

## Designing Targeted Interventions for Students in Need of Tier 2 Supports

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"The first five  
years have so  
much to do with  
how the next 80  
turn out."



- Bill Gates Sr., Co-Chair  
of the Bill and Melinda  
Gates Foundation

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## Outcomes for Today

1. Learn the Features of Check In Programs
2. Learn the Features of Simple Behavior Supports Plans
3. Learn How to Assess the Effectiveness of Targeted Interventions



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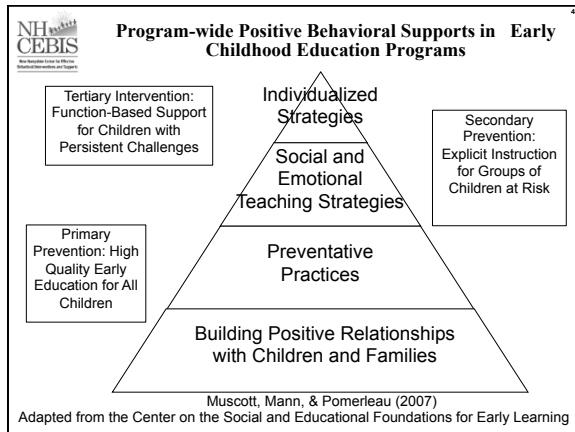
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**Tier 2: Secondary Prevention in Early Childhood Education**

- Tier 2, secondary prevention, is aimed at the roughly 5-10% of young children considered at risk for developing behavioral disorders or mental illness
- These students enter school with significant risk factors and are usually unresponsive to universal prevention strategies alone.
- The goal of secondary prevention is two-fold:
  - To decrease opportunities in which high-risk behaviors might be fostered
  - To establish effective and efficient prosocial repertoires that would increase their responsiveness to primary interventions

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**Who should participate in Tier 2 Interventions?**

- Universal Teaching strategies are geared toward the entire program, and apply to all classrooms
- Targeted Group Interventions are for children who are NOT responding to the universal system and require more support to be successful
- Includes children either from a classroom or across multiple classrooms that need additional social-emotional support

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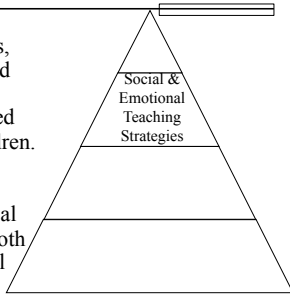
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### Tier 2: Secondary Prevention in ECE

- Explicit instruction in emotional literacy skills, controlling impulses and anger and friendship-making skills is provided to small groups of children.
- Research indicates that systematic efforts to promote children's social competence can have both preventive and remedial effects.

Sources: Fox, Dunlap, Hemmeter, Joseph & Strain, 2003; Webster-Stratton & Reid (2004)



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### Tier II Interventions in Early Childhood

1. Check In Programs
2. Basic Behavior Plans
3. Social, Emotional, Behavioral Skill Groups

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### PW-PBIS Big Idea

Data-based decision making requires commitment to a consistent and effective data collection and decision making process to attain positive child and program outcomes

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### Create Process for Implementing Targeted Group Interventions

- Identify which children need TGI
- Identify the primary skill deficits
- Assign child to appropriate intervention based on his/her needs
- Identify who will implement the targeted group support
- Identify what to teach, where, when, & how

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### Teacher Check, Connect and Expect Mann and Muscott (2007); Adapted from Cheney (2006)

- Teacher Check, Connect and Expect is an efficient, early, & systematic response for students not responding to primary prevention systems of behavior support.
- Occurs prior to implementing more sophisticated & less efficient secondary supports.
- TCCE is a procedure in which classroom teachers provide higher rates of feedback & attention to 'at-risk' students for exhibiting expected classroom behaviors linked to school-wide expectations
- TCCE allows for a systematic monitoring of student behavior using data-based decision-making.

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### Teacher Check, Connect & Expect

Mann and Muscott (2007)



- Offers an immediate and low effort approach whereby teachers:
  - Greet child at the beginning of the day
  - Review their behavior on a daily chart based on classroom schedule & established expectations
  - Provide feedback and encouragement at each checkpoint & the end of the day

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### The Potential Benefits of Involvement in Teacher Check, Connect, & Expect

1. Provides increased *positive* teacher-child contacts *before* relationship is damaged by repetitious conflict (builds relationship)
2. Provides increased reinforcement to the child for following expectations
3. Provides increased home-school communication and partnership (daily feedback to family)
4. Provides an early, effective and efficient response to emerging problem behavior *before* it becomes chronic and engrained

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### The Potential Benefits of Involvement in Teacher Check Connect Expect

5. Connects logically and easily to program-wide system of behavior support
6. Provides an efficient and measurable assessment of progress that helps determine if interventions are working
7. Provides information that may be useful for identification of predictors of behavior should more supports be needed.
8. Data can be easily entered into a data system like EXCEL or BIRCHIS™

