

## Activity Worksheet

Share:

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Think:

Share:

Think: Behavior

Share: Behavior

Think:

Share:

Think: Antecedents

Share: Antecedents

Teaching:

Teaching:

## Consequences

## Consequences

**New Hampshire Center for Effective Behavioral Interventions and Support (NH CEBIS)**  
**Basic Behavior Support Plan Worksheet for 2015 RTI Conference**  
**Muscott (2014)**

Student: \_\_\_\_\_ Program: \_\_\_\_\_ Class: \_\_\_\_\_

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

Features	Skill Set	Write In Response
<b>Describe the Problem Using a Behavior Pathway</b>	1. Define problem behavior in observable and measurable terms. Include frequency or rate.	
	2. Identify immediate triggering antecedent.	
	3. Identify the consequences that occur after the problem behavior.	
	4. Determine if the problem behavior occurs in one or more routines.	Routine 1:  Routine 2:
<b>Identify Desired Behaviors and Student Strengths</b>	5. Identify desired behavior for the problem behavior for each problem routine.	Routine 1:  Routine 2:
	6. Identify student strengths and interests to inform reinforcement and behavior plan strategies.	

**New Hampshire Center for Effective Behavioral Interventions and Support (NH CEBIS)**  
**Basic Behavior Support Plan Worksheet for 2015 RTI Conference**  
**Muscott (2014)**

Feature	Skill Set	Write In Response
<b>Identify Strategies For Behavior Support Plan (BSP)</b>	7. Identify simple strategies/intervention that will be used to teach student skills the desired skills.	
	8. Identify what staff will do when the student exhibits the expected behavior(s) to strengthen them. Consider reinforcement strategies that include student's strengths and interests.	
	9. Identify what staff will do when the student exhibits the problem behavior(s) to reduce the likelihood the problem behavior will reoccur.	
<b>Develop a Plan to Monitor Progress</b>	10. Develop specific criteria for success for increasing the desired behaviors and/or decreasing the problem behaviors.	
	11. Develop a data collection procedure to monitor progress. Include a schedule for assessing progress.	
	12. Identify who will do what by when.	
<b>Develop a Detailed Action Plan to Implement the Plan with Fidelity</b>	13. Identify how the plan will be shared with other members of the team, staff and family.	
	14. Identify any training necessary to support fidelity of implementation.	

Adapted from Sugai, (2002) and Sugai, G, Lewis-Palmer, T, & Hagan-Burke, S. (1999-2000). Overview of the functional behavioral assessment process. *Exceptionality*, 8(3), 149-160.

Dear Parents and Guardians,

We are introducing a new component to the Black Bear Tracks program to help children with behavior. The new technique is called 'Teacher Check, Connect and Expect' (TCCE). TCCE is an early response for children not responding to the Black Bear Tracks program. TCCE is offered to provide extra help to children who need more support with behavior. TCCE is a procedure in which classroom teachers provide higher rates of positive feedback, attention and encouragement by: greeting children at the beginning of the day, "touching- base" at designated points during the day, and working with children to rate their behavior ('great job', or 'try again') on a chart. The teacher will review the chart with the parents/guardian and child at the end of each day and the chart will be sent home. Parents can help by providing children with acknowledgement when they have had a good day ("I'm so proud of you!") and providing extra encouragement if they've had a difficult day ( "Today was hard for you, I know you can do better tomorrow, everyone makes mistakes sometimes").

Below is an example of the TCCE chart.

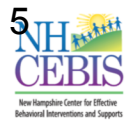
If you have any questions, please talk with a member of administration.



# Routine Analysis of Challenging Behavior in Early Childhood

Adapted from OSEP Technical Assistance Center on PBIS  
Pomerleau & Muscott (2011)

New Hampshire Center for Effective Behavioral Interventions & Supports at SERESC



Directions: List the times and activities/routines of the child's daily classroom schedule. For each activity/routine, circle the number corresponding to the likelihood that any challenging behaviors may occur. A score of "1" indicates low likelihood and a score of "6" indicates high likelihood that any challenging behaviors may occur. Identify which specific behavior(s) are most likely to occur for any rating of **4, 5** or **6**. A list of common challenging behaviors in early childhood is found on the back of this form.

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Age: \_\_\_\_\_

Completed by: \_\_\_\_\_ Preschool/Program Name : \_\_\_\_\_

Time	Activity/Routine	Likelihood of Challenging Behavior	Challenging Behavior
		<div>Low</div> <div>1 2 3 4 5 6</div> <div>High</div>	
		<div>Low</div> <div>1 2 3 4 5 6</div> <div>High</div>	
		<div>Low</div> <div>1 2 3 4 5 6</div> <div>High</div>	
		<div>Low</div> <div>1 2 3 4 5 6</div> <div>High</div>	
		<div>Low</div> <div>1 2 3 4 5 6</div> <div>High</div>	
		<div>Low</div> <div>1 2 3 4 5 6</div> <div>High</div>	
		<div>Low</div> <div>1 2 3 4 5 6</div> <div>High</div>	
		<div>Low</div> <div>1 2 3 4 5 6</div> <div>High</div>	
		<div>Low</div> <div>1 2 3 4 5 6</div> <div>High</div>	
		<div>Low</div> <div>1 2 3 4 5 6</div> <div>High</div>	
		<div>Low</div> <div>1 2 3 4 5 6</div> <div>High</div>	



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## Challenging Behavior Definitions for Program-wide Positive Behavioral Interventions and Supports in Early Childhood Education Programs

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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, pinching oneself).
3. **Disruption/Tantrum** – an outburst or action that prevents learning or interferes with teaching and persists despite an adult’s request to stop or attempt to provide support.
4. **Inappropriate Language** – the repeated use of words or phrases that are typically unexpected for the child’s developmental age or level (e.g., swearing, profanity, sexually explicit) despite the request of an adult to stop.
5. **Verbal Aggression** – the use of threatening, offensive or intimidating words directed towards a peer or adult (e.g., screaming, name-calling, swearing, profanity, threats).
6. **Non-compliance** – refusal to follow a reasonable request, direction or the established routine, which persists after multiple requests and a reasonable amount of time.
7. **Social Withdrawal/Isolation** – non-participation in class activities or withdrawal from play or social interactions with peers or adults that interferes with the child’s ability to learn and interact with others which is outside the typical range of temperament.
8. **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.
9. **Property Damage** – purposeful actions directed towards items or property that may have destructive results (e.g., ripping of books, knocking over shelves, throwing chairs).
10. **Unsafe Behaviors** – physical actions which may directly or indirectly result in physical injury to self or others that (a) persists despite an adult’s request to stop and (b) are unexpected based on the developmental age and/or level of the child (e.g., climbing on furniture, running into people or things, inappropriate use of materials).



