

Effective Transitions

Why

- Keep children engaged
- Decrease the likelihood of challenging behavior
- Have strategies for supporting the whole class and strategies for supporting individual children

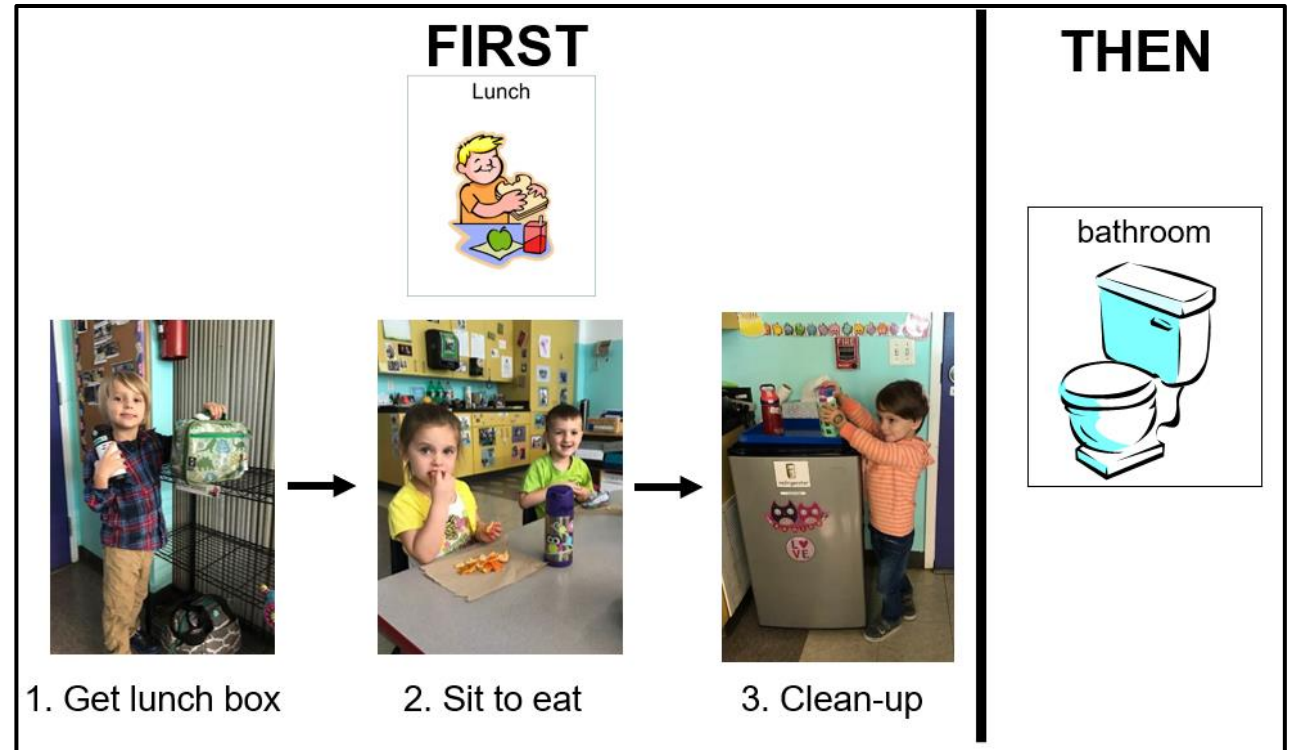
How

- Prepare children ahead of the transition (i.e., transition warning)
- Make transitions engaging
- Help children move smoothly to the next activity

Expectations for Transitions

Clearly state the steps and expectations of each transition

- “Before we go outside, stop at your cubby and get your coat and gloves.”
- “We are going to centers. When I call your name, put your mat away, get your picture, and choose a center.”



Structuring Transitions

Schedule

- Minimize the number of transitions across the day
- Minimize the transitions that require all children to do the same thing at the same time

Adults

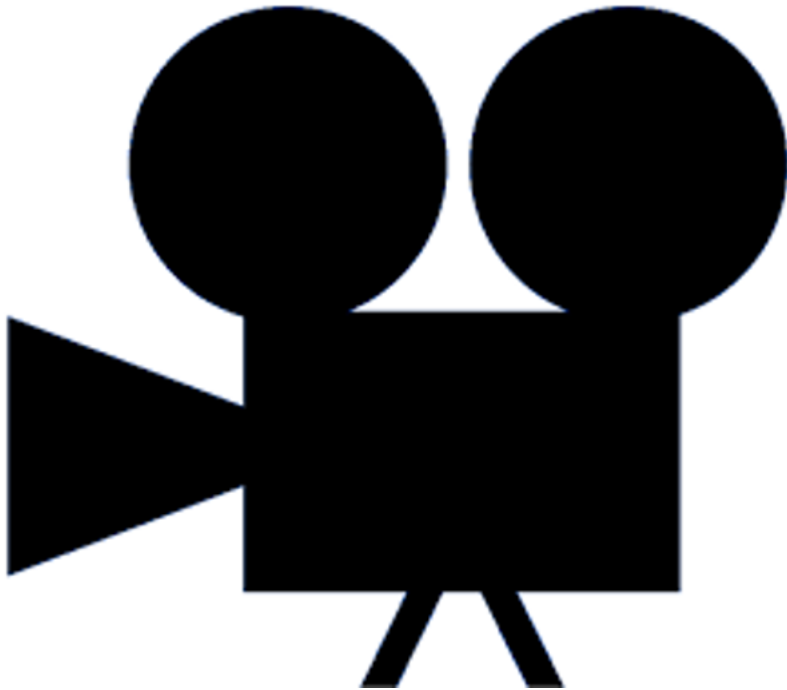
- Assign roles and responsibilities with the classroom team
- Strategically place teachers during transitions

Children

- Think about which children might need additional support to transition successfully
- Use visual cues or be ready to give additional prompts



Video: Transition to Clean Up



What strategies do you see the teacher using?