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## Marguerite's Place

### Behavioral Expectations



### Marguerite's Place

*"Soaring to Great Heights, Children Telling Right"*

	Be Safe	Be a Friend	Be a Helper
<b>Arrival/Departure</b>	Waiting line Enter & leave with an adult Only with your teacher (if you always leave alone, please see your teacher for more information)	Quiet others with a voice Use kind words Respond to greetings Say hello & thank you Say goodbye waves to friends	Place your things in your cubby Check your own things Check your cubby when you leave
<b>Meals</b>	Hand washing Wash hands with soap & water Wash hands before eating & after Wash hands after using the toilet If you cough, it, you sneeze or you have a runny nose, you should cover your mouth and nose with a tissue or your elbow	Take turns talking Listen when others are talking Use "Please" and "Thank you" Check with your teacher if you need to leave your seat Use kind words and gestures	Help set the table Place the food Clean your plate & your bowl
<b>Prayer</b>	Praying hands	Take turns talking/leading prayer	Use listening ears Say prayer together
<b>Outdoor Play</b>	Enter hallway or stairs Only on line path with lines Share only on line path Follow lines in line path Use kind words about the line Only on line path Use kind words about the line Only on line path	Take turns talking Share a "talking tent" or use listening ears Listen to others when talking Use kind words	Share materials Share materials Include others in play Share materials with others Use kind words Share and off of hands
<b>Circle Time</b>	Enter hallway or stairs Only on line path with lines Share only on line path Follow lines in line path Use kind words about the line Only on line path Use kind words about the line Only on line path	Take turns talking Share a "talking tent" or use listening ears Listen to others when talking Use kind words	Use listening ears Use kind words Put your seat next to your seat
<b>Activity/Centers &amp; Free Play</b>	Waiting line Enter hallway or stairs Only on line path with lines Share only on line path Follow lines in line path Use kind words about the line Only on line path Use kind words about the line Only on line path	Take turns talking Share a "talking tent" or use listening ears Listen to others when talking Use kind words	Use listening ears Use kind words Put your seat next to your seat
<b>Naptime</b>	Waiting line Enter hallway or stairs Only on line path with lines Share only on line path Follow lines in line path Use kind words about the line Only on line path Use kind words about the line Only on line path	Take turns talking Share a "talking tent" or use listening ears Listen to others when talking Use kind words	Use listening ears Use kind words Put your seat next to your seat
<b>Self-care/Bathroom</b>	Waiting line Enter hallway or stairs Only on line path with lines Share only on line path Follow lines in line path Use kind words about the line Only on line path Use kind words about the line Only on line path	Take turns talking Share a "talking tent" or use listening ears Listen to others when talking Use kind words	Use listening ears Use kind words Put your seat next to your seat
<b>Transition</b>	Waiting line Enter hallway or stairs Only on line path with lines Share only on line path Follow lines in line path Use kind words about the line Only on line path Use kind words about the line Only on line path	Take turns talking Share a "talking tent" or use listening ears Listen to others when talking Use kind words	Use listening ears Use kind words Put your seat next to your seat
<b>Clean-up</b>	Waiting line Enter hallway or stairs Only on line path with lines Share only on line path Follow lines in line path Use kind words about the line Only on line path Use kind words about the line Only on line path	Take turns talking Share a "talking tent" or use listening ears Listen to others when talking Use kind words	Use listening ears Use kind words Put your seat next to your seat

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**Belknap-Merrimack Head Start Big Bs Card**

Teacher: \_\_\_\_\_ Name: \_\_\_\_\_ I earned \_\_\_\_\_ Green Lights  
 Classroom: \_\_\_\_\_ Date: \_\_\_\_\_ (Optional \_\_\_\_\_ of 28)

Routine	Be Safe	Be Kind	Be Careful with Our Things	Make it Better
Arrival				
Breakfast				
Circle				
Free Choice/Play				
Small Group Activities				
Outdoor Play				
Lunch				

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

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**Belknap-Merrimack Head Start Big Bs Card**

NAME: \_\_\_\_\_ Today is: \_\_\_\_\_ I earned \_\_\_\_\_ Green Lights  
 (Optional \_\_\_\_\_ of 7)

Routine	Be Safe
Wait Safely with Adult	
Sit Down & Buckle Up	
Stay in Seat	
Hands and Feet to Self	
Quiet Voice	
Wait for Bus to Stop	
Un-buckle	

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

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**Teacher Check, Connect and Expect Scoring and Feedback**

- Determine ratings (Green, Yellow, Red and points 2, 1, 0) and daily goal (number/percent)
- At the end of each period, the teacher rates each behavioral expectation on the card using a 3 point scale (Green, Yellow, Red).
- Teacher shares the information with the student in a 1-2 minute feedback meeting.
- Teacher can use a directive or non-directive approach.
- Teacher conveys optimism for success.

