

ALTER PHYSICAL ARRANGEMENT OF CLASSROOM

What Does This Mean?

Changing or moving the way the furniture and areas of play/instruction are set up in the room including changing or removing a center, changing seating arrangements, removing or restricting items, making items more accessible, limiting the number of children in certain areas and/or altering the physical flow of the classroom.

Why should we Alter the Physical Arrangement of the Classroom?

Changing certain aspects of the physical environment can affect behavior and prevent inappropriate choices. When classrooms are created so it's clear what an area is for and what the children are supposed to do there it reduces the number of directions, commands and demands adults need to give. This can reduce power struggles, increase child independence and increase opportunities to make positive comments regarding appropriate behavior.

When to Alter the Physical Arrangement? If challenging behaviors often occur...

- ... in a particular area of the classroom.
- ... in the presence of certain materials (i.e. cars, blocks, etc).
- ... during a specific activity (i.e. play time, book time, etc).
- ... with a particular peer or adult.
- ... in relation to power struggles (i.e. a child wants access to a popular toy).
- ... when a child is told "no" or given a direction.
- ... when it's clear children need a lot of direction about daily routines.

How to Alter the Physical Arrangement of the Classroom?

1. Identify any area in the classroom that appears to be related to challenging behaviors (i.e. circle area, play centers, library, etc).
2. Determine as a staff how to change the location and/or function of the identified areas.

Strategies (Open discussion) -

- Arrival/Dismissal – Should be far enough away from the actual door of the classroom to avoid traffic jams and give children privacy to say good-bye and/or greet family.
- Large Group/Circle- Should have designated seating area/options to help define personal space.
- Small Group – Should allow enough space for children to interact with materials and be successful without crowding. There should be enough materials available for children to have ample access.

- Play Time- Routinely problematic toys should be removed altogether or shifted to a space where more adult supervision is available. A visual play plan helps children to know when it's their turn to play in a popular area.
- If there is a child in your classroom with a physical/motor issue the furniture and instruction areas need to be set up with his/her needs in mind. The same is true for children with visual impairments and for some with hearing impairments.
- Be sure the physical set up does not conflict with center policies.
- Be sure furniture and equipment is set up so adults can see every area of the classroom.

What if...? Topics for Discussion

*KNOW YOUR STUDENTS! If someone gets in trouble every day in a certain center then it's probably time to remove it even though everyone seems to enjoy it.

*Consider creating rules for each area of the classroom or post your classroom rules in each area to review during transitions.

*Sometimes teachers are very attached to the way they have their classroom set up. Also, sometimes a group of children come along for whom the set up doesn't work. It's not the set up that is wrong; it's just that some children need something different.

*Some teachers may say "Why should I move my whole classroom around for just one kid!?!?" This is a valid question, but if one child is engaging in challenging behaviors daily, especially in one area, and using up valuable staff time/resources a physical change might really help.

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TOLERATE DELAY OF REINFORCEMENT

What Does This Mean?

Purposefully teaching a child how to wait for reinforcement or gratification. This strategy requires knowledge of the child's current ability to wait and needs to be individualized for each child. Some children may have no tolerance for waiting for reinforcement so instruction may need to begin at less than one minute or even a few seconds.

Why should we teach children how to Tolerate Delay of Reinforcement?

Waiting and tolerating delay are embedded parts of everyone's day. Everyone must learn to tolerate waiting. Direct teaching of how to successfully wait can help children increase their ability to participate in activities, make and sustain friendships, follow schedules & routines and control anger & impulses.

When to teach how to Tolerate Delay of Reinforcement?

- Being told to wait is a trigger for challenging behavior.
- A child has difficulty waiting for a turn.
- Anger & impulse control are difficult for the child.
- Challenging behaviors occur when the teacher is giving attention to others.
- Challenging behavior occurs when the situation dictates a child needs to wait.

How to teach Toleration of Delay of Reinforcement?

1. Discuss with the child how waiting can be difficult. Reference specific situations when waiting is necessary (i.e. waiting for a turn with blocks, waiting for the bathroom, etc).
2. Develop a visual plan detailing the sequence of events that will lead to waiting being over. Use a regular timer or visual timer to display how much time is left.
3. Directly teach how the timer works.
4. Practice waiting for non-preferred items or activities using the timer then move on to waiting for preferred items/activities.
5. Specifically describe appropriate waiting behavior and positively reinforce it when the child demonstrates it.
6. Gradually extend wait time as the child demonstrates tolerance.

Strategies (Open discussion) -

- Free Play/Centers – Set up several centers designed for turn-taking (i.e. board games, etc). Include a visual turn-taking schedule and utilize "my turn/your turn" cards. Limit the materials so children will have to share them. Incorporate timers into the activities. Provide adult facilitation for these centers until children can wait appropriately.

- Small Group Instruction – Limit materials so children have to wait to gain access. Use timers to help children wait.

What if...? Topics for Discussion

*Initial wait times need to be short, especially for children with developmental delays.

*Consider, as a team, using a countdown strategy to help signal children how much longer they need to wait.

