Using Teaching Tools

Introduction

Teaching Tools was developed to assist teachers in beginning to problem-solve a plan to support young children who are having challenging behavior. 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 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

Teaching Tools includes strategies for 12 routines or activities found in most early childhood settings and provides the context for the guide. The Teaching Tools allows you to look up strategy suggestions to resolve problem behavior within classroom routines. The Teaching Tools also includes a simple planning form for developing a support plan and a simple form to monitor outcomes. There are hyperlinks to materials and handouts that may be produced by the teacher.

The extended version of Teaching Tools includes additional strategies for toddlers. Many of the strategies listed in the preschool version can be adapted for supporting toddlers. In adapting the strategies for preschoolers to toddler classroom environment or using the strategies for toddlers, understanding of behavioral expectations of toddlers is essential. 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 what 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 no 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

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 from:
  - My Teacher Has Observed
  - My Teacher Wants to Know

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?

**Yes**

**Step 2**
Identify problematic routines and determine the levels of problem behavior and engagement

- Obtain teacher’s observational data using:
  - Daily Routine

In observing the child, is the function or purpose of the challenging behavior clear? Can the child’s challenging behavior be addressed by making modifications in an activity or interaction and using social and emotional teaching or support strategies?

**Yes**

**Step 3**
Identify the environmental stimuli associated with the child’s problem behavior and the functions of problem behavior

**Step 4**
Design a support plan by selecting strategies from **Teaching Tools**

**Step 5**
Implement the support plan and monitor child progress

**No**

Consider Tier 3 Intensive individualized intervention

- Conduct a team meeting to determine the functions and the child’s preferences using:
  - What do I “get” or “get out of” when I use challenging behavior?
  - My Preferences

- Complete:
  - Teacher’s Support Planning Sheet
  - Consider developing a plan for home using:
    - Family Routine Guide

**Obtain teacher’s monitoring data using**:
- Daily Routine and
- Behavior Rating Scale
**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* (see below) by classroom teacher to identify child’s needs for engagement in routines, play and social interaction skills, communication skills, and problem behavior
- Completing *My Teacher Wants to Know*, included in Teaching Tools, by family

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”.

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### My Teacher Has Observed

**MY TEACHER HAS OBSERVED**

**Child Name:**

**Completed by:**

**Date:**

Please check relevant items and make comments:

<table>
<thead>
<tr>
<th>1. ENGAGEMENT IN ROUTINES</th>
<th>2. PLAY/SOCIAL INTERACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MY STRENGTHS:</strong></td>
<td><strong>MY STRENGTHS:</strong></td>
</tr>
<tr>
<td>___ I anticipate consistent daily routines</td>
<td>___ I explore new objects, toys, and materials</td>
</tr>
<tr>
<td>___ I follow the sequence of the routines</td>
<td>___ I Initiate exploration of preferred toys/activities independently</td>
</tr>
<tr>
<td>___ I respond to changes in routines</td>
<td>___ I enjoy playing with favorite play objects</td>
</tr>
<tr>
<td>___ I understand classroom expectations</td>
<td>___ I engage in interactive play</td>
</tr>
<tr>
<td>___ I respond to familiar activities and situations</td>
<td>___ I initiate interaction with familiar adults</td>
</tr>
<tr>
<td>___ I have favorite activities</td>
<td>___ I respond to peer’s social initiation</td>
</tr>
<tr>
<td>___ I respond to directions</td>
<td>___ I have a peer buddy</td>
</tr>
<tr>
<td>___ I follow simple directions and complete tasks</td>
<td>___ I take turns with others</td>
</tr>
<tr>
<td>___ I am cooperative in interactions with adults</td>
<td>___ I Identify emotions of others</td>
</tr>
<tr>
<td><strong>MY CHALLENGES:</strong></td>
<td><strong>MY CHALLENGES:</strong></td>
</tr>
<tr>
<td>___ I require excess attention over time</td>
<td>___ I have limited interest in interacting with play materials</td>
</tr>
<tr>
<td>___ I require individual assistance</td>
<td>___ I require individual assistance with play</td>
</tr>
<tr>
<td>___ I must be constantly re-directed</td>
<td>___ I rarely initiate social interaction</td>
</tr>
<tr>
<td>___ I have difficulty with transitioning</td>
<td>___ I avoid some activities, people, or objects</td>
</tr>
<tr>
<td>___ I avoid some activities, people, or objects</td>
<td>___ I insist on my turns</td>
</tr>
</tbody>
</table>
I become upset or overly stimulated easily
I require extra time to respond in unfamiliar situations and activities
I become easily distracted in particular routines
Other:

