



User's Manual

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Creating Teaching Tools: A User's Manual

Young children exhibit challenging behavior for a variety of reasons. They may experience difficulty in their initial transition, with communication, or from a convergence of delays and environmental factors (i.e., family and community violence, poverty, etc.). First-time transitions from home to preschool can be very difficult for young children and their families (Hanline, 1993; Rosenkoetter, Hains, & Fowler, 1994). Preschool presents a new setting with new adults, unfamiliar routines, new materials, and a significant separation from the family. For some children, language and communication delays result in frustration from an inability to express desires, confusion, and/or challenges. Other children experience not only developmental delays, but live in challenging environments that may include living in poverty, situations that involve domestic and community violence, and drug and alcohol abuse.

As a result of these many contributing factors, young children with challenging behavior may pose significant disruptions for the entire classroom. Challenging behaviors may increase at the time of transition or may become persistent across multiple activities and settings. These behaviors may compromise the learning and/or safety of other children. Often these challenging behaviors disrupt classrooms damaging peer and teacher relationships (Tudge, Odero, Hogan, & Etz, 2003; Hamre & Pianta, 2001).

Purpose of the User's Manual

The **User's Manual** provides you with an overview of the entire contents of the Teaching Tools materials. In this manual, we present the steps you will take to use the materials to support young children. At the end of the User's Manual, in the section titled "Getting Started", we provide tips sheets and reproducible forms to assist you with gathering the necessary information prior to strategy selection and implementation of supports.

Creating Teaching Tools

We developed **Creating Teaching Tools** to provide you and other teachers with practical strategies that we know to be successful in helping young children with problem behavior. These strategies come from our research activities and experiences in Positive Behavior Support. The Teaching Tools are designed to provide easily accessible ideas and materials

so that you can support children in the classroom and other learning environments. We have tested the strategies offered by **Creating Teaching Tools** through a pilot study that focused on helping children with developmental delays and problem behavior as they transitioned into public school early childhood special education classrooms. The second edition of the materials offered an expanded set of strategies based on our continued work in PBS and the work of collaborators and teachers in the field. We have now produced a third edition to provide additional strategies for toddlers who have challenging behavior, provide information on how **Creating Teaching Tools** is used within the Pyramid Model framework, and to offer guidance in how and when to use the **Creating Teaching Tools** materials. In addition, we have packaged the **Creating Teaching Tools** in a manner that makes it efficient for early childhood mental health consultants or behavior specialists to use in their support of a classroom teacher.

Preparing for Children with Challenging Behavior

The “Getting Started” section at the end of the manual provides you with the necessary tools for supporting young children with challenging behavior. We offer tips, forms, and guides as tools to assist you in establishing a good support plan for the child. In Steps 1-3 we describe in detail the importance of each tool and how to use them.

Step 1: Establishing a Good Foundation. A critical first step in supporting children with challenging behavior is to assess whether you need additional tools and strategies in addition to developmentally appropriate practice and the most current behavior support practices. In the “Getting Started” section at the end of this manual the **Toolbox Tip Cards** and **Communication is Key** can assist with this first step. These two documents will provide you with a variety of basic suggestions. Although many of these suggestions may encompass what you already do in your classroom, we feel confident that you will find a few new ideas for guiding and supporting young children with challenging. We believe that when teachers implement these strategies, they can prevent many classroom problems and teach children more desirable social interactions.

We designed the **Toolbox Tip Cards** to assist you in strengthening the social and emotional competence of the children in your classroom by offering ideas for your own personal support and collaboration with teachers, problem solving skills, friendship development, social skill instruction, and best practice in behavior support for the children. **Communication is Key** provides you with ideas for emphasizing the desired skills rather than the undesired behaviors. Young children need very clear expectations communicated in simple terms. Often when teachers tell a child not to do

something, the child may hear only the undesirable behavior rather than the negation of the behavior. For example, when saying “don’t run” the child may hear “run” without understanding or processing the contraction of “don’t.” In addition, negating only tells a child not to do “something,” but doesn’t tell them what to do instead, such as “walk.” This strategy emphasizes the desired behavior that enables the child to know what to do in place of the misbehavior and keeps instruction positive.

Step 2: Understanding the Behavior. As we discussed earlier, children engage in challenging behavior for a variety of reasons, but the bottom line is that they communicate through their behavior. Their challenging behavior, typically, tells us they have a need to escape or avoid a person, activity or situation or their behavior communicates a desire to obtain attention from someone or gain access to activities, materials, etc. Once you understand the purpose or meaning of the behavior, you can begin to select strategies to prevent challenging behavior, teach new behaviors allowing for more appropriate communication, and alter teacher and peer responses to the challenging behavior.

In the “Getting Started” section, we provide forms that will guide you in developing an understanding of the problem behavior. The form **My Teacher Wants to Know** helps teachers gather information from the family about possible challenges in the home and in the classroom. The form, **My Teacher Has Observed**, helps teachers identify child needs. **The Daily Routine** offers a simple method of recording occurrences of the child’s behavior in the classroom. The form, **Events and Functions Associated with Problem Behavior**, offers a simple method of collecting information that contributes to a functional assessment within each classroom routine and activity.

We developed **My Teacher Wants to Know** originally as a questionnaire for families to complete about their child prior to or during the time of transition. We now believe you and other instructional staff, along with families, can fill out the questionnaire to assess and provide additional insight into the events associated with the child’s challenging behavior. The form is divided into three sections. The first section, “How well do I,” offers information about possible triggers or things that set the occasion for positive and challenging behavior. The three-point scale from “not so well” to “very well” provides a gauge for determining what issues are most problematic. Teachers can use this section to begin thinking about how to prevent problem situations or how to make those situations a little easier for the child.

Often children cannot communicate their needs through traditional means (e.g., words, gestures, etc.), but instead use challenging behavior. The section, "How do I let people know", offers insight into the child's ability to communicate his/her needs. The information from this section gives information about the communication level and forecasts what communication skills are necessary for replacing the problem behavior with more developmentally appropriate forms of communication.

The information obtained from the section "What do I get or get out of when I use challenging behavior", is key in determining the function (purpose) of behavior. Now, you and the family can see that behavior happens in a sequence, like an addition problem ($A+B+C=D$). First, there is something that "triggers" the behavior. The trigger happens just before the problem behavior. Second, the child displays the problem behavior. You may need to help the family describe exactly what he/she does. Third, something occurs after the child exhibits the problem behavior. Often, what occurs afterward is what others do and/or say in response to the problem behavior. Finally, combine all three to figure out the purpose, or function, of the child's behavior (i.e., what the child obtains or avoids).

The last section, "Things I like," assesses the child's preferences. You can use information from this section to infuse the child's preferences into the more challenging routines and to offer incentives for exhibiting a skill or participating in an activity.

The second form, **My Teacher Has Observed**, is designed for teachers to identify child's needs for engagement in routines, play and social interaction skills, communication skills, and challenging behavior. Teachers can think about child's strengths and challenges in each skill area and types of challenging behavior to better understand child's difficulties in learning skills and behaviors that are important to enhance development and function in the environment. Both the information obtained from this form and from, **My Teacher Wants to Know** will guide you to identify developmental and functional skills and challenging behavior to target for intervention and design an effective behavior support plan.

The third form, the **Daily Routine**, is designed as an easy way for you to track the amount of challenging behavior and child engagement in the daily routines of the classroom. To use the form, first circle the day of the week, then list the times and routines in order of occurrence throughout the day, and finally at the end of each routine check the degree of problem behavior and engagement on a three anchor scale from "none" to "throughout". The structure of this form allows you to see patterns of behavior by activity or routine, time of day, and/or day. If you collect the

information over a period of time (e.g., two weeks), a pattern of behavior may emerge at the end of that time.

The fourth form, **Events and Functions Associated with Problem Behavior**, is designed to help you assess child behavior in relation to classroom events that trigger child's challenging behavior, typical teacher and peer responses that reinforce the child's challenging behavior and the possible function or purpose that the child's behavior serves. The structure of this form guides you to assess the child's behavior based on problem routines or activities and to use the Routine Based Support Guide to select strategies to address the function of target challenging behavior. The form will help you better understand the behavior and develop a more effective behavior support plan.

