

2015 Alaska RTI Conference

Designing Effective Early Childhood Classroom Environments
Using Program-wide Positive Behavior Supports as Response to Instruction
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Activity Worksheet

Activity 1: List the top 3 challenging behaviors that you see commonly exhibited by many children in your program/preschool (5 minutes)	
Think:	Share:
Activity 2: Generate a list of 5 or more ideas you use to build relationships with children (5 minutes)	
Think:	Share:
Activity 3: Generate 3 potential ideas for core values. (5 minutes)	
Think:	Share:
Activity 4: Pick one daily routine and develop behavioral expectations for the routine, following the guidelines presented. (10 minutes)	
Think:	Share:
Activity 5: Turn to colleagues and discuss teaching strategies you use/could use to help students learn behavioral expectations. (10 minutes)	
Share:	
Activity 6: Pick one of the challenging behavior definitions and identify 1 or 2 examples of behavior that would fit. (5 minutes)	
Think:	Share:

Building Positive Relationships with Young Children

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The fundamental importance of building positive relationships with children can be best illustrated by the following scenarios.

Helen and her 30-month-old daughter, Lucy, have a long-standing morning tradition of going to a neighborhood park and playing with other parents and children. They spend anywhere from 1 to 2 hours each day at the park. This day, however, Helen receives an emergency call and needs to return to their home immediately. She and Lucy have been at the park for about 10 minutes, and Lucy is playing “cooks” with her best friend Tito. Helen says to Lucy, “Honey, I’m sorry, but you and Mommy have to go home right now. Everything is O.K., but we have to go.” Lucy begins to whimper and says, “But, I was playing with Tito.” Helen reaches down and hugs Lucy, saying, “I know. Let’s call Tito’s mommy when we get home and invite him over to play later.” Lucy says, “O.K.,” and she and her mom hurry home.

Eric has been a Head Start teacher for 10 years. In that time, he has built a reputation as the teacher for the tough kids. This year, Bill is assigned to Eric’s class because of Bill’s long history of hyperactivity, negativity, and aggression toward adults and peers. Two months into the year, the Center’s administrator sheepishly asks Eric how things are going with Bill. Eric replies, “Great, boy were folks wrong about

Bill.” Somewhat flabbergasted, the administrator decides to see for himself. What he observes in less than 10 minutes is as follows. Eric says to everyone, “Look at Bill, he is sitting so quietly in circle; too cool Bill!” When Bill answers a question about the story, Eric says, “Bill, that’s right, you are really concentrating today.” When transition is about to occur, Eric says, “Bill, can you show everyone good walking feet to snack?” At snack, a peer asks Bill for juice, and he passes the container. Eric, being vigilant, says, “Bill, thanks for sharing so nicely.”

After completing a functional behavior assessment, Erin, an ECSE teacher, determines that Jessie’s long-standing tantrum behaviors in the class are designed to acquire adult attention. Erin institutes a plan to ignore Jessie’s tantrums and to spend as much time and attention when Jessie is not having a tantrum. After four days of increased tantrums, Jessie’s behavior has improved dramatically.

In each of the foregoing scenarios, adults were successful in achieving improved behavior change in contexts that many individuals might predict would lead to continuing, even escalating challenging behavior. However, in each case, children were obviously attuned to adults, focused on their communication, and prone to value and seek-out adult approval.

In each case, the adults had invested time and effort prior to the events in question, communicating their noncontingent affection and unquestioned valuing of these children. We submit that this prior history of positive relationship building is a prerequisite to effective intervention practices for challenging behavior and thus goal one for adults and caregivers

wishing to prevent challenging behavior and enhance children’s sense of well-being and social competence. How does one go about the task of relationship building?

Building Positive Relationships

Building positive relationships with young children is an essential task and a foundational component of good teaching. All children grow and thrive in the context of close and dependable relationships that provide love and nurturance, security, and responsive interactions. A positive adult-child relationship built on trust, understanding, and caring will foster children’s cooperation and motivation and increase their positive outcomes at school (Webster-Stratton, 1999). In a review of empirically derived risk and protective factors associated with academic and behavioral problems at the beginning of school, Huffman et al. (2000) identified that having a positive preschool experience and a warm and open relationship with their teacher or child care provider are important protective factors for young children. These protective factors operate to produce direct, ameliorative effects for children in at-risk situations (Luthar, 1993). Next, we describe some of the key ingredients for relationship building.

First Things First

Utilizing a relationship-building model, proper sequencing of adult behavior is critical. Simply put, adults need to invest time and attention with children as a precedent to the optimum use of sound behavior change strategies. There are two reasons that this sequence is so important. First, it

should be noted that the protective factors promoted during relationship building can and do function to reduce many challenging behaviors. As such, taking the time to do relationship building may save time that would be spent implementing more elaborate and time-consuming assessment and intervention strategies. Second, as adults build positive relationships with children, their potential influence on children's behavior grows exponentially. That is, children cue in on the presence of meaningful and caring adults, they attend differentially and selectively to what adults say and do, and they seek out ways to ensure even more positive attention from adults (Lally, Mangione, & Honig, 1988). It is this positive relationship foundation that allowed Helen with minimal effort to leave the park early with Lucy, for Eric to experience Bill in a much more positive way than prior teachers, and for Erin to alter Jessie's tantrums in such short order.