*Provide LOTS of positive reinforcement as your children begin to show appropriate waiting behavior.

*TEACH children specifically how to wait and what waiting behavior looks like. Children who are waiting for a turn, but are whining or can't tear their attention away from the desired object/activity are not waiting successfully.

*Teaching children to wait requires focused adult facilitation. Teaching waiting should be just as important as teaching other academic skills.

*You may have to give the child with challenging behavior extended access to his/her preferred items or activities initially so waiting gains him/her what is highly desired. Once the child learns to wait for the item/activity then you can substitute it with other not-so-highly-preferred items/activities.

*If children have had unlimited access to something to "keep the peace" and then you begin to try and teach them to wait for it there will be a period of excessive challenging behavior because the child will want the same conditions. Proceed with teaching waiting and reinforce attempts to wait until the challenging behavior lessens.

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EMBED PREFERENCES INTO ACTIVITIES

What Does This Mean?

This strategy involves incorporating a child's likes and preferences into activities to prevent challenging behaviors. Preferences can be incorporated into any aspect of the child's routine and can include *what* is incorporated, *who* participates, *where* activities occur, *how* activities are presented, or *when* activities occur.

Why should we Embed Preferences into activities for some/all children?

Incorporating preferences into activities helps gain a child's interest and keeps the child naturally motivated. When a child is motivated the activity becomes reinforcing increasing the likelihood the child will participate again without challenging behaviors.

When to Embed Preferences? If a child acts out...

- ... after being told or asked to participate in a non-preferred activity.
- ... as part of a particular activity.
- ... during transition(s) or at the beginning of a particular activity.
- ... once he/she realizes a certain activity is not an option.
- ... routinely at a certain part of the day/routine.
- ... while a teacher is attending to another student.
- ... and refuses to participate in an activity or part of the classroom routine.

How to Embed Preferences into Activities?

1. Identify a part of the routine when challenging behavior routinely occurs.
2. Identify the child's preferences (assessment).
3. Determine how the child's preferences can be incorporated into the challenging part of the routine (who, what, when, how, where).
4. If the child has limited interests it could be difficult to determine preferences so gather as much information as possible from family.
5. Be sure incorporating preferences will not conflict with center policies.

Strategies (Open discussion) -

- Arrival/Dismissal – If separating from family or being picked up sparks challenging behavior have an item from home available for these times only.

- Large Group/Circle- If the child has a favorite song or story he/she can choose one or both. Also, if a child has a favorite job perhaps allowing the child to choose this job for one week to encourage participation will be beneficial.
- Small Group – Allow the child to carry a special item during small group time, to sit at the same table and bring the activities to him/her, to have access to an adult for support, to choose a preferred activity that the other children are not doing.
- Play Time- Allow the child to play with an adult, to have access to his/her favorite toy, to remain at a play center if play is going well, to choose his/her play center first to ensure he/she gets a turn with the preferred item, to bring a favorite toy from home (see # 5).

What if...? Topics for Discussion

*KNOW YOUR STUDENTS and what they like! Offering preferences only works if the things you are offering are in fact, preferred.

*Communicate as a staff about your comfort zones in terms of providing preferences. Understand this isn't the same as rewarding inappropriate behavior. Offering preferences is a way of encouraging children to participate without engaging in challenging behaviors. Once you have accomplished that you can begin to move away from the practice.

*Have a plan in place in terms of how long you are going to embed preferences into the routine. Be sure everyone is informed, agrees and implements the plan.

*If other children in the class complain offer them preferences, too, but only for a short time.

*Understand that embedding preferences is temporary and is designed to help children learn how it feels to participate in parts of the routine without engaging in challenging behaviors.

*Some staff members will feel this isn't *fair*. Talk about options.

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Itinerant Menu of Coaching/Consultative Support

(Use the column at the right to plan with center directors, staff & families)

Child's name/DOB and/or center: _____

Family Support/Consultation: TACSEI tip sheets

Behavior

<u>Training/Consult Date</u>	<u>Training/Consultation Topic</u>	
	Understanding Meaning of Challenging Behavior	
	Plan Activities/Reduce Challenging Behavior	
	Stop/Whining	
	Stop/Biting	

Emotions

<u>Training/Consult Date</u>	<u>Training/Consultation Topic</u>	
	Understand/Label Emotions	
	Recognize/Understand Sadness	
	Recognize/Understand Anger	
 Disappointment	
 Frustration	
 Jealousy	

Language

<u>Training/Consult Date</u>	<u>Training/Consultation Topic</u>	
	Positive Language/Improve Behavior	
	Give Clear Directions	
	Teach/Appropriately Get Your Attention	

Routine

<u>Training/Consult Date</u>	<u>Training/Consultation Topic</u>	
	Transition Smoothly/Places & Activities	
	Successful Morning	
	Successful Bedtime	
	Manage Time/Understand Expectations	

Social Skills

<u>Training/Consult Date</u>	<u>Training/Consultation Topic</u>	
	Learn to Share	
	Learn to Trade	

