

Preschool and Early Elementary Years



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Classroom Routine Support Guide

Classroom Routine Support Guide



Section I: D.A.S.H.

Define the Challenging Behavior

- Observable:** The behavior is an action that can be seen.
- Measurable:** The behavior can be counted or timed.

Nonexamples: "TK Jackie is a pain!" "She is aggressive." "Her behavior is atrocious."

Examples: Pushing & hitting; Throwing toys/objects; grabbing hair; pinching arms; Forcing her body into the personal space of others (looks like hugging but is forceful with squeezing)

What is the challenging behavior that occurs most for this student?

Answer ABC WH-Questions

WHERE does the problem behavior most likely to occur? Check only one box.

<input type="checkbox"/>	Whole group/Start of day activities/Circle Time
<input type="checkbox"/>	Academic Learning Centers/Seat Work/Small Group
<input type="checkbox"/>	Free Time/Unstructured Activities
<input type="checkbox"/>	Recess
<input type="checkbox"/>	Snacks/Meals
<input type="checkbox"/>	Transitions: Clean Up
<input type="checkbox"/>	Transitions: Line Up

WHY might the child be doing this?

What happens right after the behavior occurs?

What do you think the function of the behavior might be?

<p>Request/Obtain:</p> <p><input type="checkbox"/> object</p> <p><input type="checkbox"/> activity</p> <p><input type="checkbox"/> person</p> <p><input type="checkbox"/> help</p> <p><input type="checkbox"/> social interaction</p> <p><input type="checkbox"/> information</p> <p><input type="checkbox"/> sensory stimulation</p>	<p>Escape/Avoid:</p> <p><input type="checkbox"/> demands</p> <p><input type="checkbox"/> activities</p> <p><input type="checkbox"/> person</p> <p><input type="checkbox"/> sensory stimulation</p>
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See the behavior (optional)

Observe the behavior during routines specified and/or observe to verify information

Hypothesis: a final summary of WHERE, WHEN & WHY behavior occurs

When _____

Then _____

As a result, _____

Therefore, _____

Section II:

Classroom Routine:

Choose one strategy for **PREVENT** - **TEACH** - **RESPOND**

What can I do to prevent the problem behavior?	What new skills should I teach ?	How can I respond if the problem behavior occurs?

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Section III:
Progress Monitoring:

FIDELITY: After two weeks, answer fidelity questions for all practices defined in the plan.

Practice/Strategies	Was practice implemented as intended?	Did the child respond as intended?	Was the practice implemented as frequently as intended?
Prevent:	YES NO	YES NO	YES NO
Teach:	YES NO	YES NO	YES NO
Respond:	YES NO	YES NO	YES NO

OUTCOME: After two weeks, how would you rate the challenging behavior overall? (1-worse, 2 no improvement, 3 improving)

Date: 1 2 3				
Date: 1 2 3				

How is the plan working?

What part of the plan was easy to implement? difficult to implement?

Are there any changes or modifications that should be made to the plan?

Was the process valuable to you? to your student? Why?