Transition Planning Matrix

Transition	Child Expectations	Lise	Louise
Centers to Morning Meeting	Clean up Help others near them Come to carpet	Give 5 min clean up warning Turn on clean up song On carpet starting Morning Meeting	Give 2 min clean up warning Assist children with clean up Sit with children during Morning Meeting

- There is a **Transition Planning Matrix template** provided in your materials
- How might this be helpful in your classroom?
- How might it help you think about individualizing?

Individualizing Support

- Provide individual warning
- Give the child a transition job
- Allow child to transition first
- First-Then or other visual
- Provide transition item
- Embed preference
- Read a scripted story that includes the steps
- Use positive encouragement and feedback



Supporting Families With Transitions

NCPMI provides a number of resources to guide families in the use of similar practices on the [Family Engagement page](#) of their website

- [Helping Children Transition Between Activities](#)
- [Visual Supports for Routines, Schedules, and Transitions](#)
- [Backpack Connections: How to Give Clear Directions](#)

How to Give Clear Directions
Brooke Brogle, Alyson Jiron & Jill Giacomini

"Why do I have to repeat myself time and again?" "Why
Make sure

NCPMI
Helping Children Transition Between Activities

For some young children, moving from one activity to another, playing outside to bath time, watching a video to a new or challenging behaviors. Adults can help make these transitions smoother.

Strategies

- **Use a timer** (e.g., Show timer and say, "5 minutes of play and then dinner.").
- **Provide a verbal warning that activity is going to end and a new activity is going to begin** (e.g., "We'll finish this book, then brush our teeth and go to bed.").
- **Ask your child if they would like to use a transition object or toy with them** (e.g., "How about truck comes with us? I bet he would live next to your car seat!").
- **Use first/then language** (e.g., "First, clean up your dishes, then we play blocks together." or "First, brush your hair, then play in the bath").
- **Use visual supports.**
 - visual schedule
 - first/then board
 - cue cards

Download instructions and templates at: https://challengingbehavior.ncpmi.org/docs/Routine_cards_home.pdf

NCPMI
Visual Supports for Routines, Schedules, and Transitions

Introduction

Visual supports can help children learn new skills and prevent challenging behavior. Visuals help young children learn and follow routines by helping them understand what is happening "now" and what is going to happen "next." Visuals serve as reminders for verbal directions and help children know exactly what is expected of them.

Use the following visual cue cards and templates to develop visual supports that work for your child and family!