**Functional Assessment Checklist for Teachers and Staff in  
Early Childhood Education Programs (FACTS-ECE)**  
Adapted by Pomerleau & Muscott (2011)  
New Hampshire Center for Effective Behavioral Interventions and Supports at SERESC

The Functional Assessment Checklist for Early Childhood Education Programs (FACTS-ECE) is an efficient interview process designed to be used by early childhood professionals in developing positive behavior support plans for young children in need of secondary or tertiary level supports. The FACTS-ECE was adapted specifically for early childhood from the *Functional Assessment Checklist for Teachers and Staff* and the *Functional Assessment Interview Form*<sup>1</sup>. The FACTS-ECE is intended to be an efficient strategy for conducting an initial functional behavioral assessment (FBA) and is used to either develop behavior support plans, or guide more comprehensive functional assessment efforts. The checklist provides a guided format for interviewing the caregivers who know the child best (family, teachers, staff, clinicians, etc). The FACTS-ECE can be completed in a short amount of time (5-15 min).

### How to Complete the FACTS – ECE, Part A

#### **Step #1: Complete Demographic Information**

Indicate the child's name and age, the date the assessment information was collected, the name of the person completing the form (the interviewer), and the name(s) of the individuals interviewed (respondents).

#### **Step #2: Describe the Child's Strengths and Interests**

Begin each assessment with a review of the child's strengths and interests. First, identify at least three strengths the child possesses (i.e., What is (s)he good at? What does (s)he like to do? Examples include puzzles, self-help skills, helping others, sports, computers, verbal communication, etc.). Next, identify at least three strong interests (s)he has (i.e., What would the (s)he choose to do or play on his/her own? Consider activities or items/toys the (s)he prefers most such as playing with blocks, gross motor games, computer games, board games, music, specific television shows or characters of interest, etc.). This information will be used to inform the acknowledgment/reinforcement component of the behavior support plan.

#### **Step #3: Identify the Child's Challenging Behaviors**

Identify the specific challenging behaviors the child exhibits that are of most concern or occur on a regular basis. Include behaviors that disrupt the classroom environment, interfere with social development, affect peer or teacher relationships or compromise the child's safety or the safety of others. Examples from the *Behavior Incident Reporting System-NH (BIRS-NH)*<sup>2</sup> include physical aggression, verbal aggression, self-injury, property damage, disruption/tantrum, non-compliance, social withdrawal/isolation, inappropriate language, running away, and unsafe behaviors. Rank the top 2-3. Provide a brief description of exactly how the child engages in these behaviors (i.e., What the child says or does).

<sup>1</sup> Crone, D. A., Lewis-Palmer, T., Carr, E. G., March, R., Horner, R. H., Brown, T., & Todd, A. W. (2011). *The Functional Assessment Checklist for Teachers and Staff (FACTS)*.

Center on the Social and Emotional Foundations for Early Learning (2010). *Functional Assessment Interview Form – Young Child*, Vanderbilt University.

<sup>2</sup> Muscott, H.S., & Pomerleau, T. (2008). *Behavior Incident Reporting System-NH (BIRS-NH)*. New Hampshire Center for Effective Behavioral Interventions and Supports at SERESC.

#### **Step #4: Identify Where, When and With Whom the Child's Challenging Behaviors are Most Likely to Occur**

- A. **Schedule:** List the times that define the child's daily schedule.
- B. **Activity/Routine:** For each time listed, indicate the activity/routine that the child is typically engaged in during that time (e.g., home morning routine, arrival, free play, circle time/large group activity, centers/workshops, outdoor play, transition, clean up, quiet time/nap, etc.)
- C. **Likelihood of Challenging Behavior:** Use the 1 to 6 scale to indicate (in general) which times/activities/routines are most and least likely to be associated with the challenging behavior(s) of concern. A score of "1" indicates low likelihood, and a score of "6" indicates high likelihood that challenging behaviors will occur.
- D. **Challenging Behavior:** Indicate which specific behavior is most likely to occur in any time/activity/routine that is given a rating of **4, 5 or 6**.
- E. **With Whom:** Indicate with whom the child displays the challenging behavior during the selected times/activities/routines (e.g., peer, sibling, parent, step-parent, teacher, assistant teacher, paraprofessional, specialist, bus driver, etc.)

#### **Step #5: Select Routines for Further Assessment**

Examine each time/activity/routine scored as **4, 5 or 6** in the Table from Step #4. Select between 1 and 3 routines for further analysis. Consider activities that have similar characteristics (i.e., unstructured vs. structured; teacher-directed vs. child-directed) and similar challenging behaviors. For each routine identified as problematic in Step #5, complete a FACTS-ECE, Part B (i.e., If you select three routines for further assessment, you will need to complete three FACTS-ECE, Part B forms to correspond with each routine).

### **How to Complete the FACTS – ECE, Part B**

#### **Step #1: Complete Demographic Information**

Write the child's name and age, the date that the FACTS-ECE, Part B was completed, the name of the person completing the form (the interviewer), and the name(s) of the individuals interviewed (respondents).

#### **Step #2: Identify the Routine(s) for Further Assessment**

List the routine and challenging behavior(s) identified for further assessment from the final page of the FACTS-ECE, Part A. The FACTS-ECE, Part B collects information about ONE routine only. Use multiple Part B forms if multiple routines are identified.