Classroom Routine: Whole Group / Start of Day / Circle Time

Why might the child be doing this? TO GET / REQUEST / OBTAIN

What can I do to prevent the problem behavior?	What new skills should I teach ?	How can I respond if the problem behavior occurs?
<p>Child wants attention from teacher</p> <ul style="list-style-type: none"> ▲ Have a designated seat child close to the teacher or another adult in the room ▲ Talk to child before start of activity about the schedule and expectations of the group ▲ Have a period after the activity to talk alone with the child ▲ Encourage peer interactions by having cooperative activities during the group ▲ During peer activities join group or monitor child and other student encourage appropriate interaction ▲ Give feedback to child when he/she participates and works with the class or peers, and follows directions ▲ Give child a "job" that interacts with peers <p>Child wants attention of peers</p> <ul style="list-style-type: none"> ▲ Let the child to pick a friend to lead the next group activity ▲ Catch the child participating and verbally comment ▲ Choose children who are sitting "crisscross" to pick next activity while saying "____ is sitting nice, you can pick the next song" ▲ Model raising hand or show a visual cue card when children call out or get out of seat to gain teacher's attention ▲ Provide interactive activities (e.g., turn-taking play) that encourage child to child contact and attention ▲ Offer each child a chance to "perform", beginning with the child who has attention needs ▲ Provide each child with lots of attention while conducting activities. This can be accomplished by stating children's names, touching children, and making eye contact with each child ▲ Encourage the child to sit near a friend ▲ Encourage children to work with each other ▲ Tell child clearly what is expected in specific language 	<p>Child wants attention from teacher</p> <ul style="list-style-type: none"> ▲ Teach child to raise hand for teacher attention and to wait patiently for a response ▲ Teach child how to participate in peer interactions ▲ Teach child to participate independently in the activities <p>Child wants attention of peers</p> <ul style="list-style-type: none"> ▲ Teach the child how to look for a peer who is sitting correctly to lead activity ▲ Teach child to raise hand and wait patiently for turn or response ▲ Teach child to participate independently in the activities ▲ Teach child to engage in activity with peers ▲ Teach child to make choices (e.g., allow the child to choose between sitting near a friend or by the teacher) 	<p>Child wants attention from teacher</p> <ul style="list-style-type: none"> ▲ Teach child to raise hand for teachers attention and to wait patiently for a response ▲ Praise peers for participating and if child imitates, quickly remark on how he/she is participating ▲ Remind child to raise hand by modeling or using a visual cue <p>Child wants attention of peers</p> <ul style="list-style-type: none"> ▲ Ignore inappropriate behavior ▲ Praise peers for participating and if child imitates, quickly remark on how he/she is participating ▲ Provide additional direction through verbal and physical demonstrations to sit and participate in the activity ▲ Validate child emotion and then redirect. For example "You are so excited, it's fun to hold hands and dance. Now we are sitting for a story. Sit on your bottom so we can all see the book." ▲ Allow child to leave activity if behavior is too disruptive. For example, you might tell a child "When you are crawling in front of your friends, they can't see the book. Would you like to sit in the back with ____?"

Why might the child be doing this? TO ESCAPE / AVOID

What Can I do to prevent the problem behavior?	What new skills should I teach ?	How Can I respond if the problem behavior occurs?
<p>Child wants to leave whole group activity</p> <ul style="list-style-type: none"> ▲ Give the child a "job" during activities ▲ Embed the child's preferences into whole group time ▲ Use whole group mini schedule to show when favorite activities will occur ▲ Give choices: where to sit, what song to sing, what book to read, who to sit/interact with, order of mini-schedule, activity items ▲ Praise for participating ▲ Have the child sit front and center, directly facing teacher ▲ Have adult sit near and encourage with whispers/touches ▲ Include "hands-on" activities <p>Child doesn't know how to participate appropriately</p> <ul style="list-style-type: none"> ▲ Use a picture mini schedule that shows the order of the activities ▲ Prior to circle, show the child the class schedule and routine chart ▲ Prior to Whole group activities, read the child a scripted story about "Whole group time" and what is expected during the activity ▲ Provide descriptive feedback of behavior while in group ▲ Have adult sit near to child and talk about what is happening next ▲ Praise for sitting, attending and participating ▲ Provide developmentally appropriate activities and materials ▲ Repeat the same activities over time and gradually introduce new activities ▲ Create a simple picture book about whole group activity, using a few photos of activities (with class members pictures) ▲ Have a designated seat for the child that is close to the teacher ▲ Encourage the child to sit near a friend ▲ Tell child clearly what your expectations are in specific language ▲ Help child become familiar with the routine ▲ Help child decide when to join the activities (wait until they become comfortable with activities) 	<p>Child wants to leave whole group activity</p> <ul style="list-style-type: none"> ▲ Teach the child how to sit and attend for longer periods of time ▲ Teach child how to follow group mini schedule ▲ Teach child to make choices appropriate for the activity ▲ Teach child how to interact with or explore materials used in activities ▲ Teach child to understand the routine by consistently following the sequence of the routine ▲ Teach child to interact with peers through demonstration or modeling <p>Child doesn't know how to participate appropriately in the whole group activities</p> <ul style="list-style-type: none"> ▲ Teach child to follow picture schedule ▲ Teach child turn-taking with a peer (demonstrate how first one child speaks and then another) ▲ Teach whole group activities expectation such, listening to peers, taking turns, sitting in own space ▲ Teach child to raise hand and wait patiently for turn or response 	<p>Child wants to leave whole group activity</p> <ul style="list-style-type: none"> ▲ Catch the child just as he/she is about to get up and prompt to use the replacement skill ▲ Re-cue to look at mini schedule for upcoming "fun activity" ▲ Ignore inappropriate behavior, and praise those participating <p>Child doesn't know how to participate appropriately in the whole group activities</p> <ul style="list-style-type: none"> ▲ Refer to visual schedule and cue of remaining activities ▲ Pull out a highly preferred item or activity ▲ Ignore inappropriate behavior, and praise those participating ▲ Provide additional direction through demonstrations to say what is expected ▲ Validate child's feeling; "I see you are frustrated. Wait, I will help." ▲ Redirect child to use the appropriate alternative behavior

