PreK ePyramid Modules
Handbook for Leaders

Overview of the ePyramid Modules

The ePyramid is an online professional development program created by experts in the field. It provides complete, on-demand access to Pyramid Model training.

Each ePyramid package consists of up to 18 hours of content, divided into three modules. A subscription provides one staff member with a year of online access.

For an individual subscription, go to www.irised.com/pages/pyramid-sign-up. To receive access codes in bulk, contact Rob Corso at rob.corso@pyramidmodel.org

The package that is appropriate for a staff member or program depends upon the ages of the children being served. Three separate packages are available:
- Infant Toddler ePyramid Module Package
- Preschool ePyramid Module Package (can also be used for Kindergarten)
- Birth-Five ePyramid Module Package (appropriate for mixed-age groups, or for staff members who work across age ranges)

Each module includes high-quality video teaching, handouts, assignments, knowledge checks, and action planning. All ePyramid packages provide evidence-based instruction on how to:
- Create Nurturing and Responsive Relationships
- Provide High Quality Supportive Environments
- Implement Targeted Social Emotional Supports
- Practice Intensive Interventions

This handbook focuses on the Preschool ePyramid Module Package, which is also appropriate for Kindergarten. On the following page, you will see a more complete overview of the content of each module.

ePyramid Handbook Table of Contents

Preschool Module 1: Building Relationships and Creating Supportive Environments

Content Includes:
- Understanding the Relationship between Challenging Behavior and Social Emotional Development
- Examining Our Attitudes about Challenging Behaviors
- Building Positive Relationships
- Designing the Physical Environment
- Schedules, Routines, and Transitions
- Planning Activities that Promote Engagement
- Giving Directions and Teaching Classroom Rules
- Ongoing Monitoring and Positive Attention

Preschool Module 2: Social Emotional Teaching Strategies

Content Includes:
- Identifying the Importance of Teaching Social Emotional Skills
- Developing Friendship Skills
- Enhancing Emotional Literacy
- Controlling Anger and Impulse
- Developing Problem-Solving Skills
- Individualizing Instruction
- Partnering with Families

Preschool Module 3: Individualized Intervention; Determining the Meaning of Behavior and Developing Appropriate Responses

Content Includes:
- Overview of Positive Behavior Supports
- Reviewing the dimensions of communication: Form and function
- Considering behavior, including challenging behavior, as communication
- Providing an introduction to Functional Assessment
- Understanding the development of Behavior Support Planning

Using the Modules: Who and How

Decisions about how to use the modules may happen at a state, region, district, agency, program, or site level.

Leaders will want to answer several questions prior to using the ePyramid Modules:
- What are we hoping to accomplish through our use of the ePyramid modules?
- Who will receive ePyramid training?
- What approach will we take to the modules? Will we require staff members to complete the modules in their entirety, or will we use them as a menu of options based on role, data, or other factors?
- Who will support the learning process?
- Will we facilitate use of the modules in a group? With individuals?
- What is the timeline for training using the ePyramid Modules?
- How will we create time for staff members to complete the ePyramid Modules?
- Will staff members be compensated for their time working on the modules, or receive flex time?
- Will they be given professional development credit?
- Who will provide accountability?

This handbook has been created to help you consider possible answers to many of these questions, and to guide your facilitation of the ePyramid Modules.

Who can benefit from using the ePyramid Modules?
- All staff members who interact with children or families
- Leaders who are interested in supporting quality improvement initiatives related to social-emotional development
- Coaches or professional development specialists who are supporting staff in implementing social-emotional practices

Knowing what you want to accomplish will determine how you approach the ePyramid modules. Some possible approaches:

Use the complete package:
- With all staff to launch a program-wide Pyramid Model initiative
- For onboarding new staff
- As a refresher for staff members who have already experienced in-person training

Use some of the lessons:
- Those that apply to a particular role within your agency (see Appendix A for more information about which lessons are appropriate for each role)
- Those that directly address concerns expressed by staff members.
- As a resource at coaching meetings, to teach more about the specific practices that teachers are working to implement
- As homework or follow-up after in-person trainings
- To support improvement based on data (TPOT, TPITOS, ECERS, CLASS, etc.)

The video lessons and accompanying assignments can be completed individually, in small teams, or as a whole staff.

Which of these groupings would make the most sense in your context?

VIEW THE VIDEO LESSONS	COMPLETE THE ASSIGNMENTS
Individually	Individually
Individually	As a teaching team
Individually	At staff meetings or other large group format
As a teaching team	Individually
As a teaching team	As a teaching team
As a teaching team	At staff meetings or other large group format
At staff meetings or other large group format	Individually
At staff meetings or other large group format	As a teaching team
At staff meetings or other large group format	At staff meetings or other large group format

On page 5 you will find sample plans outlining how leaders might allocate time, ensure lesson completion, and support implementation, depending on which grouping option you choose.

Note that when the video lessons are watched as a group, there is currently no method for individuals to mark the lessons as completed within each online module, meaning that reports will not allow leaders to track individual completion after group viewing. We recommend that whichever approach you choose, you provide some level of in-person support to supplement and provide accountability for use of the online modules.

The person who provides this support may be an administrator, professional development specialist, TA provider, behavior or mental health specialist, coach, or teacher. Ideally, this person will have experience in implementation of the Pyramid Model, knowledge of related resources, and time to devote to the project.

Practice-Based Coach (PBC) Training and ePyramid Training for Leaders are available through Pyramid Model Consortium.

The role of the leader may include:
- **Supporting Implementation**
  - Guiding participants
  - Following up on learning
  - Extending activities (See page 9)

- **Documentation**
  - Monitoring progress through modules (See appendix C)
  - Accountability for action items/projects

Some leaders fill both support and documentation roles, while other programs assign these roles to separate leaders.

We recommend that leaders provide participants with a binder that includes all of the handouts (see Appendix D), multiple copies of the action plan form, blank paper for journaling, and other relevant documents such as information about program implementation of Pyramid Model practices.

According to one leader, "Having the materials printed and in a notebook, and ready on Day 1 was absolutely necessary—it would be unrealistic for me to expect the participants to take care of this on their own…it would not have happened."

Supporting implementation might include checking in regularly with individual participants to answer questions about content, directing to further resources, and otherwise extending learning. It could include providing feedback on the quality and content of completed assignments or using the action plan for each lesson as the focus of coaching.

Leaders may might also facilitate communities of practice that allow participants to share their learning and implementation with each other. Community of practice meetings can take place weekly, biweekly, or monthly.

Documentation might include providing deadlines, reviewing reports to monitor progress through the modules, and following up with participants to ensure that they are completing all lessons, assignments, and action plans.

Leaders can access progress reports for each staff member on a weekly or monthly basis. Contact Rob Corso to arrange for this access.

At this time, users are allowed to continue to the next lesson even if they fail the Knowledge Check. Leader reports do indicate whether the participant has passed or failed each Knowledge Check, and participants are not able to complete the course until they have passed all Knowledge Checks.

Participants receive a completion certificate when they have watched all of the videos and successfully completed all Knowledge Checks. Your agency may wish to provide additional recognition or documentation for successful completion of handouts and other assignments.

Coaching

The practices found in the needs assessments at the end of each ePyramid module can serve as the focus of coaching. At the end of each lesson, participants are asked to choose one practice and create an action plan for implementing that practice.

Coaches can follow the Practice-Based Coaching cycle to support participants in implementation. This cycle entails assisting with the action planning process, conducting focused observation related to the action plan, and meeting with participants after the observation to reflect on implementation and provide feedback.

This cycle can be completed a few times per module, once per lesson, or coaches and participants can engage in multiple coaching cycles per lesson.

Visit https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc to find out more about Practice-Based Coaching, and contact Rob Corso to arrange for PBC Coach Training.

Sample Timelines for Completion of the Modules

Participants have access to the modules for one year, and each participant can work through the modules at their own pace. This is often ideal for new staff members who begin mid-year, or for getting substitute teachers up to speed. However, it may be beneficial to provide some guidance for pacing of the lessons, or to have a group of staff members work through the modules together. Here are three sample plans for completion of the modules over different time periods: 9 months, 6 months, and 3 months.

Sample A - Plan for completion of the ePyramid Modules over 9 months	
July	Recruit, train, and prepare leaders/coaches Plan for the year Ensure that leaders have access to progress reports
August	Recruit and orient teachers Ensure that all participants have user accounts and can access the modules
September	Teachers complete Module 1, Lessons 1-2
October	Teachers complete Module 1, Lessons 3-4
November	Teachers complete Module 1, Lessons 5-6
December	Teachers complete Module 1, Lesson 7 Obtain feedback from participants
January	Teachers complete Module 2, Lessons 1-2
February	Teachers complete Module 2, Lessons 3-4
March	Teachers complete Module 2, Lessons 5-6
April	Teachers complete Module 3, Lessons 1-3
May	Teachers complete Module 3, Lessons 4-6
June	Celebrate success Obtain feedback from participants

Sample B - Plan for completion of the ePyramid Modules over 6 months	
August	Recruit, train, and prepare leaders/coaches Plan for the year Ensure that leaders have access to progress reports Recruit and orient teachers Ensure that all participants have user accounts and can access the modules
September	Teachers complete Module 1, Lessons 1-4
October	Teachers complete Module 1, Lessons 5-7
November	Teachers complete Module 2, Lessons 1-3
December	Teachers complete Module 2, Lessons 4-6
January	Teachers complete Module 3, Lessons 1-3
February	Teachers complete Module 3, Lessons 4-6
March	Celebrate success Obtain feedback from participants

Sample C - Plan for completion of the ePyramid Modules over 3 months	
August	Recruit, train, and prepare leaders/coaches Plan for the year Ensure that leaders have access to progress reports Recruit and orient teachers Ensure that all participants have user accounts and can access the modules
September	Teachers complete Module 1
October	Teachers complete Module 2
November	Teachers complete Module 3
December	Celebrate success Obtain feedback from participants

Sample Monthly Plans for Leaders

The tasks and time required of leaders will vary depending on the number of staff members, whether staff members are working through the modules independently or as a group, and the level of support provided.
Here are sample plans outlining three possible monthly schedules for leaders to follow.

Sample Monthly Plan #1

At this program, teachers do lessons independently, Community of Practice meets 1x/month

Week 1: Check in with all teachers • Review Progress Report • Support each teacher in planning to complete assigned lessons for the month • Follow up from last month	**Week 3: Check in with teachers E, F, G, H:** • Review action plan and assignments/projects • Reflection/Feedback • Determine any additional support needed
Week 2: Check in with teachers A, B, C, D: • Review action plan and assignments/projects • Reflection/Feedback • Determine any additional support needed	**Week 4: Community of Practice meeting (see sample agenda on pg 8)**

Sample Monthly Plan #2

At this program, teachers do lessons together, Community of Practice meets 2x/month

Week 1: Community of Practice Meeting • Watch two lessons + do assignments together • Write action plans	**Week 3: Community of Practice Meeting** • Watch two lessons + do assignments together • Write action plans
Week 2: Check in with all teachers • Review Progress Report • Follow up on implementation of action plans • Reflection/Feedback	**Week 4: Check in with all teachers** • Review Progress Report • Follow up on implementation of action plans • Reflection/Feedback

Sample Monthly Plan #3

At this program, teachers do lessons independently, there is no Community of Practice

Week 1: Check Progress Reports and Follow Up • Check in with teachers as needed regarding completion of lessons or passing of knowledge checks • Provide all teachers with refresher information, reflective questions, or extension activities related to past lessons/content	**Week 3: Check in with teachers E, F, G:** • Review action plan and assignments/projects • Reflection/Feedback • Determine any additional support needed
Week 2: Check in with teachers A, B, C • Review action plan and assignments/projects • Reflection/Feedback • Determine any additional support needed	**Week 4: Check in with teachers H, I, J:** • Review action plan and assignments/projects • Reflection/Feedback • Determine any additional support needed

Sample Community of Practice Agendas

Community of Practice meetings typically take place in person and are typically scheduled to last 1, 1 ½, or 2 hours.

First Meeting:
- Welcome
- Orient teachers
- Relationship-building activities
- Establish schedule/norms
- Provide binders
- Technology
  – Signing in
  – Format of lessons
  – Troubleshooting

Ongoing Meetings:
- Welcome
- Reflection on the Content:
  – What did you learn?
  – What new ideas did you get?
- Show and Tell
- Reflection on Implementation:
  – What have you done to implement this content?
  – Successes? Challenges?
  – What child responses have you noticed?
- Action Planning

Last Meeting:
- Celebrate successes and accomplishments
- Plan for future implementation
- Provide certificates

Extension Questions/Assignments

Each ePyramid lesson includes assignments and activities that the participant is expected to complete (see Appendix B.) As you consider how you will support learning, prioritize discussion about the needs assessment and action plan for each lesson, and emphasize implementation of the practices.

These additional questions and activities are optional and can be used to review, reinforce, and extend learning for individual users, or to provide discussion topics for Community of Practice meetings.

Module 1 Extension Questions/Assignments

Lesson 1
- Who did you tell about the Pyramid Model? How did the conversation go?
- Do you have questions about implementation of the Pyramid Model here at our agency?

Lesson 2
- Have any behaviors pushed your hot buttons in the last few days? How did you respond?
- What strategies do you usually use to calm down when a child pushes your buttons? Are those strategies effective?
- What will you do to respond the next time a hot button is pushed?

Lesson 3
- Tell me about one way you have made deposits with children, one with families, and one with co-workers.
- What challenges do you experience related to making deposits with children?
- How do you think making deposits with families and co-workers might support children's social and emotional development?
- Let's plan together for deposits you'll make in the next week, focusing on making deposits with children, families and colleagues that you have a harder time connecting with.