Visual Schedule

Schedule

Go to the Bathroom
Wash Hands
Put on Pajamas
Brush Teeth
Read a Book
Bed Time

First/Then Board

First
Clean Up

Then
Screen Time/TV

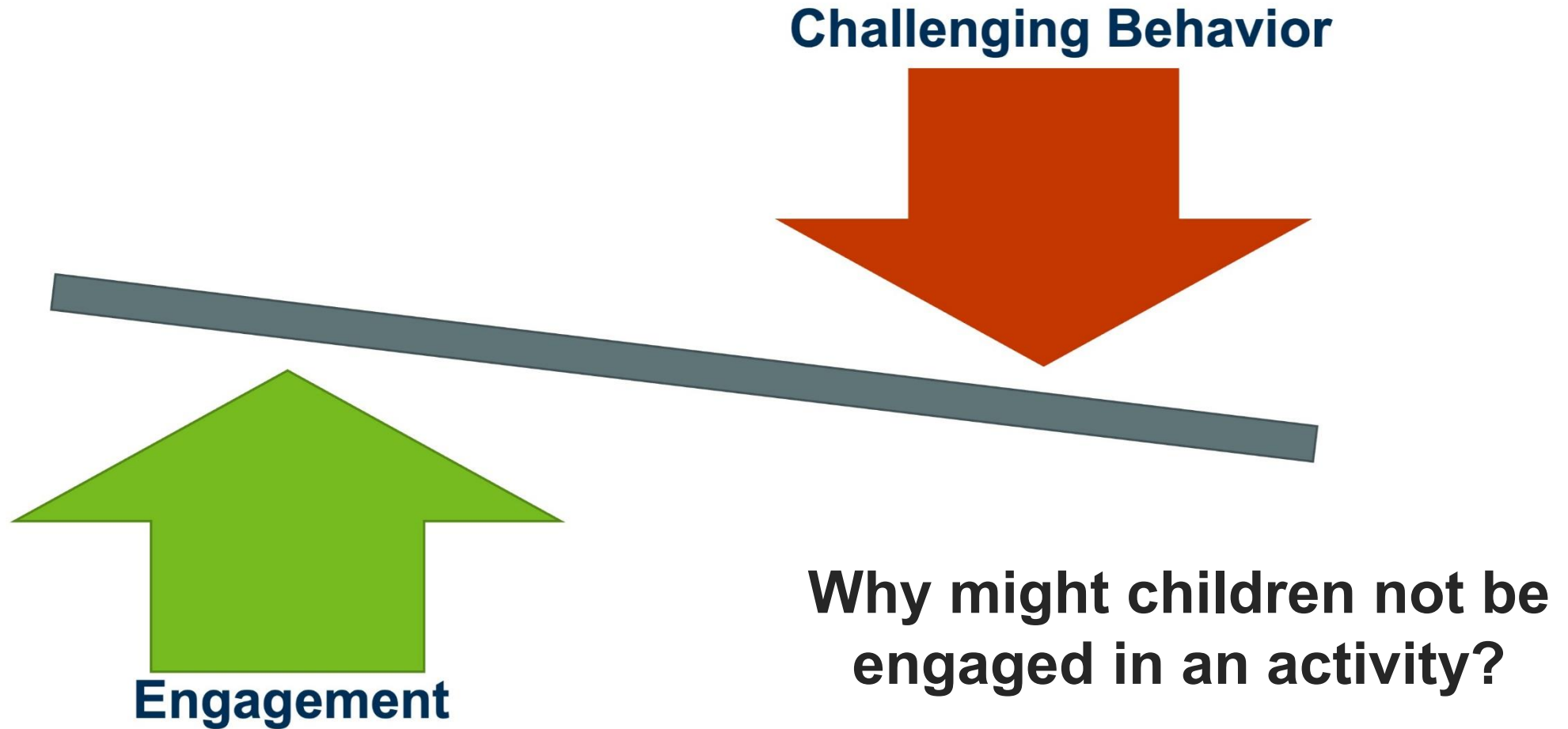
Finished

What is Engagement?

- Engagement: When a child is actively attending to or participating in an activity
- Could include:
 - Following directions
 - Communicating to an adult or peer
 - Using materials
 - Playing with a peer
 - Listening to a story



Engagement and Challenging Behavior



Group Engagement Strategies



- Keep activities to 20 minutes or less
- Provide predictability
- Only continue with an activity if most children are engaged

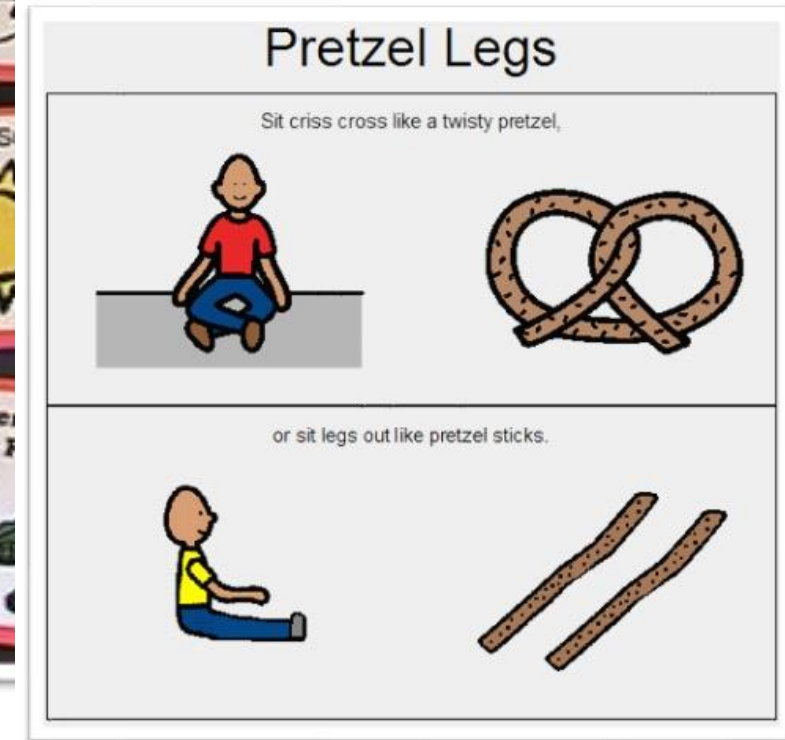
Increasing Engagement Throughout The Day

1. Choices
2. Scaffold Engagement
3. Feedback
4. Modifications



1. Choices

- Fundamental element of developmentally appropriate practice
- Essential to maintaining engagement and supporting active learning
- Powerful prevention strategy that can result in decreases in challenging behavior





Activity 2.1

- Consider how you are already providing choices in your classroom
- Using the link provided, identify ways to provide choices during each of the following activities:
 - Large group
 - Small group
 - Centers
- Be sure to consider ways that you already provide choices and new ideas you'd like to incorporate into your classroom

Increasing Engagement

2. Scaffolding

- Use **visuals** to help children understand the activity and sequence
- **Change** activity when children begin to lose interest
- Intersperse **preference** of the group or a child (e.g., favorite song, play interests) in an activity that is less familiar or more difficult

3. Feedback

- Focus on making **positive comments** about appropriate social behaviors, engaging in expectations, following rules, and participating in activities
- “John, it was fun to have you singing with us!”
- “Emelia, thank you for raising your hand quietly”