Step 3: Selecting Strategies. Once you gather information from both forms, you must identify what seem to be the triggers (e.g., routines/activities, time of day, day of week, etc.), what skills the child needs, what responses maintain the challenging behavior, and most importantly the purpose or function of behavior. You are now ready to select strategies from the **Routine Based Support Guide** (also located in "Getting Started") based on problem routines and the purpose of the challenging behavior. The **Routine Based Support Guide** and **Teacher Support Planning Sheet** offer a means for organizing the information gathered from the forms. The Guide opens the door to a variety of strategies, while the **Teacher Support Planning Sheet** offers documentation and organization for the selected strategies.

Routine Based Support Guide. The contents of the **Routine Based Support Guide** include strategies for 12 classroom activities or routines. The routines in the guide are found in most preschool settings and provide the context for the guide. Each routine or activity requires different expectations, skills, interactions, and demands for the child; therefore, these routines become the context for understanding the child's behavior.

The **Routine Based Support Guide** offers strategies for common classroom routines based on the function of the behavior. As you view the Routine Based Support Guide, you will notice that some of the suggested strategies are italicized and bolded. These strategies are located in documents that are directly "hyperlinked" to the Guide. To view the hyperlinked files you must use the Routine Based Support Guide located in Folder 1, File E. You can view the individual strategies by clicking on the bolded word(s). On some computers the file opens automatically and on others a message box opens; click "open" and the linked document will appear. To close the linked document that you are viewing and

resume viewing the Routine Based Support Guide, you must do the following:

*For *Adobe Acrobat PDF* files, click on the lower X in the top right corner.

*For *Word and PowerPoint Documents*, click on the top X in the top right corner.

You also can access the strategies directly by opening the folders and double clicking on the file.

We organized the strategies in the **Routine Based Support Guide** into a table with four columns. The first column for each routine asks “Why the child might be doing this?” This question really asks about the function or purpose of the problem behavior. In creating a support plan, first identify the problematic routine and then begin with this column to locate the function. The function or purpose of the problem behavior drives the strategies you select within each routine. Strategies vary by activity and by function. For instance, the strategies used for a child who exhibits problem behavior to get attention during snack/meals differ from those selected for behavior to escape or avoid small group activities.

Once you determine the function or reason for the behavior, you go across the row to begin selecting the strategies in the second column, “What can I do to prevent the problem behavior?” This column provides strategies that, ideally, preclude the occurrence of problem behavior. Although, prevention is the goal, the child also is faced with new classroom routines and new instructional strategies. Thus the child may need a period of time to learn the strategies before positive changes occur in his/her behavior. Be patient with the use of the strategies, it may take time for the child to learn the strategies. As the child learns, the strategies should become more effective and preventative.

The third column, “What can I do if the problem behavior occurs?” suggests strategies to help you minimize reinforcement of the problem behavior and encourage or prompt the more desirable behavior. Often teaching staff (and peers) may unintentionally reinforce problem behavior by how they respond to the behavior. For example, having a child “sit out” because of refusing to complete an activity allows the child to escape or avoid the activity. Additionally, peers often laugh when the child acts silly to get attention. The strategies we selected for this column, typically involve redirection to preventative strategies and/or reminders of the new or more desirable behaviors. Reminding the child of the new skill keeps interactions positive and encourages the use of the new skill, rather than strategies that might reinforce the problem behavior.

In the fourth column, we offer “What new skills should I teach?” This provides you with ideas of new skills for replacing the problem behavior or reinforcing existing, but seldom used appropriate behaviors. For example, you might want to teach a child to ask for help instead of having a tantrum. Requesting help replaces the child’s problem behavior. Remember if the child is nonverbal, use a gesture such as pointing; use a picture; or teach the child to use physical proximity to the adult to get attention.

In any strategy selection, consider the demands of your classroom and your teaching style. You and your staff must be able to negotiate the implementation of any strategy for it to be effective. If you administer the strategy ineffectively or inconsistently, it may prove unsuccessful in preventing or replacing the problem behavior.

We expect strategies to be adapted to fit the classroom and the focus child. You must also make sure that strategies are individualized to match the child’s communication and cognitive level as well as the child’s preferences. Children interpret their world on different symbolic levels. Those levels range from object use to spoken, written, or signed words (See **How to Make a Visual Schedule** tips in Folder 5). Thus you may need to make adjustments to the strategies to fit the child’s cognitive and communicative level. Likewise, all young children have interests, favorite toys, cartoon characters, animals, cars/trains, or even topics such as Sesame Street or Disney. Infusing the child’s interests into strategies or activities may further assure the success of an intervention.

Teacher Support Planning Sheet. Use the **Teacher’s Support Planning Sheet** to list the strategies you select to support the child within the problematic routines. After summarizing the information gathered from **My Teacher Wants to Know, My Teacher Has Observed, Events and Functions Associated with Problem Behavior**, and the **Daily Routine**, record the problem situation in the space provided at the top of this sheet and then below you describe why the child exhibits the behavior (i.e., function). Once you select the routines and functions from the guide, you can list the associated strategies in the appropriate column. The three large columns on the Support Planning Sheet correspond to the columns in the **Routine Based Support Guide** that provide the strategies for preventing and responding to the problem behavior as well as what new skills to teach. A space is provided at the bottom of the sheet for describing home strategies. Use one **Teacher’s Support Planning Sheet** for each problem situation or challenging routine and supply the family and paraprofessionals with copies of the form for consistent implementation of the strategies.

Teaching Tools Organization

In creating the Teaching Tools strategies we did not intend them to be exhaustive, but to offer you some general tools for supporting young children with challenging behavior. The tools include these written materials, the **Routine Based Support Guide**, teaching tips, and visual supports that you may use to create predictability, teach social skills, and support the appropriate behavior of the child. The following table provides a general overview of each folder where materials are located.

Folder	Overview
Folder 1- A User's Manual	A User's Manual provides a description of the Teaching Tools through the tips, and forms for getting started. The "Getting Started" guides, tips, and forms that assist with the first steps in supporting young children with challenging behavior. They offer ideas for establishing a good foundation in the classroom, gathering information, selecting strategies, and generating a support plan.
Folder 2-Buddy System Tips	The Buddy System tip sheet and article about peer buddies provide ideas for using a peer buddy system to support the child with challenging behavior while adjusting to the new setting.
Folder 3-Teacher Tools	The Teacher Tools folder contains visual representation for common classroom rules and small, medium and large stop signs for helping children know what areas are off limits.
Folder 4-Turtle Technique	The Turtle Technique is a method of teaching young children strategies for coping with anger, disappointment, and frustration. This folder contains an article about anger control, visuals (small and large) for the turtle technique steps, and a scripted story.
Folder 5-Visual Strategies	This folder begins with the How to Make a Visual Schedule tip sheet, a rationale and key points for using the visual strategies. In addition, there are visual schedules, choice boards, cue cards, and activity sequences. A variety of pictured examples are provided to help teachers develop their own visual supports.
Folder 6- Scripted Stories	This folder contains Scripted Story Tips . Scripted stories help children understand a social situation by describing the situation, what the child needs to do, and how others feel when the child exhibits the inappropriate behavior or desired behavior.
Folder 7-Circle Time Tips	The Circle Time folder focuses on visual strategies for helping children understand circle time. This folder includes a scripted story about circle time, rules for circle, and a mini schedule for understanding and predicting the activities of circle time.
Folder 8-Feeling Vocabulary	The Feeling Vocabulary folder contains an article about enhancing young children's emotional vocabulary. The article provides a variety of strategies to support children around the notion of appropriately expressing feelings. Some of the ideas discussed in the article are provided to you in the files within this folder: visuals depicting a variety of emotions, a feeling wheel, and a feeling chart. The feeling visuals can prompt appropriate emotional expression.

Folder 9-Home Strategies

The **Home Strategies** help link home and school. The questionnaire offers critical information about the child (see “Getting Started” section of this manual). The “Getting Ready for School” visual helps families with the morning routine and prepare for the transition to school. A scripted story is provided to help children with first time transitions to school. “Use Positive Words” offers families guidance for responding to problem behavior by emphasizing what to do versus what not to do.

Supplemental Materials

The folder of “Supplemental Materials” provides folder labels and binder inserts, should you decide to print the contents of all the materials to construct your own kit. The labels and binder inserts provide you with a way to organize the materials.



Using the Teaching Tools

Two software programs open the files found in Folders 1 through 9. The guides and tip sheets found in Folders 1, 2, and 5 are PDF files, which stands for Portable Document Format. The PDF files will be opened by Acrobat Reader. The strategies located in Folders 3-9 are PowerPoint files. PowerPoint is a graphics and presentation program included in a Microsoft Office software package. The amount of time it takes to print the materials varies by computer, by the size of the materials you choose to print, and whether or not they are printed in color. Many of the PowerPoint files are large files and may not fit on a traditional high-density floppy disk. You can copy all PowerPoint files to your hard drive for easy storage, adaptation, and printing.