Getting to Know You

In order for adults to build meaningful positive relationships with children, it is essential to gain a thorough understanding of children's preferences, interests, background, and culture. For very young children and children with special needs, this information is most often accessed by observing what children do and by speaking directly to parents and other caregivers. With this information, adults can ensure that their play with children is fun, that the content of their conversations is relevant, and that they communicate respect for children's origins. Whenever possible, this kind of information exchange should be as reciprocal as possible. That is, adults should be sharing their own interests, likes, backgrounds, and origins with children as well.

It Takes a Lot of Love

For many children, developing positive relationships with adults is a difficult task. Prior negative history and interfering behavior often conspire to make the task of relationship development long and arduous. On occasion then, adults should consider that they will need to devote extensive effort to relationship building. The easiest, most straightforward way to achieve a high level of intervention intensity in the relationship-building domain is to think about embedding opportunities throughout the day (see list below for specific suggestions). While there is no magic number that we know of, we have seen teachers who can easily provide several dozen positive, affirming statements to children each day. For children who have mostly heard criticism, it takes, we feel, a lot of messages to the contrary.

Making Deposits

A metaphor for building positive relationships that we find particularly helpful is that of a piggy bank. Whenever teachers and caregivers engage in strategies to build positive relationships, it is as if they are "making a deposit" in a child's relationship piggy bank. Conversely, when adults make demands, nag, or criticize children, it is as if they are making a relationship withdrawal. For some children, because there has been no prior effort to make deposits in their relationship piggy bank, nagging, criticism, and demands may be more akin to writing bad checks! It may be helpful to reflect on the interactions you have with an individual child and think to yourself, "Am I making a deposit or a withdrawal?" Or, "Have I made any deposits in Bill's piggy bank today?" Figures 1 and 2 represent example deposits (Figure 1) in the relationship bank or withdrawals (Figure 2) from the bank.

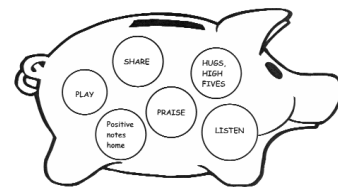


Figure 1. Making relationship deposits



Figure 2. Making relationship withdrawals

Undoubtedly teachers and child care providers strive to build positive relationships with all of the children in their care. Typically, we have the best relationships with children who respond to us, seemingly like us, and go along with our plans. But as you know, it is more difficult to build positive relationships with some children than with others. We have all had experience with children who push our "hot buttons." Maybe they demand more attention than others, are disruptive, unmotivated, oppositional, aggressive, or do not give us the positive feedback we get from others. When our hot buttons get pushed, we may feel frustrated and discouraged, or bad about ourselves as teachers, causing us to get angry, raise our voices, criticize, or actively avoid these children. Yet, the very children we find the most difficult to build relationships with are the ones who need positive relationships with adults the most! It is a natural reaction to feel emotional when a hot button is pushed. However, rather than feeling frustrated, angry, or guilty about it, it is more productive to think of the emotional response as a warning sign that you will have to work extra hard to proactively build a positive relationship with this child. If the adult is simply reacting to a hot

button being pushed—he or she may consistently become frustrated and avoid the child. We recognize that building positive relationships is far from simple with some children. It takes a frequently renewed commitment and consistent effort. Because this is easier said than done, we have provided some practical strategies for building positive relationships with children throughout the preschool day.

Practical Strategies for Building Positive Relationships

- Distribute interest surveys that parents fill out about their child
- Greet every child at the door by name
- Follow a child's lead during play
- Have a conversation over snack
- Conduct home visits
- Listen to a child's ideas and stories and be an appreciative audience
- Send positive notes home
- Provide praise and encouragement
- Share information about yourself and find something in common with the child
- Ask children to bring in family photos and give them an opportunity to share it with you and their peers
- Post children's work
- Have a "Star" of the week who brings in special things from home and gets to share them during circle time
- Acknowledge a child's effort
- Give compliments liberally
- Call a child's parents to say what a great day she or he having in front of the child
- Find out what a child's favorite book is and read it to the whole class
- Have sharing days
- Make "all about me" books and share them at circle time
- Write all of the special things about a child on a T-shirt and let him or her wear it
- Play a game with a child
- Play outside with a child

- Ride the bus with a child
- Go to an extracurricular activity with the child
- Learn a child's home language
- Give hugs, high fives, and thumbs up for accomplishing tasks
- Hold a child's hand
- Call a child after a bad day and say "I'm sorry we had a bad day today – I know tomorrow is going to be better!"
- Tell a child how much he or she was missed when the child misses a day of school

Beyond the specific strategies enumerated above, we suggest that adults can speed the process of relationship building by:

- Carefully analyzing each compliance task (e.g., "time to go to paints") and, where possible, shifting that compliance task to a choice for children (e.g., "Do you want to paint or do puzzles?");
- Carefully considering if some forms of "challenging" behavior can be ignored (e.g., loud voice)—this is not planned ignoring for behavior designed to elicit attention but ignoring in the sense of making wise and limited choices about when to pick battles over behavior; and
- Self-monitoring one's own deposits and withdrawal behaviors and setting behavioral goals accordingly. Some teachers have easily done this by using wrist golf counters to self-record or by moving a plastic chip from one pocket to the next. A strategically posted visual reminder can help teachers remember to make numerous relationship deposits.