#### **Step #3: Provide Specifics about the Challenging Behavior(s) within the Identified Routine**

Provide more details about the characteristics of the challenging behavior(s). Specifically describe what the child is likely to say or do when exhibiting the behavior(s), how often it occurs per day, week, or month, how long it lasts when it occurs, and the level of danger or intensity when it occurs (low, moderate, high).

#### **Step #4: Identify Events that May Predict the Occurrence of the Challenging Behavior(s)**

Within each routine identify what related factors such as (a) distant setting events, and (b) immediate antecedents (preceding events) are likely to predict when the challenging behavior(s) will occur. What would you do to make the problem behavior(s) happen in this routine?



### **Step #5: Indicate What Strategies have been Tried to Prevent/Control the Challenging Behavior(s)**

In most cases, early childhood staff will have tried some strategies already. List the responses that have been tried, and organize these by (a) attempted strategies to prevent the challenging behavior, (b) attempted consequences to respond to the challenging behavior (or reward alternative behaviors).

### **Step #6: Identify the Maintaining Consequence and Likely Function of the Challenging Behavior(s)**

What consequences appear to maintain the challenging behavior? Consider that the child may be trying to *get/obtain* something they want, or that they may be trying to *escape/avoid* something they find unpleasant. Identify the most powerful maintaining consequence with a "1", and other possible functions with a "2" or "3." Do not check more than three options. Focus on the consequence that has the greatest impact.

### **Step #7: Build a Behavior Pathway and Summary Statement**

The behavior pathway and summary statement identify the distant setting events, immediate antecedents (triggers), challenging behaviors, and maintaining consequences. The summary statement is the foundation for building an effective behavior support plan. Build the summary statement from the information in the FACTS-ECE, Part A and FACTS-ECE, Part B (Especially the information in Steps #3, #4, #5 and #6 of the FACTS-ECE, Part B).

### **Step #8: Determine "Level of Confidence"**

Use the 1-6 scale to define the extent to which the interviewer or the team feels "confident" that the summary statement is accurate. Confidence may be affected by factors such as (a) how often the challenging behavior occurs, (b) how long you have known the child, (c) how consistent the challenging behaviors are, (d) if multiple functions are identified, and (e) if multiple behaviors occur together.

If you are confident that the summary statement is accurate enough to design a plan (e.g., a rating of **4, 5 or 6**), then start plan development. If you are less confident (e.g., a rating of **1, 2 or 3**), then continue the functional behavior assessment by conducting direct observations and collecting more data.



# Functional Assessment Checklist for Teachers and Staff in Early Childhood Education Programs (FACTS-ECE, Part A)

Adapted by Pomerleau & Muscott (2011)

New Hampshire Center for Effective Behavioral Interventions and Supports at SERESC

Step 1

Child Name: \_\_\_\_\_ Child's Age: \_\_\_\_Years \_\_\_\_Months

Interviewer: \_\_\_\_\_ Date of Interview: \_\_\_\_\_

Respondent(s): \_\_\_\_\_

Step 2

Identify at least 3 strengths and 3 strong interests of the child:

Strengths	Interests

Step 3

Identify and rank the challenging behavior(s) of most concern:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Physical Aggression | <input type="checkbox"/> Verbal Aggression | <input type="checkbox"/> Running away           |
| <input type="checkbox"/> Self-injury         | <input type="checkbox"/> Non-compliance    | <input type="checkbox"/> Property damage        |
| <input type="checkbox"/> Disruption/Tantrum  | <input type="checkbox"/> Withdrawal        | <input type="checkbox"/> Inappropriate Language |
| <input type="checkbox"/> Unsafe Behaviors    | <input type="checkbox"/> Other             |   |

Describe Challenging Behavior(s):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Step 4

Identify Where, When and with Whom Challenging Behaviors are Most Likely:

Time	Activity/Routine	Likelihood						Challenging Behavior(s)	With Whom?
		Low					High		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		

Step 5

Select 1-3 routines for further assessment. Complete the FACTS-ECE, Part B, for EACH routine identified below.

Routines Identified for Further Assessment	
1.	
2.	
3.	



# Functional Assessment Checklist for Teachers and Staff in Early Childhood Education Programs (FACTS-ECE, Part B)

Adapted by Pomerleau & Muscott (2011)

New Hampshire Center for Effective Behavioral Interventions and Supports at SERESC

Step 1

Child Name: \_\_\_\_\_ Child's Age: \_\_\_Years \_\_\_Months\_\_\_  
Interviewer: \_\_\_\_\_ Date of Interview: \_\_\_\_\_  
Respondent(s): \_\_\_\_\_

Step 2

Which Routine (pick 1) from the FACTS-ECE, Part A is being assessed? Total routines: 1 2 3

Routine/Activity/Context	Challenging Behavior(s)

Step 3

Fill in the following details about the challenging behavior(s) within the identified routine:

	Behavior Example: Withdrawal	What the Child Says/Does hides under table in fetal position; refuses to speak or comply	How Often? 2-3 x/day	How Long? 20-30 mins	How Intense? Moderate
1.					
2.					
3.					

Step 4

What events are likely to predict that the challenging behavior(s) will occur?

Distant Setting Events ("Slow Triggers")	Immediate Antecedents ("Fast Triggers")
___Illness ___Lack of sleep ___Home situation ___Lack of interest (boredom) ___Task too difficult ___Hunger ___Medications ___Attention span ___Sensory sensitivities ___High energy level ___Task too easy	___Reprimand/correction ___Structured activities ___Unstructured times ___Ending preferred activity ___Change in routine ___Teased by peers ___Staff directive ___Transitions ___Task demand ___Length of task ___Un-preferred activity
Other: _____	Other: _____

Step 5

What efforts have been used to address the challenging behavior(s) to date?

