



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



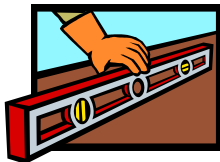
## Don't Throw in the Monkey Wrench, Stay Positive...

- 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



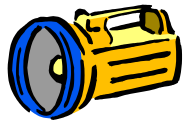
## Look at the Right Angle, Use the Child's Point of View...

- 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



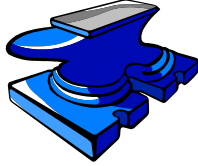
## Support Children So They Can Measure-up, Feel Good, and Make Friends...

- 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."