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## Activity: Developing a TCCE Card

What: Develop a draft TCCE Card for your am routines by completing the routines, expectations, and scoring on the blank card provided. (5 minutes)

Pair: Discuss with colleagues next to you and share (5 minutes)

Report Out: Volunteers (5 minutes)

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## Teacher Check, Connect and Expect Procedures: Implementing the Program – AM Greeting

*"Good morning, Susie. How are you today?"*

*You came right in and put your things away where they belong. That's how a Big Bee behaves. Let's color in green for all areas.*

*I know you will be safe, kind and careful with your things today!*

*Is there anything I can do to help you this morning?*

*Have a great day."*




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## Teacher Check, Connect and Expect Scoring and Feedback

- A green circle indicates that the child met or exceeded standards for behaviors related to this expectation for this period.
- The student displayed:
  - Specific positive behaviors related to the expectation during that routine (i.e., the student displayed 'safe or kind' behaviors during circle or free play).
  - No instances of a MAJOR problem behavior associated with the expectation.

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### Teacher Check, Connect and Expect Scoring and Feedback

Specific positive behaviors should be verbally acknowledged

*"You were kind during center time by sharing toys with Kenia. I really appreciate it and you are getting a green circle for kindness."*

**OR**

*"Kenia, can you tell me what you did that was kind during center time? I agree and you earned a green circle for kindness."*

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### Teacher Check, Connect and Expect Scoring and Feedback

- A yellow circle indicates the student met standards for behaviors related to this expectation for this period most of the time, but also exhibited behaviors that needed improvement.
- Score a yellow circle for that area.

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### Teacher Check, Connect and Expect Scoring and Feedback

- Specific positive behaviors should be verbally acknowledged.
- Less attention and emphasis should be placed on corrective feedback for minor problem behaviors

*"I noticed you being kind a few times during snack. You asked Ashley to join you. You passed the milk when Tommy asked for it. You said please and thank you. Those were very kind things to do! There was one time when you used unkind words which hurt Billy's feelings."*

*"Let's color in a yellow circle for kindness during snack."*

*"I know you can act like a Big BEE and be kind at rest time by being quiet."*

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### Teacher Check, Connect and Expect Feedback: Scoring and Feedback

- It is *not recommended* that a reprimand be paired with a yellow rating as this is not likely to increase expected behavior.
  - A calm and specific reminder of desired behavior with encouragement followed by a pre-correction for next period are likely to work better.
  - The child is likely to have been reprimanded repeatedly in the past for exhibiting the behavior and not responded to reprimands with improved behavior.

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### Teacher Check, Connect and Expect Procedures Scoring and Feedback

- A red circle indicates that the child repeatedly struggled with meeting the behavioral expectations or exhibited serious challenging behaviors for that expectation during that routine with little or no positive behaviors.
- This should be reserved for serious issues.
- Feedback should be provided calmly and should conclude with optimism for success in the next period.

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### Teacher Check, Connect and Expect Procedures Steps for End of Day Review

- 1) Quick review of last period.
- 2) Add total green circles earned.
- 3) Write the total number achieved for the day.
- 4) Discuss the total and whether the daily goal was met.
  - 1) If the student achieved the daily goal, teacher should provide verbal acknowledgement.
  - 2) If goal was not achieved, teacher should verbally acknowledge any strengths achieved and encourage positive performance for tomorrow.
- 5) Tear off and send home.

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## Activity: Providing Feedback

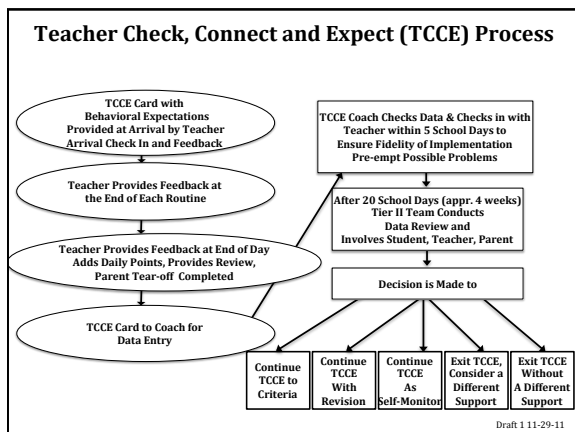
What: Identify one routine from your TCCE card. Think up a scenario where one of your students has earned yellow circle for mostly positive behaviors with some need for reminders. Write down your feedback to the child. (5 minutes)

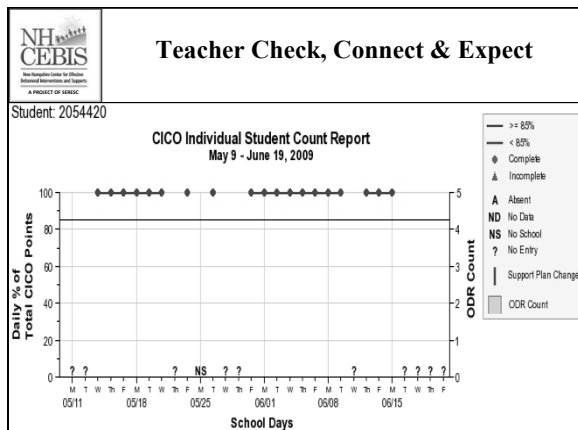
Pair: Discuss with colleagues next to you and share (5 minutes)

Report Out: Volunteers (5 minutes)