If you do not have PowerPoint, you can still open the files and view them by first downloading free software from Microsoft. Simply go to the Microsoft website (<http://www.microsoft.com/downloads>) to download. Once you are at the website, type in "PowerPoint Viewer" in the website's search and it will give you directions on how to download the free software. The software will allow you to read and print the files; however, you will not be able to make changes to the files without the complete version of Microsoft Office software.

For your convenience, each Folder includes instructions for assembling and printing the materials. The teachers can access this information simply by double clicking on each folder with the left button on the mouse. Once you have double clicked the on the folder, you can see the files that contain the strategies and printing instructions. Double click on the file to open and view the strategies and printing instructions. The instructions for printing look exactly as you see them in the software program when printing the files.

Folders 3-9 also include, at the beginning of each strategy, a description of the strategy and its application. The instructions can be printed out as a separate page, if needed, before printing the strategies. Once you print the materials, if desired, you can laminate them for durability.

Using Teaching Tools for Toddlers

The third edition of Teaching Tools includes additional strategies for toddlers. Many of the strategies listed in the preschool version can be adapted for supporting toddlers. Understanding of behavioral expectations of toddlers is essential when adapting the preschool strategies to toddler setting or in using the strategies for toddlers. Make sure:

- Your expectations are appropriate to the age and developmental level of the toddler
- You keep your expectations clear and reasonable
- You tell children what to do instead of what not to do to give clear guidance on you expect

Behavioral Expectations of Toddlers

Teachers and families should consider the following behavioral expectations of toddlers when using the Teaching Tools:

- ***Toddlers from 12-24 months***
 - ✓ Learn and explore by using their five senses and feel and touch everything
 - ✓ Enjoy exploring objects with others, yet do not know how to play cooperatively
 - ✓ Might say some words and a few phrases, but they do not have verbal skills to communicate their frustrations or needs fully
 - ✓ Might cry, hit, or bite to get their way, to express emotions or to communicate with others
 - ✓ Might show signs of anxiety during changes in the routines and when their familiar adults leave. The signs of anxiety may be demonstrated by withdrawing, crying, clinging, and wanting to be held.
 - ✓ Begin to assert independence, often refuse to cooperate with daily routines
 - ✓ Do not understand when we try to reason with them
- ***Toddlers from 24-36 months***
 - ✓ Develop their verbal communication skills rapidly
 - ✓ Might be able to tell us how they are feeling
 - ✓ Understand that other people can have different thought to themselves
 - ✓ Enjoy peer play and joint exploration, yet still tend to play alongside and not with other toddlers
 - ✓ Start developing the ideas of turn taking

- ✓ Able to understand simple rules and follow simple instructions
- ✓ Able to make choices
- ✓ Enjoy circle time, crafts, story time, and center activities
- ✓ Tend to ignore or protest when being asked to do or not to do something. They often say “no” to assert their independence, frequently use the word “mine” and are not yet able to share well
- ✓ Still require a great deal of time, attention, and affirmation from caregivers
- ✓ Need time and supportive adults to become socially competent

Strategies for Supporting Toddler Behavior

The following are general strategies for supporting toddler behavior, which help toddlers engage in the routines and activities, minimize their problem behavior, and promote skill acquisition and development. Specific strategy suggestions by routine or activity and by function are provided in the Teaching Tools:

- Provide increased predictability and consistency by establishing consistent routines
- Use visuals to establish routines
- Modify schedule, physical environment, or materials
- Establish rules that are few, enforceable, and essential
- Carefully examine to see if children are over stimulated or if there is enough space for children
- Ensure that there are appropriate space and materials to support the active play of toddlers
- Offer multiples of popular toys so that each child can engage in parallel play
- Minimize conflicts with children by anticipating their behaviors and preparing the environment to be safe and ready for exploration
- Arrange furniture and materials to define clear boundaries
- Use simple, specific language when providing directions
- Give children limits to help them practice making appropriate decisions and to ensure the safety of children
- Check to see if more toys of the same kind are needed
- Increase familiarity with play materials and peers to promote the toddlers’ interactions with materials and peers
- Have toddlers be with the same children regularly to help them learn attention getting and interaction patterns
- Provide toddlers with alternative and soothing objects
- Maintain social groups and friendship rather than moving individual children to help transition become easier

- Teach them express their needs and emotions using body language, signs, or verbal language
- Model play behavior to help toddlers learn how to play appropriately with others
- Help children feel more secure
- Teach problem-solving skills
- Regularly teach them share, take turns with toys, and other classroom expectations
- Redirect the children's attention or move them away from a problem area or activity to a new area or activity or to use alternative skills when responding to their problem behavior
- Offer different ways to express feelings
- Offer two options when providing choices. State your expectations simply and concretely when there is no choice
- Recognize the children's efforts and successes. Offer children attention when they are behaving in ways you desire
- Do not over-react to child's problem behavior and remain calm
- When problem behavior occurs, provide a language label for the underlying communicative intent or emotion
- Stay close, be supportive, and talk calmly when behavior support strategies are used
- Respond to problem behavior with logical and reasonable consequences

Teaching Tools and Pyramid Model

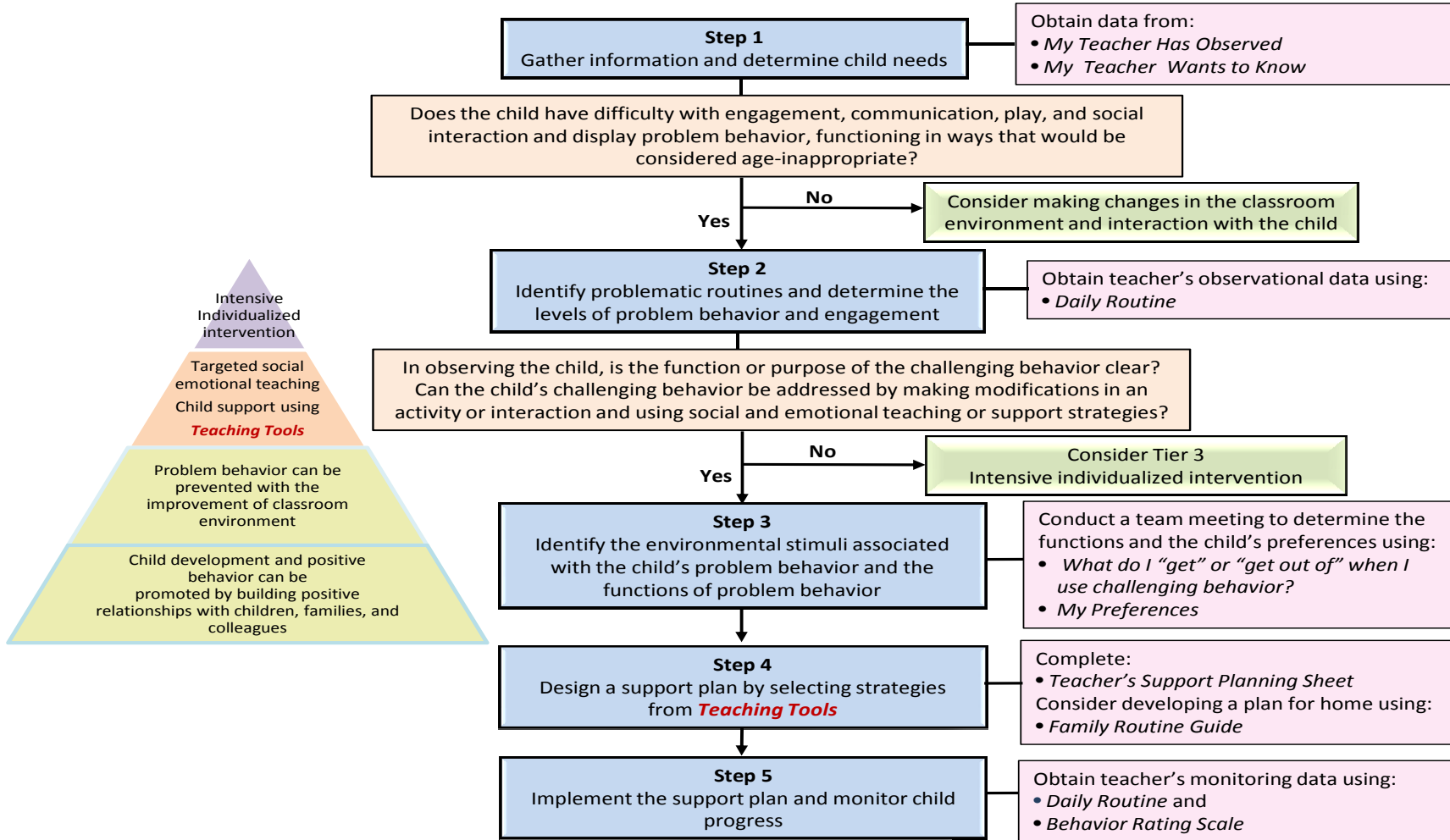
Teaching Tools is designed to use for children who require secondary support (i.e., Targeted Social Emotional Supports of the Pyramid Model) Interventions within the secondary level provide targeted interventions for children who are not responding to primary prevention efforts. Use Teaching Tools when:

- You are having significant difficulties with an individual child
- The function of the child's problem behavior is obvious and a comprehensive functional assessment may not be required
- The child's problem behavior can be addressed by making modifications of the environment and using social and emotional teaching strategies

Using the Decision Tree

Before using Teaching Tools, use the decision tree (see the diagram below) to determine whether the target child can be supported by using the Tools. We suggest the following 5 steps in using the decision tree.

Decision Tree for Intervention Using Teaching Tools



Step 1: Gather information and determine child needs: Obtain data on child in collaboration with classroom teacher and family to determine the child's support needs. Obtaining data includes:

- Completing ***My Teacher Has Observed*** by classroom teacher to identify child's needs for engagement in routines, play and social interaction skills, communication skills, and problem behavior, included in the "Getting Started" section
- Completing ***My Teacher Wants to Know*** by family, included in the "Getting Started" section

Use the following questions to guide the team's decision on the level of intervention and help the team understand the process of supporting a child: *"Does the child have difficulty with engagement, communication, play, and social interaction and display problem behavior, functioning in ways that would be considered age-inappropriate?"* Consider making changes in the classroom environment and interactions with the child if the answer is "No", and go to Step 2 if the answer is "Yes".

Step 2: Identify problematic routines and determine the levels of problem behavior and engagement: Obtain observational data during classroom routines to identify target routines or activities for intervention and to determine the levels of child's problem behavior and engagement. This involves:

- Collecting indirect observational data by classroom teacher on a daily basis using ***Daily Routine*** included in the "Getting Started" section
- Selecting target routines or activities that require support for child

Use the following questions to guide the team's decision on the level of intervention: *"In observing the child, is the function or purpose of the challenging behavior clear to you (e.g., child wants to get or avoid something)? Can the child's problem behavior be addressed by making modifications in an activity or interaction and using social and emotional teaching or support strategies?"* Consider Tier 3 intensive individualized intervention of the Pyramid if the answer is "No" to either of these questions and go to Step 3 if the answer is "Yes".

Step 3: Identify environmental stimuli and determine functions of problem behavior and child's preferences: Conduct a meeting to identify environmental stimuli associated with the child's problem behavior during targeted problematic routines (i.e., environmental events that are occurring behavior the problem behaviors occur) and to determine functions of the problem behavior and child's preferences on items, activities, or people. These involve:

- Selecting environmental stimuli contributing to child's problem behavior from ***Events and Functions Associated with Problem Behavior***
- Selecting functions of the problem behavior from ***Analyzing Environmental Events***
- Completing ***What do I "get" or "get out of" when I use challenging behavior?***
- Completing ***My Preference***

Step 4: Design a support plan by selecting strategies from Routine Based Support Guide: Based on information obtained from Step 3, design a support plan selecting behavior support strategies from ***Routine Based Support Guide***. Step 4 involves:

- Completing ***Teacher's Support Planning Sheet***
- Adapting suggested strategies to fit the classroom, considering demands of the classroom and teacher teaching style
- Individualizing the strategies to match child's developmental level and child's preferences
- Listing the strategies in the planning sheet by function and by problematic routine

Step 5: Implement the support plan and monitor child progress: Implement the strategies within the target routines effectively and monitor changes in child's target skills or behaviors. Step 5 involves:

- Assembling materials and planning prompts, cues, and responses to provide child with opportunities to learn new skills
- Implementing strategies consistently during target routines or situations
- Obtaining teacher's monitoring data on child's target behaviors and skills using ***Daily Routine*** and ***Behavior Rating Scale*** (see samples of rating scales in the "Getting Started" section)

Tips for Mental Health Consultants: Facilitating Family Partnership

It is recommended that the consultant actively facilitate family partnership during the decision making process and the use of the behavior support strategies by the family at home. When gathering initial data on the child and when designing a support plan, the consultant should encourage the classroom teacher to invite the family and help them develop a behavior support plan for home as well.

Recommendations

- Send an invitation letter (see a sample letter below) to the family when gathering information and determining child need during Step 1
- Review steps of the decision tree with family
- Help family complete **My Teacher Wants to Know**
- Identify child's difficulties at home
- Share environmental stimuli and behavior functions, and support plan developed for classroom with family
- Help family develop behavior goals for child at home
- Review Family Routine Guide with teacher and family and determine target routines and behaviors or skills
- Help family select strategies from **Family Routine Guide**
- Jointly develop a simple behavior support plan for implementation in the home setting using the Family Planning Sheet
- Jointly develop a behavior rating scale to facilitate family monitoring of child's progress toward goals

Sample Letter to Family

Dear _____,

My name is _____. I work with the teachers at program name helping them with individual children and the classroom program. We have enjoyed having child name in our program this year. We hope that you are happy with his/her classroom and feel comfortable with the care that we have provided.

Child name's teacher has observed that child name is having difficulty within some of the classroom routines. Child name will (list behaviors) during (list routines). We want to make sure that we can help your child be comfortable in the classroom and participate fully in these activities.

We would like to schedule a meeting with you so that child teacher name and I can develop some ideas about how we can better support your child within our program. In this meeting, we will talk about what we have observed in the classroom and ask you assist us in developing ideas about how to better meet your child's needs.

Your partnership in this process is very important to us. We have found that families know their child best and can be a wonderful source of information about their child's needs. If you want, we can also use the meeting to discuss any concerns you might have about child name at home or in the community.

Our goal for the meeting will be to develop a plan of support for your child. This plan will guide us in better meeting your child's needs. The plan will include how to prevent your child from having difficulty in classroom routines and activities, identifying the social and communication skills that are important for us to teach, and to develop a plan for how to best respond to your child when he/she has difficulty.

Please call me at _____ to schedule a meeting OR
Please let me know if any of the meeting times below work for you. You can return this letter to child teacher name and she will let me know when you are available to meet.

List times and days

I am looking forward to meeting you and talking with you. If you have any questions or concerns, you can reach me at phone and email.

Developing a Consultation Plan

The focus of effort for the mental health consultant is expected to vary depending on the types of problems faced by the classroom teachers. Attention to the child's level of support needs and classroom variables such as physical arrangement of the classroom, routines, expectations, rules, teacher interaction style and strategies, and the levels of interactions among children will lead to developing better plans.

Recommendations

The following areas should be focused on when developing a consultation plan:

- Jointly identifying and evaluating child's social-emotional and behavioral goals through a problem-solving process
- Helping teacher understand child's behavioral functions and utilize the data collection tools included in Teaching Tools to identify target behaviors and skills, identify behavior support strategies, and monitor child's progress in the context of problematic routines or activities
- Conducting meetings and verifying communication systems between the consultant and teacher
- Conducting follow-up meeting with teacher on how the behavior support plan is working
- Facilitating family partnership in behavior support planning and progress monitoring of child success

Initial Meeting with Teacher

During the initial meeting with the teacher, the consultant must form a relationship where the teacher is free to share information and accept feedback from the consultant. The consultant should help the teacher understand that consultation is a process of jointly solving problems in supporting the children with problem behavior. The consultant should communicate based on the teacher's level of understanding, avoiding technical terms and jargon. The initial meeting should focus on:

- Explaining to classroom teacher the purpose of the meeting and what is hoped to be accomplished in the meeting
- Convening an interactive and responsive meeting to understand needs of the target child and classroom

- Reviewing decision tree and procedures for supporting the child through the use of Teaching Tools
- Reviewing tool kits of Teaching Tools and type of data to be collected
- Coordinating meeting to review teacher performance of each step of decision making and child support procedures
- Discussing the amount of time the consultant expects to devote to the consultation

The following are open-ended questions suggested during the initial meeting to understand the needs of the target child and classroom:

- What has been the most difficult part of working with the child?
- What do you see as the child's strengths?
- What do you think will be the outcome of the child?
- Have you tried any strategies before? If so, what strategies? What were the results?
- What are you presently doing to help the child?