Lesson 4
- Did taking pictures of your space allow you to see it differently?
- What have you tried in your environment to create a space that provides messages telling children what to do to be successful?
- Show me your space (or a picture of your space) and tell me about a change that was made to support positive behavior. How are the children responding to the change(s) that was made?

Lesson 5
- What did you learn about your schedule by color coding it?
- Have you made any changes to your large group time as a result of this lesson?
- How often do you talk about your daily schedule with the children?

- Show me the visuals you use to teach the schedule and routines.
- Have you considered creating visuals for the routines within each daily routine? For example, you could create a visual schedule for the series of activities that occurs during circle time, or a visual support for handwashing steps.

Lesson 6
- How many transitions did you count? Were you surprised by the number of transitions?
- Have you made any adjustments to your schedule since you did this lesson? Let's work together to see if you can reduce the number of transitions even more.
- Show me a visual cue you created to support transitions to your learning environment. What happened when you used this new cue?
- Which children seem to have the most trouble with transitions? Have you provided them with any individualized support for following the expectations of each transition?
- Let's review the "Giving Good Directions" worksheet together. Has this lesson changed the way you give directions?

Lesson 7
- Show me the visuals for rules that children helped to create, or tell me about how you involved children in creating the rules.
- How have you communicated with families about your classroom rules?
- Share how you have given a specific child positive feedback related to following the rules.

Review the completed action plans you have worked on throughout module one. Choose one of your action plans and show me evidence of implementation of the plan. Evidence could include a photo of a support you have added to the learning environment or a description of the strategies you have implemented, or explanation of how the children responded to what you tried. You should include the result of your actions – what happened when you _____. What do you still need to change or add?

Module 2 Extension Questions/Assignments

Lesson 1
- Show me your drawing of the Pyramid Model.
- Tell me five things you have learned about the Pyramid Model.
- Are there barriers to implementing the Pyramid Model at our agency?

Lesson 2
- Considering the age of the children you work with, tell me about their social emotional skills. How do you help them progress through the stages of social and emotional learning?

Lesson 3
- What did you learn from reading the article "Intentional Instruction: Instructional Strategies"
- Tell me about the skill targeted on the "Teaching Targeted Social and Emotional Skills" handout. Why did you choose that skill? When throughout the day have you been teaching the skill?
- How have the children responded to this?

Lesson 4
- What experiences/activities/materials have you intentionally planned to give children opportunities to practice their friendship skills?
- Have you communicated with families about these skills? What could you do to encourage families to support these skills at home?
- How are the children and families responding?

Lesson 5
- What are the 10 feelings words you are teaching? Tell me how you are embedding this vocabulary throughout your day.
- Have you communicated about this vocabulary with families? What could you do to encourage families to use these words at home?
- How are the children and families responding?

Lesson 6
- When thinking about self-regulation, tell me about some of the strategies you teach to help children get back to their state of "calm."
- How are you teaching calming strategies to the whole group? To small groups? To individual children? Are you teaching these strategies in the moment, or are you teaching before the need arises?
- How does it feel for you when a child is unregulated? What are the strategies you use yourself to stay calm while a child may be experiencing dysregulation?
- What concerns do you have about teaching problem solving to young children?
- Show me any visual supports you are using to teach problem solving

Review the completed action plans you have worked on throughout module two. Choose one of your action plans and show me evidence of implementation of the plan. Evidence could include a photo of a support you have added to the learning environment or a description of the strategies you have implemented, or explanation of how the children responded to what you tried. You should include the result of your actions – what happened when you _____. What do you still need to change or add?

Module 3 Extension Questions/Assignments

Lesson 1
- What has gone well and what has felt challenging as you've made your way through the first two modules?
- Are there topics that you would like to know more about or resources that you might need to help you implement what you have been learning?
- Have you tried any of the strategies that you wrote down for nurturing yourself?

Lesson 2
- Which children come to mind when you think of acting out behaviors? What children come to mind when you think of withdrawing behaviors?
- What have you done to make deposits with these children?
- What have you done to make deposits with family members of these children?

Lesson 3
- Share at least three factors that affect a child's behavior
- How can you get more information about possible factors that affect the behavior of a child you work with?
- What insights did you gain from considering the perspective of a child? How about when you considered the perspective of another adult?

Lesson 4
- You were asked to reflect on your own experiences with who display persistent challenging behaviors. Think more about this and what you have learned throughout this training. How have your thoughts changed from the start of this training to the end?
- What are barriers to making objective observations? How can we work to overcome those barriers?
- Since you viewed this lesson, have you tried to delay interpreting behavior until you have made objective observations? How did that feel?
- What are your current systems for collecting data in the learning environment?

- How do you find the data collected to be helpful in making decisions about your learning environment and plans for activities/experiences/ materials you provide for children?

Lesson 5
- Relationships with families are essential in providing high quality early care and education. Talk about 3 things you do (or plan to do) to engage families.
- Share a time that you had a positive interaction with someone in a child's family. Why do you think this interaction went well?
- Share a time that you had an interaction with someone in a child's family that was more challenging. Would any of the suggestions on the "Talking with Families" handout have helped in this situation?
- What support do you need from the program so that you can work with families to gather information about a child's behavior?

Lesson 6
- Is there a comprehensive program-wide system in place for addressing challenging behavior?
- If there is, does it work? If there isn't, or if it doesn't work, what role can you play in refining or developing a system?
- Do you take a team approach to intensive intervention? Who writes the plan? Who implements it? How do you know if the plan is working or not working?

Review the completed action plans you have worked on throughout module three. Choose one of your action plans and show me evidence of implementation of the plan. Evidence could include a photo of a support you have added to the learning environment or a description of the strategies you have implemented, or explanation of how the children responded to what you tried. You should include the result of your actions – what happened when you _____. What do you still need to change or add?

Resources to Support Implementation
- pyramidmodel.org
- challengingbehavior.org
- Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

Appendix A
ePyramid Lessons Appropriate for Various Roles

This chart lists the length of each video and indicates which portions of each lesson are most appropriate for various staff members.

Front office staff, custodians, bus drivers, kitchen staff, etc. are grouped in the Support Staff category.
Directors, education managers/coordinators, site supervisors, etc. are grouped in the Administrator category.
The Teachers and Caregivers category includes teacher assistants, paras, etc.

E-Pyramid Mods - Preschool

LESSON NAME	TIME	ROLE				
		Teachers and Caregivers	Mental Health or Behavior Specialists	Support Staff	Admin	Fiscal and Operational Staff
Module 1						
Lesson 1 - Importance of Social Emotional Skills in Early Childhood						
Handout: Course Objectives	0:00	X	X		X	
Introduction Video	2:37	X	X	X	X	X
1.1a – Introduce: Social Emotional Skills and the Pyramid Model	0:39	X	X	X	X	X
1.1b – Reflect: Lifelong Positive Effects from Social Emotional Skills	2:18	X	X	X	X	X
1.1c – Learn: Overview of the Pyramid Model	4:52	X	X	X	X	X
1.1d – Effective Workforce	0:52	X	X	X	X	X
1.1e – Importance of Relationships	0:41	X	X	X	X	X
"1.1f – Importance of well-designed environments, schedules, and routines"	0:29	X	X	X	X	X
1.1g – Importance of teaching	0:34	X	X	X	X	X
"1.1h – Individualized intervention for ongoing, persistent, challenging behavior"	0:54	X	X	X	X	X
1.1j – Do: Recap and checklist of tasks	0:36	X	X		X	
Handout: Completion checklist for online modules	0:00	X	X		X	
Handout: Action Plan	0:00	X	X			
Knowledge Check 1.1	0:00	X	X	X	X	X
Lesson 2 – Noticing and Responding to Your Feelings						
1.2a – Introduce: Noticing and Responding to Your Feelings	0:52	X	X	X	X	X
1.2b – Reflect: on Lesson 1	1:45	X	X	X	X	X
1.2c – Learn: Hot Buttons	2:47	X	X	X	X	X
Handout: Hot Buttons Worksheet	0:00	X	X	X	X	X
1.2d – Reflect: How you feel when children display these behaviors	0:32	X	X	X	X	X
1.2e – Reflect: how these feelings affect your interactions with children	2:37	X	X	X	X	X
1.2f – Understand individual and culturally-based beliefs	5:06	X	X	X	X	X
Handout: Milestone attainment worksheet	0:00	X	X	X	X	X
1.2g – Reframe thoughts	2:38	X	X	X	X	X
Handout: Reframing Worksheet	0:00	X	X	X	X	X
1.2h – Do: Recap and checklist of tasks	5:15	X	X	X	X	X
Handouts: Needs Assessment	0:00	X	X	X	X	X
Handout: Action Plan	0:00	X	X	X	X	X
Knowledge Check 1.2	0:00	X	X	X	X	X
Lesson 3 – Building Positive Relationships						
1.3a – Introduce: Building Positive Relationships	0:40	X	X	X	X	X
1.3b – Reflect: on Lesson 2	2:25	X	X	X	X	X
1.3c – Learn: Importance of relationships	1:07	X	X	X	X	X

LESSON NAME	TIME	ROLE				
Module 1 (continued)		Teachers and Caregivers	Mental Health or Behavior Specialists	Support Staff	Admin	Fiscal and Operational Staff
Lesson 3 - Building Positive Relationships (continued)						
1.3d – Connecting with children	4:29	X	X	X	X	X
1.3e – Making deposits	7:34	X	X	X	X	X
Handout: Daily Activity	0:00	X	X	X	X	X
Handout: Building Positive Relationships	0:00	X	X	X	X	X
1.3f – Making deposits with families	4:55	X	X	X	X	X
1.3g – Making deposits with coworkers	0:54	X	X	X	X	X
1.3h – Do: Recap and checklist of tasks	2:10	X	X	X	X	X
1.3j – Action Plan	1:50	X	X	X	X	X
Handout: Needs Assessment	0:00	X	X	X	X	X
Handout: Action Plan	0:00	X	X	X	X	X
Knowledge Check 1.3	0:00	X	X	X	X	X
Lesson 4 – Designing Your Classroom to Prevent Problem Behavior						
1.4a – Introduce: Designing Your Classroom	0:37	X	X			
1.4b – Reflect: on Lesson 3	1:54	X	X			
1.4c – Learn: Consider messages that environments send to children	2:53	X	X	X		
1.4d – Reflect: on your current classroom environment	1:07	X	X			
1.4e – Learn: the elements of good classroom design	2:25	X	X			
1.4g – Create visual and environmental cues	1:52	X	X	X		
1.4h – Create meaningful and engaging learning centers	5:46	X	X			
1.4i – Do: Recap and checklist of tasks	1:05	X	X			
1.4k – Action Plan	1:00	X	X			
Handout: Needs Assessment	0:00	X	X			
Handout: Action Plan	0:00	X	X			
Knowledge Check 1.4	0:00	X	X			
Lesson 5 – Designing a Schedule that Promotes Child Engagement						
1.5a – Introduce: Designing a Schedule	0:35	X	X			
1.5b – Reflect: on Lesson 4	0:49	X	X			
1.5c – Learn: Elements of a balanced schedule	3:06	X	X			
1.5d – Reflect: on your current classroom schedule	5:26	X	X			
1.5e – Learn: Create a visual schedule	6:16	X	X			
1.5f – Keeping children engaged in large group	12:25	X	X			
1.5g – Design small group activities	1:28	X	X			
1.5h – Do: Recap and checklist of tasks	1:09	X	X			
1.5j – Action Plan	1:41	X	X			
Handout: Needs Assessment	0:00	X	X			
Handout: Action Plan	0:00	X	X			
Knowledge Check 1.5	0:00	X	X			

LESSON NAME	TIME	ROLE				
Module 1 (continued)		Teachers and Caregivers	Mental Health or Behavior Specialists	Support Staff	Admin	Fiscal and Operational Staff
Lesson 6 - Minimizing Challenging Behavior During Transitions						
1.6a – Introduce: Transitions	0:29	X	X			
1.6b – Reflect: on Lesson 5	1:12	X	X			
1.6c – Learn: The importance of planning for transitions	0:50	X	X			
1.6d – Reflect: on your current transitions	0:45	X	X			
1.6e – Learn: Create systems for smooth transitions	14:42	X	X			
1.6f – Give directions children will follow	7:09	X	X	X	X	
Handout: Giving Good Directions	0:00	X	X	X	X	
1.6g – Do: Recap and checklist of tasks	1:21	X	X			
1.6i – Action Plan	0:59	X	X			
Handout: Needs Assessment	0:00	X	X			
Handout: Action Plan	0:00	X	X			
Knowledge Check 1.6	0:00	X	X			
Lesson 7 – Creating and Teaching Clear Expectations and Rules						
1.7a – Introduce: Expectations and Rules	0:25	X	X	X	X	X
1.7b – Reflect: on Lesson 6	0:58	X	X			
1.7c – Learn: Work with your team to create program-wide expectations	2:22	X	X	X	X	X
1.7d – Guidelines for creating rules linked to expectations	0:41	X	X	X	X	X
1.7e – Involve children in developing rules	0:38	X	X		X	
1.7f – How to teach rules to children	8:12	X	X	X	X	
1.7g – Help parents develop household rules	0:30	X	X	X	X	
1.7h – Positive rule enforcement	4:30	X	X	X	X	X
Handout: Starters for Positive Feedback	0:00	X	X	X	X	X
1.7i – Do: Recap and checklist of tasks	1:44	X	X		X	
1.7k – Action Plan	0:41	X	X	X	X	
Handout: Needs Assessment	0:00	X	X	X	X	
Handout: Action Plan	0:00	X	X	X	X	
Knowledge Check 1.7	0:00	X	X	X	X	X
Module 2						
Lesson 1 – Review of the Pyramid Model						
2.1a – Introduce: Review of the Pyramid Model	0:33	X	X	X	X	X
2.1b – Reflect: on the importance of social emotional skills	0:34	X	X	X	X	X
2.1c – Learn: Overview of Pyramid Model	0:51	X	X	X	X	X
2.1d – Importance of relationships	0:29	X	X	X	X	X
"2.1e – Importance of well-designed environments, schedules, and routines"	0:56	X	X	X	X	X
2.1f – Importance of teaching	1:33	X	X	X	X	X
"2.1g – Individualized intervention for ongoing, persistent, challenging behavior"	1:51	X	X	X	X	X
2.1i – Do: Recap and checklist of tasks	0:30	X	X			
Handout: Completion checklist	0:00	X	X			
Handout: Action Plan	0:00	X	X			
Knowledge Check 2.1	0:00	X	X	X	X	X