 <b>RTI Tier II Intervention Planning Tool</b> <b>Muscott (2010)</b>						
Intervention	Goals	Student Need	How to Access Support	Entry Criteria	Dosage (Time, Days, Weeks)	Success Indicator
Teacher Check, Connect Expect	Improve behaviors crucial to school success; relationship with classroom and other teachers; home-school communication	Adult attention, structure, regular feedback	Tier II Team	* Exceed cut scores on benchmarks * Elevated screening score on DECA * Teacher and/or Tier II Team request	Arrival, Dismissal and small, standardized and agreed upon number of periods per day  1-2 minutes times number of periods	16 of 20 days at 75% points or green circles

## Teacher Check, Connect and Expect (TCCE) Process






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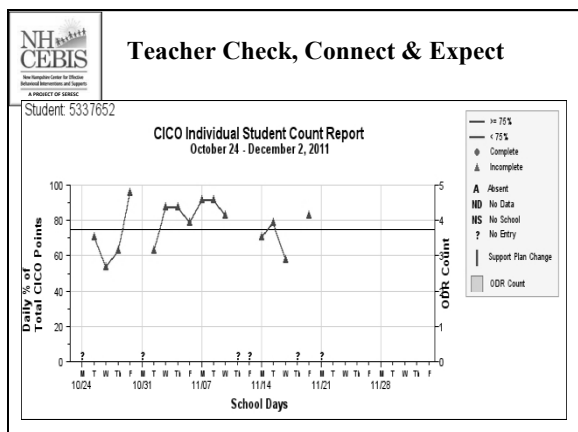
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**Teacher Check, Connect & Expect: Basic Plus**

1. Specific behaviors from matrix are targeted under each expectation
2. Feedback from teacher is more specific and related to target expected behaviors
3. Incentives for meeting goal are included
4. Potential change in success criteria discussed
5. Potential home-school reinforcement plan discussed

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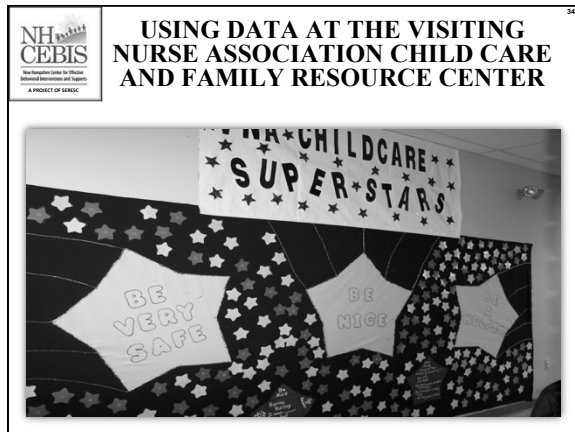
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## The VNA and Dante

- Four year old male
- Referred to target teamed by teacher
- SWIS indicated 148 documented incidents in 2004-2005
- Team conducted assessment and developed the following hypothesis:  
***When asked to complete a non-preferred task, Dante engages in biting, deliberate urination, and inappropriate language in order to escape group time and attain 1:1 adult attention***

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## Dante's Plan

- Increase "+" attention for appropriate behaviors
- Assign 'helper' jobs throughout the day
- Allow Dante to sit on an adult lap for circle time
- Teach Dante to request leaving circle time appropriately (e.g., "May I be excused?") and allow Dante to play at a nearby table with foster grandparent
- Reinforcement: special privileges paired with verbal, physical and tangible acknowledgement

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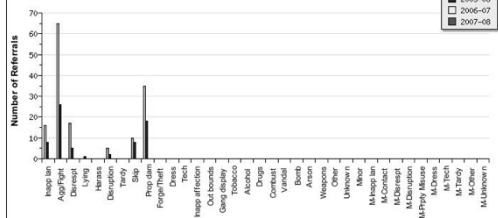
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Referrals By Problem Behavior	
Aggression	10
Delinquency	10
Disruptive Behavior	10
Emotional Disturbance	10
Learning Disabilities	10
Physical Disabilities	10
Speech/Language Impairment	10
Special Education	10
Substance Abuse	10
Talent/Gifted	10
Other	10
Total	100



■ BIR's reduced from 148 in 04-05 to 68 during the 05-06 year

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- Three year old girl
- Identified for intervention through data; received 42 behavior incident reports in the 2 month period of March/April 2006
- Assessment conducted by targeted team and hypothesis determined:

*When Colleen is asked to complete a non-preferred task (clean-up), she engages in spitting, inappropriate language and throws toys in order to attain 1:1 adult assistance/attention*

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- Provide Colleen with increased positive adult attention for appropriate behaviors, including 'helper' privileges
- Provide a 5, 3 and 1 minute verbal/visual warning prior to clean-up
- Teach Colleen to seek assistance appropriately (e.g., "Can you help me clean up please?")
- Reinforcement: Immediate teacher assistance, praise/attention and pom-pom for class jar