Supporting Teacher during Implementation of the Support Plan

Consultations should focus on helping to decide how the behavior support plan is implemented in the classroom. To carry out this role successfully, the consultant:

- Works with teacher in setting up a feasible implementation of the plan
- Develops a simple self-recording implementation checklist for teacher to monitor their implementation of the plan
- Regularly reviews and provides feedback on teacher's child monitoring and self-recording data
- Makes a classroom visit if necessary to observe teacher implementing the plan and child's responses to intervention

Developing a Self-recording Implementation Checklist

To facilitate teacher's consistent and correct implementation of the plan across time and routines, it is suggested that the consultant develop a simple implementation checklist (see a sample checklist in the "Getting Started" section) for teacher to self-record their implementation of the plan or strategies. The self-recorded implementation data should be reviewed with the teacher to provide feedback on their levels of implementation and to suggest strategies to increase consistency of implementation.

Recommendations for Giving Feedback

The plan for giving feedback to the teacher during implementation of the plan should be determined during the first meeting with the teacher. The frequency and communication system should be determined at the meeting. Feedback needs to be given in an effective manner in which both the consultant and teacher clearly understand the target child progress and levels of teacher implementation of the plan. When giving feedback:

- Review teacher-collected child data with teacher and discuss the child's progress
- Review self-recording data with teacher and discuss their consistency and difficulties or barriers to implementing the plan
- Praise teacher for efforts to implement the plan
- Offer opinions, if classroom observations were made, on the extent to which the teacher effectively and consistently implemented the plan and how well the child engaged in the activities or routines
- Suggest possible solutions to the problem and encourage the teacher to make suggestions

Monitoring Child Progress and Evaluating the Plan

It is suggested that the consultant develop a plan for monitoring the child's progress in the target areas during the plan implementation and while evaluating the outcome at the end of the implementation phase. Teachers should record target behaviors and skills within challenging or problematic routines or activities to track the child's progress toward an expected outcome.

Planning for Monitoring Progress

- Help teachers and families understand the importance of tracking child outcomes in making their decisions
- Help teachers identify the specific data that will be collected
- Help teachers understand the use of the *Daily Routine* form
- Determine how frequently the data will be collected
- Determine how the data will be summarized
- Set a date when to have a follow-up meeting to review the child's progress

Evaluating Support Plan

A follow-up meeting with classroom staff and family should be planned to evaluate the behavior support plan to assess whether the plan is being implemented as designed, identify barriers to implementation, assess whether improvements have occurred, and provide suggestions on modification of the behavior support plan. Determine the following during the follow-up meeting:

- The extent to which the intervention was applied as planned
- Whether or not the data collection plan was followed
- Whether the data were summarized completely
- Whether the child is making adequate progress
- Whether revision to the plan is needed
- The next steps

Follow-up might include additional observations if difficulties persist in implementing the plan or if positive results have not occurred as expected.

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- Rosenkoetter, S. E., Hains, A. H., & Fowler, S. A. (1994). *Bridging early services for children with special needs and their families: A practical guide for transition planning*. Baltimore: Brookes.
- Tudge, J. R. H., Odera, D. A., Hogan, D. M., & Etz, K. E. (2003). Relations between the everyday activities of preschoolers and their teachers' perceptions of their competence in the first years of school. *Early Childhood Research Quarterly, 18*, 42-64.

GETTING STARTED: Tips and Forms



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File C – CD Label



Toolbox Tip Cards



Keep Your Transition Tool Kit Handy

- These tool tip cards will provide you with a quick reference to some of the tools and tips through the transition toolkit.



The Nuts and Bolts of a Good Plan is Teaching the New Skill...

- Replace problem behavior with a new skill
- Intentionally teach throughout the day
 - Children learn through multiple opportunities
 - Teaching is easier when the child is not engaging in challenging behavior
- Choose teaching strategies that match:
 - Child's level
 - Teacher's style
 - The activity or situation
- Children with problem behavior have a skill delay in language, social, behavioral, and/or emotional development—So we need to teach them the skills they need



Weigh Your Options...Be Thoughtful About Preventions

Prevention Strategies can soften triggers or make the problem behavior irrelevant

- | | |
|---------------------------------------|-----------------------------|
| • Anticipate and cue | • Offer choices |
| • Prompt/cue children | • Encourage/praise |
| • State clear and simple expectations | • Embed preference |
| • Provide predictability | • Adjust length of activity |
| • Signal or warn | • Modify materials |
| • Use "first-then" statements | • Use timers |
| • Use proximity | • Model |
| | • Allow for flexibility |



Say What You Want to See, Not What you Saw

- Give children clear expectations
- When redirecting let children know what you want to see
 - Say, “Walk” instead of “Don’t run”
 - Say, “Feet on floor” instead of “Stop climbing”
 - Say, “Quiet voice” instead of “No yelling” (and model what a quiet voice would sound like)



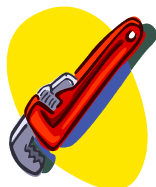
Don’t Get Backed Up, Take the Plunge!

- Follow non-preferred tasks with preferred tasks
- Use “First-Then statements” (combine statement with visual if child needs visual support)
 - “First clean up, then go outside”
 - “First lay down, then hold bear”
 - “First say help, then I’ll help you”



Roll With It, Sometimes Activities Can Perk Children's Interest or They Simply Flop...

- Read the child's cues
 - Extend activities that the child is actively engaged in
 - Move on to a new activity when an activity just doesn't work
- Ask the child what he/she wants to do
 - Choice is a powerful teaching tool
- Follow the child's lead



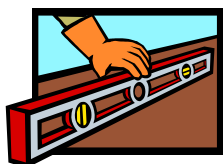
Don't Throw in the Monkey Wrench, Stay Positive...

- Challenging behavior is challenging...
- Remind yourself you can support this child
- Teaching is your strength, this is a skill learning issue



Paint the Picture, a Visual Can Speak a Thousand Words...

- Photograph schedules give children a clear sense of time and expectations within a routine
- Mini schedules allow for predictability with individual activities within the daily schedule
- Activity task sequences represents steps within an activity
- Visual cues can be used to communicate clear expectations



Keep a Level Head, Teach the "Turtle Technique"

- Model remaining calm
- Teach children how to control feelings and calm down
 - Recognize your feeling(s)
 - Think "stop"
 - Go inside your "shell" and take 3 deep breaths
 - Come out when calm and think of a "solution"
- Prepare children for possible disappointment/change
- Recognize and comment when children stay calm
- Involve families: teach the "Turtle Technique"



Don't Just Blow the Whistle, Coach Children to Think of a Solution...

- Remind children that for most problems there is a "solution" or a way to make it better...
- Cue them to: Stop! What's the problem— Think of a possible solution— What might Happen—Give it a try...
- Assist children in problem solving, what could be done:
 - Get a teacher
 - Ignore
 - Say, "Please stop."
 - Share
 - Wait and take turns
 - Ask nicely
 - Play
 - Say, "Please."
 - Trade



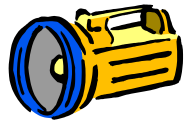
Look at the Right Angle, Use the Child's Point of View...

- Get down on the child's level
- Place visual supports within the child's reach and view
- Room arrangement should work for the child and help prevent problem behavior
- Try to look through the lens of the child



Support Children So They Can Measure-up, Feel Good, and Make Friends...

- Teach skills that lead to friendships
 - Sharing, giving compliments, turn-taking, helping others, organizing play (Let's statements: "let's build", "let's play tag")
- Provide toys/activities that promote cooperation
- Give attention and time to children who engage in friendship
- Model and role play friendship skills



Shine the Light on All Angles, Talk with the Family

- Family members are the child's primary teacher
- Collaborate
- Be aware of and sensitive about family traditions and culture
- If needed, allow the child to bring a comfort item from home (fade over time)



Don't Let the Work Load Bring You Down, Ask for Help...