Prevention Strategies	Response/Consequence Strategies
___Schedule change ___Visual schedule ___Visual directions ___Offer choices ___Reminders ___Increased attention ___Practice desired skill/behavior ___Pre-corrections ___Modify activities ___Teach new skill ___Designate seating ___Warnings/Pre-alerts ___Increased help	___Remove from area ___Remove from activity ___Physical guidance ___Loss of item/privilege ___Remove from classroom ___Extra rewards for positive behavior ___Reprimand ___Hold/restrain ___Take break ___Thinking chair ___Family Contact
Other: _____	Other: _____

Step 6

What appears to be the most likely maintaining consequence or *function* of the child's behavior(s)?  
Check up to three; label "1" as the most likely function and other possibilities with "2" or "3"

Things the child may Get/Obtain		Things the child may Avoid/Escape	
<input type="checkbox"/> Peer attention	<input type="checkbox"/> Adult attention	<input type="checkbox"/> Peer attention	<input type="checkbox"/> Adult attention
<input type="checkbox"/> Preferred activity/task	<input type="checkbox"/> Desired item/toy	<input type="checkbox"/> Un-preferred activity/task	<input type="checkbox"/> Undesired item/object
<input type="checkbox"/> Sensory stimulation		<input type="checkbox"/> Sensory Overload	

Step 7

Build a behavior pathway and summary statement by completing the following information:

Specific Routine/Context:

Setting Events  
"Slow Triggers"

➡

Antecedents  
"Fast Triggers"

➡

Challenging  
Behavior

➡

Consequence

Function/Maintaining  
Consequence:

Summary Statement/Hypothesis:

\_\_\_\_\_ engages in \_\_\_\_\_  
(Child's Name) (Challenging Behavior)

when \_\_\_\_\_ in order to GET or AVOID  
(Trigger) (circle one)

\_\_\_\_\_. This behavior is more likely to occur  
(attention/activities/tangibles/sensory)

when \_\_\_\_\_  
(context/setting event)

Step 8

How confident are you that the *Summary of Behavior* (above) is accurate?

Not very confident						Very confident
1	2	3	4	5	6	

Updated 8/31/2011



Teacher: \_\_\_\_\_ Name: \_\_\_\_\_

Classroom: \_\_\_\_\_ Date: \_\_\_\_\_

*Great!*

























































*Okay*



*Try Again*



I earned \_\_\_\_\_ Green Lights

Routine			
	  	  	  
	  	  	  
	  	  	  
	  	  	  
	  	  	  
	  	  	  

Tomorrow is a new day. I will try again tomorrow. ☐

# Helping Young Children Control Anger and Handle Disappointment

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As a result of his teachers' careful selection of toys, materials, and play themes, 3 year old Eduardo now is able to benefit from his active participation in a full range of free play activities. Yet, it is still the case that without this level of planning and subsequent, ongoing praise, Eduardo would spend most days playing alone with a particular Tonka truck. On this day the truck has been retired from service due to a broken and now dangerous part. Visibly upset, Eduardo begins to whimper as his teacher explains the situation with the truck and promises to get it replaced soon. She offers Eduardo other play ideas and begins to play with other trucks herself encouraging him to join in. The disappointment is too overwhelming, however, and Eduardo just sits passively, shaking his head, No. His teacher next prompts several of his usual play partners to, "Ask Eduardo to help with their building." When asked, Eduardo screams "No," stomps over their building project and gets a predictable response from his peers. The teacher intervenes at this point to protect Eduardo, his peers and the ongoing program.

Mattie, a 4 year old in a local Head Start classroom is always the first to organize fun play when the water table comes out each Friday. She often talks with great anticipation and excitement (especially on Thursday) about what she is going to do at the water table with her friends.

On this Friday, the water table has been borrowed by the class next door and is not available. When Mattie realizes that the water table is not available she seeks out her teacher for help. She does this with a clear expression of frustration and disappointment. Her teacher explains what happened and asks Mattie to describe how she is feeling. She says she is frustrated. Her teacher acknowledges the legitimacy of her feelings and asks her if she can think of what she and her classmates have practiced when they feel frustrated. With some prompting, Mattie recalls the plan—takes three deep breaths, tell yourself to calm down, and think of some solutions. Mattie and the teacher generate some options at this point, including: a) playing with her next favorite toy; b) asking her best friend what she wants to play; and c) pretending to use the water table. She chooses b, and has a fun freeplay.

As young children gain a better understanding of emotions, they become more capable of emotional regulation. Controlling anger and impulse is perhaps the most difficult task of emotional literacy. In real life situations that are upsetting, disappointing and frustrating it is a tough undertaking to remain calm. Remaining calm in the presence of adverse situations is not about the suppression of emotions, but the dynamic engagement of affective, cognitive and behavioral processes. In order to regulate emotions one must bring into play the rapid and accurate recognition of physiological arousal, the cognitive process required to think, for example, "I need to calm down" and, the

behavioral pretense of taking a deep breath and reacting calmly. Children who learn to cope with their emotions constructively not only have an easier time with disappointments, aggravation, and hurt feelings that are so ubiquitous in the lives of preschoolers but they also have an easier time relating to other children and adults at home, in school or child care, and on the playground (National Research Council and Institutes of Medicine, 2000).

On the other hand, young children who have failed to master the early regulatory tasks of learning to manage interpersonal conflict and control aggressive and disruptive impulses are more likely than their self-regulated peers to display early conduct problems. Children with conduct problems and poor impulse control are more likely to be peer-rejected and do more poorly in school than children who are more capable at emotional regulation and problem solving (Strain, Kerr, Stagg & Lenkner, 1984). Before children can effectively manage interpersonal conflict, they need to be able to recognize and regulate their own emotional responses and stress level. Teachers can play a significant role in helping children learn to control their anger and impulses and to handle disappointment in appropriate ways by identifying and intervening with children who need extra help in developing these competencies. Some teaching strategies include modeling remaining calm; cognitive behavioral interventions; preparing children for disappointing situations before they occur; recognizing and reinforcing when children remain

calm; and involving parents and other care providers.

### Model remaining calm

Teachers can model how to manage anger and handle disappointment for young children. For example, a teacher can share with her class how she felt angry when someone hit her car in the parking lot – but then she decided that feeling mad wasn't helping her think of good solutions – so she took three deep breaths and thought about something relaxing and then when she felt calm she thought of some solutions for fixing her car. In addition to recalling incidents when one felt angry but remained in control – teachers can also model remaining calm as naturally occurring disappointing, scary, frustrating and difficult situations happen throughout the day (e.g., a fire drill; being yelled at; having something break, etc.).