Conclusion

Most of this article has focused on what children get out of positive relationships with adults. However, we contend that adults get something valuable out of the time and attention they expend to build these meaningful relationships too. First, as was

mentioned earlier, the children we build relationships with will be easier to teach, more compliant, and less likely to engage in challenging behavior. Second, teachers will feel more positive about their skills, their effort – and we think may like their jobs even more. Third, adults will begin to see the "ripple effect" of relationship building. As children learn in the context of caring relationships with adults, they will become more skilled at building positive relationships with other children. Finally, providing a child with the opportunity to have a warm and responsive relationship with you means that you have the pleasure of getting to know the child as well.

References

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- Luthar, S.S. (1993). Annotations: Methodological and conceptual issues in research on childhood resilience. *Journal of Child Psychology and Psychiatry*, 34 (4), 441-453.
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Belknap-Merrimack Head Start Big B Behavior Matrix

Morning Routines

Routine	Be Safe	Be Kind	Be Careful with Our Things	Make It Better
Arrival	<ul style="list-style-type: none"> listen to adults follow adult directions gentle hands and touch walk 	<ul style="list-style-type: none"> greet others with kind words use quiet voices 	<ul style="list-style-type: none"> put things where they belong 	<ul style="list-style-type: none"> if you knock it over...pick it up if you offend...excuse yourself say "How can I make it better?..." lend a helping hand
Breakfast/Mealtime	<ul style="list-style-type: none"> listen to adults follow adult directions wash hands all chair legs on floor sit on chair take small bites and chew 	<ul style="list-style-type: none"> use words to ask for things be sure everyone gets a serving 	<ul style="list-style-type: none"> clear your place put chair in its place 	<ul style="list-style-type: none"> if you spill...clean it up if you knock it over...pick it up if you run out of food...find more if you offend...excuse yourself lend a helping hand
Circle	<ul style="list-style-type: none"> listen to adults follow adult directions feet on floor gentle hands and touch follow directions 	<ul style="list-style-type: none"> use kind words to share information use quiet voices take turns listen to others get permission to use people's things from home 	<ul style="list-style-type: none"> care for toys materials and furniture return things to their place 	<ul style="list-style-type: none"> if you hurt another...help heal if you offend...excuse yourself say "How can I make it better?..." lend a helping hand
Free Choice/Play	<ul style="list-style-type: none"> listen to adults follow adult directions use toys safely stay in room gentle hands and touch 	<ul style="list-style-type: none"> use kind words use quiet voices take turns listen to others get permission to use people's things from home share toys and materials 	<ul style="list-style-type: none"> care for toys materials and furniture return things to their place 	<ul style="list-style-type: none"> if you destroy...help rebuild it if you hurt another...help heal if you offend...excuse yourself say "How can I make it better?..." lend a helping hand
Small Group Activities	<ul style="list-style-type: none"> listen to adults follow adult directions use toys safely stay in room gentle hands and touch 	<ul style="list-style-type: none"> use kind words use quiet voices take turns listen to others get permission to use people's things from home share toys and materials 	<ul style="list-style-type: none"> care for toys materials and furniture return things to their place 	<ul style="list-style-type: none"> if you destroy...help rebuild it if you hurt another...help heal if you offend...excuse yourself say "How can I make it better?..." lend a helping hand
Outdoor Play/Playground	<ul style="list-style-type: none"> listen to adults follow adult directions dress for the weather stay on the playground 	<ul style="list-style-type: none"> use kind words listen to others take turns 	<ul style="list-style-type: none"> keep things in the playground return things to their place use equipment carefully be gentle with materials 	<ul style="list-style-type: none"> if you hurt another... help heal if you destroy...help rebuild lend a helping hand
Lunch/Mealtime	<ul style="list-style-type: none"> listen to adults follow adult directions wash hands all chair legs on floor sit on chair take small bites and chew 	<ul style="list-style-type: none"> use words to ask for things be sure everyone gets a serving 	<ul style="list-style-type: none"> clear your place put chair in its place 	<ul style="list-style-type: none"> if you spill...clean it up if you knock it over...pick it up if you run out of food...find more if you offend...excuse yourself lend a helping hand