Classroom Routine:

Academic Learning Centers / Seat Work / Small Group

Why might the child be doing this? TO GET / REQUEST / OBTAIN

What Can I do to prevent the problem behavior?	What new skills should I teach ?	How can I respond if the problem behavior occurs?
<p>Child wants attention from the teacher or peer</p> <ul style="list-style-type: none"> ▲ Schedule "time" with friends/adult immediately following activity ▲ Allow child to sit next to favorite friends (if not too disruptive) ▲ Teach other children to encourage the child and each other (e.g., clapping, thumbs up, high five) ▲ Praise for participating ▲ Use a "raise hand" visual cue card to prompt child to raise hand for attention ▲ Provide developmentally appropriate materials ▲ Incorporate child's preferences into activities ▲ Provide activities that require minimal teacher assistance ▲ Provide positive verbal comments on child's independent work skills ▲ Assure the child that teacher will be close by if he/she needs help ▲ Provide activities that allow peer interaction 	<p>Child wants attention from the teacher or peer</p> <ul style="list-style-type: none"> ▲ Teach child to raise hand for teacher attention by prompting with visual cue card or gesture ▲ Teach the child to choose a friend to go with to the activity ▲ Teach the child to follow visual first-then and/or visual schedule ▲ Teach child to ask for adult or peer attention Teach child request attention by saying "Can you come here and help me", stating the teacher's name 	<p>Child wants attention from the teacher or peer</p> <ul style="list-style-type: none"> ▲ Use first-then visual: "First do work activity, then you can talk with friends/adult" ▲ Show visual schedule, and remind of when the child can play/talk with friends/adult ▲ Remind with visual cue card to raise hand ▲ Validate child emotion and then prompt new skill. For example, say "Are you telling me you want me to help you? Just a minute and I can be with you. "

Why might the child be doing this? TO ESCAPE / AVOID

What Can I do to prevent the problem behavior?	What new skills should I teach ?	How Can I respond if the problem behavior occurs?
<p>Child doesn't know how to do an activity or wants do a different activity</p> <ul style="list-style-type: none"> ▲ Use a visual mini-schedule to introduce and/or show each step of the activity and refer to each picture after each activity ▲ Make sure all materials are ready for the activity, and that the activity sequence is clear ▲ Prompt the child to ask for help ▲ Provide the child with a "friend" or peer buddy for the activity ▲ Let the child be a helper to the teacher. ▲ Ask the child to help pass out materials to the other children ▲ Give the child a preferred job to do in the activity ▲ Teach other children to encourage the child and each other (e.g., clapping, thumbs up, high five) ▲ Repeat the same activities over time and gradually introduce new activities ▲ Have a designated seat for the child that is close to the teacher ▲ Encourage the child to sit near a friend for help ▲ Tell child specifically what the directions are for the activity ▲ Use <i>first-then visual or verbal cues</i>. ▲ Let the child pick a preferred friend to go with him/her to the center ▲ Make sure activity is interesting and engaging both in content and materials ▲ Use feeling vocabulary to role play possible scenarios in center time and model how to express feelings ▲ Allow child to move to another area and choose activity after they complete the academic activity ▲ Use a visual schedule to show child before activity what comes next or the plan for the child to go to other centers on another day ▲ Create choice within the activity- who to sit by, who to work with or sequence of the activity ▲ Use peer buddies allowing the child to "help" peer ▲ Give the child a preferred role in the activity by using first-then visuals or verbal statements with a voice of excitement to build anticipation (make sure the "role" is preferred) 	<p>Child doesn't know how to do an activity or wants do a different activity</p> <ul style="list-style-type: none"> ▲ Teach the child to follow the mini visual schedule of the sequence of activity ▲ Teach the child to ask for help ▲ Teach child to work with peer buddy ▲ Teach child to raise hand for teacher attention and to wait patiently for a response and ask for help ▲ Teach the child to complete activity ▲ Teach the child to ask/gesture for "help" ▲ Teach the child to follow verbal or visual first-then statements ▲ Teach the child to look at the visual schedule to see what fun activity follows ▲ Teach the child to make choices ▲ Teach child to communicate that he/she is all done and know what he/she is supposed to do next 	<p>Child doesn't know how to do an activity or wants do a different activity</p> <ul style="list-style-type: none"> ▲ Validate feelings, say, "You look confused. Let me help you." ▲ Verbally prompt the child to help pass out or get out materials while handing him/her the items ▲ Prompt a peer buddy to help ("Could you please show ____ how to ____?") ▲ Remind the child to ask for help ▲ Validate child's emotion, "I see you are frustrated. You don't know how to do it. I can show you" ▲ Monitor/stay in close proximity to the child and volunteer to assist as needed ▲ Prompt the child to ask for "help" ▲ Use visual mini schedule or first-then visual to remind child of upcoming activities ▲ Help the child by starting the activity with him/her ▲ Validate the child's behavioral message. "I think you are getting frustrated. Completing the ____ is hard for you." Then model and offer to help the child or prompt the child to ask for help and provide help ▲ Offer appropriate other choices, easier activity, more challenging or peer collaborative activities