I have difficulty understanding social cues
I have difficulty playing appropriately with peers
Other:

3. COMMUNICATION SKILLS
STRENGTHS:
___ I show my enjoyment using smiles, laughs, or verbal language
___ I understand visual cues or signs
___ I understand verbal cues and prompts
___ I express needs using verbal or physical signals and cues or language
___ I use words, phrases, or sentences to communicate with others
___ Other:

CONCERNS:
___ I have difficulty understanding visual or verbal 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:

4. PROBLEM BEHAVIOR
___ I refuse to follow directions
___ I engage in disruptive behavior during activities
___ I engage in temper tantrums to get my needs met
___ I use aggression to obtain or avoid objects or social interaction
___ I use self-injurious behavior to obtain or avoid objects or social interaction
___ I frequently engage in the problem behavior
___ I engage in a prolonged periods of problem behavior
___ Other:

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 Teaching Tools
- 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* (see below)
- 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 of Teaching Tools:**

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* of Teaching Tools and *Behavior Rating Scale* (see examples of rating scales below)
**EVENTS AND FUNCTIONS ASSOCIATED WITH PROBLEM BEHAVIOR**

<table>
<thead>
<tr>
<th>Child Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completed by:</strong></td>
<td></td>
</tr>
</tbody>
</table>

Please check relevant items and make comments.