- Collaboration Works
- Surround yourself with individuals who are supportive and positive
- Share tasks with team members (family members and educational staff)



Give Children Tools

- Teach children "Feeling Vocabulary"
- Help children understand and label their own feelings and feelings of others
- Teach throughout the day
 - In play, with stories, incidentally, through special activities
- Teach feeling words by pairing the word with a picture or photograph
- Teach/model what to do with a feeling
"Boy am I mad. I need to take 3 deep breaths and calm down."

COMMUNICATION IS KEY

1. Tell a child what to do instead of what not to do.
2. Show the child by modeling or using a picture of the action.
3. Clearly and simply state what you expect the child to do.
4. Remember young children use inappropriate behavior because they may not understand the social rules yet.
5. Talk to young children using language they understand. Young children may not understand words like "don't" because it is a short word for "do not" and he/she may not know what the "negation" of a word means.
6. Encourage the child in a way that lets him/her know that he/she is exhibiting the desired behavior
7. Be enthusiastic and generous with encouragement. Children can never get enough!

Examples:

Avoid	Say/Model	Remember
Don't run!	Walk; Use walking feet; Stay with me; Hold my hand	Way to go! Look at you, using your walking feet. Thanks for walking!
Stop climbing!	Keep your feet on the floor	Wow! You have both feet on the floor!
Don't touch!	Keep your hands down; Look with your eyes	You are such a good listener; you are looking with hands down!
No yelling!	Use a calm voice; Use an inside voice	[In a low voice] Now I can listen, you are using a calm (inside) voice.
Stop whining!	Use a calm voice; Talk so that I can understand you; Talk like a big boy/girl	Now I can hear you; that is so much better. Tell me with your words what's wrong.
Don't stand on the chair!	Sit on the on the chair	You are sitting on the chair! Wow you're sitting up big and tall!
Don't hit!	Hands down; Hands are for playing, eating, and hugging; Use your words (Give child appropriate words to use to express emotion)	You are using your words! Good for you!
No coloring on the wall!	Color on the paper	Look at what you've colored! Tell me about your picture.
Don't throw your toys!	Play with the toys on the floor	You're playing nicely. Your friends are having fun playing with you!
Stop playing with your food!	Food goes on the spoon and then in your mouth; Say "all done" when finished eating	Great! You're using your spoon! What nice manners, you said "all done;" you can go play now.
Don't play in the water/sink!	Wash your hands	Thanks for washing you're hands! I can tell they are really clean!
No biting!	We only bite food; Use your words if you're upset (Give child appropriate words to use to express emotion)	You're upset, thanks for telling me!
Don't spit!	Spit goes in toilet/tissue/grass; Use your words (Give child appropriate words to use to express emotion)	Thanks for using your words!

MY TEACHER WANTS TO KNOW

CHILD'S NAME:

DATE:

How well do I:	Not so well	Very well
do in the morning?	1	5
do in the afternoon?	1	5
do in the evening?	1	5
sleep?	1	5
nap?	1	5
eat lunch?	1	5
eat dinner?	1	5
play with adults?	1	5
play by myself?	1	5
play with another child?	1	5
play in a small group?	1	5
play in a large group?	1	5
play inside?	1	5
play outside?	1	5
play with younger children?	1	5
play with older children?	1	5
do when children sit near me?	1	5
do when children sit further away?	1	5

How do I let people know:
I am angry or upset (example: crying, screaming, etc.)?
I am happy (example: laughing, hopping, etc.)?
I want something (example: reaching, talking, etc.)?
I don't want something (example: push away, say NO, etc.)?
I like something (example: smiling, talking, laughing, etc.)?
I don't like something (example: crying, throwing, talking, etc.)?
What helps me when I am: sad? angry? scared?
What makes me angry/upset?
What makes me happy/excited?

What do I “get” or “get out of” when I use challenging behavior?

What happens just before the behavior?	<p align="center">BEHAVIOR</p> <p align="center">Describe exactly what the behavior looks like.</p>	What do adults/siblings do when problem behavior occurs?	Why might he/she be doing this?
<p>EXAMPLE:</p> <p><i>He is told to go to the bathroom to take a bath.</i></p>	<p><i>He screams, runs to the other end of the house and drops to the ground kicking.</i></p>	<p><i>Mom/Dad chase after him. When he drops and kicks we back off and wait him out.</i></p>	<p>To get:</p> <p>To get out of: <i>taking a bath until he is ready (delays going to take a bath)</i></p>
			<p>To get:</p> <p>To get out of:</p>
			<p>To get:</p> <p>To get out of:</p>
			<p>To get:</p> <p>To get out of:</p>
			<p>To get:</p> <p>To get out of:</p>

My Preferences:

1. My teacher wants to know about toys/activities:



My Favorite

My Least

2. My teacher wants to know about foods:



My Favorite

My Least

4. My teacher wants to know about people in my life with whom I:



Behave Well

Have Behavior Problems

3. My teacher wants to know what activities I like:



- | | | |
|----------------|--------------|-----------------|
| blocks/legos | dress up | pretend cooking |
| computer | coloring | paints |
| sand table | water table | books |
| cutting | pasting | play doh |
| baby dolls | cars/trains | outside play |
| action figures | real cooking | |
| other: _____ | | |

MY TEACHER HAS OBSERVED

Child Name: _____

Date: _____

Completed by: _____

Please check relevant items and make comments:

<p>1. ENGAGEMENT IN ROUTINES</p> <p>MY STRENGTHS:</p> <p><input type="checkbox"/> I anticipate consistent daily routines</p> <p><input type="checkbox"/> I follow the sequence of the routines</p> <p><input type="checkbox"/> I respond to changes in routines</p> <p><input type="checkbox"/> I understand classroom expectations</p> <p><input type="checkbox"/> I respond to familiar activities and situations</p> <p><input type="checkbox"/> I have favorite activities</p> <p><input type="checkbox"/> I respond to directions</p> <p><input type="checkbox"/> I follow simple directions and complete tasks</p> <p><input type="checkbox"/> I am cooperative in interactions with adults</p> <p><input type="checkbox"/> Other: _____</p> <p>MY CHALLENGES:</p> <p><input type="checkbox"/> I require excess attention over time</p> <p><input type="checkbox"/> I require individual assistance</p> <p><input type="checkbox"/> I must be constantly re-directed</p> <p><input type="checkbox"/> I have difficulty with transitioning</p> <p><input type="checkbox"/> I avoid some activities, people, or objects</p> <p><input type="checkbox"/> I become upset or overly stimulated easily</p> <p><input type="checkbox"/> I require extra time to respond in unfamiliar situations and activities</p> <p><input type="checkbox"/> I become easily distracted in particular routines</p> <p><input type="checkbox"/> Other: _____</p>	<p>2. PLAY/SOCIAL INTERACTION</p> <p>MY STRENGTHS:</p> <p><input type="checkbox"/> I explore new objects, toys, and materials</p> <p><input type="checkbox"/> I initiate exploration of preferred toys/activities independently</p> <p><input type="checkbox"/> I enjoy playing with favorite play objects</p> <p><input type="checkbox"/> I engage in interactive play</p> <p><input type="checkbox"/> I initiate interaction with familiar adults</p> <p><input type="checkbox"/> I respond to peer's social initiation</p> <p><input type="checkbox"/> I have a peer buddy</p> <p><input type="checkbox"/> I take turns with others</p> <p><input type="checkbox"/> I identify emotions of others</p> <p><input type="checkbox"/> Other: _____</p> <p>MY CHALLENGES:</p> <p><input type="checkbox"/> I have limited interest in interacting with play materials</p> <p><input type="checkbox"/> I require individual assistance with play</p> <p><input type="checkbox"/> I rarely initiate social interaction</p> <p><input type="checkbox"/> I insist on my turns</p> <p><input type="checkbox"/> I have difficulty understanding social cues</p> <p><input type="checkbox"/> I have difficulty playing appropriately with peers</p> <p><input type="checkbox"/> Other: _____</p>
<p>3. COMMUNICATION SKILLS</p> <p>STRENGTHS:</p> <p><input type="checkbox"/> I show my enjoyment using smiles, laughs, or verbal language</p> <p><input type="checkbox"/> I understand visual cues or signs</p> <p><input type="checkbox"/> I understand verbal cues and prompts</p> <p><input type="checkbox"/> I express needs using verbal or physical signals and cues or language</p> <p><input type="checkbox"/> I use words, phrases, or sentences to communicate with others</p> <p><input type="checkbox"/> Other: _____</p> <p>MY CHALLENGES:</p> <p><input type="checkbox"/> I have difficulty understanding visual or verbal</p>	<p>4. PROBLEM BEHAVIOR</p> <p><input type="checkbox"/> I refuse to follow directions</p> <p><input type="checkbox"/> I engage in disruptive behavior during activities</p> <p><input type="checkbox"/> I engage in temper tantrums to get my needs met</p> <p><input type="checkbox"/> I use aggression to obtain or avoid objects or social interaction</p> <p><input type="checkbox"/> I use self-injurious behavior to obtain or avoid objects or social interaction</p> <p><input type="checkbox"/> I frequently engage in the problem behavior</p> <p><input type="checkbox"/> I engage in a prolonged periods of problem behavior</p> <p><input type="checkbox"/> Other: _____</p>

cues and prompts

I have difficulty expressing needs

I have a limited vocabulary for my age

I have difficulty paying attention when my teacher gives me directions

Other:

COMMENTS:

EVENTS AND FUNCTIONS ASSOCIATED WITH PROBLEM BEHAVIOR

Child Name: _____

Date: _____

Completed by: _____

Please check relevant items and make comments.