Classroom Routine: Free Time / Unstructured Activities

Why might the child be doing this? TO GET / REQUEST / OBTAIN

What can I do to prevent the problem behavior?	What new skills should I teach ?	How can I respond if the problem behavior occurs?
<p>Child wants adult or peer attention</p> <ul style="list-style-type: none"> ▲ Allow the child to pick a peer buddy to go with to center time, make sure it is a preferred classmate ▲ Accompany the child to the center to get him/her started on play, then tell the child "I'll come back to play with you in a few minutes" ▲ Provide developmentally appropriate activities that child can do independently or parallel to peers ▲ Provide interactive activities with peers and scaffold their play by playing with them ▲ Provide descriptive praise or encouragement as children begin to play together <p>Child wants the same toy/material as another child or will not share materials</p> <ul style="list-style-type: none"> ▲ Make a "my turn" card for toys or items that are highly preferred ▲ Instruct the child about turn taking; keep the turns short ▲ Set a timer, or count so the child will know when his/her turn is coming up next, depending on the toy ▲ Use first-then visual cue ("first ___'s turn, then your turn"), and point to each child as phrase is spoken ▲ Plan to go with the child to the center to teach turn taking; use short turns to teach turn taking, step back and monitor how it is going ▲ Use "Turtle Technique" with visuals and puppet to discuss and model "anger control" ▲ Praise for turn taking and sharing ▲ Encourage children to ask to play together and share materials, and thank each other when sharing or turn taking occurs ▲ Provide multiple and variety of toys/materials for children to use 	<p>Child wants adult or peer attention</p> <ul style="list-style-type: none"> ▲ Teach the child to ask to "play with me" to get attention from adults or peers ▲ Teach the child to choose a peer buddy to play with ▲ Teach child to play independently for a few minutes, slowly increase independent play time ▲ Teach child to request attention by saying "can you come here" <p>Child wants the same toy/material as another child or will not share materials</p> <ul style="list-style-type: none"> ▲ Teach the child turn-taking or sharing through use of timer or counting ▲ Teach the child to use the "my turn" cue card ▲ Teach the child first-then schedule to predict when it's his/her turn to use the toy ▲ Teach the child to use the "Turtle Technique": recognize feeling of anger, think "stop", go inside "shell" and take 3 deep breaths, think calm, think of a solution ▲ Teach the child to use feeling vocabulary ▲ Teach child to begin to engage in simple turn taking with a peer while scaffolding the instruction ▲ Teach child to verbalize his/her wants or needs 	<p>Child wants adult or peer attention</p> <ul style="list-style-type: none"> ▲ Say to the child "Friends play together. Say, "Let's play." – Model or show the child how to interact with peers if necessary ▲ Prompt child to ask to "Can you play with me" ▲ Validate feelings "I know you want to play with me; we have fun together. But I need to help ___; you can play with a friend." ▲ Briefly withdraw attention and then redirect child with alternatives <p>Child wants the same toy/material as another child or will not share materials</p> <ul style="list-style-type: none"> ▲ Remind child of the timer (keep it short for turns); say "Listen for the bell," or "I am going to count; 1, 2, 3, your turn." ▲ Refer to first-then visual cue, and show the child that his/her turn is soon ("First ___'s turn, then your turn.") ▲ If angry, cue child to use the "Turtle Technique" and help him/her through the steps ▲ If child hits peer and grabs the toy, calmly but firmly explain that hitting is not allowed and that the toy will be removed if the hitting continues, and prompt the child to return the toy to the peer ▲ Validate the child's behavioral message, "You can't hit to get the toy. Hitting hurts. ___ is playing with that toy now; I will help you find something else to play with." Then guide the child to find another activity by offering two concrete choices ▲ Cue child to "use words" and give him/her words to say