4. Modifications

- Environmental arrangement
- Materials modification
- Simplify the activity
- Special equipment
- Peer support
- Adult support
- Invisible support



Developed by the National
Center for Quality Teaching and
Learning



Activity 2.2

- Locate the **Promoting Engagement Activity** handout
- With your small group, choose either the large group, small group, or center scenario
- Read the scenario and determine how you would modify this activity to re-engage the child(ren)
- Use the **Curriculum Modification** handout as needed for ideas
- Designate one person in your group as the reporter; they will be sharing your group's response

Positive Directions

- Keep directions simple, short, and specific
- Use a calm, neutral tone, and be near the child
- Tell the child what to do rather than what not to do
- Providing additional support to individual children as needed
- Acknowledge children when they follow directions



Activity 2.3

- Read the following statements and decide how they can be changed in order to make them clearer and more efficient:
 - Can you please sit on the carpet right now?
 - Do not run in the hallway!
 - Will you please clean up all the blocks in the block area?
- Be ready to share your responses

3.0 Rules and Expectations

Behavior Expectations

- Apply to staff and children
- Create a shared focus
- Provide a consistent language for staff, children, and families
- Communicate positively what is desired
- Shows children how they can be successful
- Tells children more than **what** to do in the classroom, but **why** it's important for the program and community
 - Using our listening ears is being respectful of our friends
 - Walking in the hallway is important because it's being safe

Expectations, Rules, and Challenging Behavior

Expectations help children learn how to interact with peers and the environment

Rules help children understand the behaviors that are expected in different activities

When expectations and rules are taught, children are more likely to develop social-emotional skills

Children are less likely to engage in challenging behavior

Expectations and Rules are Different

Expectations:

Give children the WHY



Rules:

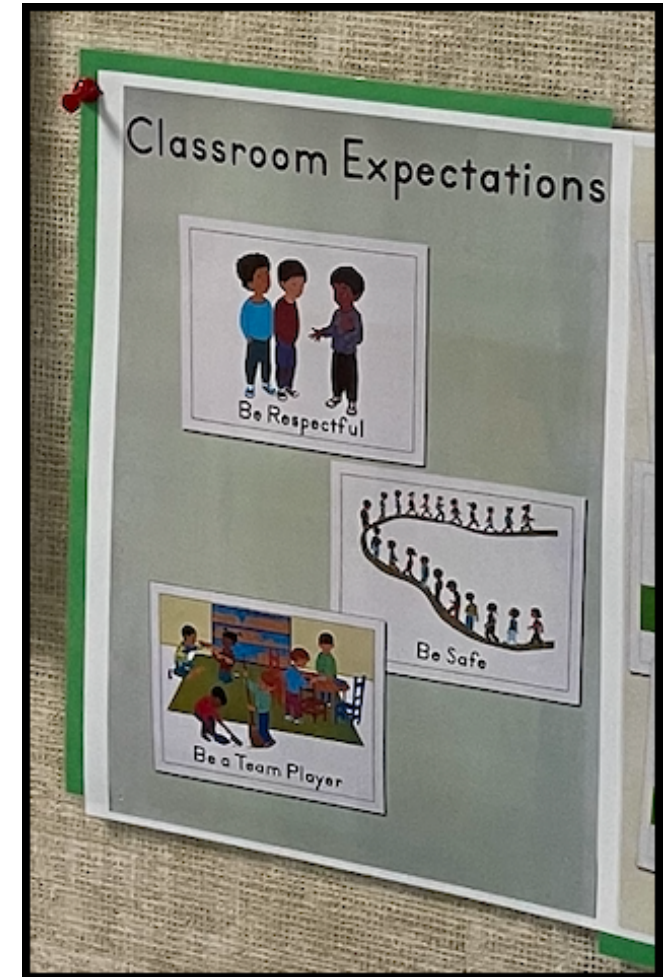
Tell children WHAT to do



Expectations Examples

Common Options:

- Respect Each Other
- Stay Safe
- We are Team Players
- We are Peaceful
- Show Kindness
- We are Responsible
- We are Honest
- We are Friendly





Activity 3.1

Time to Share!

- Consider if expectations might already exist for your program in some way:
 - In your curriculum?
 - In the elementary school in which your program is housed (e.g., if the elementary school is implementing school-wide PBIS)?
 - Being developed by a Leadership Team with staff and family input?
- If so, do the current expectations align with the context and developmental level of the children in your program?

Defining Rules

Rules help clarify expectations for specific settings; they may only apply in certain settings



Example: Circle Time Rules

- Be ready to listen
- Find a spot just for you
- Face toward the teacher

Developing Expectations and Rules

- Positively stated
- Limited in number (5 or fewer)
- Include a visual representation
- Consider the skills that children need to be successful



Considerations: Developing Expectations and Rules

- Get families' input when developing expectations
 - Home visits and family nights
 - Surveys
 - Resource: [Families: Let's Talk Expectations](#)
- Involve children when developing rules
 - “What does it mean to be a good friend?”
- Review current behavior data

NCPMI Families: Let's Talk Expectations!

We want your help!

We are developing expectations for the classroom. Expectations are what we want all children and adults to do. One of the ways we develop expectations are thinking of the behavior we value. Think of your child at home and in the community. What are the behaviors that are most important to you and your family?

Select your top 3 choices or add your own (or do both).