	<i>What happens just before the behavior</i>	<i>What do adults/peers do when problem behavior occurs?</i>	<i>Why might the child be doing this?</i>
Circle Time	<input type="checkbox"/> Told it is time to go to circle <input type="checkbox"/> Peer gets a turn or being told to wait for his/her turn <input type="checkbox"/> Another child gets attention <input type="checkbox"/> Provided with a difficult, age inappropriate , or non-preferred activity <input type="checkbox"/> Prompted to sit <input type="checkbox"/> Removed an object <input type="checkbox"/> Other: _____	<input type="checkbox"/> Delays or withdraws demands to join the circle <input type="checkbox"/> Moves him/her next to teacher <input type="checkbox"/> Offers of assistance <input type="checkbox"/> Tells child to return to his/her seat <input type="checkbox"/> Reprimands or scolds <input type="checkbox"/> Hold or restrain the child until calm <input type="checkbox"/> Puts in time out <input type="checkbox"/> Peers yell <input type="checkbox"/> Permits access to preferred activities or items <input type="checkbox"/> Other: _____	<input type="checkbox"/> Wants to get out circle <input type="checkbox"/> Can't tolerate length or levels of circle <input type="checkbox"/> Wants attention of peers/adults <input type="checkbox"/> Doesn't know what to do <input type="checkbox"/> Wants toys or other activity <input type="checkbox"/> Other: _____
Art	<input type="checkbox"/> Told "no", "don't", or "stop" <input type="checkbox"/> Peer gets a turn <input type="checkbox"/> Left alone or another child gets attention <input type="checkbox"/> Provided with a difficult, age inappropriate , or non-preferred activity or material <input type="checkbox"/> Prompted to complete a task <input type="checkbox"/> Other : _____)	<input type="checkbox"/> Allows access to preferred items or activities <input type="checkbox"/> Tells child to return to his/her seat or chair <input type="checkbox"/> Moves to sit next to child <input type="checkbox"/> Reprimands or scolds <input type="checkbox"/> Puts in time out <input type="checkbox"/> Offers of assistance <input type="checkbox"/> Peers yell <input type="checkbox"/> Hold or restrain the child until calm <input type="checkbox"/> Other : _____	<input type="checkbox"/> Might hate getting messy <input type="checkbox"/> Might not know what to do <input type="checkbox"/> Wants attention of teacher <input type="checkbox"/> Wants materials that another child is using <input type="checkbox"/> Might not like the feel of the materials <input type="checkbox"/> Other: _____
Computer	<input type="checkbox"/> Told "no", "don't", or "stop" <input type="checkbox"/> Peer gets a turn or told to wait for his turn <input type="checkbox"/> Left alone or teacher talks to another child <input type="checkbox"/> Provided with a difficult, age inappropriate , or non-preferred task <input type="checkbox"/> Prompted to sit <input type="checkbox"/> Told to complete a task <input type="checkbox"/> Other: _____	<input type="checkbox"/> Allows access to preferred items or activities <input type="checkbox"/> Tells child to return to his/her seat or chair <input type="checkbox"/> Moves to sit next to the child <input type="checkbox"/> Reprimands or scolds <input type="checkbox"/> Puts in time out <input type="checkbox"/> Offers of assistance <input type="checkbox"/> Peers yell <input type="checkbox"/> Hold or restrain the child until calm <input type="checkbox"/> Other: _____	<input type="checkbox"/> Might want to have a turn but doesn't know when it's his/her turn <input type="checkbox"/> Doesn't like doing activities alone <input type="checkbox"/> Doesn't want to sit <input type="checkbox"/> Other : _____






Outside Play	<input type="checkbox"/> Told to go outside play <input type="checkbox"/> Peer pushes him or her <input type="checkbox"/> Frustration with a play equipment <input type="checkbox"/> Left alone <input type="checkbox"/> Told to “no”, “don’t”, or “stop” <input type="checkbox"/> Removed an object	<input type="checkbox"/> Delays or withdraws demands <input type="checkbox"/> Runs after him /her <input type="checkbox"/> Reprimands or scolds <input type="checkbox"/> Puts in time out <input type="checkbox"/> Offers of assistance <input type="checkbox"/> Peers yell or call for the teacher <input type="checkbox"/> Other : _____	<input type="checkbox"/> Hates being hot and wants to go inside <input type="checkbox"/> Loves running and thinks outside means run away <input type="checkbox"/> Wants an adult as a play partner <input type="checkbox"/> Wants peer attention <input type="checkbox"/> Wants objects/activity that another child is using <input type="checkbox"/> Other : _____
Line Up	<input type="checkbox"/> Told to wait for his/her turn <input type="checkbox"/> Told to line up or in putted during preferred activities <input type="checkbox"/> Another child is first in the line <input type="checkbox"/> Other: _____	<input type="checkbox"/> Delays demands <input type="checkbox"/> Allows access to preferred activities or objects <input type="checkbox"/> Allows to get in line first <input type="checkbox"/> Holds child’s hands <input type="checkbox"/> Peers yell or call for the teacher <input type="checkbox"/> Other: _____	<input type="checkbox"/> Has difficulty with waiting for his/her turn <input type="checkbox"/> Might not want to leave activity <input type="checkbox"/> Doesn’t understand where to go next <input type="checkbox"/> Might not know how to line up <input type="checkbox"/> Might want to be first <input type="checkbox"/> Might want adult/peer attention <input type="checkbox"/> Other: _____
Clean-Up	<input type="checkbox"/> Told to clean-up or put toys away <input type="checkbox"/> Told “No, Don’t, or “Stop” <input type="checkbox"/> Removed from activity/area <input type="checkbox"/> Removed an object <input type="checkbox"/> Teacher helps another child <input type="checkbox"/> Other: _____	<input type="checkbox"/> Delays or withdraws demands <input type="checkbox"/> Allows access to preferred activities <input type="checkbox"/> Reprimands or scolds <input type="checkbox"/> Peers yell or call for the teacher <input type="checkbox"/> Hold or restrain the child until calm <input type="checkbox"/> Other: _____	<input type="checkbox"/> Has not finished doing the activity <input type="checkbox"/> Might not have realized that clean-up time was coming up <input type="checkbox"/> Likes to dump <input type="checkbox"/> Might not want to clean-up <input type="checkbox"/> Might want adult/peer attention <input type="checkbox"/> Other : _____
Bathroom	<input type="checkbox"/> Told to go to the bathroom <input type="checkbox"/> Prompted to wash hands <input type="checkbox"/> Teacher helps another child <input type="checkbox"/> Other: _____	<input type="checkbox"/> Delays or withdraws demands <input type="checkbox"/> Offers of assistance <input type="checkbox"/> Other : _____	<input type="checkbox"/> Doesn’t want to go to bathroom <input type="checkbox"/> Wants attention and/or someone there <input type="checkbox"/> Doesn’t want to wash hands <input type="checkbox"/> Other : _____
Centers/ Free Choice	<input type="checkbox"/> Told his or her turn is over <input type="checkbox"/> Told “no” or to play somewhere else <input type="checkbox"/> Peer takes toys from him/her <input type="checkbox"/> Frustration or failure on a task <input type="checkbox"/> Left alone or teacher helps another child <input type="checkbox"/> Other: _____	<input type="checkbox"/> Allows access to the center, activity, or object the child wanted <input type="checkbox"/> Helps the child with activity <input type="checkbox"/> Reprimands or scolds <input type="checkbox"/> Puts in time out <input type="checkbox"/> Peers yell or call for the teacher <input type="checkbox"/> Other : _____	<input type="checkbox"/> Wants a different center or wants a center that is closed <input type="checkbox"/> Wants the same toy as another child <input type="checkbox"/> Doesn’t know how to play with the items in the center <input type="checkbox"/> Wants adult or peer attention <input type="checkbox"/> Other : _____
Table Activities/ Small Group	<input type="checkbox"/> Frustration or failure on a activity <input type="checkbox"/> provided with a difficult, age inappropriate, or not preferred activity <input type="checkbox"/> Prompted to complete a task <input type="checkbox"/> Peer gets a turn <input type="checkbox"/> Teacher helps or interacts with another child <input type="checkbox"/> Other : _____	<input type="checkbox"/> Offers other activities <input type="checkbox"/> Delays demand <input type="checkbox"/> Told to join the group <input type="checkbox"/> Helps with the activity <input type="checkbox"/> Peer yells or calls for the teacher <input type="checkbox"/> Reprimands or scolds <input type="checkbox"/> Other : _____	<input type="checkbox"/> Doesn’t understand the activity <input type="checkbox"/> Wants attention from other children and/or an adult <input type="checkbox"/> Doesn’t like the activity <input type="checkbox"/> Other: _____
Snack/Meals	<input type="checkbox"/> Provided with non-preferred food	<input type="checkbox"/> Withdraws demand or offers other food	<input type="checkbox"/> Has restricted eating preferences <input type="checkbox"/> Doesn’t like to sit to eat