<table>
<thead>
<tr>
<th>Circle Time</th>
<th>What happens just before the behavior</th>
<th>What do adults/peers do when problem behavior occurs?</th>
<th>Why might the child be doing this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Told it is time to go to circle</td>
<td>□ Delays or withdraws demands to join the circle</td>
<td>□ Wants to get out circle</td>
<td></td>
</tr>
<tr>
<td>□ Peer gets a turn or being told to wait for his/her turn</td>
<td>□ Moves him/her next to teacher</td>
<td>□ Can't tolerate length or levels of circle</td>
<td></td>
</tr>
<tr>
<td>□ Another child gets attention</td>
<td>□ Offers of assistance</td>
<td>□ Wants attention of peers/adults</td>
<td></td>
</tr>
<tr>
<td>□ Provided with a difficult, age inappropriate, or non-preferred activity</td>
<td>□ Tells child to return to his/her seat</td>
<td>□ Doesn’t know what to do</td>
<td></td>
</tr>
<tr>
<td>□ Prompted to sit</td>
<td>□ Reprimands or scolds</td>
<td>□ Wants toys or other activity</td>
<td></td>
</tr>
<tr>
<td>□ Removed an object</td>
<td>□ Holds or restrain the child until calm</td>
<td>□ Other: __________</td>
<td></td>
</tr>
<tr>
<td>□ Other: __________</td>
<td>□ Puts in time out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Peers yell</td>
<td>□ Peers yell</td>
<td></td>
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</tr>
<tr>
<td>□ Other: __________</td>
<td>□ Hold or restrain the child until calm</td>
<td></td>
<td></td>
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<tr>
<td>□ Other: __________</td>
<td>□ Puts in time out</td>
<td></td>
<td></td>
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<tr>
<td>□ Peers yell</td>
<td>□ Offers of assistance</td>
<td></td>
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<tr>
<td>□ Other: __________</td>
<td>□ Other: __________</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art</th>
<th>What happens just before the behavior</th>
<th>What do adults/peers do when problem behavior occurs?</th>
<th>Why might the child be doing this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Told “no”, “don’t”, or “stop”</td>
<td>□ Allows access to preferred items or activities</td>
<td>□ Might hate getting messy</td>
<td></td>
</tr>
<tr>
<td>□ Peer gets a turn</td>
<td>□ Tells child to return to his/her seat or chair</td>
<td>□ Might not know what to do</td>
<td></td>
</tr>
<tr>
<td>□ Left alone or another child gets attention</td>
<td>□ Moves to sit next to child</td>
<td>□ Wants attention of teacher</td>
<td></td>
</tr>
<tr>
<td>□ Provided with a difficult, age inappropriate, or non-preferred activity or material</td>
<td>□ Reprimands or scolds</td>
<td>□ Wants materials that another child is using</td>
<td></td>
</tr>
<tr>
<td>□ Prompted to complete a task</td>
<td>□ Puts in time out</td>
<td>□ Might not like the feel of the materials</td>
<td></td>
</tr>
<tr>
<td>□ Other: __________</td>
<td>□ Offers of assistance</td>
<td>□ Other: __________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Computer</th>
<th>What happens just before the behavior</th>
<th>What do adults/peers do when problem behavior occurs?</th>
<th>Why might the child be doing this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Told “no”, “don’t”, or “stop”</td>
<td>□ Allows access to preferred items or activities</td>
<td>□ Might want to have a turn but doesn’t know when it’s his/her turn</td>
<td></td>
</tr>
<tr>
<td>□ Peer gets a turn or told to wait for his turn</td>
<td>□ Tells child to return to his/her seat or chair</td>
<td>□ Doesn’t like doing activities alone</td>
<td></td>
</tr>
<tr>
<td>□ Left alone or teacher talks to another child</td>
<td>□ Moves to sit next to the child</td>
<td>□ Doesn’t want to sit</td>
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<tr>
<td>□ Provided with a difficult, age inappropriate, or non-preferred activity</td>
<td>□ Reprimands or scolds</td>
<td>□ Other: __________</td>
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<tr>
<td>□ Other: __________</td>
<td>□ Puts in time out</td>
<td></td>
<td></td>
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<tr>
<td>□ Offers of assistance</td>
<td>□ Offers of assistance</td>
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<tr>
<td>Non-preferred Task</td>
<td>Outside Play</td>
<td>Line Up</td>
<td>Clean-Up</td>
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<tr>
<td>Prompted to sit</td>
<td>Told to go outside play</td>
<td>Told to wait for his/her turn</td>
<td>Told to clean-up or put toys away</td>
</tr>
<tr>
<td>Told to complete a task</td>
<td>Peer pushes him or her</td>
<td>Told to line up or inputted during preferred activities</td>
<td>Told “No, Don’t, or “Stop”</td>
</tr>
<tr>
<td>Other: ___________</td>
<td>Frustration with a play equipment</td>
<td>Another child is first in the line</td>
<td>Removed from activity/area</td>
</tr>
<tr>
<td></td>
<td>Left alone</td>
<td>Other: ___________</td>
<td>Removed an object</td>
</tr>
<tr>
<td></td>
<td>Told to “no”, “don’t’, or “stop”</td>
<td></td>
<td>Teacher helps another child</td>
</tr>
<tr>
<td></td>
<td>Removed an object</td>
<td></td>
<td>Other: ___________</td>
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<tr>
<td>Table Activities/Small Group</td>
<td>Snack/Meals</td>
<td>Nap</td>
<td>Transitions</td>
</tr>
<tr>
<td>--------------------------------</td>
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</tr>
<tr>
<td>□ Other: ____________</td>
<td>□ Does’t understand the activity</td>
<td>□ Has restricted eating preferences</td>
<td>□ Doesn’t want to leave activity</td>
</tr>
<tr>
<td>□ Frustration or failure on a activity (provided with a difficult, age inappropriate, or not preferred activity)</td>
<td>□ Provides with non-preferred food</td>
<td>□ Doesn’t like to nap</td>
<td>□ Doesn’t want to leave parent</td>
</tr>
<tr>
<td>□ Prompted to complete a task</td>
<td>□ Prompted to eat</td>
<td>□ Wants adult attention</td>
<td>□ Doesn’t like or want to go to next activity</td>
</tr>
<tr>
<td>□ Peer gets a turn</td>
<td>□ Told to seat on his chair</td>
<td>□ Has a hard time settling down or soothing self to sleep</td>
<td>□ Doesn’t understand where to go or what to do</td>
</tr>
<tr>
<td>□ Teacher helps or interacts with another child</td>
<td>□ Removed food or told to “no”</td>
<td>□ Other: ____________</td>
<td>□ Gets attention from peers/adults</td>
</tr>
<tr>
<td>□ Other: ____________</td>
<td>□ Offers other activities</td>
<td>□ Other: ____________</td>
<td>□ Other: ____________</td>
</tr>
<tr>
<td>□ Offers other activities</td>
<td>□ Delays demand</td>
<td>□ Delays or withdraws demand</td>
<td>□ Delays or withdraws demand</td>
</tr>
<tr>
<td>□ Told to join the group</td>
<td>□ Told to join the group</td>
<td>□ Moves to sit next to the child</td>
<td>□ Delays separation from parent</td>
</tr>
<tr>
<td>□ Helps with the activity</td>
<td>□ Peer yells or calls teacher</td>
<td>□ Reprimands or scolds</td>
<td>□ Peer yells</td>
</tr>
<tr>
<td>□ Peer yells or calls teacher</td>
<td>□ Other: ____________</td>
<td>□ Offers of assistance</td>
<td>□ Offers of assistance</td>
</tr>
<tr>
<td>□ Offers of assistance</td>
<td>□ Other: ____________</td>
<td>□ Other: ____________</td>
<td>□ Other: ____________</td>
</tr>
<tr>
<td>□ Other: ____________</td>
<td>□ Told to get ready for another activity</td>
<td>□ Other: ____________</td>
<td>□ Told to say “bye” to parent</td>
</tr>
<tr>
<td>□ Prompted to go to another activity area</td>
<td>□ Left alone</td>
<td>□ Other: ____________</td>
<td>□ Prompted to say “bye” to parent</td>
</tr>
<tr>
<td>□ Left alone</td>
<td>□ Told “no” or “stop”</td>
<td>□ Other: ____________</td>
<td>□ Told to get ready for another activity</td>
</tr>
<tr>
<td>□ Other: ____________</td>
<td>□ Does’t like to nap</td>
<td>□ Other: ____________</td>
<td>□ Doesn’t understand where to go or what to do</td>
</tr>
</tbody>
</table>