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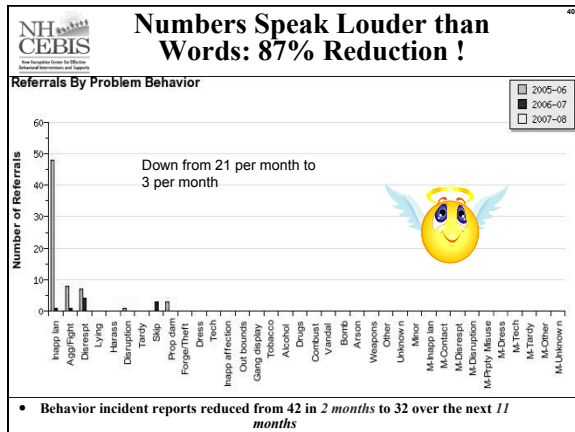
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- NH CEBIS**  
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- ## A Basic Behavior Plan Using Data-Based Decision Making
1. Identify problem behaviors in observable and measurable terms including frequency, duration, context
  2. Describe Intervention and Dosage (frequency, duration, etc)
  3. Determine Success Indicators, How Collected and Timeframe
  4. Determine date of follow-up meeting
  5. Determine Communication Plan

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## Basic Behavior Plan Aligned with Data-Driven Problem Solving Process

Components	
	1. What is the problem behavior and context? (Define Problem/Context)
	2. What do we want the student to do instead/desired behavior? What are the success indicators? (Goal Setting)
	3. What is the intervention? How frequently? For how long? (Planning)
	4. What will adults do? By When? (Implement with Integrity)
	5. How and when will we gather the data? When will review the data to assess whether it worked? (Evaluate)

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### PREDICTING BEHAVIOR Using Behavior Pathways

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Behavior IS often *predictable* depending on understanding of the context in which the behavior occurs

It is often possible to identify reliable predictors and influence them to increase likelihood of positive behavior and decrease likelihood of problem behavior

*When you can predict, you can prevent*

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### Simple Behavior Pathway

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Routine: \_\_\_\_\_

Triggering Antecedents

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Desired Behavior

Problem Behavior

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Typical Consequences

Typical Consequences

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### Simple Behavior Pathway for Ethel

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- Ethel is 7 years old, does not have intellectual disabilities but has problems playing with other children

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## Defining Behavior

Clear, measurable, & objective descriptions of behaviors

Consider behavior dimensions

- What does it look like?
- Frequency
- Duration
- Intensity or force

Consider definitions from your expectations within routines chart

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## Non- vs. Observable Behaviors Sugai, 2005

- ( ) hyperactivity*
- ( ) initiates 5 different tasks within 2 minutes*
- ( ) leaves room at least 3 times during a 30 minute lesson*
- ( ) engages in power struggles*

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## Simple Behavior Pathway for Ethel

- Ethel is 7 years old, does not have intellectual disabilities but has problems playing with other children
- Behavior: Ethel will whine, scream, grab all toys, and push the other child away

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## Behavior Pathway For Ethel

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Problem  
Behavior  
Whine,  
Scream,  
Grab Toy,  
Push Child

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## Identification of Problem Routines

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- “Routine” = a sequence of behaviors that produce a socially important outcome
- Define daily schedule (what is done, when)
- Identify parts of schedule most likely to be associated with problem behavior.
- Assess common elements of problem routines

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Routine Analysis Worksheet							
Schedule	Routine/Activity	Likelihood Problem Behavior					
		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
		1	2	3	4	5	6
		1	2	3	4	5	6
		1	2	3	4	5	6

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## Routine Analysis Worksheet

Time	Activity	Likelihood	Behavior
	Arrival	1 <u>2</u> 3 4 5 6	
	Free Play	1 2 3 4 <u>5</u> 6	Whine, Scream, Grab Toys, Push Child
	Circle	<u>1</u> 2 3 4 5 6	
	Bathroom	<u>1</u> 2 3 4 5 <u>6</u>	
	Snack	1 <u>2</u> 3 4 5 6 <span style="float: right;">52</span>	

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## Behavior Pathway For Ethel

Routine: Free Play in Center

Problem Behavior

Whine, Scream, Grab Toy, Push Child

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## Basic Behavior Plan Aligned with Data-Driven Problem Solving Process

Components
1. What is the problem behavior and context? (Define Problem/Context)
2. What do we want the student to do instead/desired behaviors? What are the success indicators? (Goal Setting)

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## Activity: Describe Behavior & Routine

- What: Think of a young child you know who has exhibited challenging behavior. Describe the behavior. Complete a routine analysis. (5 minutes)
- Pair: Turn to a colleague and share. (5 minutes)
- Share: Volunteers: (5 minutes)

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## Antecedent Events

- Antecedent events occur prior to the behavior
- Antecedent events are of two types:
  - Immediate (Fast Triggers)
  - Distant Setting Events (Slow Triggers)
- Antecedent events can include both overt, observable behaviors as well as internal states (feelings or thinking — which are harder to assess)

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## Immediate Antecedent Events *Fast Triggers*

- Any event that occurs immediately before the behavior that increases the likelihood the behavior will occur.
- Can be ANYTHING that increases a particular student's stress
- Triggers occur either within the same setting as the behavior or an immediately previous setting.