### Teach children how to control anger and impulse

While it may be true that children often hear adults telling them to “calm down,” it is very unlikely that this simple direction will result in any changes in children's affect or behavior. In some instances this kind of command may even escalate a child's angry response. Cognitive behavioral intervention (CBI) strategies can provide children with the requisite skills to control anger and handle disappointment. CBIs offer strategies for teaching appropriate replacement skills to angry outbursts and aggression. CBIs engage a relationship between internal cognitive events and behavioral change through teaching strategies that guide performance and reduce inappropriate behaviors. Using CBI, teachers can provide young children with strategies to

modify their thoughts and promote self-regulation. With preschooler, many accidents occur in classrooms (e.g., children bumping into one another; children knocking over others' constructions) and some children interpret these accidents as purposeful, hostile acts. An essential ingredient of CBI is to help children reframe and modify their processes in order to substitute more neutral interpretations of others' behaviors. The “turtle technique” is a CBI strategy that has been used successfully with preschool and kindergarten age children (Greenberg, Kusche & Quamma, 1995; Webster-Stratton & Hammond, 1997).

The turtle technique was originally developed to teach adults anger management skills then was successfully adapted for school age children (Robin, Schneider & Dolnick, 1976; Schneider, 1974). Since then, the turtle technique has been adapted and integrated into social skills programs for preschoolers (PATHS, Dinosaur School). The basic steps of the turtle technique are:

Recognizing that you feel angry  
Thinking “stop”

Going into your “shell” and taking three deep breaths and thinking calming, coping thoughts, “It was an accident. I can calm down and think of good solutions. I am a good problem solver.”

Coming out of your “shell” when calm and think of some solutions to the problem.

Teaching the turtle technique to young children can happen at large and small group times. A turtle puppet is helpful and keeps children engaged during the lesson. The teacher can begin by introducing the turtle to the class. After the children get a chance to say hello and perhaps give a gentle pet, the teacher shares the turtle's special trick for calming down. The

turtle explains a time he got upset in preschool (selecting an incident familiar to the children is best). He demonstrates how he thinks to himself “STOP,” then goes in his shell and takes three deep breaths. After he takes three deep breaths, he thinks to himself “I can be calm and think of some solutions to solve my problem.” When he is calm, he comes out of his shell and is ready to problem solve peacefully. The teacher can then invite the children to practice turtle's secret. Children can “go in their shells” as a group and together take three deep breaths. Then an individual child can model the “turtle technique” in front of the class. Practice small group activities can include making paper plate turtles with moveable heads and arms that “go in their shell.” Children can then rehearse the steps with the paper plate turtle.

### Preparing children to handle disappointment

Teachers can help children by rehearsing some strategies to handle disappointment before a potentially disappointing incident occurs. For example, Elizabeth knows that some children will be disappointed because she can only choose one “helper” to feed the pet goldfish. Before she announces who the helper will be she says to the class, “Remember, I will only be able to select one fish feeder today, and that may make some of you feel disappointed. What can you do if you feel disappointed?” The children together snap their finger and say, “Oh well, maybe next time.” Elizabeth says, “That is right you can say – ‘Maybe next time.’” After she selects the fish feeder, she reinforces the children who remained calm and handled their disappointment. Similarly, a teacher can prepare a single child for a disappointing



situation before it occurs. Elizabeth knows that Jordan will be disappointed if someone else is on his favorite swing on the playground. Before they leave for outside, she pulls Jordan aside and says, “When we go outside, someone else might be on your favorite swing. And you might feel disappointed. But, what can you do to stay calm?” She supports Jordan to remember his “turtle technique” and helps him think of some solutions such as asking for a turn, saying please and finding something else to do while the child finishes swinging. For added support, because Jordan may not remember when he is in the moment, Elizabeth gives him a small plastic turtle to hold. The turtle prompts Jordan to keep calm and think of solutions.

Posting pictures of the turtle technique (see Box 1 ) can remind children of the steps to calming down. These can be posted in several places around the room. Visual cues can be particularly helpful for very young children, children who are easily distracted, and children with communication delays. Strategically placed, the visual cues can serve as: a) a permanent reminder for children—that is, children don’t have to remember the steps of the process, b) an efficient prop for teachers such that they can simply point to the next step and not disrupt the ongoing class activity with lengthy dialogue, and, c) a clear, concrete way to communicate with children the specific behavioral steps for which they are being reinforced.

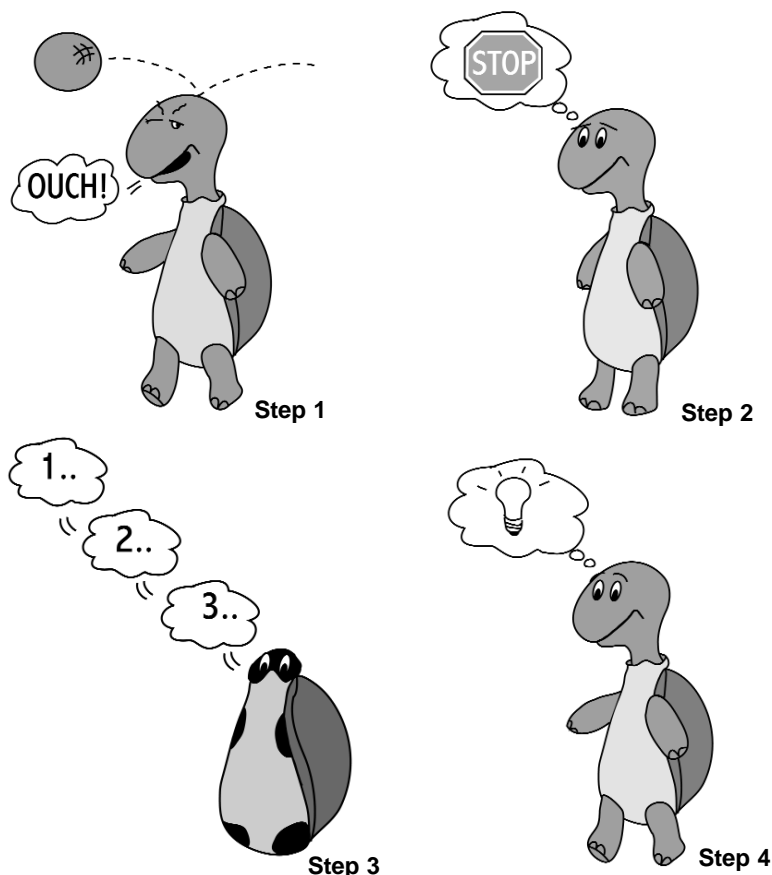
### Recognize and comment when children remain calm