Visual Strategies

<u>Training/Consult Date</u>	<u>Training/Consultation Topic</u>	
	Social Stories/New Skills & Expectations	
	Social Stories/Understand Expectations	

Director Consultation/Staff Training:

<u>Training Date</u>	<u>Training/Consultation Topic</u>	
	Basic Classroom Rules	
	Positive Behavior Support	
	Antecedent Strategies	
	The Importance of Developing Play Skills	
	***Each of the four preceding training topics should be followed up with at least one modeling session in individual classrooms...	
XX	Coming soon... Strategies for Teaching Play Skills	
	Autism 101	
XX	Coming soon... Classroom Strategies for Children with Autism	
	The Grief Process	
	Talking to Families About Preschool Progress	
	The Early Intervention Evaluation/IEP Process	

Staff Consultation/Training: Prevent-Teach-Reinforce for Young Children
(tip sheets for classroom management)

<u>Training/Consult Date</u>	<u>Training/Consultation Topic</u>	
XX	PREVENT Interventions:	
	Provide Choices	
	Interspersing Difficult Tasks w/ Easy Tasks	
	Use Visual Supports & Schedules	
	Embed Preferences Into Activities	
	Enhance Predictability/Schedules	
	Alter Physical Arrangement/Classroom	
	Remove Triggers/Challenging Behaviors	
XX	TEACH Interventions:	
	Teach Communication Skills	
	Embed Multiple Instructional Opportunities	
	Peer-Related Social Skills	
	Self-Monitoring	
	Tolerate Delay of Reinforcement	
XX	REINFORCE Interventions:	
	Reinforce Physically Incompatible Behavior	
	Remove Reinforcement for Challenging Behavior	

Consultation notes: _____

PEER-RELATED SOCIAL SKILLS

What Does This Mean?

This strategy involves purposefully teaching children the skills necessary for effective and positive communication with peers. PTR-YC recommends directly teaching social skills to the whole class, but this strategy is specifically directed at providing emphasis and instructional precision to the child(ren) with challenging behaviors.

Why should we teach Peer-Related Social Skills?

Good social skills are the foundation for developing relationships. In addition, they are key to challenging behaviors in terms of how children get their needs met. If a child can get his needs met via good social skills then there may be little need to engage in challenging behaviors.

When to teach Peer-Related Social Skills?

- *Social skills are best taught in a group setting as a natural part of routine instruction.
- *Some children may need social skills instruction in a diad (two children) or very small group.
- *Some children with significant challenging behaviors need social skills instruction in an individual setting (1:1 adult to child ratio).
- *When challenging behaviors occur related to playing, sharing or turn-taking...
- *When challenging behaviors occur related to initiating, engaging in, establishing or maintaining relationships.
- *When challenging behaviors occur related to the responding to or answering questions...

How to teach Peer-Related Social Skills?

1. Explain the skills specifically & tell the children why it's important (i.e. sharing toys).
2. Provide a visual that demonstrates the skill.
3. Model the right way to share using a peer or another adult.
4. Give all the children the opportunity to practice the skill/sharing.
5. Demonstrate the wrong way to share with an adult.
6. Review the skill and re-model the correct way to share.
7. Set up opportunities for children to practice using a center with multiple toys.
8. Give positive reinforcement for each child who shares correctly.
9. Set up multiple opportunities to share correctly with positive reinforcement for the child with challenging behaviors.

Strategies (Open discussion) -

- Large Group – Have a visual to support the skill/sharing. Practice the skill during circle time with puppets, dolls or action figures. Use materials to share that are particularly motivating to the child with challenging behaviors to insure attention.
- Free Play/Centers – Post visual at each center showing how to demonstrate the skill/share. Make sure at least one of your centers focuses on the skill/sharing. Provide adult facilitation.
- Small Group – Set up one center/small group instruction area to teach the skill/sharing to each child in the class. Have a visual plan in place that demonstrates the skill/sharing and have each child come to the center with one or two friends. Give everyone a chance to learn how to share & provide positive reinforcement when successful, especially for the child with challenging behaviors.

What if...? Topics for Discussion

*Be prepared to break instruction down for the child with challenging behaviors.

*If you are going to start with a skill like sharing remember that children with challenging behaviors are more likely to share successfully when a non-preferred item is involved so start there.

*Provide the child with challenging behaviors social skills instruction in a 1:1 setting.

*Be prepared with extra or special reinforcing items for the child with behaviors.

*Teaching a new social skill to the whole class and then providing the child with challenging behaviors with extra practice as needed has a greater chance at success rather than just teaching the skills to the individual child.

*If the child is actively engaged in challenging behaviors now is not the time to teach appropriate social skills. Wait until the child is calm to review and practice expectations.

*Be certain to provide positive reinforcement for children exhibiting the new social skill.

*Don't assume children understand and can exhibit appropriate social skills. Provide actual instruction prior to expecting the skill to occur as part of the routine.

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Embed Multiple Instructional Opportunities

What Does This Mean?

This teaching strategy involves creating multiple planned instructional opportunities throughout the day that are embedded within a variety of routines or activities.