Belknap-Merrimack Head Start Big B Behavior Matrix

Afternoon Routines

Routine	Be Safe	Be Kind	Be Careful with Our Things	Make It Better
Rest Time	<ul style="list-style-type: none"> listen to adults follow adult directions 	<ul style="list-style-type: none"> rest silently use a whisper voice if you need help 	<ul style="list-style-type: none"> care for bedding and furniture 	<ul style="list-style-type: none"> if you hurt another... help heal if you destroy...help rebuild lend a helping hand
Rest Time/ Pick-Up	<ul style="list-style-type: none"> listen to adults follow adult directions 	<ul style="list-style-type: none"> use a quiet voice use kind words 	<ul style="list-style-type: none"> return things to their place 	<ul style="list-style-type: none"> if you hurt another... help heal if you destroy...help rebuild lend a helping hand
Snack/ Mealtime	<ul style="list-style-type: none"> listen to adults follow adult directions wash hands all chair legs on floor sit on chair take small bites and chew 	<ul style="list-style-type: none"> use a quiet voice use kind words to ask for things be sure everyone gets a serving 	<ul style="list-style-type: none"> clear your place put chair in its place 	<ul style="list-style-type: none"> if you spill...clean it up if you knock it over...pick it up if you run out of food...find more if you offend...excuse yourself lend a helping hand
Outdoor Play/ Playground	<ul style="list-style-type: none"> listen to adults follow adult directions dress for the weather stay on the playground 	<ul style="list-style-type: none"> use kind words listen to others take turns 	<ul style="list-style-type: none"> keep things in the playground return things to their place use equipment carefully be gentle with materials 	<ul style="list-style-type: none"> if you hurt another... help heal if you destroy...help rebuild lend a helping hand
Free Choice/Play	<ul style="list-style-type: none"> listen to adults follow adult directions use toys safely stay in room gentle hands and touch 	<ul style="list-style-type: none"> use kind words use a quiet voice take turns listen to others get permission to use people's things from home share toys and materials 	<ul style="list-style-type: none"> care for toys materials and furniture return things to their place 	<ul style="list-style-type: none"> if you destroy...help rebuild it if you hurt another...help heal if you offend...excuse yourself say "How can I make it better?..." lend a helping hand
Departure and Hallway	<ul style="list-style-type: none"> listen to adults follow adult directions walk 	<ul style="list-style-type: none"> take the next place in line use a quiet voice hands, body & feet in your own space get permission to use other people's things 	<ul style="list-style-type: none"> put your things away 	<ul style="list-style-type: none"> if you "cut" in line...go to the back of the line if you drop it...pick it up if you offend...excuse yourself say "How can I make it better?..." lend a helping hand

Belknap-Merrimack Head Start Big B Behavior Matrix

Bus Routines

Routine	Be Safe	Be Kind	Be Careful with Our Things	Make It Better
Bus	<ul style="list-style-type: none"> listen to adults follow adult directions wait safely with adult take turns when getting on bus walk to your seat sit down & buckle up stay buckled in seat wait for bus to stop before un-buckling 	<ul style="list-style-type: none"> say hi to the driver when getting on bus use kind words use a quiet voice keep hands, body & feet to yourself say thank you to the driver when leaving bus 	<ul style="list-style-type: none"> put things where they belong clean up your area take your things when leaving 	<ul style="list-style-type: none"> if you hurt another... help heal if you destroy...help rebuild lend a helping hand

VNA Childcare Center

School-wide Expectation : Be A Helper

Targeted Skill: "Follow Directions"

Area : Classroom

Purpose of the lesson :

- (1) To show children how to be a helper by following directions in the classroom

Teaching Examples :

- (1) During circle time teacher will discuss the following with the children:
 - What it means to follow directions in the classroom (using listening ears when the teachers speak, cooperating with teacher's instructions, participating in classroom activities/clean up)
 - How following directions is being a helper (teacher does not have to repeat him/herself, classroom runs smoothly, everyone follows directions)
 - Teacher will ask children to explain what it means to follow directions in the classroom
 - Teacher will ask children to explain how following directions is being a helper
 - Teacher will provide positive verbal reinforcement for the correct response

Children Activities/Role Plays :

- (1) Before outside time the teacher will speak softly and give a simple direction to the Assistant teacher, "Please go line up."
- (2) The teacher's assistant will stand up and go to the line and state, "The teacher asked me to go line up. I am following directions."
- (3) The first teacher calls the assistant back to the group and the assistant walks to the group. The teacher states "thank you, you

followed my directions when I called you back to group. You are being a great helper"

- (4) Teacher will ask the children to go to line up. The children will all stand up and walk to line up by the door. Teacher thanks them and praises them for following directions.
- (5) Teacher then asks the assistant teacher to go line up. The assistant goes to the doll area instead. The teacher states, "Thank you for going to the doll area, but I asked you to go line up. It is important for you to follow my directions."
- (6) Teacher asks children, "How could Mr./Miss _____ be a helper?"
- (7) Teacher will provide positive verbal reinforcement for the correct response
- (8) Teacher and children congratulate themselves for following directions in the classroom by singing the VNA Song

Follow-up :

- (1) Reward children who are following directions in the classroom by giving them a "Hurray, Hurray Star"
- (2) When giving any positive reminder say "At the VNA we....."
(example: "At the VNA we follow directions in the classroom")

NOTE: This Cool Tool is to be reinforced & reviewed on a continual basis

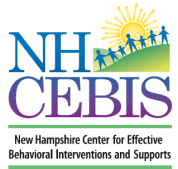
Created on 7/22/04 To be reviewed annually. Booster activities to be done as needed to provide ongoing reinforcement of expected behaviors.