<input type="checkbox"/> Sharing	<input type="checkbox"/> Following adult directions
<input type="checkbox"/> Helping others	<input type="checkbox"/> Being courteous (please and thank you)
<input type="checkbox"/> Speaking quietly (inside voice)	<input type="checkbox"/> Asking for what you want
<input type="checkbox"/> Using toys gently	<input type="checkbox"/> Cleaning up after themselves
<input type="checkbox"/> Greeting others	<input type="checkbox"/> Using kind words
<input type="checkbox"/> Looking at the adult when spoken to	<input type="checkbox"/> Trying before asking for help
<input type="checkbox"/> Staying near you when in the community	<input type="checkbox"/> Waiting for your turn

Are there other behaviors that are more important to you? Add them here.

National Center for Pyramid Model Innovations : ChallengingBehavior.org
The center provides free research and practice resources to help early childhood educators, parents, and community members work together to support children's positive behavior and social skills. This is a project of the National Center for Pyramid Model Innovations, a project of the University of Minnesota's Center for the Study of Ethical Development, funded by the U.S. Department of Education, Office of Head Start and the Department of Health and Human Services, Administration for Children and Families. For more information, visit www.ncpmi.org.
Published by the National Center for Pyramid Model Innovations, University of Minnesota, Center for the Study of Ethical Development, 150 University Avenue, SE, Minneapolis, MN 55455. © 2013 NCPMI.

Expectation/Rules Matrix

Expectations	Classroom	Playground	Hallway
Show Respect	Soft touch	Take turns	Inside voice
Stay Safe	Walking feet	Sit on bikes, slide, and swings	Walking feet
We are Team Players	Help a friend	Help a friend	Stay together

Teaching Expectations and Rules

- **Teach and Re-Teach:** Use examples and non-examples; define keywords; check for understanding
- **Practice:** Provide opportunities to practice the rules
- **Review:** Refer to rules throughout the day; redirect children to the expectations
- **Positive Feedback:** Give children positive feedback when they follow the rules and expectations
- **Discuss:** Talk about how the rules link to the expectations (e.g., “We are safe when we move slowly in the classroom”)

Teaching Strategies: How Do You Teach the Rules?

- Priming
- Feedback
- Incidental Teaching
- Games
- Children's Literature
- Social Stories
- Adult Modeling
- Modeling with Puppets
- Songs
- Fingerplays
- Flannel Board Activities
- Role Play

What is your favorite way to teach rules in your classroom?

Teaching Once is Not Enough!



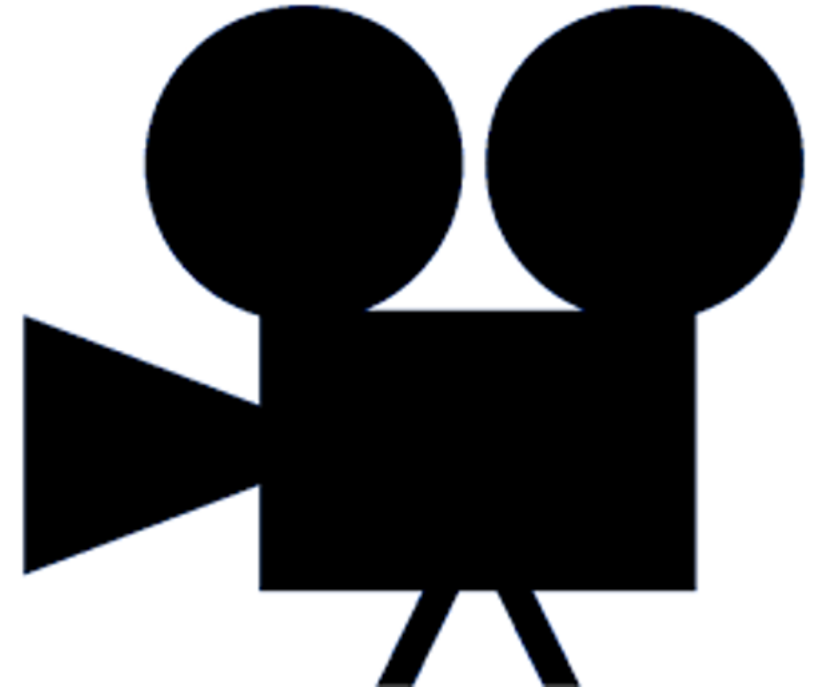
Promoting Expectations

- Bulletin board
- T-shirts
- Photo displays
- Classroom books
- Plays
- Songs
- Share with administration
- Classroom celebration
- Family lesson plans
- Playground party
- Video production
- Family newsletter