Why might the child be doing this? TO ESCAPE / AVOID

What Can I do to prevent the problem behavior?	What new skills should I teach ?	How can I respond if the problem behavior occurs?
<ul style="list-style-type: none"> ▲ Provide the child with choices for center time (use pictures of the centers) ▲ Use first-then visual or verbal cue: "first this center, then _____ (something the child prefers)" ▲ Create a daily center choice board that indicates each day which centers are open ▲ Use a stop sign to indicate what centers are closed ▲ Let the child pick a preferred friend to go with him/her to an alternate center ▲ Use "Turtle Technique" with visuals and puppet to discuss and model "anger control" (assist the child with understanding about the closed center and how to think of a solution) ▲ Praise for choosing and/or staying in the alternate center ▲ Visually depict when the center will be made available, either on the visual schedule or on a week-long visual calendar ▲ Use feeling vocabulary to role play possible scenarios in center time and model how to express feelings ▲ Make sure there are ample choices for all children ▲ If you need to close an area to the children, identify it before the selection of centers occur 	<ul style="list-style-type: none"> ▲ Teach the child to use visual first-then schedule ▲ Teach the child to use center choice board to predict when desired center is available ▲ Teach child when centers will occur through use of a weeklong calendar visual ▲ Teach the child to choose alternative activity/item from the center choice board ▲ Teach the child to use the "Turtle Technique": recognize feeling of anger, think "stop", go inside "shell" and take 3 deep breaths, think calm, think of a solution ▲ Teach the child to use feeling vocabulary ▲ Teach child to express their emotions and label whether they are feeling angry, hurt, frustrated, or sad ▲ Teach child to make an appropriate choice 	<ul style="list-style-type: none"> ▲ Refer to the visual classroom schedule, and focus on preferred activities that are coming up ▲ Show the child the center choices and when the center will be open ▲ When child continues to demand the center engaging in problem behavior, then use "first-then" statement (e.g., "First, blocks, and then water table") and be calm about the problem behavior ▲ If child becomes distressed about accessing materials or an activity that is not available, first validate emotion ("I see that you are sad, you want the water table open"). Follow with a choice of alternate activities ("Water table is closed, let me help you find something else to do. You can play blocks or look at books with me.") ▲ Show or join child with a fun activity in the center that is available

Classroom Routine: Recess

Why might the child be doing this? TO GET / REQUEST / OBTAIN

What can I do to prevent the problem behavior?	What new skills should I teach ?	How can I respond if the problem behavior occurs?
<p>Child wants an adult as a play partner</p> <ul style="list-style-type: none"> ▲ Warn child when getting up to leave from playing ("Three pushes at the swing ,then I need to play with another friend") ▲ Pair up child with a peer buddy, and frequently praise when child plays with peer and vice versa ▲ Provide developmentally appropriate activities and materials ▲ Facilitate peers playing together ▲ Provide positive verbal support for play between children and independent play <p>Child wants objects/activity that another child is using and has difficulty waiting turn</p> <ul style="list-style-type: none"> ▲ Provide multiples of same items/activities that have high child preference ▲ Anticipate when the child wants an object/activity, and cue to ask to join in play ("Can I play?" or "Can I have a turn?") ▲ Use first-then visual cue "first ask, then play" ▲ Use a "my turn" visual cue chart for highly preferred objects/activities ▲ Provide positive verbal support for play between children and when child use new skill instead of challenging behavior ▲ Use "Turtle Technique" with visuals and puppet to discuss and model "anger control" when waiting for his/her turn and throughout the day 	<p>Child wants an adult as a play partner</p> <ul style="list-style-type: none"> ▲ Teach the child to ask adult to play ▲ Teach the child to ask a peer to play ▲ Teach child to play alone for short periods of time as he/she learns the skills to get others to play ▲ Provide child with developmentally appropriate materials that will be of interest and teach child to play independently <p>Child wants objects/activity that another child is using and has difficulty waiting turn</p> <ul style="list-style-type: none"> ▲ Teach the child to ask to use object or activity ▲ Teach child to wait turn ▲ Teach child to "think of a solution" (what could he/she do: get another item, ask to join, ask other child to let him know when he/she is done) ▲ Teach child to make choices ▲ Stay close by to child to scaffold interaction just in case the peer doesn't want to give toy ▲ Teach the child to use the "Turtle Technique": recognize feeling of anger, think "stop", go inside "shell" and take 3 deep breaths, think calm, think of a solution 	<p>Child wants an adult as a play partner</p> <ul style="list-style-type: none"> ▲ Cue child to ask a friend to play ▲ Ignore inappropriate behavior ▲ Validate child emotion and then prompt new skill. For example, say "You want me to play with you? Can you ask me to play?" <p>Child wants objects/activity that another child is using and has difficulty waiting turn</p> <ul style="list-style-type: none"> ▲ Remind child to ask to play ▲ Remind child to ask for a turn ▲ Offer alternate activity/toy ▲ Remind child of when his/her turn is on the "my turn" chart ▲ When child continues to demand the objects/activity engaging in problem behavior, then use "first-then" statement (e.g., "First, Carl, and then your turn") and be calm about the problem behavior ▲ Validate child's emotion "I know you want the toy now. You can't hit. Hitting hurts." Then provide the child with alternatives