Why should we do this?

When children are provided with many targeted learning opportunities in a variety of contexts, and they have opportunities to engage in this targeted practice multiple times each day, there is a higher likelihood that the child will become competent with that skill much sooner.

When to use this strategy?

- Consider using this strategy when challenging behavior occurs across multiple activities.
- When challenging behavior occurs with multiple children/adults.
- When challenging behavior occurs during multiple circumstances.

How to use this strategy?

1. Identify the skill that you want to teach during team meeting.
2. Identify the steps in order to teach the skill. Include enough necessary steps and detail so that anyone who implements the strategy can easily do so.
3. Identify what natural routines or activities can be used to target that skill.
4. Identify how the skill will be embedded into each routine or activity.

Examples (Open Discussion):

A child in class has difficulty with taking turns and the team wants to target having the child wait their turn without getting upset and hurting others. The team may gather and decide steps they would like to take to have the child learn this skill. They may choose many different routine activities to target this, such as, arrival, large group, center/free play, and snack. The teachers decide how to teach the skill and who would take the lead during the particular routine activity.

What if...? Topics for Discussion

Q. How do you know what skills to embed in the routine?

A. Have a meeting with your team and talk about skills that the students need to learn. Talk about different opportunities that they can learn them in order for them to practice these skills consistently.

Q. What if you plan to teach a skill and the child refuses to learn it or is having a difficult time?

A. Sometimes you may have to lessen the expectation or start at a lower level in order to teach the skill. For example, if teaching a child to request an object in multiple activities during the routine, you may need to start with having the child just make a choice by pointing to an object they want first and then have them move to verbally requesting the object.

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ENHANCE PREDICTABILITY WITH SCHEDULES

What Does This Mean?

This strategy involves purposefully planning a routine to prepare a child for their program day. It offers a child consistency and predictability. This is a preventative strategy and materials need to be prepared ahead of time.

Why should we enhance predictability with schedules?

Many challenging behaviors can arise when we, as teachers, are not prepared for the classroom day or for the transitions which will take place. Children need to know the daily schedule, the routine within an activity, and when a transition is about to take place. This strategy involves preparing the child for the day by reviewing the daily schedules and making them aware of possible changes. Children will demonstrate less challenging behaviors when they are prepared for the upcoming day and know the routine within the schedule.

When should we enhance a child's predictability within a classroom routine?

- When a child engages in a challenging behavior during a time of transition whether that transition involves a change within the daily routine or it involves moving from a preferred activity to a non-preferred activity.
- When a child engages in a challenging behavior in response to a verbal direction.
- When a child engages in a challenging behavior during a specific time within the classroom routine.

How to enhance a child's predictability within a classroom routine?

1. Identify activities and parts of the classroom routine within which a child is demonstrating a challenging behavior. This information can be gathered through the use of a functional behavior assessment.
2. Determine the types of schedules, timers, or other cues that will be necessary to help the child understand the sequence of upcoming events and where favored activities will be occurring.
3. Develop or obtain materials needed.
4. Implement procedures to help the child understand the schedule during times of the day in which a challenging behaviors have been observed to occur.

Strategies (Open discussion)-

- Arrival – Have a visual schedule of each step of the transition available for the child. This visual schedule would be reviewed with the child prior to the beginning of the routine and should also be reviewed with the assistant and the parent.
- Daily Routine- Review the daily schedule with the child individually in addition to the whole-class activity.
- Visual schedule- This prepares the child for activities to come.

Topics for Discussion-

-What does a visual schedule look like?

-How could it be individualized?

-First-Then

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PROVIDING CHOICES

What Does This Mean?

A teacher is providing the children with opportunities to choose between 2 or more options.

Why should we provide choices to children?

Providing choices to children allows them to have some control over what happens within the classroom routine.

When to Provide Choices?

- A child engages in a challenging behavior when he/she are asked to do something; when given a direction; or expected to move from a preferred activity to a non-preferred activity.
- A child refuses to carry out directions in order to complete given tasks throughout the classroom routine or when a child says “no” to everything.

How to Provide Choices?

1. Determine when choices will be offered. This should usually be shortly before the time that challenging behaviors are anticipated to occur. Choices may be offered many times per day or only before especially difficult routines. It depends on the child and the frequency of challenging behaviors.
2. Determine what choice options will be made available. All options should be reasonable from the perspective of the teacher and the child, and it is understood that the child's choice must be honored.
3. Determine how the choices will be presented. Choices are often best offered with both verbal and visual cues. A choice menu in the form of a pictorial array may need to be prepared.
4. When choice-making opportunities are presented, the child's choice should be immediately honored.

Strategies (Open discussion)-

- Arrival/Dismissal – choose peer to greet; choose which table activity to start with
- Large Group/Circle- choose song; choose a daily job; choose motor action for calendar counting; choose story
- Small Group – choose materials to use to complete an activity; choose where to sit
- Transition-choose peer buddy; choose transition movement; choose a song to sing during this time
- Play Time- choose a friend; choose an area/center; choose a toy

What if...? Topics for Discussion

*PRE-PLAN! If you know a child acts out regularly during a specific part of your routine then have realistic choices available either as a direct part of the routine or immediately before.