LESSON NAME	TIME	ROLE				
Module 2 (continued)		Teachers and Caregivers	Mental Health or Behavior Specialists	Support Staff	Admin	Fiscal and Operational Staff
Lesson 2 – Teaching Social Emotional Skills All Day, Every Day						
2.2a – Introduce: Teaching Social Emotional Skills	0:36	X	X	X	X	
2.2b – Reflect: on Lesson 1	0:49	X	X	X	X	
2.2c – Learn: Identifying teachable moments	2:11	X	X	X	X	
2.2d+e – Teach the whole class and Individualized instruction	1:20	X	X		X	
2.2f – Partner with families to support skill development at home	0:37	X	X		X	
2.2g – Stages of learning social emotional skills	3:05	X	X	X	X	
2.2i Do: Recap and checklist	1:00	X	X			
2.2j Action Plan	4:19	X	X			
Handout: Needs Assessment	0:00	X	X			
Handout: Action Plan	0:00	X	X			
Knowledge Check 2.2	0:00	X	X		X	
Lesson 3 – How to Teach Social Emotional Skills						
2.3a – Introduce: How to Teach Social Emotional Skills	0:23	X	X	X	X	
2.3b – Reflect: on Lesson 2	0:57	X	X		X	
2.3c – Learn: Overview of teaching process	4:37	X	X	X	X	
2.3d – How to demonstrate	3:34	X	X	X	X	
2.3e – How to practice	2:46	X	X	X	X	
2.3f – How to promote	10:35	X	X	X	X	
Handout: Teaching Targeted Skills Worksheet	0:00	X	X			
Handout: Intentional Instructional Strategies	0:00	X	X			
2.3g – Do: Recap and checklist of tasks	0:52	X	X			
2.3i – Action Plan	1:47	X	X			
Handout: Needs Assessment	0:00	X	X			
Handout: Action Plan	0:00	X	X			
Knowledge Check 2.3	0:00	X	X		X	
Lesson 4 – Teaching Friendship Skills All Day, Every Day						
2.4a –Introduce: Teaching Friendship Skills	0:25	X	X	X		
2.4b – Reflect: on Lesson 3	1:14	X	X			
2.4c – Learn: skills that make children successful	2:10	X	X	X		
2.4d – Create an atmosphere of friendship in your classroom	16:35	X	X	X		
Handout: Embedding Friendship Activity	0:00	X	X			
2.4e – Teach and practice	1:57	X	X			
2.4f – Plan lessons to support development of friendship skills	0:32	X	X			
Handout: You've Got to Have Friends	0:00	X	X			
2.4g – Do: Recap and checklist of tasks	1:02	X	X			
2.4i – Action Plan	1:16	X	X			
Handout: Needs Assessment	0:00	X	X			
Handout: Action Plan	0:00	X	X			
Knowledge Check 2.4	0:00	X	X			

LESSON NAME	TIME	ROLE				
		Teachers and Caregivers	Mental Health or Behavior Specialists	Support Staff	Admin	Fiscal and Operational Staff
Module 2 (continued)						
Lesson 5 – Teaching Emotional Literacy						
2.5a – Introduce: Teaching Emotional Literacy	0:31	X	X	X		
2.5b – Reflect: on Lesson 4	1:06	X	X			
2.5c – Reflect: on the importance of emotional literacy	1:22	X	X	X		
2.5d – Learn: Skills that help children be successful...	0:26	X	X	X		
2.5e – Create a classroom that fosters emotional literacy	2:10	X	X	X		
2.5f – Teach and practice	1:29	X	X			
Handout: Enhancing Emotional Vocabulary	0:00	X	X			
2.5g – Plan lessons to support development of emotional literacy skills	1:31	X	X			
2.5h – Do: Recap and checklist of tasks	0:55	X	X			
2.5j – Action Plan	1:05	X	X			
Handout: Needs Assessment	0:00	X	X			
Handout: Action Plan	0:00	X	X			
Knowledge Check 2.5	0:00	X	X			
Lesson 6 – Controlling Anger and Impulse, Problem Solving						
2.6a – Introduce: Controlling Anger and Impulse, Problem Solving	0:35	X	X	X	X	
2.6b – Reflect: on Lesson 5	0:38	X	X			
2.6c – Learn: Teach children ways to control anger	1:25	X	X	X	X	
Handout: Helping Young Children Control Anger and Handle Disappointment	0:00	X	X	X	X	
2.6d – Tucker Turtle Story	12:55	X	X	X	X	
Handout: Tucker Turtle Story in Spanish	0:00	X	X	X		
Handout: Tucker Turtle Story in English	0:00	X	X	X		
2.6e – Developmentally appropriate problem-solving	0:16	X	X	X	X	
2.6f – Teach and practice	3:14	X	X	X		
2.6g – Plan lessons to support problem solving	5:42	X	X			
2.6h – Support problem solving in the moment	3:51	X	X	X	X	
2.6i – Do: Recap and checklist of tasks	2:03	X	X			
2.6k – Action Plan	0:41	X	X			
Handout: Needs Assessment	0:00	X	X			
Handout: Action Plan	0:00	X	X			
Knowledge Check 2.6	0:00	X	X			
Module 3						
Lesson 1 – Pyramid Model Review						
3.1a – Pyramid Model Review	1:26	X	X			
3.1b – Definition of Challenging Behavior	2:42	X	X	X		
3.1c – Reflection	2:23	X	X			
3.1d – Review of the Pyramid Model/Modules 1 and 2	2:11	X	X			
3.1e – Putting it all together	3:24	X	X			
Knowledge Check 3.1	0:00	X	X			

LESSON NAME	TIME	Teachers and Caregivers	Mental Health or Behavior Specialists	Support Staff	Admin	Fiscal and Operational Staff
Module 3 (continued)						
Handout: Completion checklist for online modules	0:00	X	X			
Handouts: Ideas for Nurturing Yourself	0:00	X	X	X		
Handouts: Putting it All Together: Problem Solving Action Plan	0:00	X	X			
Lesson 2 – What is Challenging Behavior?						
3.2a – Introduction to What is Challenging Behavior?	0:58	X	X	x		
3.2b – Reflection	3:28	X	X			
3.2c – Definition and effects	3:29	X	X			
3.2d – Behavior is communication	4:24	X	X	x		
3.2e – Form and Function	3:06	X	X	x		
3.2f – Pyramid Model approach	1:46	X	X	x		
3.2g – Checklist	0:39	X	X			
Knowledge Check 3.2	0:00	X	X			
Handouts: Strategies for Responding to Infant and Toddler Behaviors	0:00	X	X			
Handouts: Acting out and Withdrawing Behaviors	0:00	X	X	x		
Handouts: Action Plan	0:00	X	X			
Lesson 3 – A Relationship-Based Approach to Understanding Challenging Behavior						
3.3a – Introduction to a Relationship-Based Approach	1:54	X	X	X	X	
3.3b – Reflection	4:49	X	X		X	
3.3c – Reasons for challenging behavior	4:18	X	X	X	X	
3.3d – The tip of the iceberg	3:47	X	X	X	X	
3.3e – PBIS/process for addressing challenging behavior	13:29	X	X		X	
3.3f – Perspective taking/reflection	3:41	X	X	X	X	
3.3g – Checklist	5:27	X	X		X	
Michael video	0:31	X	X		X	
Knowledge Check 3.3	0:00	X	X		X	
Handouts:What is My Perspective?	0:00	X	X		X	
Handouts: Needs Assessment	0:00	X	X		X	
Handouts: Action Plan	0:00	X	X		X	
Lesson 4 – Observation as a Strategy						
3.4a – Introduction to Observation as a Strategy	0:26	X	X	X	X	
3.4b – Reflection	0:53	X	X		X	
3.4c – Objective observation	10:00	X	X	X	X	
3.4d – Collecting data	4:42	X	X		X	
3.4e – Apply the process to your context	0:29	X	X		X	
3.4f – Checklist	1:34	X	X		X	
Katie video	2:11	X	X		X	
Ryan video	1:48	X	X		X	
Knowledge Check 3.4	0:00	X	X		X	
Handouts: Observation Documentation	0:00	X	X		X	
Handouts: Needs Assessment	0:00	X	X		X	
Handouts: Action Plan	0:00	X	X		X	

LESSON NAME	TIME	ROLE				
Module 3 (continued)		Teachers and Caregivers	Mental Health or Behavior Specialists	Support Staff	Admin	Fiscal and Operational Staff
Lesson 5 – The Collaborative Process						
3.5a – Introduction to The Collaborative Process	0:19	X	X		X	
3.5b – Reflection	2:09	X	X		X	
3.5c – The PBIS approach and collaborative process	2:13	X	X		X	
3.5d – Establishing a Team	3:47	X	X		X	
3.5e – Gathering Information	2:29	X	X		X	
3.5f – Creating a Hypothesis	6:08	X	X		X	
3.5g – Getting Started on a Plan	0:41	X	X		X	
3.5h – Checklist	1:26	X	X		X	
Tim video	1:44	X	X		X	
Knowledge Check 3.5	0:00	X	X		X	
Handouts: Functional Assessment Interview	0:00	X	X		X	
Handouts: Tim's Functional Assessment Interview	0:00	X	X		X	
Handouts: Talking with Families: Dos and Don'ts	0:00	X	X		X	
Handouts: Questions to Discuss with Family Members	0:00	X	X		X	
Handouts: Home Observation Card	0:00	X	X		X	
Handouts: Blank Activity Skills Matrix	0:00	X	X		X	
Handouts: Needs Assessment	0:00	X	X		X	
Handouts: Action Plan	0:00	X	X		X	
Lesson 6 – Designing a Support Plan						
3.6a – Introduction to Designing a Support Plan	0:38	X	X		X	
3.6b – Reflection	0:49	X	X		X	
3.6c – The process and elements of a support plan	2:11	X	X		X	
3.6d – Apply: Developing a hypothesis	1:05	X	X		X	
3.6e – Preventing challenging behavior	10:21	X	X		X	
3.6f – Apply: Prevention	0:34	X	X		X	
3.6g – Functional Equivalence	3:57	X	X		X	
3.6h – Supporting and teaching new skills	5:21	X	X		X	
3.6i – Adult responses to challenging behavior	5:02	X	X		X	
3.6j – Implementing the support plan	1:44	X	X		X	
3.6k – After the support plan	1:08	X	X		X	
3.6l – Closing	2:41	X	X		X	
Tim video	1:44	X	X		X	
Knowledge Check 3.6	0:00	X	X		X	
Handouts: Support Planning Chart	0:00	X	X		X	
Handouts: Blank Activity Skills Matrix	0:00	X	X		X	
Handouts: Infant Toddler Action Support Plan	0:00	X	X		X	
Handouts: Needs Assessment	0:00	X	X		X	
Handouts: Action Plan	0:00	X	X		X	

Appendix B
List of Assignments/Priority Activities

The assignments within the modules have been designed to ensure that each ePyramid lesson is interactive and will lead to implementation of the practices discussed. Whenever possible, leaders should support participants in completing all assignments for each module. If circumstances do not allow you to provide support and accountability for all of the assignments, you may choose to focus on the highlighted portions of this chart.

Assignments highlighted in yellow are priority for participants to complete. If you do not have time or resources to follow up on every single assignment, focus on these.

Assignments highlighted in orange are essential for participants to complete. At a bare minimum, the leader should check to make sure these are completed. However, it is important to understand that if these are the only assignments that are completed, learning will be sketchy at best, and implementation of the practices is highly unlikely.

Appendix B
Checklist for Module 1 ✍️

Lesson 1

- [ ] Watch all Lesson 1 videos
- [ ] Tell someone about the Pyramid Model
- [ ] Complete the Knowledge Check
- [ ] Download and print the Action Plan form

Lesson 2

Reflect
- [ ] Write down how you feel as you arrive at work each day, and how you feel as you depart
- [ ] Write down how you think children and families might feel as they arrive and depart
- [ ] Reflect on what would need to change in order to make the social emotional climate more positive for children, families, and for YOU!