Behavior Incident Report

Child's Name/ID: _____			Program: _____			Classroom: _____		
Date: _____			Time of Occurrence: _____			Referring Staff: _____		
ROUTINE (check one)								
<input type="checkbox"/> Arrival	<input type="checkbox"/> Departure	<input type="checkbox"/> Quiet time/Nap	<input type="checkbox"/> Circle	<input type="checkbox"/> Directed Centers	<input type="checkbox"/> Self-care/Bathroom	<input type="checkbox"/> Clean-up	<input type="checkbox"/> Individual activity	<input type="checkbox"/> Small group activity
<input type="checkbox"/> Free Centers	<input type="checkbox"/> Meals	<input type="checkbox"/> Special activity/Field trip	<input type="checkbox"/> Prayer	<input type="checkbox"/> Other	<input type="checkbox"/> Transition	<input type="checkbox"/> Outdoor play		
MOTIVATION (check up to 2; label "P" for primary motivation and "A" for alternative motivation)								
<input type="checkbox"/> Obtain preferred item	<input type="checkbox"/> Obtain sensory stimulation	<input type="checkbox"/> Avoid adult attention	<input type="checkbox"/> Obtain preferred activity	<input type="checkbox"/> Avoid/escape non-preferred task/activity	<input type="checkbox"/> Avoid sensory overstimulation	<input type="checkbox"/> Obtain peer attention	<input type="checkbox"/> Unknown	
<input type="checkbox"/> Obtain adult attention	<input type="checkbox"/> Avoid peer attention	<input type="checkbox"/> Other _____						
CHALLENGING BEHAVIOR (check up to 3; label "C" for challenging behavior, "A" for accelerating and "P" for peak)								
<input type="checkbox"/> Disruption/Tantrum	<input type="checkbox"/> Physical aggression	<input type="checkbox"/> Social withdrawal/isolation	<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Property damage	<input type="checkbox"/> Unsafe behaviors	<input type="checkbox"/> Non-compliance	<input type="checkbox"/> Running away	<input type="checkbox"/> Verbal aggression
<input type="checkbox"/> Other _____	<input type="checkbox"/> Self-injury	<input type="checkbox"/> Biting						
STAFF RESPONSE (check one or the most intrusive)								
<input type="checkbox"/> Verbal reminder	<input type="checkbox"/> Re-teach and practice behavior	<input type="checkbox"/> Loss of item/privilege	<input type="checkbox"/> Curriculum modification	<input type="checkbox"/> Physical guidance	<input type="checkbox"/> Other _____	<input type="checkbox"/> Move within group	<input type="checkbox"/> Time with adult /Support staff	<input type="checkbox"/> Unknown
<input type="checkbox"/> Remove from activity	<input type="checkbox"/> Family contact		<input type="checkbox"/> Remove from area					
ADMINISTRATIVE FOLLOW-UP (check one or the most intrusive)								
<input type="checkbox"/> Talk with child	<input type="checkbox"/> Arrange behavioral consultation/team	<input type="checkbox"/> Transfer to another program	<input type="checkbox"/> Telephone contact with parent/family	<input type="checkbox"/> Reduce hours in program	<input type="checkbox"/> Early dismissal	<input type="checkbox"/> Parent/Family meeting	<input type="checkbox"/> Targeted group intervention	<input type="checkbox"/> Other _____
INVOLVED PERSONS (check all that apply)								
<input type="checkbox"/> Teacher	<input type="checkbox"/> Case Worker	<input type="checkbox"/> Peers	<input type="checkbox"/> Assistant teacher	<input type="checkbox"/> Outside agencies	<input type="checkbox"/> Other _____	<input type="checkbox"/> Center Director	<input type="checkbox"/> Volunteer/Intern	<input type="checkbox"/> Unknown
<input type="checkbox"/> Administrator	<input type="checkbox"/> Family member/Guardian							

Comments:

NH CEBIS
Behavior Incident Reporting and Check-In System (BIRCHIS)
Classroom Daily Reporting Sheet






**Date:****Classroom:****Teacher:**

Procedure: Record all incidents of challenging behavior each day in the routine box under the challenging behavior exhibited. Write the child's initials, the time and the motivation code for each incident separately (e.g., HM-OPI; 12:15)






	Physical Aggress	Self-Injury	Disrupt/Tantrum	Inapp. Lang.	Verbal Aggress	Non-Comp.	Social Withdrawal	Run Away	Property Damage	Unsafe Behavior	Other/Biting
Arrival/Breakfast											
Free Play											
Transition/Prayer											
Circle											
Centers/Activity											
Snack											
Outdoor Play											
Transition											
Lunch											
Toileting/Self-care											
Quiet Time											