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### Examples of Immediate Antecedents or Fast Triggers

- Sudden change in routine
- Late for activity
- Reprimands
- Activity/task demands (length of task; amount/quality of teacher interaction; match to skill level; type of instruction)
- Ignored by peer
- Social or Academic Corrections
- Lack of choice options
- Teased by peers
- Physical injury
- Transitions
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- \_\_\_\_\_
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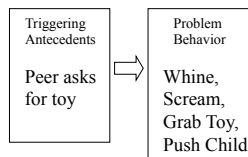
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### Behavior Pathway For Ethel

Routine: Free Play in Center




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### Describing Consequences

- A consequence is an event that contingently follows (immediate or distant) a behavior.
- The consequence effects whether a behavior will recur given a similar context.
- Consequence could be positive or negative

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**Examples of Typical Consequences  
that Could Be Aversive to Young  
Children**

- Reprimand
- Correction
- Sent away from activity
- Lose privileges
- Lose object
- Apologize
- Fall
- Ignore
- Tease
- Extra work
- Call to parent
- Stay in for outdoor play
- Line up last
- Clean up a mess

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**Behavior Pathway For Ethel**

Routine: Free Play in Center

Triggering  
Antecedents  
  
Peer asks  
for toy

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Problem  
Behavior  
  
Whine,  
Scream,  
Grab Toy,  
Push Child

⇒

Consequences  
  
Peer moves  
away  
Ethel keeps  
toy

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**Identify the Desired Behavior  
Use Your Schoolwide Core  
Curriculum**

- The desired behavior is the behavior you want the student to perform
- Examples:
  - Given seat work task --> work quietly
  - Given teacher request --> compliance
  - Given taunt from peer --> turn and walk away

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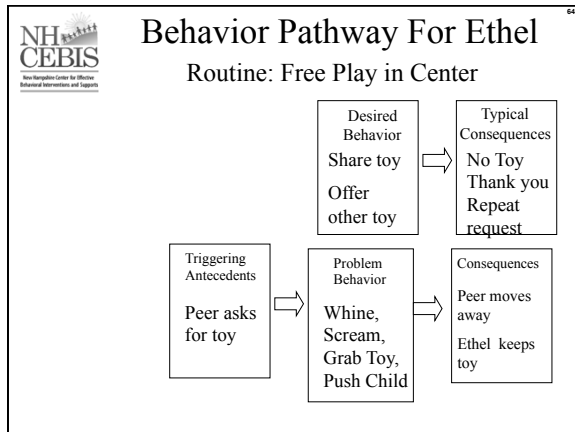
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**Basic Behavior Plan Aligned with Data-Driven Problem Solving Process**

Components
1. What is the problem behavior and context? (Define Problem/Context)
2. What do we want the student to do instead/desired behaviors? What are the success indicators? (Goal Setting)

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**Activity: Desired Behavior and Consequences**

- What: Describe the desired behavior and desired consequences (5 minutes)
- Pair: Turn to a colleague and share. (5 minutes)
- Share: Volunteers: (5 minutes)

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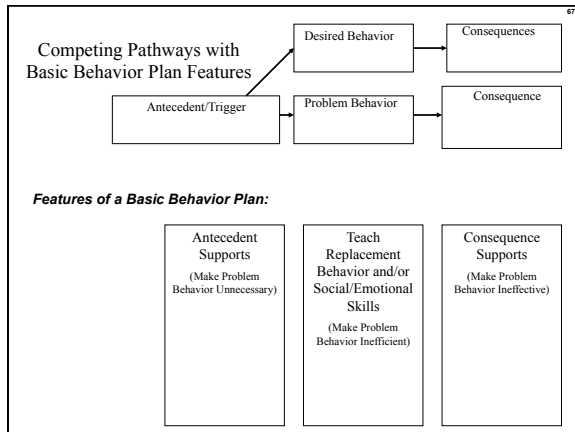
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**Behavioral Intervention Plans:  
Checklist of Selected Interventions**

- Antecedent or Context Manipulation Strategies
  - Teacher Strategies
  - Peer Strategies
  - Room Arrangement Strategies

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**Behavioral Intervention Plans:  
Checklist of Selected Interventions**

- Teaching Strategies
  - Curriculum Enhancement
    - Social Skills
    - Self-Management
    - Problem Solving

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## What Is Social Emotional Development?