Learn
- [ ] Watch all Lesson 2 videos
- [ ] Complete the Hot Buttons worksheet Watch
- [ ] the Stone Kelly YouTube videos
- [ ] Fill out the Milestone Expectations worksheet
- [ ] Fill out the Reframing worksheet

Check and Do
- [ ] Complete the Knowledge Check
- [ ] Fill out Needs Assessment #1
- [ ] Create an action plan

Lesson 3

Reflect
- [ ] Reflect on any new responses you've had to hot button behaviors
- [ ] Write down an adult behavior that pushes your buttons
- [ ] Write from that person's perspective
- [ ] Write a reframing of your thoughts about this adult behavior

Learn
- [ ] Watch all Lesson 3 Videos
- [ ] Draw CONNECTION and DISCONNECTION between adult and child
- [ ] Complete the Daily Activity handout
- [ ] Read the Building Positive Relationships with Young Children Handout
- [ ] Write down one new way to make deposits with children
- [ ] Look at the CSEFEL website and challengingbehavior.org for ways to connect with families
- [ ] Write down one new way to make deposits with families
- [ ] Write down four ways to make deposits with co-workers

Check and Do
- [ ] Complete the Knowledge Check
- [ ] Complete Needs Assessment #2
- [ ] Make an action plan for implementing one of those practices

Appendix B

Checklist for Module 1 ✍

Lesson 4

Reflect
- ☐ Jot down ways you can make deposits with children who are harder to reach
- ☐ Jot down ways you can make deposits with families who are harder to reach
- ☐ Jot down ways you can connect with coworkers

Learn
- ☐ Watch all Lesson 4 videos
- ☐ Take pictures of your classroom and analyze them for the messages the environment sends
- ☐ Draw your classroom and analyze it for challenging behavior, traffic patterns, accommodations for physical and sensory disabilities, and visual cues
- ☐ Analyze your centers and center materials
- ☐ Rearrange as needed!

Check and Do
- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #3
- ☐ Make an action plan for implementing one of those practices

Lesson 5

Reflect
- ☐ Journal about your classroom arrangement and how it affects child behavior
- ☐ Evaluate changes that you made to the classroom since the last lesson
- ☐ Make a plan to rearrange any areas where challenging behavior often occurs

Learn
- ☐ Watch all Lesson 5 videos
- ☐ Use colored dots to analyze your daily schedule
- ☐ Make changes to create a balanced schedule
- ☐ Plan new ways to teach children the schedule and routines
- ☐ Plan changes to make large group time meaningful and keep children engaged
- ☐ Consider small group time: why and how

Check and Do
- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #4
- ☐ Make an action plan for implementing one of those practices

Lesson 6

Reflect
- ☐ On the balance of your schedule
- ☐ On the visual cues that you have provided or need to provide for schedules and routines
- ☐ On the visual cues that you have provided or need to provide for circle time

Appendix B

Checklist for Module 1 ✍

Lesson 6 continued

Learn

- ☐ Watch all Lesson 6 videos
- ☐ Count the transitions children have in your day
- ☐ Think about a difficult transition and a smooth transition – what are the differences?
- ☐ Plan to prepare children for transitions
- ☐ Plan to teach the expectations of transitions
- ☐ Create visual cues for transitions
- ☐ Complete the "Giving Good Directions" worksheet

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #5
- ☐ Make an action plan for implementing one of those practices

Lesson 7

Reflect

- ☐ Write the steps and expectations of one transition
- ☐ Brainstorm ways to teach those steps and expectations to children

Learn

- ☐ Watch all Lesson 7 videos
- ☐ Consider program-wide expectations
- ☐ Involve children in creating rules, or in creating visuals about the rules
- ☐ Teach rules and expectations systematically
- ☐ Encourage families to create similar household rules
- ☐ Use positive feedback and encouragement

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #6
- ☐ Make an action plan for implementing one of those practices

Appendix B

Checklist for Module 2 ✍️

Lesson 1

- ☐ Watch all Lesson 1 videos
- ☐ Draw the Pyramid Model
- ☐ Complete the Knowledge Check
- ☐ Download the Action Plan Form

Lesson 2

Reflect
- ☐ Journal about what you learned in Module 1
- ☐ What you've implemented
- ☐ How these strategies have changed your class
- ☐ What you would still like to try

Learn
- ☐ Watch all Lesson 2 videos
- ☐ Notice "teachable moments" in your classroom
- ☐ Notice the stages of learning social emotional skills in your students
- ☐ Think about how you can help children progress through the stages

Check and Do
- ☐ Complete the Knowledge Check
- ☐ Fill out Needs Assessment #7
- ☐ Create an action plan

Lesson 3

Reflect
- ☐ On your current teaching of social emotional skills to the whole class
- ☐ On how you assess social emotional skills
- ☐ On how you could begin implementing individualized instruction of social emotional skills

Learn
- ☐ Watch all Lesson 3 videos
- ☐ Read the article "Intentional Instruction: Instructional Strategies"
- ☐ Complete Teaching Targeted Skills worksheet

Check and Do
- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #6
- ☐ Make an action plan for implementing one of those practices

Lesson 4

Reflect
- ☐ Re-read "Intentional Instruction: Instructional Strategies"
- ☐ Consider which strategies you already use and which might be a stretch

Appendix B

Checklist for Module 2 ✍️

Lesson 4 continued

Learn

- ☐ Watch all Lesson 3 videos
- ☐ Think of a child who makes and keeps friends easily
- ☐ Read the article "You've Got to Have Friends"
- ☐ Complete the Embedding Friendship Opportunities into Daily Schedules worksheet
- ☐ Create visual cues to support friendship skills

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #6
- ☐ Make an action plan for implementing one of those practices

Lesson 5

Reflect

- ☐ On which friendship skills you have taught
- ☐ On how you are supporting friendship skills in the moment

Learn

- ☐ Watch all Lesson 5 videos
- ☐ Write down the cultural messages that girls and boys receive about feeling and expressing emotion
- ☐ Read the article "Enhancing Emotional Literacy in Young Children
- ☐ List 10 feeling words that you would like to teach
- ☐ Consider ways to teach and support emotional literacy

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #10
- ☐ Make an action plan for implementing one of those practices

Lesson 6

Reflect

- ☐ On feeling words you've used or taught since the last lesson
- ☐ On feelings the children you work with have been experiencing

Learn

- ☐ Watch all Lesson 6 videos
- ☐ Think about how you feel physically when you are upset or angry
- ☐ Find the solution kit, turtle technique, and other resources on the CSEFEL website: www.csefel.vanderbilt.edu.

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #11
- ☐ Make an action plan for implementing one of those practices

Appendix B

Checklist for Blended Module 3

Lesson 1

Reflect
- [ ] Reflect on personal experiences and feelings when caring for a young child who is displaying persistent challenging behavior

Learn
- [ ] Watch all Lesson 1 videos
- [ ] Write down the names of two people who can be part of your support system for handling challenging behavior
- [ ] Read the Ideas for Self Nurturing handout
- [ ] Write down two things you can do to nurture yourself on a regular basis.
- [ ] Review the "Hot Buttons" lesson and review the strategies for regulating your emotions when behavior pushes your buttons
- [ ] Read and complete the Putting It All Together: Problem Solving Action Plan handout

Check and Do
- [ ] Complete the Knowledge Check
- [ ] Download and print the Action Plan form

Lesson 2

Reflect
- [ ] On the words that come to mind when you think of a child with challenging behavior on a difficult day
- [ ] On the feelings that come up when you read this list
- [ ] Reframe your thinking to find the strengths in this child/behavior

Learn
- [ ] Watch all Lesson 2 videos
- [ ] Complete the Acting Out and Withdrawing Behaviors handout

Check and Do
- [ ] Complete the Knowledge Check

Lesson 3

Reflect
- [ ] On your thinking about challenging behavior
- [ ] On your own emotional responses to challenging behavior

Learn
- [ ] Watch all Lesson 3 videos
- [ ] Consider factors that affect a child's behavior and factors that support appropriate social-emotional development
- [ ] Consider the possible reasons for a behavior
- [ ] Consider effectiveness of past intervention
- [ ] Complete the What is My Perspective handout
- [ ] Consider the perspective of a child in your care
- [ ] Consider the perspective of another adult

Lesson 3 continued

Appendix B

Checklist for Blended Module 3 ✍️

Lesson 3 continued

Check and Do

☐ Complete the Knowledge Check
☐ Complete Needs Assessment 3a
☐ Make an action plan for implementing one of those practices

Lesson 4

Reflect

☐ On shifts in your thinking about challenging behavior
☐ On internalizing and externalizing behaviors you have noticed
☐ On your thinking about form and function of behavior
☐ On your emotional responses to challenging behavior

Learn

☐ Watch all Lesson 4 videos
☐ Fill out the Observation Documentation handout as you observe Katie and Muk
☐ Record two observations of Ryan
☐ Remember the importance of screening, referral, and intervention
☐ Consider your current data collection systems:
☐ Make a plan to engage in systematic, objective observation for a child in your care.

Check and Do

☐ Complete the Knowledge Check
☐ Complete Needs Assessment 3b
☐ Make an action plan for implementing one of those practices

Lesson 5

Reflect

☐ On two things you can do this week to build a stronger relationship with a child who sometimes displays challenging behavior
☐ On one thing you can do this week to build a stronger relationship with another adult in that child's life

Learn

☐ Watch all Lesson 5 videos
☐ Learn about the process of developing a behavior support plan
☐ Read the handout "Talking With Families: Dos and Don'ts"
☐ Review the Functional Assessment Interview form
☐ Review the handout "Important Questions to Discuss with Family Members"
☐ Review the Home Observation card
☐ Practice making observations to collect data on behavior
☐ Practice forming a hypothesis about the function of behavior
☐ Plan to apply these skills with a child in your care

Appendix B

Checklist for Blended Module 3 ✍️

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Check and Do

☐ Complete the Knowledge Check

☐ Complete Needs Assessment 3c

☐ Make an action plan for implementing one of those practices

Lesson 6

Reflect

☐ On your relationships with families and how those affect your ability to discuss concerning behavior

☐ Plan three ideas to use in the next to weeks to continue developing strong relationships with families

Learn

☐ Watch all Lesson 6 videos

☐ Determine your role in creating a program-wide system for addressing challenging behavior

☐ Complete Tim's behavior review form

☐ Decide which prevention strategies might help Tim

☐ Plan for collaborating with a team to develop a support plan for any children in your care who would benefit from this level of support

Check and Do

☐ Complete the Knowledge Check

☐ Complete Needs Assessment 3d

☐ Make an action plan for implementing one of those practices

</div>

Appendix C

IRIS Educational Media
Pyramid— Preschool

First Name	Last Name	User	Active	Email	Role	Status	Completion date	Time	Average Score	Certification unique identifier
			Yes		Learner	Completed	05/08/17 16:56	10h 34m 54s	92.63%	
			Yes		Learner	Completed	05/07/17 9:06	12h 48m 24s	89.47%	
			Yes		Learner	99%	-	11h 55m 7s	87.11%	-
			Yes		Learner	Completed	05/30/17 8:23	22h 15m 22s	90.26%	
			Yes		Learner	96%	-	9h 6m 44s	86.67%	-
			Yes		Learner	Completed	05/23/17 21:20	17h 50m 19s	97.63%	
			Yes		Learner	Completed	05/08/17 14:50	14h 29m 9s	89.47%	
			Yes		Learner	Completed	05/23/17 7:22	12h 23m 45s	90.26%	
			Yes		Learner	100%	-	12h 48m 28s	89.47%	
			Yes		Learner	99%	-	8h 28m 18s	90.53%	-
			Yes		Learner	49%	-	5h 8m 41s	97.78%	-
			Yes		Learner	Completed	05/16/17 10:40	20h 51m 38s	87.37%	
			Yes		Learner	Completed	05/16/17 16:32	2d 9h 35m 43s	88.42%	
			Yes		Learner	Completed	04/28/17 11:06	9h 29m 57s	93.68%	
			Yes		Learner	100%	-	11h 31s	95.79%	
			Yes		Learner	Completed	05/26/17 14:09	19h 7m 3s	89.47%	
			Yes		Learner	Completed	05/18/17 13:53	1d 11h 12m 51s	91.58%	
			Yes		Learner	Completed	05/15/17 15:40	8h 39m 29s	92.37%	
			Yes		Learner	100%	-	9h 24m 48s	96.84%	
			Yes		Learner	Not started	-	-	-	-
			Yes		Learner	Completed	05/17/17 11:05	10h 5m 49s	95.79%	

Appendix D—Handouts

For ease of copying, and so that you don't have to download each handout individually, we have included the handouts for all three modules here.

Objectives for PreK Modules 1-3

PreK Module 1

Lesson 1.1
- Learn about the Pyramid Model
- Name key social emotional skills that adults can help young children develop
- Understand the structure of the online modules
- Practice writing an action plan

Lesson 1.2
- Consider your beliefs about appropriate and inappropriate behavior
- Learn how culture influences beliefs about behavior
- Practice reframing your thoughts to manage the stress caused by challenging behavior

Lesson 1.3
- Learn about "making deposits" as a way of building relationships
- Plan to be more intentional in building relationships
  - With children
  - With families
  - With colleagues
- Consider new ideas for authentic family engagement

Lesson 1.4
- Reflect on your current classroom environment
- Learn about good classroom design
- Consider changing your classroom environment to promote positive behavior and prevent challenging behavior

Lesson 1.5
- Learn about elements of a balanced schedule
- Examine your own schedule and consider changing it to better promote child engagement
- Learn strategies for teaching the schedule and routines
- Learn strategies for promoting child engagement in small and large group activities

Lesson 1.6
- Plan ahead for transitions
- Learn how to teach the expectations of each transition
- Learn about specific transition cues
- Learn and practice giving clear directions

Lesson 1.7
- Learn about the difference between rules and expectations
- Consider establishing program-wide expectations
- Learn guidelines for creating and teaching classroom rules

Objectives for PreK Modules 1-3

PreK Module 2

Lesson 2.1
- Learn more about the Pyramid Model
- Name key social emotional skills that adults can help young children develop
- Reflect on what you learned in Module 1 about relationships, environments, routines, and rules
- Preview Module 2: Teaching friendship skills, emotional literacy, problem solving, and anger management

Lesson 2.2
- Learn strategies for teaching social emotional skills to a whole group, small group, and individual childen
- Learn how to partner with families to support social emotional skill development at home
- Identify teachable moments
- Identify the three stages of learning social emotional skills

Lesson 2.3
- Overview the teaching process
- Learn how to demonstrate, practice, and promote social emotional skills

Lesson 2.4
- Identify skills for making and keeping friends
- Learn strategies to teach those skills
- Learn how to create an atmosphere of friendship

Lesson 2.5
- Learn about the importance of emotional literacy
- Learn about skills that children can use to identify, understand, and express their emotions
- Learn how to teach emotional literacy and plan a classroom that fosters emotional literacy

Lesson 2.6
- Learn why it is important for children to learn how to control anger and impulse in conflict situations.
- Learn strategies for teaching children to recognize and control anger in themselves.
- Learn strategies for to teaching children to solve problems
- Learn how to support problem solving in the moment.