*Choices should be limited to two or three at the most. The goal is for the child to choose; too many choices increases the likelihood of a power struggle and takes the focus away from skill development.

*IMMEDIATELY honor the child's choice! Asking a child to wait may cause other behavioral issues.

*TEACH children what it means to make a choice and how to do it.

*NEVER offer something that is not a realistic choice!

*If children reject all choices then state you will choose for them – then follow through.

*If children attempt to control the choices then use another strategy.

*If children attempt to change their minds mid-choice support them in following through with the choice they initially made and remind them they'll have another choice coming soon.

*Sometimes, it is ok to let children know there is no choice. Creating strong boundaries and establishing that you are in charge leads ultimately to limited behaviors, even if temporary power struggles occur.

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Embed Preferences into Activities

What Does This Mean?

This involves incorporating a child's likes and preferences into activities to prevent challenging behaviors. Preferences can be incorporated into any aspect of a child's day and can include what is incorporated into activities, who participates, where activities occur, how activities are presented, or when activities occur.

Why should we do this?

Imbedding the personal preferences of children who struggle with particular activities into activities can increase their interest and engagement in the activities and improve their knowledge in a variety of ways. It is highly unlikely that children will exhibit any challenging behaviors when they are engaging in and enjoying activities. Using preferences and items a child likes helps motivate him or her to do a variety of things, and the activities become naturally reinforcing for the child.

When to consider using this strategy:

- Challenging behavior occurs when the child is asked or told to do a nonpreferred activity.
- Challenging behavior occurs during a particular activity.
- Challenging behavior occurs when making a transition to or beginning a particular activity.
- Challenging behavior occurs when an activity is not an option.
- Challenging behavior occurs at a certain time of the day.
- Challenging behavior occurs when a teacher is attending to someone else.
- A child refuses to participate in activities or classroom routines.

How to implement this strategy:

1. Identify an activity or routine in which the challenging behavior occurs and in which the challenging behavior appears to be related to the difficulty or the unpleasant nature of the activity.
2. Identify the child's preferences, such as types of animals, vehicles, characters from movies, and so forth.
3. Determine how preferences can be incorporated into difficult activities or routines.

Strategies/Examples (Open discussion)-

- If a child has a difficult time transitioning, the teacher can have a preference waiting for him or her at the desired location (ie. bubbles)

What if...? Topics for Discussion

Q-How do we know what preferred tasks are?

A-Ask the team what the child plays with often or ask the parents to fill out a Reinforcement Checklist to determine preferred activities.

Q-What if the child has limited interests?

A- Try different things out. Watch the child as they play to see what he or she enjoys playing with. Try some activities such as, blowing bubbles, playing music, etc.

Q-What if the child's preference is something that will disrupt the whole class?

A-The team will have to meet in order to find preferences and put them in certain times of the routine that will work for the classroom as a whole. You may have to be creative in finding what the child's preference is and where it can be incorporated.

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Intersperse Difficult or Non-preferred Tasks with Easy or Preferred Tasks

What Does This Mean?

This involves reducing challenging behaviors that are associated with difficult or unpleasant activities by mixing in (interspersing) tasks that are easy for the child or which the child clearly enjoys.

Why should we do this?

Interspersing difficult tasks with easy tasks prevents challenging behavior by allowing more opportunities for children to be successful and creates an environment where learning is fun and enjoyable.

When to consider using this strategy:

- Challenging behavior occurs when the child is avoiding a particular task or activity.
- Challenging behavior occurs when the child is refusing a particular task or activity
- Challenging behavior occurs when the child is corrected or told that something he or she did is wrong.
- Challenging behavior occurs during an instructional activity.
- Challenging behavior occurs when making the transition to a non-preferred activity.
- Challenging behavior occurs when a preferred activity ends.
- Challenging behavior occurs when a new task or activity is introduced.
- Challenging behavior occurs when a task is difficult.
- Challenging behavior occurs when an activity is too long.

How to implement this strategy:

1. Identify the activity or routine in which challenging behavior occurs and in which the challenging behavior appears to be related to the difficulty or the unpleasant nature of the activity.
2. Identify activities (or tasks) at which the child is fluent, is successful, and seems to enjoy.
3. During difficult activity or routine, add in the easy and preferred activities with a dense enough ratio so that the challenging behavior is reduced or eliminated.

Strategies/Examples (Open discussion)-

- Arrival- If a child has difficulty with the arrival or dismissal routine on a consistent basis, then have a preferred activity ready for the child to do first, such as playdough (preferred activity), followed by the classroom routine (non-preferred task).
- Free Play Time- Set up a simple turn-taking sequence to expand a child's play skills. Allow the child 5 minutes to independently play blocks (preferred task), then practice turn-taking sequence for 2 minutes (non-preferred task).

What if...? Topics for Discussion

Q-How do we know what preferred tasks are?