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- A sense of confidence and competence
- Ability to develop good relationships with peers and adults/make friends/get along with others
- Ability to persist at tasks
- Ability to follow directions
- Ability to identify, understand, and communicate own feelings/emotions
- Ability to constructively manage strong emotions
- Development of empathy

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## Social Skills are

71

Specific, identifiable, and learned social behaviors, performed effectively that produce social consequences in social situations



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## Types of Social Skills

72

1. Basic Social Skills or Classroom Survival Skills
  - Listening, Asking for Help, Asking a Question
2. Friendship-Making Skills
  - Introducing Yourself, Beginning a Conversation
  - Offering Help, Sharing, Apologizing
3. Skills for Dealing with Feelings
  - Expressing Feelings, Showing Understanding of Another's Feelings, Dealing with Anger

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
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## Types of Social Skills

4. Skill Alternatives to Aggression
  - Dealing with an Accusation, Responding to Teasing
5. Skills for Dealing with Stress
  - Dealing with Losing, Saying No, Responding to Peer Pressure
6. Social Problem Solving and Planning Skills
  - Setting a Goal, Making a Decision



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## Teaching Social Skills Using a Structured Learning Instructional Approach

- Why is the skill important?
- Define the skill
- Demonstrate/model the skill
- Show multiple prosocial examples
- Show one low key non-example
- Have students role play the skill
- Provide performance feedback
- Provide opportunities for generalization



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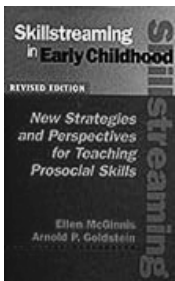
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## Friendship Making Skills McGinnis and Goldstein (2007)

1. Greeting Others
2. Reading Others
3. Joining In
4. Waiting Your Turn
5. Sharing
6. Offering Help
7. Asking Someone to Play
8. Playing a Game



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### What to Teach...Friendship Skills



- Gives suggestions (play organizers)
- Shares toys and other materials
- Takes turns (reciprocity)
- Is helpful
- Gives compliments
- Understands how and when to give an apology
- Begins to empathize

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### Video: Giving Compliments



clip 2.5

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### Video: Friendship Art



clip 2.7

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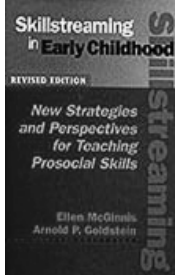
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**Skills for Dealing with Feelings**  
**McGinnis and Goldstein (2007)**

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1. Knowing Your Feelings
2. Feeling Left Out
3. Asking to Talk
4. Dealing with Fear
5. Deciding How Someone Feels
6. Showing Affection



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**Key Concepts About Feelings**

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- Feelings change
- You can have more than one feeling about something
- You can feel differently than someone else about the same thing
- All feelings are valid – it is what you do with them that counts



Center on the Social and Emotional Foundations for Early Learning

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 <b>Frustrated</b>	 <b>Sad</b>
 <b>Embarrassed</b>	 <b>Mad</b>

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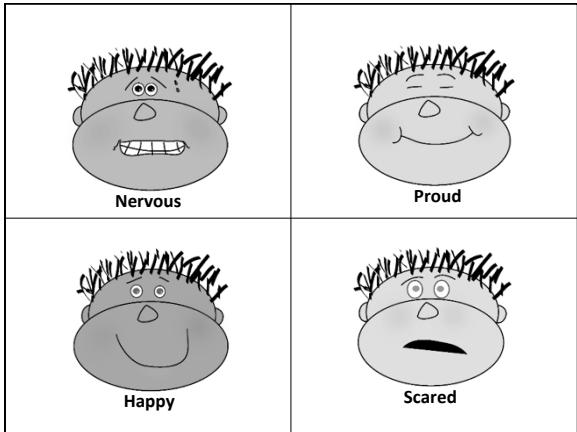
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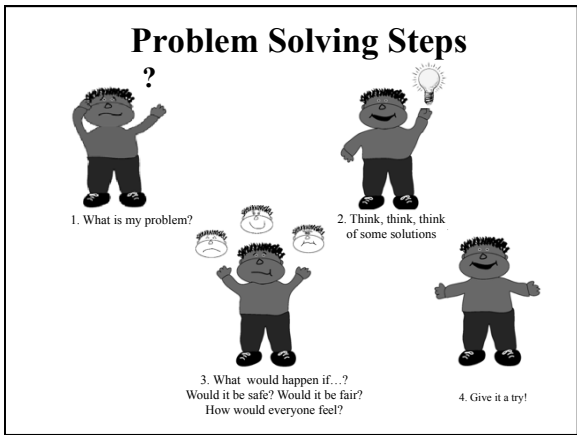
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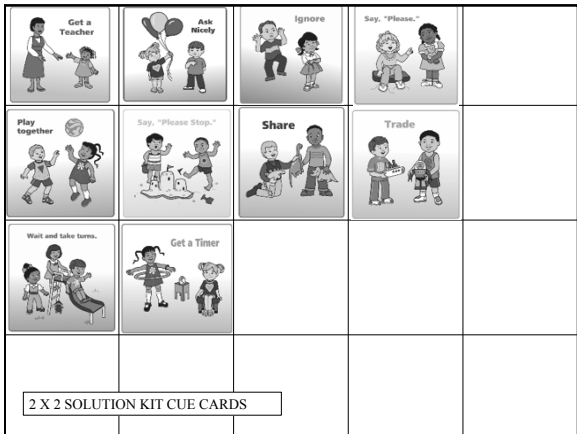
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## Learning Self Control

- Recognizing that anger can interfere with problem solving
- Learning how to recognize anger in oneself and others
- Learning how to calm down
- Understanding appropriate ways to express anger