Why might the child be doing this? TO ESCAPE / AVOID

What can I do to prevent the problem behavior?	What new skills should I teach ?	How can I respond if the problem behavior occurs?
<p>Child does not like being hot/cold and wants to go inside</p> <ul style="list-style-type: none"> ▲ Have a drink available outside ▲ Provide clothing according to weather ▲ Point out the “cooler activities”, such as sandbox if under a roof, swinging can be breezier, or going under a tree ▲ Point out that the sun makes it warmer than in the shade ▲ Provide water play activities (such as a mister) for hot days ▲ Provide movement games for child to keep warm ▲ Consider returning inside with children who are becoming overheated or too cold <p>Child runs and leaves playground boundaries</p> <ul style="list-style-type: none"> ▲ Use a scripted story about “staying safe outside” (include outside boundaries and where children can play) ▲ State when and where the child can run (cue with a picture if necessary) ▲ State outside play expectations clearly (cue with pictures if necessary) ▲ Provide activities that involve active play and running ▲ Help child make a choice of activities ▲ Set limits (be clear about what's allowed) 	<p>Child does not like being hot/cold and wants to go inside</p> <ul style="list-style-type: none"> ▲ Teach the child to choose alternative “cooler” activity ▲ Teach child to choose alternative “warmer” activity <p>Child runs and leaves playground boundaries</p> <ul style="list-style-type: none"> ▲ Assist child in learning when and where it is permissible to run (through scripted story) ▲ Teach the child to follow outside “expectations” ▲ Teach child to make a choice of activities 	<p>Child does not like being hot/cold and wants to go inside</p> <ul style="list-style-type: none"> ▲ Remind child of alternative (get a drink, sit under tree, mist with water to get cool, stay in the sun or run around to warm up etc.) ▲ Validate feelings (“I know it's hot, a few more minutes and we can go inside”) <p>Child runs and leaves playground boundaries</p> <ul style="list-style-type: none"> ▲ Remind child of “outside” boundaries ▲ Remind to stay with the class ▲ Calmly but firmly explain that running out of area is not allowed and prompt the child to sit or stand near teacher until ready to play safely ▲ Validate child's feelings (“I see you're angry, but you can't leave from the playground. Let me help you find a place to run.”) ▲ Redirect the child to other activities or to the safe space for running

Classroom Routine: Snacks / Meals

Why might the child be doing this? TO GET / REQUEST / OBTAIN

What can I do to prevent the problem behavior?	What new skills should I teach ?	How can I respond if the problem behavior occurs?
<p>Child gets attention from peers/adults</p> <ul style="list-style-type: none"> ▶ Praise child for eating own food and allowing peers to eat ▶ Before meal remind child the expectation that they should eat and not disturb peers ▶ Allow child to sit with a preferred peer ▶ Begin meal by sitting with child and modeling appropriate interaction with children at the table 	<p>Child gets attention from peers/adults</p> <ul style="list-style-type: none"> ▶ Teach child to ask if the teacher will sit next to them ▶ Teach child to ask for peer to sit next to them ▶ Teach child the expectations of mealtime 	<p>Child gets attention from peers/adults</p> <ul style="list-style-type: none"> ▶ Remind child that mealtime is time to eat ▶ Use a first then visual/verbal cue "first eat your lunch then you can talk to your peers or I can come sit with you" ▶ Remind child that while they eat they can talk quietly with their peers

Why might the child be doing this? TO ESCAPE / AVOID

What can I do to prevent the problem behavior?	What new skills should I teach?	How can I respond if the problem behavior occurs?
<p>Child does not want to eat</p> <ul style="list-style-type: none"> ▲ Allow child to be a helper to encourage participation ▲ Suggest child to bring food from home ▲ Praise for eating and/or trying new foods ▲ Allow food choices or preferred sauces (ketchup, BBQ, mustard, salad dressing) ▲ Always have a back-up food that you know the child will eat available for occasions when a child rejects a food. If you have a back-up food the child will accept, you will know that the child is not going to go hungry ▲ Review what is being offered and what choices are available for the child ▲ Praise peers for eating ▲ Ensure that mealtimes are pleasant (nice surroundings, not rushed, children are not pressured) 	<p>Child does not want to eat</p> <ul style="list-style-type: none"> ▲ Teach child to make food choices ▲ Teach child to follow visual first-then cue ▲ Teach child to explore and taste new foods 	<p>Child does not want to eat</p> <ul style="list-style-type: none"> ▲ Offer alternative choice ▲ Use first-then visual/verbal cue while saying "first snack, then ___" (favorite item) ▲ Avoid struggle over food and give child back-up food