Acknowledge Expectations

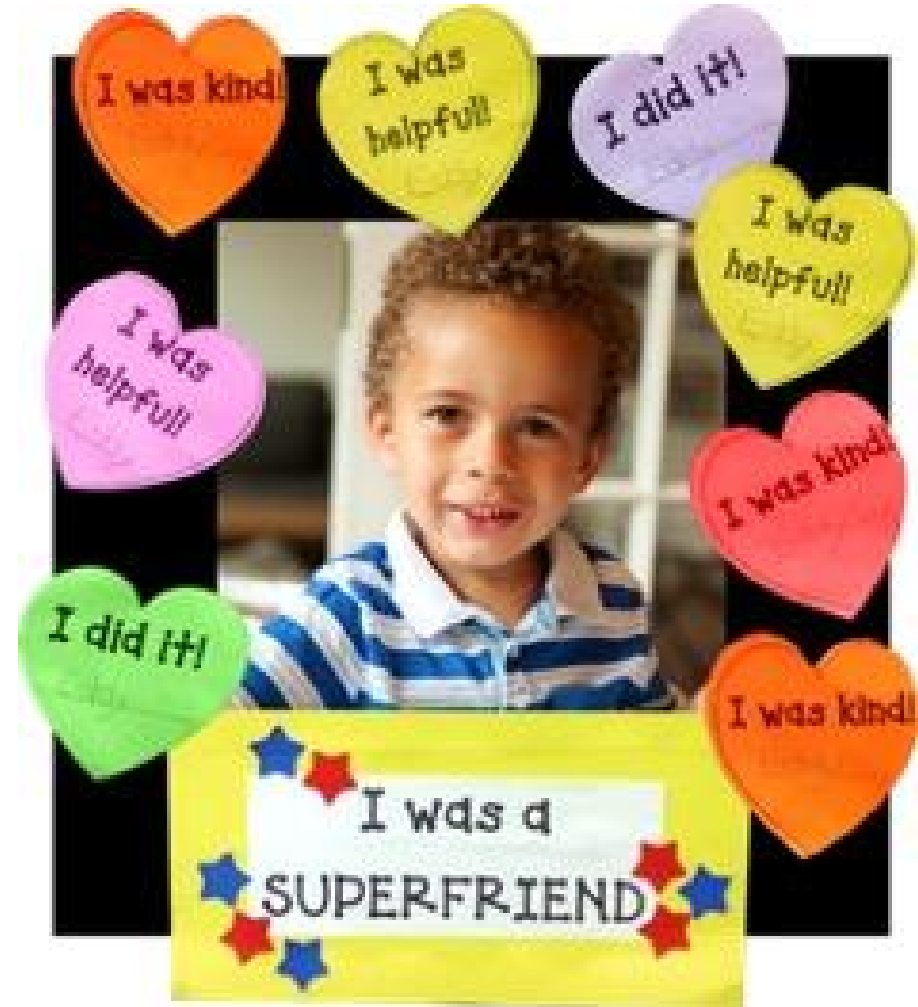
- Comment on children's appropriate behavior, **linking it** back to the posted expectations and rules
- Give **positive descriptive feedback** to children who are following expectations and rules
- Acknowledge positive behavior at **higher rates** when you begin teaching
- **Individualize** acknowledgement to create meaningful connections