Center on the Social  
and Emotional Foundations  
for Early Learning

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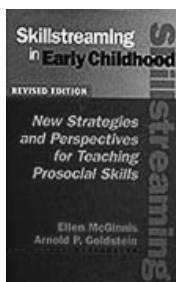
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## Alternatives to Aggression McGinnis and Goldstein (2007)

1. Dealing with Teasing
2. Dealing with Feeling Mad
3. Deciding If It's Fair
4. Solving a Problem
5. Accepting Consequences



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## Games that Develop Impulse Control

- Red Light, Green Light
- Simon Says
- Mother May I?
- London Bridge
- Ring around the Rosie
- Freeze Dance
- Ready, Set, Go!
- Tip-toeing
- Moving to Music with varied tempos
- Duck, Duck Goose



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**Center on the Social  
and Emotional Foundations  
for Early Learning**


## Turtle Technique

**Recognize  
that you  
feel angry.**




Step 1

**"Think"  
Stop.**




Step 2

**Go into shell.  
Take 3  
deep  
breathes.  
And think  
calm,  
coping  
thoughts.**



Step 3

**Come out of  
shell when  
calm and  
think of a  
solution.**



Step 4

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## Super Turtle Letter



Dear Parent,

Billy did a great job today handling frustration and not getting angry when we ran out of his favorite cookie at snack. Instead of getting upset, Billy took three deep breaths and decided he would try one of the other cookies. That was a great solution and he really liked the new cookie too!

You can help Billy at home by: Asking him what he did at school today when we ran out of his favorite cookie. Ask him how he calmed down. Comment on what a great job he did. Tell him that you hope that he will do that again when he gets frustrated about something.

Thank you so much!  
Mr. Phil

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## Behavioral Intervention Plans: Checklist of Selected Interventions

- Consequence Strategies
  - Teacher/Mental Health/  
Administrator Strategies
  - Peer Strategies
  - Family Strategies

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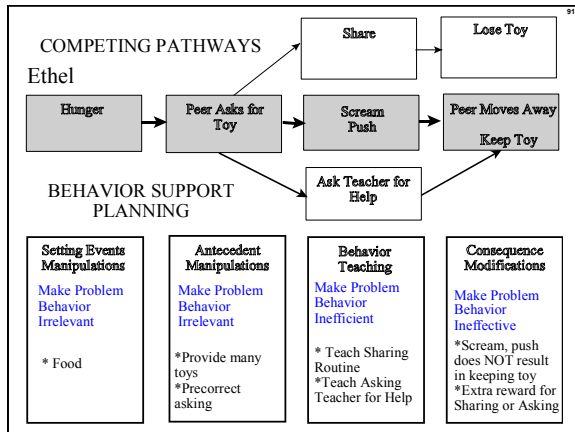
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**Basic Behavior Plan Aligned with Data-Driven Problem Solving Process**

Components

1. What is the problem behavior and context? (Define Problem/ Context)
2. What do we want the student to do instead/desired behavior? What are the success indicators? (Goal Setting)
3. What is the intervention? How frequently? For how long? (Planning)

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**Basic Behavior Plan Aligned with Data-Driven Problem Solving Process**

Components

1. What is the problem behavior and context? (Define Problem/ Context)
2. What do we want the student to do instead/desired behavior? What are the success indicators? (Goal Setting)
3. What is the intervention? How frequently? For how long? (Planning)
4. What will adults do? By When? (Implement with Integrity)

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**Monitoring Progress:  
How Will We Spell Relief?**

1. Specify short-term goal (reductions in problem behavior/increases in replacement behavior), target amount and expected date.
2. Specify data to be collected and by whom and by when.
3. Specify how data will be summarized and by whom and by when.
4. Specify plan review date (2 weeks).

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**Monitoring Progress**

1. Frequency Counts: Count number of instances of problem behavior or replacement behaviors within a specified interval.
2. Rating Scales: Team made scales with target behaviors and ratings.
3. Direct Observations: Narrative description to gather details about student behavior and context.

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**Monitoring Ethel's Progress**

1. Specify Goal: Given a request to share a toy by another child, Ethel will ask an adult to help her keep the toy rather than screaming at the child 80% of the time by November 15.
2. Specify Data: Teacher will keep a frequency count of number of requests made without screaming each time asked to share each day.
3. Summarize Data: Chart percentage of requests each day at the end of each week.
4. Specify Review Date: November 15.

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Basic Behavior Plan Aligned with Data-Driven Problem Solving Process	
Components	
1. What is the problem behavior and context? (Define Problem/Context)	
2. What do we want the student to do instead/desired behavior? What are the success indicators? (Goal Setting)	
3. What is the intervention? How frequently? For how long? (Planning)	
4. What will adults do? By When? (Implement with Integrity)	
5. How and when will we gather the data? When will review the data to assess whether it worked? (Evaluate)	

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 <b>Activity: Behavior Plan (If time permits)</b>	
<ul style="list-style-type: none"> <li>• What: Using the planning sheet, identify ideas for a behavior plan in all three categories (antecedents, teaching, consequences) (15 minutes)</li> <li>• Share: Volunteers: (5 minutes)</li> </ul>	

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