There are four key features of a reinforcement system that are likely to help strengthen children’s management of frustration and anger. First, it must be recognized that controlling one’s emotions and subsequent behavior is hard work. As such, reinforcement needs to be frequent and powerful. As frequency depends on the occurrence of behavior, teachers need to be equally vigilant about planning as many opportunities for practice as possible. Teachers may also find that their impact is enhanced when they are especially vigilant to “catch those children being good” who may need the most support. A second key feature is to provide naturally occurring, vicarious reinforcement opportunities. For example, the exchanges that adults have with each other can be planned to achieve this aim. For example, Elizabeth might say, “Wow, Steven you really stayed calm when your watch broke. I’m proud of you.”

Third, we recommend that children be provided the opportunities for self-reinforcement.

For example, children can choose among several favorite items and they can forecast at the beginning of the day what they would wish to acquire for managing anger and frustration. Finally, we recommend keeping reinforcers varied and fun. Box 2 outlines some favorite ideas to consider. This system, when implemented with a high degree of fidelity, sends a clear message to young children that handling anger and impulse in constructive and peaceful ways is greatly valued.

### The Turtle Technique



Box 1. The Turtle Technique

### Turtle Technique Reinforcing Activities

**Super Turtle Award:** A certificate is given out at the end of the day noting how a child controlled their anger and impulse.

**“Turtle Power” Necklace:** A plastic turtle on a string is awarded to a child who was able to remain calm in an upsetting situation.

**“Turtle Token Jar”:** The teacher has a collection of small plastic turtle counters (or green pom-poms). Every time the teacher catches a child remaining calm and handling disappointment – a turtle token is placed in a clear jar. When the jar is full the class gets to have a turtle celebration.

**“Turtle Stack”:** Teachers have a supply of construction paper, turtle cut-outs. Each time a child is caught remaining calm in an upsetting or disappointing situation, the teacher puts a paper turtle on the wall. This turtle can have the child’s name on it. The next turtle earned is stacked on top of the first, and so on until the criterion is reached. The class then gets to have a turtle party.

**“Turtle Tote”:** The teacher selects a child who has done a remarkable job of controlling anger and impulse and sends them home with a stuffed turtle puppet for the evening. The child can then re-tell how they used the turtle technique to their parents.

*Box 2: Fun, Reinforcing Activities*

### Involving parents

Given that there is great variation in child rearing practices specific to teaching children how to deal with frustration and anger, it is essential for teachers to establish effective home-school collaboration. At a minimum we suggest an ongoing

communication system in which a daily report card is sent home that: a) highlights how children have successfully negotiated a frustrating situation and b) suggests ways that family members might further recognize and encourage these accomplishments. An example home report is found in Box 3. In this same spirit of regular communication, teachers may also wish to phone home to report any extraordinary examples of positive child behavior. For many families this can be a most welcome change from the usual events that occasion phone calls from service providers.

For families that are interested in more directed and purposeful intervention in the home, teachers might choose to share a video of themselves modeling strategies, directly teaching a techniques, and reinforcing children for successfully calming down. Moreover, teachers should consider the possibility of arranging opportunities for families to share with each other the ways they have been able to encourage their children’s self-regulation.

### Conclusion

Emotional regulation is fostered not only by the interventions and strategies described in this article, but also by the confidence and security that a warm, responsive relationship with a caregiver provides young children. Trusting relationships allow children to cope with emotions that, initially without even a feeling vocabulary to describe them or strategies to regulate them, can be overwhelming. Moreover this kind of trusting relationship, by definition, means that children will be more attuned, attentive, and responsive as adults model appropriate self-regulation and praise examples that occur throughout the day.

Strategies like the turtle technique and accompanying teaching supports can clearly offer children the cognitive and behavioral repertoire needed to be good managers of their feelings—particularly those occasioned by frustrating and anger-provoking circumstances. However, for children to be truly competent in the regulation of their emotions they often need additional teaching aimed

#### GOOD BEHAVIOR REPORT CARD

Eric Young

4/10/02



Dear Parent:

Today Eric did a great job of handling frustration and not getting angry when we ran out of his favorite cookies at snack. Instead of getting upset, Eric took three deep breaths and we talked about other good things to eat.

*You can help Eric by:*

Asking him to explain how he calmed down  
Commenting on what a great job that was  
Telling him that you hope he can do that again  
when he is frustrated.

Thank you so much,  
Mr. Phil

*Box 3: Sample letter to parents*

at helping them build a strategy for generating solutions or alternative behaviors to troubling events.

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# Adapting the Behavior Education Program for Preschool Settings

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In the past decade, researchers and interventionists have applied the principles of positive behavior intervention and supports (PBIS) to early learning environments, such as preschool classrooms, childcare centers, and Head Start. The translation of PBIS to early childhood classrooms has evolved so that we now know much more about how various strategies need to be adapted for young children and early learning contexts. For example, we know that preschool children benefit from having very simply stated classroom rules, that PBIS efforts with young children should involve collaboration with families, and that some strategies, such as the use of tokens or external reinforcement, may not fit within the developmentally appropriate practice framework early childhood teachers use (Stormont, Covington-Smith, & Lewis, 2007).