Motivation Codes






OPI=Obtain preferred item; OPA=Obtain preferred activity; OAA=Obtain adult attention; OPA=Obtain peer attention; OS=Obtain sensory stimulation; AT=Avoid task; AP=Avoid peers; AA=Avoid adults; AS=Avoid sensory overstimulation; U=Unknown

Home Suggestions					
AM Routine	 Be Safe	 Be Kind	Be Careful w/Our  Things	 Make it Better	 Parenting Tips
	<ul style="list-style-type: none"> ♦ let adults know when you are up 	<ul style="list-style-type: none"> ♦ play quietly if others are sleeping ♦ say good morning 	<ul style="list-style-type: none"> ♦ put night clothes where they belong ♦ help get dressed 	<ul style="list-style-type: none"> ♦ lend a helping hand... 	<ul style="list-style-type: none"> ♦ <i>think ahead...are the clothes ready? Cereal out?</i> ♦ <i>Have you allowed enough time?</i> ♦ <i>Is your alarm clock set?</i>
Playtime	<ul style="list-style-type: none"> ♦ stay in play areas ♦ use toys safely ♦ dress for the weather ♦ listen to adults ♦ if you see something unsafe, tell an adult ♦ follow directions 	<ul style="list-style-type: none"> ♦ take turns ♦ use kind words ♦ invite other to play ♦ share toys 	<ul style="list-style-type: none"> ♦ keep things in the play area ♦ return things to their place ♦ be gentle with materials 	<ul style="list-style-type: none"> ♦ if you knock it over, help clean it up ♦ if you hurt another...help heal ♦ if you destroy...help rebuild ♦ lend a helping hand 	<ul style="list-style-type: none"> ♦ <i>is the area safe and supervised?</i> ♦ <i>Consider doing a game or activity with your child</i> ♦ <i>consider offering a variety of child choice materials and activities</i>
TV/Video	<ul style="list-style-type: none"> ♦ listen to adults about what shows are OK to watch ♦ tell adults how you feel about shows/games ♦ only watch TV when adults say you can 	<ul style="list-style-type: none"> ♦ keep volume softer than people's voices ♦ take turns with selections 	<ul style="list-style-type: none"> ♦ return things to their place 	<ul style="list-style-type: none"> ♦ if you are scared...talk to an adult ♦ if you are sad...tell an adult 	<ul style="list-style-type: none"> ♦ <i>have you picked this show/video or game with your child?</i> ♦ <i>have you watched the show/video or game with your child?</i> ♦ <i>Consider turning TV off during mealtimes</i> ♦ <i>how does your child react now...and later?</i>

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Home Suggestions					
Shopping	 Be Safe	 Be Kind	 Be Careful w/Our Things	 Make it Better	 <i>Parenting Tips</i>
	<ul style="list-style-type: none"> ♦ listen to adults ♦ sit down in shopping carts ♦ walk ♦ stay with adult ♦ keep hands in shopping cart 	<ul style="list-style-type: none"> ♦ use inside voice ♦ use kind words 	<ul style="list-style-type: none"> ♦ be careful with store items ♦ put things back where they belong ♦ look with your eyes 	<ul style="list-style-type: none"> ♦ if you knock it over...pick it up ♦ if you break something...tell an adult 	<ul style="list-style-type: none"> ♦ <i>if possible, plan to go at child friendly times</i> ♦ <i>consider including child in shopping experience</i> ♦ <i>have you talked about the rules for shopping today?</i>
Car	<ul style="list-style-type: none"> ♦ stay buckled ♦ use a quiet voice ♦ keep hands, body, feet to ourselves ♦ listen to adults ♦ don't throw things ♦ keep door closed ♦ ask adult before opening window ♦ use items safely ♦ keep things in the car 	<ul style="list-style-type: none"> ♦ use kind words ♦ get in your seat ♦ share toys 	<ul style="list-style-type: none"> ♦ put things where they belong 	<ul style="list-style-type: none"> ♦ if you hurt...help heal ♦ if you unbuckle...tell an adult 	<ul style="list-style-type: none"> ♦ <i>think ahead - do you need toys, books, snacks, extra clothes?</i> ♦ <i>Talk to your child about where you are going</i>
Meal-time	<ul style="list-style-type: none"> ♦ wash hands ♦ sit on chair ♦ take small bites and chew ♦ all chair legs on floor 	<ul style="list-style-type: none"> ♦ use language to ask for things ♦ share food ♦ take turns talking ♦ take turns listening 	<ul style="list-style-type: none"> ♦ help clean up 	<ul style="list-style-type: none"> ♦ if you spill...clean it up ♦ if you knock it over...help pick it up ♦ if you offend...excuse yourself ♦ lend a helping hand 	<ul style="list-style-type: none"> ♦ <i>consider asking your child about the best things that happened today</i> ♦ <i>consider sharing your food as you share your day</i> ♦ <i>sit together and eat as a family</i>