PreK Module 3

Lesson 3.1
- Describe key points from Modules One and Two
- Reflect on personal experiences with persistent challenging behavior
- Identify the lessons included within Module 3

Lesson 3.2
- Define challenging behavior
- Identify characteristics of challenging behavior

Objectives for PreK Modules 1-3

Module 3 continued

Lesson 3.3
- Consider many possible reasons for challenging behavior
- List essential needs for young children
- Learn about a research-based approach to challenging behavior
- Practice perspective-taking

Lesson 3.4
- Learn how to collect data about challenging behavior
- Practice using observation skills

Lesson 3.5
- Learn the process of gathering a team to develop and implement a behavior support plan

Lesson 3.6
- Learn about making a plan that focuses on the child's strengths and the reasons for the behavior
- Choose prevention strategies
- Plan for teaching new skills
- Change adult responses to challenging behavior

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Checklist for Module 1 ✍

Lesson 1

- ☐ Watch all Lesson 1 videos
- ☐ Tell someone about the Pyramid Model
- ☐ Complete the Knowledge Check
- ☐ Download and print the Action Plan form

Lesson 2

Reflect
- ☐ Write down how you feel as you arrive at work each day, and how you feel as you depart
- ☐ Write down how you think children and families might feel as they arrive and depart
- ☐ Reflect on what would need to change in order to make the social emotional climate more positive for children, families, and for YOU!

Learn
- ☐ Watch all Lesson 2 videos
- ☐ Complete the Hot Buttons worksheet
- ☐ Watch the Stone Kelly YouTube videos
- ☐ Fill out the Milestone Expectations worksheet
- ☐ Fill out the Reframing worksheet

Check and Do
- ☐ Complete the Knowledge Check
- ☐ Fill out Needs Assessment #1
- ☐ Create an action plan

Lesson 3

Reflect
- ☐ Reflect on any new responses you've had to hot button behaviors
- ☐ Write down an adult behavior that pushes your buttons
- ☐ Write from that person's perspective
- ☐ Write a reframing of your thoughts about this adult behavior

Learn
- ☐ Watch all Lesson 3 Videos
- ☐ Draw CONNECTION and DISCONNECTION between adult and child
- ☐ Complete the Daily Activity handout
- ☐ Read the Building Positive Relationships with Young Children Handout
- ☐ Write down one new way to make deposits with children
- ☐ Look at the CSEFEL website and challengingbehavior.org for ways to connect with families
- ☐ Write down one new way to make deposits with families
- ☐ Write down four ways to make deposits with co-workers

Check and Do
- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #2
- ☐ Make an action plan for implementing one of those practices

Checklist for Module 1 ✍️

Lesson 4

Reflect
- ☐ Jot down ways you can make deposits with children who are harder to reach
- ☐ Jot down ways you can make deposits with families who are harder to reach
- ☐ Jot down ways you can connect with coworkers

Learn
- ☐ Watch all Lesson 4 videos
- ☐ Take pictures of your classroom and analyze them for the messages the environment sends
- ☐ Draw your classroom and analyze it for challenging behavior, traffic patterns, accommodations for physical and sensory disabilities, and visual cues
- ☐ Analyze your centers and center materials
- ☐ Rearrange as needed!

Check and Do
- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #3
- ☐ Make an action plan for implementing one of those practices

Lesson 5

Reflect
- ☐ Journal about your classroom arrangement and how it affects child behavior
- ☐ Evaluate changes that you made to the classroom since the last lesson
- ☐ Make a plan to rearrange any areas where challenging behavior often occurs

Learn
- ☐ Watch all Lesson 5 videos
- ☐ Use colored dots to analyze your daily schedule
- ☐ Make changes to create a balanced schedule
- ☐ Plan new ways to teach children the schedule and routines
- ☐ Plan changes to make large group time meaningful and keep children engaged
- ☐ Consider small group time: why and how

Check and Do
- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #4
- ☐ Make an action plan for implementing one of those practices

Lesson 6

Reflect
- ☐ On the balance of your schedule
- ☐ On the visual cues that you have provided or need to provide for schedules and routines
- ☐ On the visual cues that you have provided or need to provide for circle time

Lesson 6 continued

Checklist for Module 1 ✍

Lesson 6 continued

Learn

- ☐ Watch all Lesson 6 videos
- ☐ Count the transitions children have in your day
- ☐ Think about a difficult transition and a smooth transition – what are the differences?
- ☐ Plan to prepare children for transitions
- ☐ Plan to teach the expectations of transitions
- ☐ Create visual cues for transitions
- ☐ Complete the "Giving Good Directions" worksheet

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #5
- ☐ Make an action plan for implementing one of those practices

Lesson 7

Reflect

- ☐ Write the steps and expectations of one transition
- ☐ Brainstorm ways to teach those steps and expectations to children

Learn

- ☐ Watch all Lesson 7 videos
- ☐ Consider program-wide expectations
- ☐ Involve children in creating rules, or in creating visuals about the rules
- ☐ Teach rules and expectations systematically
- ☐ Encourage families to create similar household rules
- ☐ Use positive feedback and encouragement

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #6
- ☐ Make an action plan for implementing one of those practices

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGESS	YES
The teaching practice I am working on is: *(copy this right off the Needs Assessment)*					
I will work on this teaching practice _____ *(time, day, part of routine)* *(Optional)* **I will work on this teaching practice with** _____ *(specific children)*					
I will: *(describe exactly what you will do if you are implementing this teaching practice)*					

Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			

Prepare to Collect Data					

How will you know when you have met your goal? *(Remember to focus on implementation of the teaching practice)*

What data will you collect about implementation of this teaching practice? *(Will you record how often you used the practice? What you did? How the children responded?)*

Hot Buttons

Write three challenging behaviors that "push your buttons."

1._____   2. _____   3. _____

Write the emotion word that describes the way each of these behaviors makes you feel

1._____   2. _____   3. _____

What do you do in response to each of these behaviors? Write down how you act/react when a child displays each behavior.

1.	2.	3.

How does your response impact the relationship you have with the child? With the family?

1.	2.	3.

Milestone Expectations

At what age would you expect a typically developing child to achieve each of these milestones?

Fill this worksheet out quickly using your first thought for each milestone – no need to research or spend too much time on this!

MILESTONE	AGE IN MONTHS
Eat solid food	
Use a training cup	
Use utensils for eating	
Eat finger food	
Wean	
Sleep by self	
Sleep all night	
Choose clothes	
Dress self	
Play alone	
Be toilet trained – day	
Be toilet trained - night	

Reframing Activity

(adapted from Multicultural Early Childhood Team Training, 1998)

PROBLEM STATEMENT	REFRAMED STATEMENT
1. He whines from the moment he gets here until the time he gets on the bus to go home.	*Possible responses: He must really miss his family.*
2. She is clingy not only with her mother but with other adults as well.	*She might be slow to warm up in new settings or in the presence of other children and adults.*
3. I have to watch him like a hawk or he'll run down the hall or go out the gate.	*He may not understand my expectations about staying with the group.* *He is very active.*
4. She constantly knocks over other children's constructions or destroys other children's art work.	*She may want to join other children's play, and she may not know how to ask.* *She may be frustrated because she does not know how to play with the materials or complete her art project.*
5.	
6.	
7.	
8.	
9.	
10.	

Needs Assessment 1: Building Positive Relationships

Skills and Indicators	Consistently	Occasionally	Seldom	Observations/Evidence
Examines own attitudes toward challenging behavior	3	2	1	
❑ Understands the relationship between children's social emotional development and challenging behaviors				
❑ Understands that children's challenging behaviors are conveying some type of message				
❑ Understands there are many things that can be done to prevent challenging behaviors				
❑ Identifies what behaviors "push my buttons"				
❑ Develops strategies for dealing with situations when children's behaviors "push my buttons"				
❑ Works together with a team to problem solve around issues related to challenging behaviors				
Examines personal, family, and cultural views of child's challenging behavior	3	2	1	
❑ Considers personal beliefs regarding the acceptability and unacceptability of specific types of child behavior				
❑ Considers personal beliefs regarding the causes of specific types of unacceptable child behavior				
❑ Acknowledges contrasting or conflicting beliefs held by others regarding acceptable and unacceptable types of child behavior				

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGESS	YES
The teaching practice I am working on is: *(copy this right off the Needs Assessment)*					
I will work on this teaching practice _____ *(time, day, part of routine)* *(Optional) I* **will work on this teaching practice with** _____ *(specific children)*					
I will: *(describe exactly what you will do if you are implementing this teaching practice)*					

Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			

Prepare to Collect Data					

How will you know when you have met your goal? *(Remember to focus on implementation of the teaching practice)*

What data will you collect about implementation of this teaching practice? *(Will you record how often you used the practice? What you did? How the children responded?)*

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Daily Activities

Schedule	One new way I will build relationships
Arrival	
Circle Time	
Center Time	
Small Group	

Outside	
Snack	
Story Time	
Goodbye Circle	
Transitions	

Building Positive Relationships with Young Children

Gail E. Joseph, Ph.D., & Phillip S. Strain, Ph.D.
Center on Evidence Based Practices for Early Learning
University of Colorado at Denver

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

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

Eric has been a Head Start teacher for 10 years. In that time, he has built a reputation as the teacher for the tough kids. This year, Bill is assigned to Eric's class because of Bill's long history of hyperactivity, negativity, and aggression toward adults and peers. Two months into the year, the Center's administrator sheepishly asks Eric how things are going with Bill. Eric replies, "Great, boy were folks wrong about Bill." Somewhat flabbergasted, the administrator decides to see for himself. What he observes in less10 minutes is as follows. Eric says to everyone, "Look at Bill, he is sitting so quietly in circle; too cool Bill!" When Bill answers a question about the story, Eric says, "Bill, that's right, you are really concentrating today." When transition is about to occur, Eric says, "Bill, can you show everyone good walking feet to snack?" At snack, a peer asks Bill for juice, and he passes the container. Eric, being vigilant, says, "Bill, thanks for sharing so nicely."

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

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

In each case, the adults had invested time and effort prior to the events in question, communicating their noncontingent affection and unquestioned valuing of these children. We submit that this prior history of positive relationship building is a prerequisite to effective intervention practices for challenging behavior and thus goal one for adults and caregivers wishing to prevent challenging behavior and enhance children's sense of well-being and social competence. How does one go about the task of relationship building?

Building Positive Relationships

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

First Things First

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

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

Getting to Know You

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

It Takes a Lot of Love

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

Making Deposits

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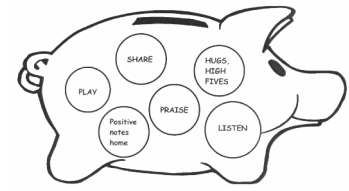
Figure 1. Making relationship deposits
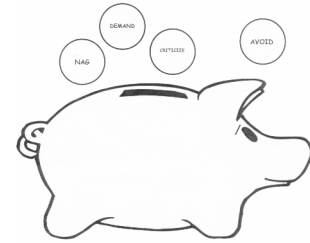
Figure 2. Making relationship withdrawals

(Figure 2) from the bank.

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

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

Practical Strategies for Building Positive Relationships

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

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

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

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

Conclusion

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

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

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Luthar, S.S. (1993). Annotations: Methodological and conceptual issues in research on childhood resilience. *Journal of Child Psychology and Psychiatry, 34* (4), 441-453.