Acknowledging Expectations: Public Posting

Acknowledgement Examples



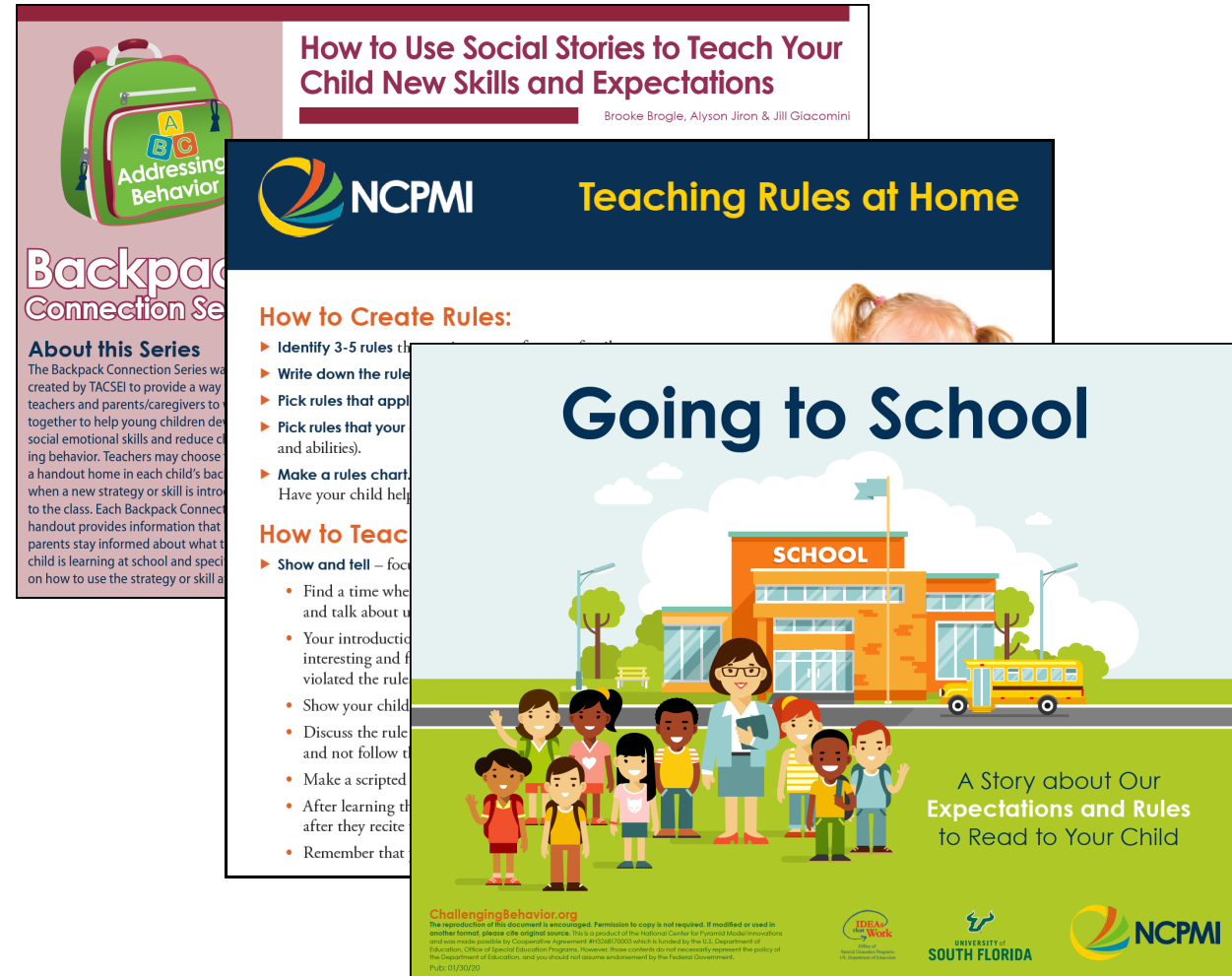


Activity 3.2

- Consider everything we've talked about related to expectations and rules
- Independently, answer the following questions:
 - What is one thing that you already knew that was reinforced?
 - What is one way you can enhance something you're already doing?
 - What is one next step you will take in your own classroom?
- Be ready to put your responses in chat

Powering It Up With Families

- Encourage families to create rules for home that teach children what TO DO
- Provide strategies to use for teaching and reinforcing the rules
 - Going to School
 - Teaching Rules at Home
 - Backpack Connections: How to Use Social Stories to Teach Your Child New Skills and Expectations

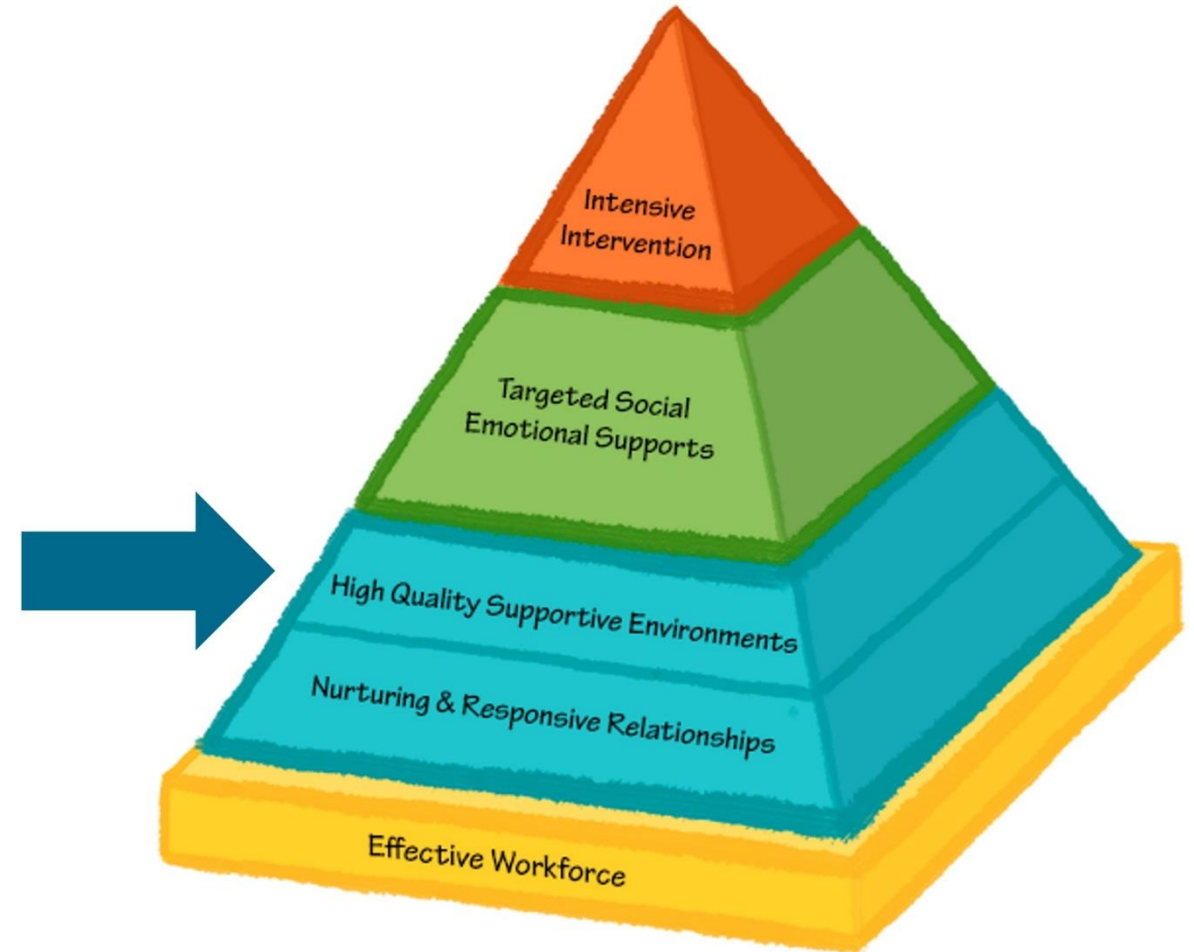


4.0 Wrap-Up and Next Steps

Make Sure the Base is in Place

Promote social-emotional skills and prevent challenging behavior by:

- Balanced schedules
- Clear classroom routines
- Efficient transitions
- Strategies that promote engagement
- Behavior expectations and rules





Activity 4.1

Let's Review!