A-Ask the team what the child plays with often or ask the parents to fill out a Reinforcement Checklist to determine preferred activities.

Q-What if the child doesn't have any preferred activities?

A- Every child has something that they like to do. This may not be the typical toys that are in the preschool classroom. Observe the child or ask the family to help you to determine what the child enjoys. Be creative. For example, If the child likes Thomas the Train but you don't have a Thomas the Train toy, you can print a coloring paper off of the internet.

Q-What if the child's non-preferred activity is large group/circle time.

A-You can still implement preferred activities into your circle time. Once you identify what the child's preferred activities are, you can find a way to imbed them into the circle time routine. For example, if the child enjoys motor activities, you can implement jumping, clapping, stomping into the circle time routine by having them do motions while singing a song or by having them clap out or stomp out numbers while counting.

Q- Why would we change our routine because a child doesn't like to do something? Doesn't the child have to do it even if they don't want to?

A- Children who exhibit challenging behaviors can be difficult to work with. These children tend to take up a lot of time and energy from the staff in the classroom and can take time and attention away from the other children in the classroom. If there are non-preferred tasks that the team is aware of and the team is able to intersperse preferred tasks in the routine for a particular child, this may lessen or eliminate the challenging behaviors.

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Reinforce Physically Incompatible Behavior

What does this mean?

A teacher is providing reinforcement for physically incompatible behavior. This strategy involves specifically identifying a desirable behavior that is physically incompatible with the challenging behavior and then using positive reinforcement to increase the physically incompatible behavior.

Why should we use this strategy?

It is important to increase behaviors that are considered to be desirable, and using positive reinforcement is the most direct and efficient approach.

When to use this strategy?

When you would like to increase the amount of desirable behaviors and limit the number of challenging behaviors.

How to do this strategy?

1. Carefully define the desirable behavior to be reinforced in such a way that it is measurable and that everybody does not question whether the behavior is present.
2. Identify effective reinforcers. It is essential that the reinforcers will serve to increase the behavior if they are provided to the child immediately following the desirable behavior.
3. Determine exactly how the reinforcers will be provided when the child engages in the desirable behavior.
4. Be sure that a reinforcer immediately follows the physically incompatible behavior every time the behavior occurs, at least initially. When the incompatible behavior is increased to a satisfactory level, and when the challenging behavior has decreased correspondingly, then the team may decide to reduce the amount of reinforcement provided, and they may decide to change the reinforce so that it is as natural as possible.

What if...? Topics for Discussion

Q. How do we determine what behaviors to reinforce?

A. PRE-PLAN! Work with the team to determine challenging behaviors and incompatible behaviors.

Q. What is a physically incompatible behavior?

A. A physically incompatible behavior is a behavior that cannot be exhibited at the same time as the identified challenging behavior.

Q. What is an example?

A. Example: If a child's challenging behavior involves running around the classroom, then sitting quietly in a chair or on a designated carpet square is a physically incompatible behavior.

Example: If a child's challenging behavior is hitting peers, then using "quiet hands" and keeping hands to oneself would be a physically incompatible behavior.

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REMOVE REINFORCEMENT FOR CHALLENGING BEHAVIOR

What Does This Mean?

A child's behavior occurs in order to receive reinforcement. As a teacher, we need to identify what the reinforcement is when the child engages in a challenging behavior. Once the reinforcement is identified, it should be removed; therefore the connection between the challenging behavior and the reinforcement is broken.

Why should we remove reinforcement?

The reason that a challenging behavior occurs is that it works for the child because it produces a reinforcing consequence. If the challenging behavior no longer works to produce the consequence, then the behavior should decrease.

When to remove reinforcement?

- When a child is engaging in a challenging behavior to gain access to a negative reinforcement.

How to remove reinforcement?

1. Identify the reinforcing consequence for the challenging behavior during a functional behavioral assessment process.
2. Determine how the reinforcing consequence for the challenging behavior can be removed.
3. Determine how the child can gain access to reinforcing consequence in a socially acceptable manner rather than engaging in challenging behaviors.

Strategies (Open discussion)-

- A child is engaging in challenging behavior in order to gain the teacher's attention. The teacher provides attention to the child when they are engaged in socially acceptable behaviors and withhold attention (if safety of the child or other children is not at risk) when the child is engaging in challenging behaviors.

What if...? Topics for Discussion

*What if the child's challenging behavior increases?

Notes: _____

Remove Triggers for Challenging Behaviors

What Does This Mean?

This involves removing or avoiding something or someone that serves as an immediate trigger for a child's challenging behavior to prevent the challenging behavior from occurring.

Why should we work to remove triggers for children's challenging behaviors?

Removing triggers is a procedure that is based on a major principle of learning known as stimulus control. For our purposes, stimulus control means that behavior (including challenging behavior) is influenced by antecedent (things that happen before) events. If we change the antecedent stimuli (things that happen before), then we can change the child's behavior.