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Home Suggestions					
	 Be Safe	 Be Kind	 Be Careful w/Our Things	 Make it Better	 <i>Parenting Tips</i>
Bathtime/ Bathroom	<ul style="list-style-type: none"> ♦ walk ♦ feel the water before getting in ♦ make sure an adult knows you're getting in ♦ keep water in the tub ♦ listen to adults ♦ wipe/shake ♦ wash hands 	<ul style="list-style-type: none"> ♦ take turns ♦ respect privacy ♦ listen to what others want 	<ul style="list-style-type: none"> ♦ only water toys go into the tub ♦ put our dirty clothes where they belong ♦ put toilet paper in the toilet 	<ul style="list-style-type: none"> ♦ lend a helping hand... ♦ if you see a mess...tell an adult 	<ul style="list-style-type: none"> ♦ <i>have you checked the temp of the water?</i> ♦ <i>think ahead, are there towels, change of clothes, diapers and other bathing items</i> ♦ <i>will this time be uninterrupted so you can be with your child?</i> ♦ <i>Is the bathroom child proofed?</i> ♦ <i>Have you talked about your bathroom rules?</i>
Bedtime	<ul style="list-style-type: none"> ♦ beds are for quiet time and sleeping ♦ brush your teeth ♦ listen to adults 	<ul style="list-style-type: none"> ♦ use quiet voices ♦ say good night 	<ul style="list-style-type: none"> ♦ put things where they belong 	<ul style="list-style-type: none"> ♦ if you have a problem...tell an adult 	<ul style="list-style-type: none"> ♦ <i>have you considered looking at a book as part of your bedtime routine?</i> ♦ <i>is there a quiet time before bed?</i> ♦ <i>If your child is afraid of the dark consider a night light.</i>



Early Childhood Routine Definitions

1. **Arrival:** The designated time or time-frame in which the children begin their day in the early childhood program.
2. **Circle/Large Group Activity:** A structured, designated time in which the entire class or the majority of the class is expected to participate in a teacher-directed learning experience.
3. **Small Group Activity:** A structured, teacher-directed learning experience that is implemented with a few children (e.g., usually 3-6 children).
4. **Centers/Workshops:** A designated time during which children are expected to participate in and/or rotate through various structured, teacher-planned learning activities, and includes the opportunity to engage in self-directed projects/activities in classroom centers or play areas.
5. **Meals:** A time during which the children sit and eat together (e.g., snack, lunch).
6. **Quiet time/Nap:** A designated time-frame during which the children are encouraged to rest on individual mats or cots. Quiet activities are provided for non-sleepers (e.g., puzzles, books, etc).
7. **Outdoor Play:** A designated time during which children are provided with the opportunity for structured or unstructured gross motor play outside of the building.
8. **Special Activity/ Field Trip:** An opportunity for the entire class to participate in a teacher-planned outing to an alternate destination, or any other activity that is teacher-planned and atypical of the daily routine (e.g., guest speaker, special event at the center, etc).
9. **Self-Care/ Bathroom:** A time during which a child uses the lavatory for toileting or other self-care needs (e.g., hand or face-washing, nose-blowing, etc).
10. **Transition:** The period of time which elapses between scheduled routine activities, which involves ending a previous activity and beginning the next routine or activity. This may or may not involve a change in location (e.g., transitioning from circle time to centers/workshops within the classroom, or transitioning from centers/workshops to outdoor play outside of the classroom).
11. **Departure:** The time that the children are dismissed from or leave the early childhood program on a daily basis.
12. **Clean-Up:** A time during which the children are expected to return classroom materials to their designated storage areas.
13. **Therapy:** A session during which a child may receive individual or small group skill instruction from a trained service provider.
14. **Individual Activity:** An activity, either teacher-planned or self-directed, that a child engages in by him/herself or one-on-one with an adult.
15. **Free Play:** An unstructured time during which children are able to choose from activities and/or play areas that are available in the classroom.
16. **Other/Motor Group:** A routinely planned gross motor activity, led by a therapist, outside of the typical classroom.



Challenging Behavior Definitions

1. **Physical Aggression** – forceful physical actions directed towards adults or peers that may result in physical contact and injury (e.g., hitting, kicking, spitting, pinching, and throwing objects).
2. **Self-injury** – physical actions directed towards oneself, which may result in visible injury (e.g., hitting, kicking, scratching, biting, pinching oneself).
3. **Disruption/Tantrum** – an outburst or action that prevents learning, interferes with teaching, or disrupts the learning environment and persists despite an adult's request to stop or attempt to provide support.
4. **Verbal Aggression** – the use of threatening, offensive or intimidating words directed towards a peer or adult (e.g., screaming, name-calling, swearing, profanity, threats).
5. **Non-compliance** – refusal to follow a reasonable request, direction or the established routine, which persists after multiple requests and a reasonable amount of time.
6. **Running Away** – the act of leaving a designated area of supervision/boundary of play without permission and without responding to the requests of an adult to return.