Classroom Routine: Transition for Clean Up

Why might the child be doing this? TO GET / REQUEST / OBTAIN

What can I do to prevent the problem behavior?	What new skills should I teach ?	How can I respond if the problem behavior occurs?
<p>Child gets attention from peers or adults</p> <ul style="list-style-type: none"> ▲ Let child choose a friend or teacher to sit next to in the next activity ▲ Use a fun "transition activity", such as "move like a frog to ___" or "hop on one foot to ___" or sing a song about the next activity ▲ Have child select fun "transition activity" ▲ Shadow the child during the transition so that you can prompt and praise Allow the child to do something special in the next activity (sit next to a friend or teacher, help with a favorite activity) ▲ Support child during transition by guiding the child ▲ Review transition expectations <p>Child want to stay at activity</p> <ul style="list-style-type: none"> ▲ Prepare child for a transition, by providing a signal about 5 minutes before end of activity ▲ Use a timer, set if for 5 minutes, and let the child know when the bell rings the activity is finished or all done; give the child a before the timer goes off ("one more minute, then the bell will ring and we will___") ▲ Tell the child when he/she will do the activity again. Say, "We'll do that tomorrow", and show him/her on the visual schedule when the activity will occur again ▲ Have the child transition with a peer buddy ▲ Use visual schedule to show child upcoming fun activities. Allow child to manipulate schedule by turning over or removing completed activity ▲ Have or help the child put materials away for closure (play a clean-up turn-taking game) ▲ Give the child a special job during the transition or in the next activity (i.e., door holder, line leader, etc.) ▲ Praise child for putting away materials ▲ Praise child for going to next activity Help child decide when to clean-up (wait until the child finishes the activity) ▲ Offer to help child clean up ▲ Transition with a photo or object that signals the next activity, point out to the child that "We are finished with _____. Now it's time for ___." 	<p>Child gets attention from peers or adults</p> <ul style="list-style-type: none"> ▲ Teach the child to follow visual schedule ▲ Teach the child to transition with his/her hands to self ▲ Teach child to choose a friend or teacher to transition with to the next activity ▲ Teach child transition expectations ▲ Teach child to ask for help when needed <p>Child wants to stay at activity</p> <ul style="list-style-type: none"> ▲ Teach child to ask for one more minute or one more turn and then transition ▲ Teach child to follow visual schedule and predict when the activity will happen again ▲ Teach child to follow transition signal (verbal cues, timer, bells) and stop activity ▲ Teach child to choose a preferred activity and/or friend(s) for next activity ▲ Teach the child to anticipate the transition using photo or object 	<p>Child gets attention from peers or adults</p> <ul style="list-style-type: none"> ▲ Adult helps or reminds child how to move to the next area/activity ▲ Ignore inappropriate behavior, and praise those who are transitioning correctly ▲ Remind him/her to walk correctly and model, then remind that he/she can sit next to a friend or teacher in next activity ▲ Validate the child's emotion "You are upset. You want someone to help you. I can help you." ▲ Remind child to ask for help or choice <p>Child wants to stay at activity</p> <ul style="list-style-type: none"> ▲ Validate the child's feelings, "You look upset. I know you like ___; we'll do that tomorrow." ▲ Let the child know when he/she can do the activity again by putting a picture (or allowing the child to put up the picture) of activity on a schedule for the next day or on a calendar ▲ Redirect and focus child on the visual schedule and upcoming fun activity ▲ Validate child's behavioral message, "You are telling me that you want to keep playing" ▲ Validate feeling, "I see you're sad. You like ___, but it's time to clean up and go to ___." ▲ If child can be given more time, state that you will return and help clean-up when child is finished