When to consider using this strategy:

- When challenging behavior occurs around specific peers or adults on a consistent basis.
- When challenging behavior occurs when starting or during a particular activity on a consistent basis.
- When challenging behavior occurs when a particular activity ends or is signaled to end.
- When challenging behavior occurs when a particular word or phrase is said to the child (e.g. child told "no")
- When challenging behavior occurs when a child makes a transition to a particular activity or area.
- When challenging behavior occurs when given a direction.

How to implement this strategy:

1. Identify the triggers for challenging behavior.
2. Determine whether the trigger can be removed for the focus child.
3. Determine exactly when and how the trigger will be removed and what instruction, activity, item, or peer might need to serve as a replacement.

Strategies/Examples (Open discussion)-

- Arrival- a classroom assistant typically triggers challenging behavior when she greets a particular student. Since the staff determine that this may be a trigger, the team decided that the lead teacher would greet the student and transition him into the classroom.
- Nap Time/Rest Time- Two children have a difficult time resting when they are placed next to one another. Strategically place the children away from one another during this particular time in the day.

What if...? Topics for Discussion

Q-How can we determine what the child's triggers are?

A-These can be identified during the process of a functional behavior assessment and by specifically using the Functional Behavioral Assessment Checklist.????

Q-Why would we change our routine around for one child's behaviors?

A-Children who exhibit challenging behaviors can be difficult to work with. These children tend to take up a lot of time and energy from the staff in the classroom and can take time and attention away from the other children in the classroom. If there are triggers that the team is aware of and the triggers can be eliminated or adjusted to lessen or remove the challenging behaviors, it will be worth the time and practice needed.

Q-What if we don't know what the child's triggers are? It seems that he/she has a challenging behavior over everything.

A- Refer to the functional behavioral assessment checklist???? The team should first determine what specific antecedents are causing the child to demonstrate these behaviors first.

Q-We don't have time to observe a child. We already do not have enough staff as it is.

A- Ask someone to observe the child and collect the data for you. This can include the director, assistant teacher, or itinerant teacher.

Notes: _____

Self-Monitoring

What Does This Mean?

Self-monitoring is a strategy involving teaching the child to observe his or her own behavior. It is established by teaching the child to make indications about when the behavior occurs and then having adults provide rewards for changes in the designated behavior as well as for successful self-monitoring.

Why should we teach children to self-monitor their behavior?

Research has shown that when children observe their own behavior, the behavior tends to improve. Children show awareness of their behavior when they are able to observe it, talk about it, and record whether it occurs. The awareness can be an important step toward behavior change and self-control.

When to teach self-monitoring?

- When there is a need to increase specific desirable behaviors.
- When the child is capable of demonstrating awareness of his or her behaviors.
- When self-control is an important objective.

How to teach self-monitoring?

1. Define the target behavior. This can be almost any behavior that is important for the child and that is clearly observable. The behavior should always be a desirable behavior that you want to increase.
2. Identify effective rewards. The child will receive rewards for engaging in accurate self-monitoring and for desired changes in the target behavior in order for self-monitoring to work.
3. Determine the period during which the child will use the self-monitoring strategy.
4. Determine how the child will observe and monitor the behavior.
5. Teach the child to self-monitor and to use the self-monitoring device.
6. Gradually reduce the amount of teacher assistance.

Strategies (Open for Discussion):

- Self-monitoring instruction may need to be broken into smaller steps, practiced more often, and reinforced more frequently when a child has cognitive delays or has difficulty learning new skills.
- Teaching periods should be as frequent as possible (and reasonable).
- Materials should be customized to the child's level and to incorporate the child's abilities and interests.
- Celebrate all efforts the child makes toward success at self-monitoring.

What if...? Topics for Discussion

Q. How do you define the target behavior?

A. Have the team meet and discuss a behavior that they want to increase. Examples of this include, wearing glasses, staying in a chair, and using an indoor voice.

Q. What kinds of rewards do you suggest?

A. Rewards can be anything that the child desires. Examples include, praise, stickers, special snacks, etc.

Q. What does self-monitoring look like?

A. At first, this indication may be as a response to a teacher's question such as, "Are you wearing your glasses?" After the child is successful with answering accurately, the child should record the correct answer with a simple device such as a yes/no checklist or a counter or sticker chart. This will depend on the child's level and preference.

Notes: _____

TEACH COMMUNICATION SKILLS (Functional Communication Training)

What Does This Mean?

Teaching communication skills to replace challenging behavior is known as a functional communication training strategy.

Why should we teach functional communication?

A child engages in a challenging behaviors in order to gain access to an item, an activity, and/or another person's attention. Functional communication training involves identifying the function of the child's behavior and teaching the child a more appropriate, communicative behavior that serves the same purpose. The more appropriate communicative behavior is referred to as the replacement behavior. The idea behind functional communication is to get the child to use the replacement behavior instead of the challenging behavior.

When to Teach a Child to Use Functional Communication?

- Functional Communication Training should be considered when a function behavior assessment (FBA) has identified a clear function for the behavior and whenever the team can identify a communicative behavior that can serve as a replacement.

How to Teach a Child to Use Functional Communication?