Strategies for Responding to Challenging Behavior

Teacher/Staff Responses

1. **Re-teach and Practice Expected Behavior** – a technique in which the teacher instructs the child on the expected behavior, models the expected behavior, has the child practice the expected behavior and then acknowledges the expected behavior (e.g., if a child is running in the classroom, the teacher could state, “Remember the rule is that we walk in the classroom. This is how I walk. Please go back and show me walking.” After the child practices walking, the teacher can acknowledge the appropriate behavior by stating, “Yes! That’s great walking!”).
2. **Verbal Reminder** – a technique in which the teacher directly states the specific rule/expectation immediately after the child displays a challenging behavior (e.g., “It’s time for quiet voices.”) This is most effective when paired with eye contact.
3. **Remove from Area** – this strategy is used when a child displays continuous social difficulties playing/engaging in the classroom. The teacher may require that the child play in an alternate area. This strategy is most effective when paired with ‘offering choices’. This intervention is designed in such a way that the child can continue working/playing in an alternate area of the classroom. This technique is intended to decrease the likelihood that the challenging behavior will reoccur.
4. **Physical Guidance** - a technique in which a teacher uses minimal physical touch to support/escort a student to another location, when the student is not actively resisting. (e.g., the teacher puts her arm on the child’s shoulder and leads child to the clean-up area or holds hands with a child to slow down his/her pace).
5. **Activity/Curriculum Modification** - a strategy used when it is likely that the challenging behavior is the result of a task that is too difficult or un-preferred, in which the teacher modifies the expected task and/or provides additional supports to enable the student to complete the work successfully (e.g., changes the format or presentation, provides pictorial directions, etc).
6. **Family Contact** - a technique in which the teacher calls a child’s family to discuss an incident or behavior of concern. This technique is most effective when there is a positive relationship between the teacher and the parent/guardian and when the parent/guardian has been given positive feedback about the child in advance of the contact for challenging behavior. This technique is intended to decrease the likelihood that the challenging behavior will reoccur.



Strategies for Responding to¹⁶ Challenging Behavior Teacher/Staff Responses

continued

7. **Loss of Item/Privilege** - a technique in which the teacher removes a child's access to a reinforcing object, activity or status for a specified period of time after a challenging behavior is exhibited. This is intended to decrease the likelihood that the challenging behavior will reoccur (e.g., if a child continually throws blocks, s/he is not allowed to use blocks for a developmentally appropriate amount of time; If a child continually uses scissors dangerously at the art table, s/he is then not allowed to participate in the art project).
8. **Move within Group** – a technique that is used to separate two or more peers that show an inability to engage in positive interactions with each other, or are doing so at an inappropriate time. The teacher may ask one child to move to a different seat/area while participating in the same activity/routine (e.g., a child is instructed to sit elsewhere during circle time).
9. **Time with Adult in Alternate Setting** (Different Classroom/Support Staff) – a technique in which a child is guided to another location with an alternate, supportive adult, for a specified period of time after a challenging behavior is exhibited. This technique is intended to decrease the likelihood that the challenging behavior will reoccur.
10. **Remove from Activity** – this strategy is used when a child displays continuous social difficulties participating in a particular classroom activity. The teacher may require that the child try a different activity. This strategy is most effective when paired with 'offering choices' (e.g., If a child has continuous difficulty coloring, the teacher may state, "I see you are having a hard time with coloring. I need you to do something else. Do you want to paint or glue a collage?"). This intervention is designed in such a way that the child can continue working/playing on an alternative activity. This technique is intended to decrease the likelihood that the challenging behavior will reoccur.
11. **Physical Hold/Restrain** - a technique in which a child is held in a manner which limits his/her bodily movements by a staff member who is appropriately trained in an approved, evidence-based program. This technique is only to be used when safety is an issue, when the child is a danger to him/herself or others and when all other less intrusive techniques have been exhausted. Best practice also suggests an approved policy for training, implementation procedures and oversight.
12. **Other** – this allows for the program to create another teacher-based intervention.



strategies for Responding to Challenging Behavior for Administrative Follow-up

1. **Non-Applicable** - no administrator response needed.
2. **Talk with Child** - a technique in which the program administrator engages in a discussion with a child about alternatives to his or her challenging behavior that results in a plan for performing the alternative, pro-social behavior in the future.
3. **Telephone Contact with Parent/Family** - a technique in which a child's parent or guardian is called by the program administrator to discuss an incident and/or behavior of concern. This technique is most effective when there is a positive relationship between the administrator and the parent/guardian and when the parent has been given positive feedback about the child in advance of the contact for challenging behavior.
4. **Parent/Family Meeting** - a strategy used to promote parent partnership in addressing and responding to a child's repetitive behavioral challenges. The child's parent/guardian attends a meeting with the administrator to discuss the challenging behavior. This technique is most effective when there is a positive relationship with the parent and when the parent has been given positive feedback about the child in advance of the contact for challenging behavior.
5. **Arrange Behavioral Consultation/Team** - a technique in which an expert is called upon or the child is referred to a behavior support team in the program to help develop an appropriate response to the student's challenging behavior, with input from the program staff and family.
6. **Targeted Group Intervention** – a strategy in which the child is provided additional instruction in social emotional skills through a small group that is matched to their needs.
7. **Other** - this allows for the program to create another administrator-based intervention.