Why might the child be doing this? TO ESCAPE / AVOID

What can I do to prevent the problem behavior?	What new skills should I teach?	How can I respond if the problem behavior occurs?
<p>Child doesn't like or want to go to next activity</p> <ul style="list-style-type: none"> ▲ Warn about upcoming transition about 5 minutes before end of activity ▲ Use a timer, set it for 5 minutes, and let the child know when the bell rings activity is finished; give the child a signal before the timer goes off ▲ Shadow child through transition to next activity ▲ Prompt child with visual classroom schedule and/or first-then visual schedule to indicate transition ▲ Have the child walk with a peer buddy ▲ Make sure there is something fun for the child in the next activity, such as a special job or something of interest for the child ▲ Help the child find something fun about the next activity ▲ Give choices of where to sit, what to play with, who to sit by, etc. ▲ Use a fun "transition activity", such as "move like a frog to ___" or "hop on one foot to ___" or sing a song about the next activity ▲ Praise child for going to next activity 	<p>Child doesn't like or want to go to next activity</p> <ul style="list-style-type: none"> ▲ <input type="checkbox"/> Teach child to make a choice of embedded preference and friend to sit with in upcoming activities ▲ Teach child to transition through the use of prevention strategies listed ▲ Teach child to anticipate the transition and what comes next with a visual cue 	<p>Child doesn't like or want to go to next activity</p> <ul style="list-style-type: none"> ▲ Remind the child of his/her special job in the next activity ▲ Use visual schedule to remind of something fun following activity, or use first-then schedule "First ___, then ___" after next activity ▲ Redirect and ignore behavior when possible ▲ Cue peer buddy to show him/her where to go ▲ Re-cue child to make a choice ▲ Validate child's behavioral message, "You are telling me that you want to keep playing"

Classroom Routine: TRANSITIONS – Line Up

Why might the child be doing this? TO REQUEST/OBTAIN

What can I do to prevent the problem behavior?	What new skills should I teach ?	How can I respond if the problem behavior occurs?
<ul style="list-style-type: none"> 📌 Praise children for lining-up 📌 Use an if then statement “if you line-up then when we come back you can be the leader or the caboose” 📌 Use a fun “transition activity”, such as “move like a frog to ___” or “hop on one foot to ___” or sing a song about where we are going 📌 Have children do an academic activity in line (count up, name things in a category) 📌 Shadow child as they line up and walk to next activity 📌 Have child select a peer to line-up with 📌 State line-up expectations before the need to line-up 	<ul style="list-style-type: none"> 📌 Teach the expectations for lining up and walking in line 📌 Teach fun “transition activity”, such as “move like a frog to ___” or “hop on one foot to ___” or sing a song about where we are going 📌 Teach child to ask peers what they want 📌 Teach child an academic game to play in line 	<ul style="list-style-type: none"> 📌 Remind child of the expectation to keep hands/feet to themselves 📌 Shadow the child and praise them, “I like how you are walking in line.” 📌 Validate the behavior, “I understand you want to be first, we take turns being first” 📌 Validate the child's feelings, “I know it makes you mad when ___ is in front of you in line, you could ask to switch places”

Why might the child be doing this? TO ESCAPE/AVOID

What can I do to prevent the problem behavior?	What new skills should I teach ?	How can I respond if the problem behavior occurs?
<ul style="list-style-type: none"> 📌 Warn that transition is about to happen in 5 minutes 📌 Use a timer, set it for 5 minutes, and let the child know when the bell rings activity is finished 📌 Shadow child through transition to line-up and to next activity 📌 Prompt child with visual classroom schedule and/or first-then visual schedule to indicate transition 📌 Have the child walk with a peer buddy 📌 Give choices of where to line-up, who to line-up by, or what song they want to sing etc. 📌 Use a fun “transition activity”, such as “move like a frog to ___” or “hop on one foot to ___” or sing a song about the next 	<ul style="list-style-type: none"> 📌 Teach child to follow visual schedule and predict when the activity will happen again 📌 Teach child to follow transition signal (verbal cues, timer or bells) 📌 Teach child to choose a peer to line up with, a place in line, or song/action they want to do in the line 📌 Teach child song/action to go along with lining up or walking in line 	<ul style="list-style-type: none"> 📌 Remind the child of a special job/choice they get to make 📌 Use visual schedule to remind of something fun following activity, or use first then schedule “First ___, then ___” after next activity 📌 Redirect and ignore behavior when possible 📌 Praise peers who are following expectations 📌 Re-cue child to make a choice 📌 Praise child for going to next activity

Classroom Routine:

Why might the child be doing this? TO REQUEST/OBTAIN

What can I do to prevent the problem behavior?	What new skills should I teach ?	How can I respond if the problem behavior occurs?

Why might the child be doing this? TO ESCAPE/AVOID

What can I do to prevent the problem behavior?	What new skills should I teach ?	How can I respond if the problem behavior occurs?