1. Identify the function of the challenging behavior through the FBA process. Remember that the function is typically to get something or to get rid of something.
2. Identify an appropriate and desirable way for the child to communicate the same message in a more appropriate manner. Choose a skill that the child already or that would be easy and quick for the child to learn, and make sure the replacement behavior is one that will be able to be noticed when the child uses it.
3. Identify situation that typically result in the child using challenging behavior to communicate. These situations will be the context in which instruction will take place.
4. Do your best to anticipate when the challenging behavior might occur and then prompt the child to use the new communicative (replacement) behavior. When the child uses the replacement behavior, be sure to honor the child's request.
5. Create and plan for multiple opportunities to practice this new skill throughout the day and be sure that every time the child uses the new skill that new skill "works" for the child.
6. If the communication skill is with a peer, then it is important for an adult to facilitate these interaction and communication until the child can do it independently on a regular basis.

7. As a child learns to use replacement behavior instead of a challenging behavior, gradually remove the amount of assistance (prompting) so that the child uses the behavior on his or her own.

Strategies (Open discussion)-

- Challenging behavior occurs when the child is avoiding or refusing to engage in particular task/activity.
- Challenging behavior occurs when a child is involved in a transition from a preferred activity to a non-preferred activity.
- Challenging behavior occurs during a non-preferred activity.
- Challenging behavior occurs when a preferred activity ends.
- Challenging behavior occurs when interacting with other children.

What if...? Topics for Discussion

- The child has limited communication skills: Find a method of communication that is easy for the child who limited or restricted verbal skills.
- The child has cognitive delays: A child with cognitive delays or who has difficulties learning new skills may need many opportunities to practice the skill before progress is demonstrated. The child may need individual opportunities to practice the skill.
- The child who has physical limitations: Find a method of communication that feasible and practical for a child with physical limitations.

Notes: _____

TEACHING INDEPENDENCE WITH VISUAL SCHEDULES

What Does This Mean?

A child is directly taught to use a schedule in order to increase their independence.

Why should we should we teach children to use a visual schedule?

A visual schedule provides a child with extra guidance when they are need in of additional support in order to understand and predict the sequence of events that occur during their day.

When to Teach a Child to use a Visual Schedule?

- A child engages in a challenging behavior during a particular activity
- A child engages in a challenging behavior as he/she transitions among activities.

How to Teach a Child to use a Visual Schedule?

1. Identify the child's current skill level and learning style. Also, become familiar with the child's interests.
2. Identify the skill that will need to be taught in order to help the child self-manage their challenging behaviors.
3. Introduce the strategy to the child and communicate the purpose of the strategy. Provide the child with explanation of how the visual schedule should be used.
4. Initially, facilitate the use of the schedule. Provide direction related to how to use it.
5. Fade back support as soon as the child begins to demonstrate to manipulate the visual schedule as expected.
6. Be sure to provide the child with reinforcement as the child manipulates the visual schedule.

Strategies (Open discussion)-

- Large Group/Circle- A visual schedule for large group instruction would display each activity that the group participates in during this time.
- Small Group – The activity would visually represent the beginning, middle, and end of the activity.
- Transition- A visual schedule would display each activity that takes place throughout the entire classroom routine.
- Play Time- This time of the routine could support where the teacher would like the child to play. It would help the move from center to the next.

Considerations:

1. Be sure that all of the necessary materials are available when the child is manipulating the schedule.
2. Be sure to plan for a time in which you can directly teach the child how to manipulate the visual schedule.
3. Be sure to serve as a positive role model.
4. Be sure to acknowledge the child's accomplishment.

Notes: _____

USE OF VISUAL SUPPORTS & SCHEDULES

What Does This Mean?

Visual supports and schedules include the following: clip art, illustrations, pictures, signs, words, magazine cut-outs, actual items and/or objects, and physical gestures. Visual supports and schedules assist children's understanding of what is expected of them and offers them predictability.

Why should we provide visual supports and schedules?

Visual supports and schedules assist children's understanding of what is expected of them in order to increase their independence. It also offers children predictability.

When to use visual supports and schedules?

- When a child engages in a challenging behavior in response to a verbal direction.
- When a child engages in a challenging behavior due to a change within the classroom routine.
- When a child displays difficulties following the classroom routine.

How to provide visual supports and schedules?

1. Determine activities in which a child would benefit from additional support and create the materials needed to implement the support.
2. Provide instruction to the child so they can understand how to respond when visual supports or schedules are used.
3. Visual supports are used for as long as a child needs them.
4. Visual supports need to be accessible and useable – they should be readily available at all times.

Strategies (Open discussion)-

- Arrival/Dismissal – routine direction or arrival time (ie. Take off backpack and coat, hang up, move to next area)
- Large Group/Circle- schedule within the activity
- Small Group – a 2 to 3 step activity presented in visual form; first –then chart
- Transition- visual classroom schedule
- Play Time- play schedule; play script

What if...? Topics for Discussion

*PRE-PLAN! If you know a child acts out regularly during a specific part of your routine then have visual supports made and available either as a direct part of the routine or immediately before.

Notes: _____