Research thus far on program-wide PBIS has included the implementation of PBIS in Head Start classrooms, childcare centers, and state-funded preschool classrooms. These efforts have focused on implementing Tier 1 or universal supports for all children (Benedict, Horner, & Squires, 2007; Stormont et al., 2007) and Tier 3 or individualized interventions for particular children who exhibit challenging behavior (Duda, Dunlap, Fox, Lentini, & Clarke, 2004). Very little work has yet been done on adapting secondary or targeted interventions for preschool classrooms.

The most researched targeted intervention that is used in schoolwide PBIS is the Behavior Education Program (BEP; Crone, Horner, & Hawken, 2004). The BEP is a daily check-in and check-out system in which students receive extra attention for positive social behavior throughout their school day. This

extra attention is intended to prevent challenging or disruptive behavior for children who require additional support to be successful in school but who do not require intensive individualized interventions. The BEP's generality makes it continuously available for students who need it and possible for teachers to start a student on the BEP quickly, once he or she is referred for the intervention. In addition to its efficiency, the BEP has a growing research base to support its use as a targeted intervention (e.g., Fairbanks, Sugai, Guardino, & Lathrop, 2007; Filter et al., 2007).

The BEP involves several core components, including (a) check in with an appointed adult at the beginning of the school day; (b) a points sheet (daily progress record) with behavioral expectations and a scoring system; (c) repeated check-ins with teachers throughout the day to receive points and positive feedback; (d) check out with the appointed adult at the end of the day to tally points; (e) reinforcement for goals met in the form of activities, privileges, and/or preferred items; (f) family involvement with points sheets sent home each day to be signed and returned to school the next day with the student; (g) frequent evaluation of BEP data by the PBIS leadership team to review progress toward behavioral goals; and (h) referral of new students to the BEP using data from office discipline referrals (Crone et al., 2004).

There are several aspects of the BEP program that must be adapted for it to be effectively and appropriately used in the preschool classroom (Hawken & Johnston, 2007). First, the numeric scoring system on the daily progress record should be changed to a simplified

graphic system such as the one suggested by Hawken and Johnston using happy, neutral, and sad faces. Second, feedback typically provided to a student on a BEP that occurs at the end of each academic period may be given to young children in between each change in classroom routine (e.g., circle time to snack time) in a preschool classroom. Finally, another suggested change involves eliminating the use of tangible reinforcement in a typical BEP program. Early childhood teachers may prefer to use reinforcement in the form of activities and privileges (e.g., walk around the school, line leader for the bus) instead of tangible items when a child has attained her or his behavioral goals. This change may be a better fit for teachers who use developmentally appropriate practice in their classrooms.

The following case study provides an illustration of how a modified version of the BEP, the Thumbs Up program, can be used as a targeted intervention in a preschool setting. Following this illustration, we describe additional potential modifications to the BEP that may be appropriate for early childhood contexts. Lastly, we discuss potential future directions for research and practice in adapting the BEP for young children.

## Case Study

Gregory is new to the Edgewood Pines Early Childhood Center. The center has four classrooms total: two that are half-day and two that are full-day Head Start programs. Under their preschool director's guidance, the center is in its 3rd year of implementing program-wide PBIS. Edgewood Pines has program-wide rules that guide teacher and child



behavior, which include "listen to others," "be a good friend," and "be a team player." Each classroom has a rules poster that includes text and visual pictures of children acting out the rules. Preschool teachers review the rules with children during circle time with examples and nonexamples, provide opportunities for the children to practice the rules, and reinforce the rules throughout the day when situations arise. All of the preschool teachers also use a teaching matrix to further translate the rules into routine-based behavioral expectations (see *Figure 1*). Other Tier 1 universal supports that Edgewood Pines teachers have implemented include the use of visual schedules, organized transitions, and the use of frequent positive communication with children and their families to develop encouraging and collaborative relationships.

After 2 weeks of observing Gregory in the preschool classroom, his teachers, Mr. Hughes and Ms. Valencia, have noticed and documented that Gregory engages in inappropriate social behaviors, such as yelling at other children, taking their toys, hiding toys and other children's belongings, and crying. He's had an average of 23 instances of misbehavior per day, even with the universal supports in place. Mr. Hughes and Ms. Valencia try to do brief rehearsals of the classroom rules with Gregory following each instance, but this is taking too much of their time away from class instruction. They decide to start Gregory on the Tier 2 targeted intervention, the Thumbs Up program, which is being used with three other children at Edgewood Pines.

The Thumbs Up program involves six key steps. First, Gregory checks in with the center director, Ms. Wickham (or "Ms. W"; Step 1). Ms. W gives Gregory a blank Thumbs Up sheet and reviews the rules with him (see *Figure 2*). She asks Gregory questions to ensure that he knows what is expected of him in each of his classroom routines. Ms. W also

reviews Gregory's goal, which is to get more thumbs up than thumbs down at the end of the day. Ms. W asks Gregory if he has his Thumbs Up sheet from the previous day. If Gregory has this in his backpack, they review it and discuss how he did and what changes he might want to make in his behavior today. Ms. W reminds Gregory that he will be able to choose a special activity if he has a thumbs-up day.

Next, Gregory takes his Thumbs Up sheet to his classroom and gives it to Ms. Valencia (Step 2). Ms. Valencia uses a timer on her watch to remind her to check in with Gregory right before each change in routine for approximately 30 s. When she checks in with Gregory, Ms. Valencia circles either the thumbs-up or thumbs-down picture for the preceding activity and gives Gregory verbal feedback about the specific behaviors he engaged in (Step 3). If Gregory receives a thumbs down, Ms. Valencia also reminds Gregory of the behavioral expectations. At each feedback session, Ms. Valencia also tells or asks Gregory about the classroom routine that is coming next and the expectations for that routine. After the last centers of the day, Ms. Valencia gives Gregory his last thumbs up or thumbs down. Gregory packs up his backpack with his belongings and goes to Ms. W's office. Ms. W reviews Gregory's Thumbs Up sheet with him and has him count all of the thumbs up and thumbs down that are circled (Step 4). She writes the numbers on Gregory's sheet and then talks to him about whether or not he had an overall thumbs-up or thumbs-down day.