**Table Activities/Small Group**
- Frustration or failure on a activity (provided with a difficult, age inappropriate, or not preferred activity)
- Prompted to complete a task
- Peer gets a turn
- Teacher helps or interacts with another child
- Other:

**Table Snack/Meals**
- Provided with non-preferred food
- Prompted to eat
- Told to seat on his chair
- Removed food or told to “no”
- Other:

**Table Nap**
- Told it is time to take a nap or to get ready for nap
- Prompted to find his bed
- Peer gets help
- Left alone
- Told “no” or “stop”
- Other:

**Table Transitions**
- Told to say “bye” to parent
- Told to get ready for another activity
- Prompted to go to another activity area
- Left alone
- Other:
### Example 1: Behavior Rating Scale

**Amy’s Difficulties**

**Week of ______**

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>Circle</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>Art</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>Lunch</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>Other: ______</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>2.4</td>
<td>1.6</td>
<td>2.4</td>
<td>2.4</td>
</tr>
</tbody>
</table>

3= hits, cries, and falls on floor; 2= cries and resists; 1=whines, but complies; 0=cooperative response
Example 2: Behavior Rating Scale

### 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.

<table>
<thead>
<tr>
<th>Day/Activity</th>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:_______</td>
<td>___Not playing ___Play with toy alone ___Play with toy with peer</td>
<td>___Not playing ___Play with toy alone ___Play with toy with peer</td>
<td>___Not playing ___Play with toy alone ___Play with toy with peer</td>
<td>___Not playing ___Play with toy alone ___Play with toy with peer</td>
</tr>
<tr>
<td>Activity:____</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:_______</td>
<td>___Not playing ___Play with toy alone ___Play with toy with peer</td>
<td>___Not playing ___Play with toy alone ___Play with toy with peer</td>
<td>___Not playing ___Play with toy alone ___Play with toy with peer</td>
<td>___Not playing ___Play with toy alone ___Play with toy with peer</td>
</tr>
<tr>
<td>Activity:____</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:_______</td>
<td>___Not playing ___Play with toy alone ___Play with toy with peer</td>
<td>___Not playing ___Play with toy alone ___Play with toy with peer</td>
<td>___Not playing ___Play with toy alone ___Play with toy with peer</td>
<td>___Not playing ___Play with toy alone ___Play with toy with peer</td>
</tr>
<tr>
<td>Activity:____</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Weekly Total**

___Not Playing
___Play with toy alone
___Play with toy with peer

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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 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 sample checklist below) 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.
# Sample Self-recording Implementation Checklist

**IMPLEMENTATION CHECKLIST**

<table>
<thead>
<tr>
<th>Child Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completed by:</strong></td>
<td></td>
</tr>
</tbody>
</table>

## Set up

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

## Implementation of Strategies

<table>
<thead>
<tr>
<th>Did I:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide choices on a visual choice board?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prompt the child to say “all done” prior to use of problem behavior?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use “my turn” visual cue chart for highly preferred objects and activities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have a peer to model the activity?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use “Turtle Technique” with visuals and puppet?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use first-then statements?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide descriptive feedback for engaging in the activities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show the child a “sit picture” to cue to sit?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assure the child that teacher will be close by if he needs help?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Praise and attend to children who are on-task when the problem behavior occurs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Briefly withdraw attention and then redirect child with alternatives?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remind child of the “Turtle Technique” steps when the problem behavior occurs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remind child that when the timer goes off, then it will be his turn?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**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 be facilitated to record target behaviors and skills within targeted routines or activities to track the progress the child makes 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.