- Look one more time at the **High-Quality, Supportive Environments** section of the Pyramid Model Practices Implementation Checklist:
 - Schedules and Routines (pg. 6)
 - Modifying Curriculum and Transitions (pg. 7)
 - Providing Directions and Expectations Across Routines (pg. 8)
- Make any notes based on what we talked about today; what practices might you want to learn more about and strengthen?

Resource: Classroom Essentials

Preparing for the Pyramid

- Six classroom components essential for successful Pyramid implementation
- Materials and environmental considerations pivotal for child success
- Helps teaching team be ready for coaching on the Pyramid to begin
- Classroom teaching teams should work on implementing these PRIOR to coaching starting

Behavior Systems: Is This One Positive?

- Does not include punitive measures
- Any acknowledgement earned is not lost
- Any parental communication about the system focus on what has gone well
- All children are eligible to earn acknowledgement throughout the day





Activity 4.2

- Locate the document **Preparing for the Pyramid: Classroom Essentials** document in your materials
- As you read through each item, think about why it might be considered a Classroom Essential
- Record any questions in the chat

What's Next?

- **Session 3: Teaching Social Emotional Skills**
 - Friendship skills
 - Emotional literacy
 - Self-regulation and anger-management
 - Problem solving
- Please bring your materials from today's session

Stay Connected to the MiMTSS TA Center



@MiMTSSSTACenter

facebook.com/MiMTSSSTACenter

#MiMTSS



tinyurl.com/MiMTSSListserv

TA Offering, updates



@MiMTSSSTACenter

youtube.com/@MiMTSSSTACenter

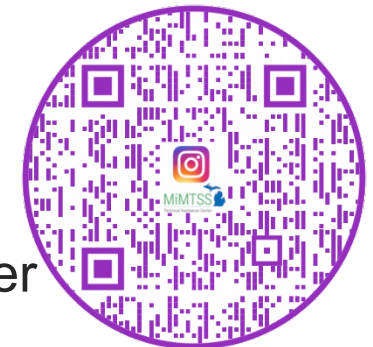
Videos & Playlists



@MiMTSSSTACenter

instagram.com/MiMTSSSTACenter

#MiMTSS



URLs Used in Today's Session

[Visual Supports](https://challengingbehavior.org/docs/Routine_cards_home.pdf) (https://challengingbehavior.org/docs/Routine_cards_home.pdf)

[Family Engagement page](https://challengingbehavior.cbcs.usf.edu/Implementation/family.html) (<https://challengingbehavior.cbcs.usf.edu/Implementation/family.html>)

[Help Us Have a Good Day!](https://challengingbehavior.cbcs.usf.edu/docs/Family-Strategies_Infographic.pdf) (https://challengingbehavior.cbcs.usf.edu/docs/Family-Strategies_Infographic.pdf)

[I Brush My Teeth Example](https://challengingbehavior.cbcs.usf.edu/docs/ScriptedStory_BrushTeeth_Tips.pdf)
(https://challengingbehavior.cbcs.usf.edu/docs/ScriptedStory_BrushTeeth_Tips.pdf)

[Backpack Connections: How to Help Your Child Have a Successful Morning](https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_routines_morning.pdf)
(https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_routines_morning.pdf)

[Helping Children Transition Between Activities](https://challengingbehavior.cbcs.usf.edu/docs/Helping-Children-Transition.pdf) (<https://challengingbehavior.cbcs.usf.edu/docs/Helping-Children-Transition.pdf>)

[Visual Supports for Routines, Schedules, and Transitions](https://challengingbehavior.cbcs.usf.edu/docs/Routine_cards_home.pdf)
(https://challengingbehavior.cbcs.usf.edu/docs/Routine_cards_home.pdf)

[Backpack Connections: How to Give Clear Directions](https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_behavior_directions.pdf)
(https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_behavior_directions.pdf)

URLs Used in Today's Session, Cont.

[Families: Let's Talk Expectations](https://challengingbehavior.org/docs/Developing-Expectations_Home.pdf) (https://challengingbehavior.org/docs/Developing-Expectations_Home.pdf)

[Going to School](https://challengingbehavior.cbcs.usf.edu/docs/Going-to-School_Expectations_Story.pdf) (https://challengingbehavior.cbcs.usf.edu/docs/Going-to-School_Expectations_Story.pdf)

[Teaching Rules at Home](https://challengingbehavior.cbcs.usf.edu/docs/Rules_Tipsheet_Home.pdf) (https://challengingbehavior.cbcs.usf.edu/docs/Rules_Tipsheet_Home.pdf)

[Backpack Connections: How to Use Social Stories to Teach Your Child New Skills and Expectations](https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_behavior_stories.pdf)
(https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_behavior_stories.pdf)