If the majority of his day was positive, Gregory picks from a choice board of special activities that he does in the last 10 min of school before his mom or grandmother arrive to pick him up (Step 5). Possible choices on the choice board are a nature walk with Ms. W around the school, getting to help Mr. Gonzalez (his favorite staff member) dry and stack the clean lunch trays, or doing Starfall

on Ms. W's computer. All of the activities on Gregory's choice board are easily available and based on Gregory's preferences and interests. If Gregory does not earn enough thumbs up for his special activity, he spends the last 10 min of school writing in his journal, reading a library book, or sitting and waiting, which are all neutral (neither especially positive or punishing) for Gregory. Gregory's Thumbs Up sheet is sent home with Gregory's mom or grandmother with the reminder for them to review it and return a signed copy with Gregory the next day (Step 6).

After just 1½ weeks of Gregory being on the Thumbs Up program, his preschool teachers have noticed and documented that Gregory is engaging in more rule-following behaviors. His disruptive or inappropriate behaviors have decreased to just one to two instances of misbehavior per day and no instances in the past 3 days. Gregory is excited each day to check in with Ms. W at the beginning and end of the school day and enjoys earning his special activities for having thumbs-up days. Gregory's family is appreciative of the extra positive input that they are now receiving. The sheet also has been influential for family members who have started reminding and reinforcing Gregory for listening to others and being a team player at home. The use of this targeted intervention appears to have increased specific social behaviors for Gregory with limited teacher time and attention. Three months later, Gregory is maintaining good classroom behavior and interacting more positively with his peers. Ms. W has faded Gregory's reinforcement to a special activity just on Fridays when he has a thumbs-up week. Gregory's teachers still enjoy using the targeted intervention and feel like they prevented a situation in which Gregory's problem behaviors may have escalated, warranting a Tier 3 intensive and individualized intervention.



Figure 1 TEACHING MATRIX FOR EDGEWOOD PINES PROGRAM-WIDE RULES





































	<b>Arrival/Centers</b> 	<b>Circle Time</b> 	<b>Snack</b> 	<b>Outside Play</b> 	<b>Centers/Clean Up</b> 
Listen to others 	Follow directions	Listen when others are talking Raise my hand	Follow directions	Follow directions	Follow directions
Be a good friend 	Join play nicely Share toys	Sit on my mat Keep my hands and feet to myself	Pass food and drinks to my friends	Join play nicely Take turns	Join play nicely Share toys
Be a team player 	Put my things in my cubby Clean up my toys	Participate Put my mat away	Use my manners	Treat equipment nicely Put balls and bikes away	Clean up my toys Pack up my backpack



Figure 2 THUMBS UP SHEET FOR GREGORY

Child's Name: \_\_\_\_\_

Date: \_\_\_\_\_

MY RULES	Arrival/Centers	Circle Time	Snack	Outside Play	Centers/Clean Up
<p>Listen to others</p> 					
					
<p>Be a good friend</p> 					
					
<p>Be a team player</p> 					
					

How many  ? \_\_\_\_\_ How many  ? \_\_\_\_\_

Was it overall a  OR  day?

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_





### Other Preschool BEP Applications

There are alternative ways that the BEP may be modified and used as a targeted intervention in early childhood settings. For example, the preschool program may elect to have teachers provide feedback and attention at regularly timed intervals (e.g., every hour) rather than between changes in classroom routines. This alternative may be easier to implement, as changes in classroom routines in early childhood settings can require significant teacher attention to direct all of the children through the transition. Providing attention at an alternative, but regular time, such as at the top of the hour when signaled by a watch or timer, may be more manageable for preschool teachers.

Another potential adaptation to the BEP program for young children may include the use of graphic images for the child to color in for each interval of positive behavior, thereby eliminating the use of negative graphic images (e.g., sad face, thumbs down) on the BEP daily progress record. One possibility for such an approach is a Super Star daily progress record, in which the child has a targeted number of stars that he or she is attempting to earn for the day. When the teacher checks in with the child at the regularly scheduled feedback session, the child would color in the star if she or he engaged in positive behavior. A star would not be colored in if any inappropriate behavior was exhibited in that time period. This simplified version in which only images that are colored in are counted (as opposed to different faces or different thumbs) may be easier for some young children to understand and follow.

Finally, as noted in the case study at Edgewood Pines, most early childhood programs make decisions regarding PBIS implementation at the classroom level (i.e., among the classroom teachers), with guidance and approval from the preschool director. For targeted interventions to

be implemented effectively and efficiently program-wide, a PBIS leadership team should be established that oversees the use of all levels (universal, targeted, and individualized) of PBIS interventions in the center. This leadership team would develop the particular strategies of the BEP to be used in the preschool program, train teachers on its use, develop data-based decision-making rules for moving children on and off the BEP program, and monitor and evaluate behavioral data for children on the BEP program.

### Discussion

The BEP is an efficient targeted intervention that may be adapted and used with young children who would benefit from extra teacher attention and feedback on their social behaviors. The case study presented highlights how specific features of the BEP may be adapted for a preschool-aged child and the specific organizational structure of a preschool setting. With creative problem solving and attention to developmentally appropriate practice, the BEP is an appropriate Tier 2 intervention that may be used within an early childhood program's PBIS efforts.

Regarding future research into the modified BEP, the current paucity of literature on targeted interventions for young children warrants beginning investigations with a single case design (e.g., multiple baseline design across children or centers). Whether or not an effective, modified version of the BEP can be applied and used in a preschool program is the first research question to evaluate. It may then be appropriate to ask whether a modified BEP program, such as the Thumbs Up program, may be appropriate for young children in kindergarten or first grade. Further research questions and areas for practical applications of the BEP in preschool include whether certain adaptations (e.g., use of two versus three choices for feedback) are more effective than others, methods

to assess young children's understanding of the BEP, and guidelines (e.g., number of behavior incidents) for making data-based decisions about when young children may benefit from the BEP. Research is clearly needed in this area of program-wide PBIS as the field moves forward with implementation of PBIS in increasing numbers of early childhood settings.

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