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Needs Assessment 2: Building Positive Relationships

Skills and Indicators	Consistently	Occasionally	Seldom	Observations/Evidence
Develops meaningful relationships with children and families	3	2	1	
❑ Greets children on arrival; calls by name				
❑ Communicates with children at eye level				
❑ Verbally interacts with individual children during routines and activities				
❑ Participates in children's play when appropriate				
❑ Shows respect, consideration, warmth to all children				
❑ Speaks calmly to children				
❑ Uses a variety of strategies for building relationships with all children				
❑ Attends to children in positive ways at times when the children are not engaging in challenging behavior				
❑ Uses a variety of strategies for building relationships with all families				
❑ Creates a classroom that is a place that children and families like to be (i.e., feel comfortable, welcome, and safe)				

Action Plan

Goal (based on a selected teaching practice)	NO	IN PROGESS	YES
The teaching practice I am working on is: *(copy this right off the Needs Assessment)*			
I will work on this teaching practice _____ *(time, day, part of routine)* *(Optional) I* **will work on this teaching practice with** _____ *(specific children)*			
I will: *(describe exactly what you will do if you are implementing this teaching practice)*			

Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			

Prepare to Collect Data			

How will you know when you have met your goal? *(Remember to focus on implementation of the teaching practice)*

What data will you collect about implementation of this teaching practice? *(Will you record how often you used the practice? What you did? How the children responded?)*

Needs Assessment 3: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Observations/Evidence
Designs the physical environment	3	2	1	
❑ Arranges traffic patterns in classroom so there are no wide open spaces				
❑ Removes obstacles that make it difficult for children with physical disabilities to move around the room				
❑ Clearly defines boundaries in learning centers				
❑ Arranges learning centers to allow room for multiple children				
❑ Provides a variety of materials in all learning centers				
❑ Designs learning centers so that children spend time evenly across centers				
❑ Considers children's interests when deciding what to put in learning centers				
❑ Makes changes and additions to learning centers on a regular basis				
❑ Visually closes learning centers when they are not an option for children to use				

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGESS	YES
The teaching practice I am working on is: *(copy this right off the Needs Assessment)*					
I will work on this teaching practice _____ *(time, day, part of routine)* *(Optional)* **I will work on this teaching practice with** _____ *(specific children)*					
I will: *(describe exactly what you will do if you are implementing this teaching practice)*					

Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			

Prepare to Collect Data					

How will you know when you have met your goal? *(Remember to focus on implementation of the teaching practice)*

What data will you collect about implementation of this teaching practice? *(Will you record how often you used the practice? What you did? How the children responded?)*

Needs Assessment 4: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Observations/Evidence
Develops schedules and routines	3	2	1	
❑ Designs schedule to include a balance of large group and small group activities				
❑ Designs schedule to minimize the amount of time children spend making transitions between activities				
❑ Implements schedule consistently				
❑ Teaches children about the schedule				
❑ Provides explanations when changes in the schedule are necessary				
Designs activities to promote engagement	3	2	1	
❑ Plans and conducts large group activities with specific goals in mind for the children				
❑ Varies the topics and activities in the large group from day to day				
❑ Provides opportunities for children to be actively involved in large group activities				
❑ Varies speech and intonation to maintain the children's interests in the large group activity				
❑ Monitors children's behavior and modifies plans when children lose interes in large group activities				
❑ Plans and conducts small group activities with specific goals in mind for each child				
❑ Plans and conducts fun small group activities				
❑ Uses peers as models during small group activities				
❑ Monitors children's behavior and modifies plans when children lose interest in small group activities				
❑ Makes adaptations and modifications to ensure that all children can be involved in a meaningful way in any activity				
❑ Uses a variety of ways to teach the expectations of specific activities so that all children understand them				

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGESS	YES
The teaching practice I am working on is: *(copy this right off the Needs Assessment)*					
I will work on this teaching practice _____ *(time, day, part of routine)* *(Optional) I* **will work on this teaching practice with** _____ *(specific children)*					
I will: *(describe exactly what you will do if you are implementing this teaching practice)*					

Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			

Prepare to Collect Data					

How will you know when you have met your goal? *(Remember to focus on implementation of the teaching practice)*

What data will you collect about implementation of this teaching practice? *(Will you record how often you used the practice? What you did? How the children responded?)*

Giving Good Directions

Rewrite each of these directions in a way that tells the children exactly what you want them to do.

Original directions	Directions that are clear and positively stated
No running!	
We don't bite!	
That's not what we're doing now.	
Will you please clean up, okay?	

CHALLENGE:

These directions are clearly and positively stated – can you rewrite them in a way that gives children a choice about what to do or how to do it?

Original directions	Directions that offer a choice
Sit down, please.	
Put on your coat and boots.	
It's time to line up.	
Cut an orange triangle for a nose and glue it in the middle of the face.	

Needs Assessment 5: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Observations/Evidence
Ensures smooth transitions	3	2	1	
❑ Structures transitions so children do not have to spend excessive time waiting with nothing to do				
❑ Teaches children the expectations associated with transitions				
❑ Provides warnings to children prior to transitions				
❑ Individualizes the warnings prior to transitions so that all children understand them				
Giving Directions	3	2	1	
❑ Gains child's attention before giving directions				
❑ Minimizes the number of directions				
❑ Individualizes the way directions are given				
❑ Gives clear directions				
❑ Gives directions that are positive				
❑ Gives children time to respond to directions				
❑ Gives children choices and options when appropriate				
❑ Follows through with positive acknowledgments of children's behavior				

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGESS	YES
The teaching practice I am working on is: *(copy this right off the Needs Assessment)*					
I will work on this teaching practice _____ *(time, day, part of routine)* *(Optional)* **I will work on this teaching practice with** _____ *(specific children)*					
I will: *(describe exactly what you will do if you are implementing this teaching practice)*					

Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			

Prepare to Collect Data					

How will you know when you have met your goal? *(Remember to focus on implementation of the teaching practice)*

What data will you collect about implementation of this teaching practice? *(Will you record how often you used the practice? What you did? How the children responded?)*

Some Starters for Giving Positive Feedback and Encouragement for Effort, Thinking, and Problem Solving

- "You did a dynamite job of solving that problem…"
- "You have really learned how to…"
- "You must feel proud of yourself for…"
- "Excellent idea for…"
- "You've done a wonderful job at…"
- "See how _____ has improved in…"
- "You have worked so hard…"
- "Look how well s/he did at…"
- "That's a resourceful way of…"
- "WOW!! What a fabulous job you've done of…"
- "That's a cool way to …"
- "I'm so appreciative that you…"
- "You put a lot of work in to make that picture the way you wanted…"
- "You've really grown up because you…"
- "You are a real problem solver for…"
- "Brilliant thinking for…"
- "Give me an EXTRA HUGE high five for…"
- "Tell me what you like best about your creation."
- "Class, I have an announcement! Let's all give a hip, hip hooray to _____ for _____"
- "I really appreciate the way all of you have your eye on the story and are listening so carefully so you don't miss any part of the story."

Your favorites here…

-
-
-
-

Needs Assessment 6: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Observations/Evidence
Establishes and enforces clear rules, limits, and consequences for behavior	3	2	1	
❑ Identifies appropriate classroom rules with children				
❑ Teaches rules in developmentally appropriate ways				
❑ Provides opportunities for children to practice classroom rules				
❑ States rules positively and specifically (avoids words "no" and "don't" as much as possible)				
❑ Keeps rules to manageable number (3-6)				
❑ Frequently reinforces children for appropriate behavior				
❑ Identifies consequences for both following and not following rules				
❑ Makes sure all adults in classroom know rules and consequences				
❑ Enforces rules and consequences consistently and fairly				
Engages in ongoing monitoring and positive attention	3	2	1	
❑ Gives children time and attention when engaging in appropriate behavior				
❑ Monitors adults' interactions with children throughout the day				
Uses positive feedback and encouragement	3	2	1	
❑ Uses positive feedback and encouragement contingent on appropriate behavior				
❑ Provides descriptive feedback and encouragement				
❑ Conveys enthusiasm while giving positive feedback and encouragement				
❑ Uses positive feedback and encouragement contingent on child's efforts.				
❑ Provides nonverbal cues of appreciation				
❑ Recognizes that there are individual variations in what forms of acknowledgment are interpreted as positive by children				
❑ Involves other adults in acknowledging children				
❑ Models positive feedback and encouragement frequently				

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGESS	YES
The teaching practice I am working on is: *(copy this right off the Needs Assessment)*					
I will work on this teaching practice _____ *(time, day, part of routine)* *(Optional)* **I will work on this teaching practice with** _____ *(specific children)*					
I will: *(describe exactly what you will do if you are implementing this teaching practice)*					

Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			

Prepare to Collect Data					

How will you know when you have met your goal? *(Remember to focus on implementation of the teaching practice)*

What data will you collect about implementation of this teaching practice? *(Will you record how often you used the practice? What you did? How the children responded?)*

Checklist for Module 2 ✍️

Lesson 1

- ☐ Watch all Lesson 1 videos
- ☐ Draw the Pyramid Model
- ☐ Complete the Knowledge Check
- ☐ Download the Action Plan Form

Lesson 2

Reflect
- ☐ Journal about what you learned in Module 1
- ☐ What you've implemented
- ☐ How these strategies have changed your class
- ☐ What you would still like to try

Learn
- ☐ Watch all Lesson 2 videos
- ☐ Notice "teachable moments" in your classroom
- ☐ Notice the stages of learning social emotional skills in your students
- ☐ Think about how you can help children progress through the stages

Check and Do
- ☐ Complete the Knowledge Check
- ☐ Fill out Needs Assessment #7
- ☐ Create an action plan

Lesson 3

Reflect
- ☐ On your current teaching of social emotional skills to the whole class
- ☐ On how you assess social emotional skills
- ☐ On how you could begin implementing individualized instruction of social emotional skills

Learn
- ☐ Watch all Lesson 3 videos
- ☐ Read the article "Intentional Instruction: Instructional Strategies"
- ☐ Complete Teaching Targeted Skills worksheet

Check and Do
- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #6
- ☐ Make an action plan for implementing one of those practices

Lesson 4

Reflect
- ☐ Re-read "Intentional Instruction: Instructional Strategies"
- ☐ Consider which strategies you already use and which might be a stretch

Lesson 4 continued

Checklist for Module 2 ✍️

Learn

☐ Watch all Lesson 3 videos

☐ Think of a child who makes and keeps friends easily

☐ Read the article "You've Got to Have Friends"

☐ Complete the Embedding Friendship Opportunities into Daily Schedules worksheet

☐ Create visual cues to support friendship skills

Check and Do

☐ Complete the Knowledge Check

☐ Complete Needs Assessment #6

☐ Make an action plan for implementing one of those practices

Lesson 5

Reflect

☐ On which friendship skills you have taught

☐ On how you are supporting friendship skills in the moment

Learn

☐ Watch all Lesson 5 videos

☐ Write down the cultural messages that girls and boys receive about feeling and expressing emotion

☐ Read the article "Enhancing Emotional Literacy in Young Children

☐ List 10 feeling words that you would like to teach

☐ Consider ways to teach and support emotional literacy

Check and Do

☐ Complete the Knowledge Check

☐ Complete Needs Assessment #10

☐ Make an action plan for implementing one of those practices

Lesson 6

Reflect

☐ On feeling words you've used or taught since the last lesson

☐ On feelings the children you work with have been experiencing

Learn

☐ Watch all Lesson 6 videos

☐ Think about how you feel physically when you are upset or angry

☐ Find the solution kit, turtle technique, and other resources on the CSEFEL website: www.csefel.vanderbilt.edu.

Check and Do

☐ Complete the Knowledge Check

☐ Complete Needs Assessment #11

☐ Make an action plan for implementing one of those practices

Needs Assessment 7: Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Observations/Evidence
Interacts with children to develop their self-esteem	3	2	1	
❑ Demonstrates active listening with children				
❑ Avoids judgmental statements				
❑ Responds to children's ideas				
❑ Recognizes children's efforts				
❑ Shows empathy and acceptance of children's feelings				
Shows sensitivity to individual children's needs	3	2	1	
❑ Respects and accommodates individual needs, personalities, and characteristics				
❑ Adapts and adjusts accordingly (instruction, curriculum, materials, etc.)				
❑ Conveys acceptance of individual differences (culture, gender, sensory needs, language, abilities) through planning, material selection, and discussion of topics				
Encourages autonomy	3	2	1	
❑ Provides children with opportunities to make choices				
❑ Allows children time to respond and/or complete task independently before offering assistance				
❑ Creates opportunities for decision making, problem solving, and working together				
❑ Teaches children strategies for self-regulating and/or self-monitoring behaviors				

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGESS	YES
The teaching practice I am working on is: *(copy this right off the Needs Assessment)*					
I will work on this teaching practice _____ *(time, day, part of routine)* *(Optional)* **I will work on this teaching practice with** _____ *(specific children)*					
I will: *(describe exactly what you will do if you are implementing this teaching practice)*					
Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			
Prepare to Collect Data					

How will you know when you have met your goal? *(Remember to focus on implementation of the teaching practice)*

What data will you collect about implementation of this teaching practice? *(Will you record how often you used the practice? What you did? How the children responded?)*

Needs Assessment 7: Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Observations/Evidence
Interacts with children to develop their self-esteem	3	2	1	
❑ Demonstrates active listening with children				
❑ Avoids judgmental statements				
❑ Responds to children's ideas				
❑ Recognizes children's efforts				
❑ Shows empathy and acceptance of children's feelings				
Shows sensitivity to individual children's needs	3	2	1	
❑ Respects and accommodates individual needs, personalities, and characteristics				
❑ Adapts and adjusts accordingly (instruction, curriculum, materials, etc.)				
❑ Conveys acceptance of individual differences (culture, gender, sensory needs, language, abilities) through planning, material selection, and discussion of topics				
Encourages autonomy	3	2	1	
❑ Provides children with opportunities to make choices				
❑ Allows children time to respond and/or complete task independently before offering assistance				
❑ Creates opportunities for decision making, problem solving, and working together				
❑ Teaches children strategies for self-regulating and/or self-monitoring behaviors				

Action Plan

Goal (based on a selected teaching practice)	NO	IN PROGESS	YES
The teaching practice I am working on is: *(copy this right off the Needs Assessment)*			
I will work on this teaching practice _____ *(time, day, part of routine)* *(Optional) I* **will work on this teaching practice with** _____ *(specific children)*			
I will: *(describe exactly what you will do if you are implementing this teaching practice)*			

Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			

Prepare to Collect Data			

How will you know when you have met your goal? *(Remember to focus on implementation of the teaching practice)*

What data will you collect about implementation of this teaching practice? *(Will you record how often you used the practice? What you did? How the children responded?)*

Activity
Teaching Targeted Social and Emotional Skills

1. Identify the skill to teach (remember to identify a skill that is observable and measurable!): _____

2. Identify the prompting approach that will be used to teach the skill (e.g., peer-mediated; mand-model; least-to-most; most-to-least):_____

3. Use the matrix below and discuss when and how the skill will be taught. On the matrix, identify all the activities where prompting can occur and identify the learning opportunities that might occur in the activity. The matrix already lists major activities that often occur in a preschool classroom schedule. Feel free to add additional activities.