	<input type="checkbox"/> Prompted to eat <input type="checkbox"/> Told to seat on his chair <input type="checkbox"/> Removed food or told to "no"	<input type="checkbox"/> Offers of assistance <input type="checkbox"/> Tells child to sit <input type="checkbox"/> Follows child to feed <input type="checkbox"/> Other: _____	<input type="checkbox"/> Wants other's food <input type="checkbox"/> Other : _____
Nap	<input type="checkbox"/> Told it is time to take a nap or to get ready for nap <input type="checkbox"/> Prompted to find his bed <input type="checkbox"/> Peer gets help <input type="checkbox"/> Left alone <input type="checkbox"/> Told "no" or "stop" <input type="checkbox"/> Other: _____	<input type="checkbox"/> Delays or withdraws demand <input type="checkbox"/> Moves to sit next to the child <input type="checkbox"/> Reprimands or scolds <input type="checkbox"/> Offers of assistance <input type="checkbox"/> Other : _____	<input type="checkbox"/> Doesn't like to nap <input type="checkbox"/> Wants adult attention <input type="checkbox"/> Has a hard time settling down or soothing self to sleep <input type="checkbox"/> Other : _____
Transitions	<input type="checkbox"/> Told to say "bye" to parent <input type="checkbox"/> Told to get ready for another activity <input type="checkbox"/> Prompted to go to another activity area <input type="checkbox"/> Left alone <input type="checkbox"/> Other: _____	<input type="checkbox"/> Delays or withdraws demand <input type="checkbox"/> Delays separation from parent <input type="checkbox"/> Peer yells <input type="checkbox"/> Offers of assistance <input type="checkbox"/> Other: _____	<input type="checkbox"/> Doesn't want to leave activity <input type="checkbox"/> Doesn't want to leave parent <input type="checkbox"/> Doesn't like or want to go to next activity <input type="checkbox"/> Doesn't understand where to go or what to do <input type="checkbox"/> Gets attention from peers/adults <input type="checkbox"/> Other: _____

Sample Behavior Rating Scale 1

Amy's Difficulties






Week of _____

	Monday	Tuesday	Wednesday	Thursday	Friday
 Arrival	0 1 2 (3)	0 1 2 (3)	0 1 2 (3)	0 1 2 (3)	0 1 (2) 3
 Circle	0 1 2 (3)	0 1 2 (3)	0 1 (2) 3	0 1 2 (3)	0 1 (2) 3
 Art	0 1 2 (3)	0 (1) 2 3	0 1 (2) 3	0 (1) 2 3	(0) 1 2 3
 Lunch	0 1 2 (3)	0 1 (2) 3	0 (1) 2 3	0 1 (2) 3	0 (1) 2 3
Other: _____	0 1 2 (3)	0 1 2 (3)	(0) 1 2 3	0 1 2 (3)	0 1 (2) 3
 Average	<u>3</u>	<u>2.4</u>	<u>1.6</u>	<u>2.4</u>	<u>2.4</u>

3= hits, cries, and falls on floor; 2= cries and resists; 1=whines, but complies;
0=cooperative response

_____ Difficulties

Week of _____

	Monday	Tuesday	Wednesday	Thursday	Friday
 Arrival	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
 Circle	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
 Art	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
 Lunch	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
Other: _____	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
 Average	_____	_____	_____	_____	_____

3= _____ ; 2= _____ ; 1= _____ ; 0=cooperative response

Sample Behavior Rating Scale 2

Play Behavior

Child's Name: _____ Week of: _____ Time: __:__--__:__

Indicate play behavior at the beginning, middle, and end each play period. Summarize play behavior by placing totals in summary column.

Day/Activity	Beginning	Middle	End	Summary
Date: _____ Activity: _____	<input type="checkbox"/> Not playing <input type="checkbox"/> Play with toy alone <input type="checkbox"/> Play with toy with peer	<input type="checkbox"/> Not playing <input type="checkbox"/> Play with toy alone <input type="checkbox"/> Play with toy with peer	<input type="checkbox"/> Not playing <input type="checkbox"/> Play with toy alone <input type="checkbox"/> Play with toy with peer	<input type="checkbox"/> Not playing <input type="checkbox"/> Play with toy alone <input type="checkbox"/> Play with toy with peer
Date: _____ Activity: _____	<input type="checkbox"/> Not playing <input type="checkbox"/> Play with toy alone <input type="checkbox"/> Play with toy with peer	<input type="checkbox"/> Not playing <input type="checkbox"/> Play with toy alone <input type="checkbox"/> Play with toy with peer	<input type="checkbox"/> Not playing <input type="checkbox"/> Play with toy alone <input type="checkbox"/> Play with toy with peer	<input type="checkbox"/> Not playing <input type="checkbox"/> Play with toy alone <input type="checkbox"/> Play with toy with peer
Date: _____ Activity: _____	<input type="checkbox"/> Not playing <input type="checkbox"/> Play with toy alone <input type="checkbox"/> Play with toy with peer	<input type="checkbox"/> Not playing <input type="checkbox"/> Play with toy alone <input type="checkbox"/> Play with toy with peer	<input type="checkbox"/> Not playing <input type="checkbox"/> Play with toy alone <input type="checkbox"/> Play with toy with peer	<input type="checkbox"/> Not playing <input type="checkbox"/> Play with toy alone <input type="checkbox"/> Play with toy with peer

Weekly Total

Not Playing
 Play with toy alone
 Play with toy with peer

Source: The Center on the Social and Emotional Foundations for Early Learning. Vanderbilt University www.vanderbilt.edu/csefel

Sample Self-Recording Implementation Checklist

IMPLEMENTATION CHECKLIST

Child Name: _____

Date: _____

Completed by: _____

Set up

Did I:	Yes	No
Post the visual schedule on the wall?		
Have materials ready (cue cards, center choice board, first-then board, circle mini schedule, scripted stories, and activity materials)?		
Have child sit in a designated seat?		
Seat a peer buddy next to child?		

Implementation of Strategies

Did I:	Yes	No
Provide choices on a visual choice board?		
Prompt the child to say "all done" prior to use of problem behavior?		
Use "my turn" visual cue chart for highly preferred objects and activities?		
Have a peer to model the activity?		
Use "Turtle Technique" with visuals and puppet?		
Use first-then statements?		
Provide descriptive feedback for engaging in the activities?		
Show the child a "sit picture" to cue to sit?		
Assure the child that teacher will be close by if he needs help?		
Praise and attend to children who are on-task when the problem behavior occurs?		
Briefly withdraw attention and then redirect child with alternatives?		
Remind child of the "Turtle Technique" steps when the problem behavior occurs?		
Remind child that when the timer goes off, then it will be his turn?		



Routine Based Support Guide

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[CLICK HERE TO OPEN ROUTINE BASED SUPPORT GUIDE](#)