Activity	Skill:
Arrival	
Large Group Time	
Free Choice/Centers	
Clean-Up	
Snack/Meals	
Outdoor Play	
Departure	

Intentional Instruction: Instructional Strategies

Peer Mediated Strategies

Peers can be powerful instructional agents for other children. Their interactions are often very motivating for the child with social emotional delays. Peer mediated instruction refers to the use of peers to prompt, model, and reinforce the child who is learning a target skill. When planning to use peer mediated instruction, you might need to prepare the child without the disability by giving the peer information on how to initiate an interaction and how to interpret the child's communicative responses.

There are several approaches the teacher might use to implement peer mediated instruction. She might ask children if they are willing to serve as a peer buddy for a child in the classroom. Once children are recruited, they are told how long and when they need to stay with their buddy and provided clear directions of what to do together (e.g., "Take Christopher to the sand table. Show him how to fill a bucket with sand. Then, show him how to pour it out."). When buddies play together, the teacher monitors the interaction and provides feedback. Teachers need to be cautious about limiting the demands on buddies (beware of buddy burn out) and should select several children who might serve as a buddies to ensure that there are ample children willing to interact with the target child and that they can collectively come up with engaging play ideas. Another approach for preparing and instructing peer buddies, is to give them simple directions such as ("Stay with your friend", "Play with your friend", and "Talk with your friend"). Finally, another strategy might be to provide a script with visuals for the play interaction and encourage the peer buddy to implement the script. The visuals on the script can depict the sequence of the activity using photos (e.g., photographs of building a block tower depicting each step).

Sample skills that can be taught using **Peer-Mediated** Instruction:
- Greet peers or adults
- Explore new environment, object, or toy
- Participate in simple turn-taking social games
- Share and takes turns with peers
- Participate in group activity
- Follow routine and rules
- Follow rules in simple games
- Use materials for intended purpose
- Transition from activity

Mand-Model

Mand-model is used to help children use the language they have learned within appropriate contexts. In this procedure, the teacher arranges the environment in a way that will gain the child's interest. For example, you might begin playing with a toy to capture the child's attention. When the child expresses interest, you mand (i.e., verbally instruct) the child to respond. For example, you might say "Tell me what you want" or "Say___". If the child responds correctly, you provide the toy. If the child does not give you the response, you model what you want the child to say. For example, you might say "Parker say, I want to play with the train". If the child says the response, you provide the toy or object and expand on what the child said (e.g., "You said I want to play with the train. Parker wants to play with the train and push it on the track."). If the child does not say anything, you provide the toy and restate the model. The goal in mand-model is not to make the child use language to get the object or interaction. The goal is to assist the child in knowing when and how to use his words.

Mand-model could also be used for helping a child comment or label. For example if you are teaching a child to use feeling words in an activity where you are asking the child to identify the expression on a photo, you can use mand-model to teach the child how to label the photo. To gain the child's attention you could provide a photo or picture in a book. When the child looks at the picture, you might say "What feeling is this?" If the child responds correctly, you provide specific praise "That's right, this face looks sad." If the child needs an additional prompt, you model what to say "This face looks sad." If the child responds by saying "sad", you provide specific praise and an expansion "You said that the face is sad. This is a sad face."

Sample skills that can be taught using **Mand-Model**:
- Ask for a turn
- Ask for a toy
- Greetings
- Partings
- Giving compliments
- Identify feeling word
- Ask to play

Least-to-Most Prompting

Least-to-Most prompting might be used when the child has the skill, but does not use it in the target context (e.g., the child knows to pass the toy but does not do it during circle time). Least-to-most prompting begins with the least intrusive prompt and uses more intrusive prompts as corrective feedback. The goal in the prompting hierarchy is to ensure that the child successfully uses the skill or behavior.

The first step is for the teacher to design a hierarchy or order in which she will deliver prompts. The order begins with the least intrusive prompt which is typically a verbal direction or the presentation of the item and an expectant look. If the child fails to respond to that prompt, the teacher follows with the next level of prompt. This could be a verbal direction such as "Pass the toy to Ryan." If the child does not respond, the teacher might move to a physical prompt such as touching the child's hand. If the child fails to respond to that level of prompting, the teacher would use the most intrusive prompt, hand-over-hand assistance. The goal is to ensure that the child uses the skill successfully. When the child responds correctly (no matter the prompt level), the child should receive specific praise and the natural reinforcer involved in the activity.

Sample skills that can be taught using **Least-to-Most Prompting**:
- Pass a toy
- Activate a toy
- Sign language or gestures
- Use communication device
- Transition from activity
- Put materials away

Most-to-Least Prompting

Most-to-least prompting is used to teach a child a new skill. It is an appropriate instructional strategy to use when the child does not know how to perform the behavior. For example, if you want to teach a child to give an object or toy to another child and the child does not know how to pass a toy, most-to-least prompting might be an effective strategy to use.

The first step is for the teacher to design a hierarchy or order in which she will deliver prompts. The order begins with the most intrusive prompt which is typically hand-over-hand assistance. The teacher determines how many times she will use the most intrusive prompt and the criterion for the child's response to the prompt and then moves to the next level of the hierarchy that is less intrusive than the previous step. For passing a toy, the first prompt might be to pass the toy on the direction of "give the toy to ___" and provide hand-over-hand assistance. After 3 days of guiding the child each time with full assistance, the teacher moves to providing the prompt of touching the child's hand. She continues to use that level of prompt until the child performs the skill with just the touch prompt for four consecutive days with no errors. If the child makes an error (i.e., does not pass the toy with the touch prompt), the correction is to use the previous prompt (hand-over-hand assistance). The next level of prompt might be to provide the verbal direction only of "Give the toy to___." Again, if the child makes an error, the teacher uses the previous prompting level to correct the child and if that level of prompting does not work, the teacher moves back to the first prompt level of hand over hand assistance.

Sample skills that can be taught using **Most-to Least Prompting**:
- Pass a toy
- Activate a toy
- Sign language or gestures
- Use communication device
- Transition from activity
- Put materials away

Needs Assessment 8: Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Observations/Evidence
Provides instruction to aid in the development of social skills	3	2	1	
❑ Includes social interaction goals on the IEP				
❑ Teaches appropriate social skills through lessons and role-playing opportunities				
❑ Incorporates cooperative games, lessons, stories, and activities that promote altruistic behavior into planning				
❑ Structures activities to encourage and teach sharing				
❑ Structures activities to encourage and teach turn taking				
❑ Structures activities to encourage and teach requesting and distributing items				
❑ Structures activities to encourage and teach working cooperatively				

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGESS	YES
The teaching practice I am working on is: *(copy this right off the Needs Assessment)*					
I will work on this teaching practice _____ *(time, day, part of routine)* *(Optional) I* **will work on this teaching practice with** _____ *(specific children)*					
I will: *(describe exactly what you will do if you are implementing this teaching practice)*					

Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			

Prepare to Collect Data					

How will you know when you have met your goal? *(Remember to focus on implementation of the teaching practice)*

What data will you collect about implementation of this teaching practice? *(Will you record how often you used the practice? What you did? How the children responded?)*

Activity

Embedding Friendship Opportunities into Daily Schedules

Schedule	Opportunity
Arrival	
Circle Time	
Center Time	
Small Group	

Outside	
Snack	
Story Time	
Goodbye Circle	
Transitions	

You've Got to Have Friends

Gail E. Joseph, Ph.D. & Phillip S. Strain, Ph.D.
Center on Evidence Based Practices for Early Learning
University of Colorado at Denver

Cesar is one of the more popular children in his preschool class. He often lands his classmates in creating unusual and fun imaginary games. He readily shares toys and materials, often proposing a trade that works for all. Cesar laughs a lot, he is enthusiastic, and he almost always says, "Yes" when a classmate asks him to play or has a different play idea. Cesar also says nice things to his classmates and acknowledges their accomplishments. When it is time to choose a friend for an activity Cesar is always in great demand.

Chloe is one of Cesar's classmates. She spends most of her time in preschool staying close to her teacher, occasionally hovering around a gang of children playing together. Chloe doesn't say much to her classmates and they in turn seldom speak to her. Chloe, in fact, has lots of skills. She knows what to do with toys and utensils; she knows the usual "scripts" that emerge in imaginary play. Chloe seldom gets chosen by another classmate to participate together. In her world of social isolation she occasionally appears sad to the outside observer.

The behavioral contrast between Cesar and Chloe is profound. Cesar has classmates who advocate for him, encourage him, and include him. Chloe, on the other hand, is like an invisible member of the class. No one asks, "Where's Chloe;" no one says, "We need Chloe," no one says, "Come on Chloe!" The differing social worlds experienced by Chloe and Cesar not only predict very divergent developmental trajectories in preschool, but they set the occasion for life-long consequences. Based upon longitudinal and retrospective research it is clear that Cesar is on a developmental path toward self-confidence, continual friendships, school success, and healthy adult adjustment. Chloe is sadly on a developmental path toward deepening isolation, loneliness, and adult mental health problems. Indeed early friendships are the most powerful single predictor of long-term adjustment.

What behaviors lead to friendship?

Several discrete behaviors that young children engage in during play with each other are directly related to having friends (Tremblay, Strain, Hendrickson & Shores, 1981). That is, children who do more of these behaviors are more likely to have friends. These specific behaviors including:

Organizing Play – with preschoolers these are usually, "Let's" statements, such as, "Let's play trucks." Often these "Let's" statements are followed by suggestions about roles (e.g., "You be the driver") or specific activities (e.g., "Roll it to me").

Sharing – sharing takes many forms among preschoolers. Children with friends request in the form of, "Can I have some paint" and they also oblige share requests from peers.

Assisting Others – assisting also takes many forms at the preschool level. Children can help each other onto or off of an apparatus, they can tell or show a friend how to do something, or they can assist someone in distress.

Giving compliments – While these behaviors do not often occur among preschoolers they tend to have a powerful effect on the formation of friendships. Preschoolers compliment one another's successes, buildings, and appearances.

In addition to engaging in these discrete behaviors, the formation of friendship is equally dependent upon two patterns of interaction. First, it is necessary for children to be reciprocal in their interactions. Reciprocity has two dimensions. Initially, children need to be responsive to the social bids of others. Also, over a period of time (say several months), it is important that there be a relatively equal number of occasions that each member of a friendship dyad starts an interaction. In addition to reciprocity, friendship patterns of interaction are also characterized by the length of interaction occurrences. That is, friendship pairs engage in more lengthy episodes.

Setting the stage for friendship

Prior to beginning instruction in friendly behavior, teachers need to attend to five elements of the classroom. First, an inclusive classroom where children with disabilities are meaningfully included in natural proportions is critical to setting the stage (Guralnick, 1990). Second, the presence and pre-selection of cooperative use toys and materials increase the opportunities for social interaction. Cooperative use toys are those that naturally lend themselves to two or more children playing together. See Box 1 for a list. Third, it is necessary to examine all classroom routines and embed social interaction

instruction and practice opportunities throughout the day. Box 2 provides an example of how one teacher decided to embed social opportunities in her classroom routines. Fourth, in order to ensure that social interaction instruction has the necessary importance; teachers need to include social interaction goals and objectives on a child's IEP/IFSP. While these goals are likely to be the most critical for the child's later development, they often do not appear on IEPs or IFSPs (McConnell, McEvoy, Odom, 1992). This could be due to the fact that many assessments do not include these skills as test items. Finally, and most importantly, teachers need to devote energy toward creating a classroom climate with an ethos of friendship. When one walks into a classroom where a teacher has done this successfully you see adults give time and attention to children when they engage in friendly behaviors, you hear adults talk nicely to one another, you hear children supporting one another's friendly behavior and overall you get a sense that friendship is the ultimate goal.

Cooperative Use Toys

Balls
Puppets
Wagons
Two telephones
Teeter-totters
Dress-up clothes
Dramatic play materials
Tire swings
Rocking boats
Board games

Box 1. Cooperative Use Toys

Example of schedule with embedded friendship opportunities	
Arrival	• Find a "buddy" to walk with from the bus to class. • One child is assigned to be the "greeter" and greets children by name as they arrive.
Circle Time	• One child is selected to pass out the circle time props to each classmate. As the child progresses around the circle they call each child by their name and say "pick a ___." Each child then responds with, "Thanks (child's name)." After children have a chance to use the circle time prop they will trade with a friend. • Children identify a "buddy" to play with at choice time. The pair must decide together where they will play first.
Free Choice	• Children will play with their "buddy" (assigned or selected) for the first ten minutes of free choice time. If they stick with their buddy the whole time they get special reward (sticker, stamp on hand, etc.). • Adults watch for friendly behaviors and provide reinforcement when appropriate. • Set up the "buddy" table. Children must find a friend to play at the table with in order to gain access to the high preference toys there.
Small Group	• Plan cooperative art projects: "Buddy Art" • Teach children to play board games (e.g., "Barnyard Bingo," "Candy Land," "Don't spill the beans"). • Put children in charge of different materials needed for the small group project (e.g., Tommy has the glue, Helen has the sequins, Haley has the paper, Finot has the scissors, etc.). The children must use their peers name to request materials. • Adults reinforce children for sharing.
Outside	• Pre-select cooperative use toys for outside play (e.g., tire swings, wagons, double tricycles, balls, etc.). • Adults organize peer play (e.g., Duck, Duck, Goose; Red Rover; Farmer in the Dell; tag; etc.). • Adults watch for and reinforce friendly behavior at appropriate times.
Snack	• Have each child in charge of different snack items (e.g., Joey has juice, Haley has crackers, Sam has orange slices, Ben has cups, Olivia has peanut butter, Cody has napkins). Children have to ask each other for the snack items from a peer. • Adults reinforce children for sharing.
Story time	• Select books with friendship themes.
Goodbye Circle	• Compliment circle – children have a chance to give a friend a compliment while passing around the "compliment bear." • One child can pass out backpacks from the cubbies as children are about to leave. • One child can say goodbye to each classmate.
Transitions	• During choice time, instead of transitioning to a center – transition to a friend (use a friend picture schedule). • Children can hold hands going from one activity to another. • One child can give children a high-five as they come in from outside. • During clean-up, adults watch for and reinforce children's helping behavior.

Box 2

Strategies for developing friendships

Setting the stage is a necessary element of supporting children's developing friendships. However, some children will require systematic teaching in order to develop the skills that lead to having friends. This teaching involves instruction that often includes modeling appropriate behavior and providing practice opportunities with feedback.

Modeling principles. Modeling can include adults or peers demonstrating the friendship skill, or video-based modeling with short vignettes of children engaging in friendly behavior (Webster-Stratton & Hammond, 1997). Often it is effective to model both examples and non-examples followed by opportunities for correct responding.

There are three guiding principles of effective role-play modeling strategies. The first guiding principle of modeling is to use invisible support, that is, call on the child who you are confident will model the skill appropriately before calling on a child who will need more support.

Second, sometimes when children are modeling the friendship skill in front of their peers they can get carried away with being silly or inappropriate. It is important to give the child another chance and support so that they are successful in demonstrating the skill positively. This allows them to receive positive reinforcement from the teacher for doing the skill.

Third, because role plays typically involve only one or two children at a time, it is necessary to plan ways for the rest of the children to be actively engaged. This can include giving a thumbs up for friendly behavior and a thumbs down for unfriendly; patting themselves on the back if this is a behavior they do; clapping when the role play is over; saying "ready, set, action" before the role play begins; or having a popsicle stick sign with a happy face on one side and a sad face

on the other (children show the happy face when the behavior being modeled is friendly and the sad face when the behavior being modeled is unfriendly). It is also important to keep track of who has had a chance to role play and ensure that all of the children in the class get a turn during the week.

Modeling with video and puppets. The use of video and puppets to help model friendship skills can be very effective with young children. Video based modeling is particularly effective for several reasons. First, videos can capture pristine examples of children using friendly behavior. These examples can be used to generate discussion about the friendly behavior, and the context in which it is used on the video. Also, these examples can be used as a standard with which to compare the children's practice attempts. Video vignettes can also display non-examples. These vignettes can be used to teach children to discriminate between friendly and unfriendly behavior and prompt children to develop and share alternative behaviors and solutions if initial ideas are not effective. Second, video clips can be frozen (paused) and children can be prompted to attend to the often fleeting salient features of the friendly behaviors and the context in which they occur. Children can also make predictions about "what will happen next" when the child featured in the video uses a friendly or unfriendly behavior. Third, the very format of video is particularly powerful in engaging and keeping children's attention.

Similar to video, puppets are very engaging to young children. Since the play of preschool children often involves fantasy, puppets, in essence, join children in this fantasy world while modeling positive friendship skills. Because adults are in control of the puppet, the puppet can always be a responsive play partner. The puppet can model friendly play, and when

appropriate and planned, can model non-examples. Puppets in the image of children are particularly effective because they provide a proximate model. That is, children are more likely to emulate the behavior of models that look like themselves. Additionally, some children will disclose more about their feelings and friendship problems to puppets than to adults, especially if adults are historically not seen as trustworthy by the child.

Preparing peer partners. When typical children are assisting their classmates with special needs to acquire friendships skills it is necessary for them to learn to suspend social rules in order not to feel rejected. In the usual course of events, interactions between typical children are usually quite reciprocal. If someone asks nicely to play they usually get a positive response. On the other hand, as children with special needs begin to acquire peer interaction skills they often reject the social overtures of their peers and they seldom initiate play. Using role-play and rehearsal strategies, there is a well-researched set of procedures for teaching typical peers to be persistent with their social behavior while their peers with special needs are becoming more fluent. Simply put, adults model peer rejection, provide verbal feedback ("That's what might happen when you ask kids to play") and then provide a behavioral alternative that they reinforce ("if that happens, try again" —"good, you tried again.").

The buddy system. Often it is helpful to utilize a "buddy system" when trying to increase the friendship skills of children. Right before a free-play period children are assigned to a buddy role, meaning that they begin freeplay in some planned play activity with a certain child. In utilizing a buddy system there are several rules to follow. First, it is important to always have two or more buddies for each child with special needs. This arrangement helps to keep the play

interesting for the socially competent children and it helps to create the conditions for maximizing the number of diverse play ideas. Second, it is important to rotate buddies for several reasons. First, rotating buddies helps to ensure that children have the opportunity to engage in friendship skills with the widest variety of playmates. Second, rotating helps to avoid buddy-burnout, a condition in which children come to respond negatively to their helper role because they always play with the same individual. Third, one can optimize the buddy system by pairing the most popular and liked children with those that need the most help. This type of pairing can lead to other children simultaneously helping their peers because the "cool" kids are doing it. Finally, at the end of a play period children should receive specific praise for being buddies – praise that specifically enumerates the friendly ways they interacted with their assigned partner.

Priming. Teachers can increase the likelihood of children using friendship skills with specific priming strategies. For example, prior to a freeplay period teachers can ask children who they are going to play with, they can ask what specific toy or material they are going to share, and they can provide practice opportunities. A practice opportunity might include, "Hey Josh, lets pretend I am Cody and you are going to ask me to play trucks." Josh would then practice asking, with or without adult prompting, and the adult would provide reinforcement or corrective feedback for Josh's social initiation to play.

Suggesting play ideas. Teachers can increase the duration of peer play by providing suggestions or prompting role reversals. Expanding play ideas can occur by suggesting new ways of playing with the materials, new ways for dramatic play to unfold, and new ways of including more children in a game or activity. When a teacher notices children are disengaging from play with one another, he or she can prompt the children to reverse dramatic play roles ("how about you be the mom now and she is the baby?"). This can reengage children in the play sequence and lead to more lengthy social encounters.

Direct modeling. Another way to keep children engaged in friendly play is to directly model desired behaviors as a play partner. When teachers notice that children are becoming less engaged they can join the play group and provide specific models of friendly behavior. For example, a teacher might join two children who are playing together and begin to share the materials available.

Reinforcement. While it is almost always necessary to reinforce children for their friendly behavior it is also the case that the proper use of reinforcement requires ongoing attention to several key factors. First, timing of reinforcement delivery is crucial. As long as children are engaged in friendly behavior, it is a good idea to withhold reinforcement. While this may seem counterintuitive, evidence suggests that adults' delivery of attention to children at play can have the immediate effect of terminating their play. Given this fact, it is more advisable to comment on children's friendly play shortly after the fact. When commenting on children's friendly play, it is essential to describe the specific friendly behavior(s) that you observed. Instead of saying, "you're playing so nicely together" say, "you are taking turns and saying nice things to each other." This descriptive commenting provides children with specific feedback about what they are doing well. For many children, teachers may need to provide lots of reinforcement early on. Once children start to use their friendly behaviors, however, teachers need to begin the process of slowly removing their specific feedback from the ongoing play. The goal is not to remove all teacher reinforcement, but to provide sufficient opportunity for friendly play in and of itself to become reinforcing.

Conclusion

Several thousand years ago, Aristotle suggested the following abut friendship— "who would choose to live, even if possessed with all other things, without friends." Based upon what is now known from longitudinal studies, it is clear that Aristotle was on the right track (Asher & Renshaw, 1981). It is also the case that the vast majority of children with special needs do not develop friendship skills without thoughtful instruction. In this paper we have highlighted the specific skills known to influence friendship at the preschool level. These skills and patterns of behavior may be considered as the scope of instruction most likely to lead to friendship. We also describe a variety of strategies for creating a classroom climate conducive to friendship development. Finally, we describe specific strategies for teaching friendship skills.

One of the struggles that all teachers face is how best to allocate their always limited, always stretched resources. We hope that this paper successfully communicates the fundamental importance of friendship skills along with a straightforward set of strategies to maximize children's opportunities to live in a social world where "everyone knows their name.'

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Needs Assessment 9: Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Observations/Evidence
Uses prompting and reinforcement of interactions effectively	3	2	1	
❑ Provides sincere, enthusiastic feedback to promote and maintain social interactions				
❑ Waits until interactions are finished before reinforcing; does not interrupt interactions				
❑ Models phrases children can use to initiate and encourage interactions				
❑ Gives general reminders to "play with your friends"				
❑ Facilitates interactions by supporting and suggesting play ideas				
❑ Ensures that interactions are mostly child-directed not teacher-directed during free play				
Capitalizes on the presence of typically developing peers	3	2	1	
❑ Utilizes peers as models of desirable social behavior				
❑ Encourages peer partners/buddies (i.e., hold hands during transitions, play partner, clean-up buddy, etc.)				
❑ Demonstrates sensitivity to peer preferences and personalities				
❑ Shows an understanding of developmental levels of interactions and play skills				
Utilizes effective environmental arrangements to encourage social interactions	3	2	1	
❑ Considers peer placement during classroom activities				
❑ Effectively selects, arranges, and utilizes materials that promote interactions (high interest, novel, culturally meaningful)				
❑ Effectively selects, arranges, and implements activities that promote interactions (high interest, novel, culturally meaningful)				
❑ Develops interaction opportunities within classroom routines (i.e., table captain, clean-up partner, snack set-up, etc.)				

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGESS	YES
The teaching practice I am working on is: *(copy this right off the Needs Assessment)*					
I will work on this teaching practice _____ *(time, day, part of routine)* *(Optional)* **I will work on this teaching practice with** _____ *(specific children)*					
I will: *(describe exactly what you will do if you are implementing this teaching practice)*					

Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			

Prepare to Collect Data					

How will you know when you have met your goal? *(Remember to focus on implementation of the teaching practice)*

What data will you collect about implementation of this teaching practice? *(Will you record how often you used the practice? What you did? How the children responded?)*

Enhancing Emotional Vocabulary in Young Children

Gail E. Joseph, Ph.D. & Phillip S. Strain, Ph.D.
Center on Evidence Based Practices for Early Learning
University of Colorado at Denver

Four-year-old Shantay is an avid builder with blocks. At free play he has busied himself with an elaborate tower construction. To complete his masterpiece he needs an elusive triangle piece. As he searches the room in vain for the last, crucial piece his initial calm hunt becomes more hurried and disorganized. He begins to whimper and disrupt other children's play. His teacher approaches and asks what the matter is. Shantay swiftly turns away to resume his now frantic search. This behavior persists for several minutes until the signal for cleanup is given, whereupon Shantay launches into a major, 15-minute tantrum.

Four-year-old Kelly is relatively new to preschool. She wants to play with her new classmates, but is too shy and frightened to approach and join in with the group. This day at free play she intently watches, as three other girls are absorbed in an elaborate tea party, complete with pandas and wolves. With a forlorn look, Kelly passively observes the ongoing play. Her teacher approaches and says, "Honey, is something wrong?" Kelly shrugs her shoulders. Her teacher persists, "Kelly are you frustrated?" Kelly says, "Yes." Her teacher then reminds her of the class rule; if you feel frustrated, ask a friend or teacher for help. Kelly and her teacher quickly discuss how she might get another animal and ask her classmates if the zebra can come to the party.

In each of these cases, children experience some of the common, often-repeated challenges of life in preschool. Shantay, in the end, was overwhelmed by his feelings of frustration. Unable to label his legitimate feeling he acted-out— a sure recipe for not getting his needs met. Kelly, equally upset and, in this example, paralyzed temporarily by her social anxiety was able to achieve an outcome she deeply desired. She was able to do this by the good teaching that had previously occurred. She was able to communicate her need and access strategic help to get that need met. In contrast with Shantay, Kelly's experience demonstrates one of the ways that emotional literacy enables children to be socially competent. Consider two other case examples of emotional literacy at work.

Tony is a master of rough and tumble play. As a game of superheroes commences, Tony runs headlong into other children. Two of his playmates happily reciprocate; smiling and giggling they continue their preschool version of "slam dancing." Tony, however, seeks out other partners as well. In particular, Eddie and Darrin want no part of this. They frown as he approaches and yell, "No." Tony seems to interpret their behavior as an invitation for more. Both Eddie and Darrin start to cry and quickly seek out their teacher who has Tony sit quietly for 2 minutes while play continues. This time-out angers Tony and he pouts alone for the remainder of free play.

Tamika loves to play dress-up. This day at free play she asks Seth to join her, but he says, "Later," and goes about his computer play. Tamika then gets a big hat and takes it to April. April just frowns and goes about tending to the hamster cage. Tamika next takes the hat to Bo. "Bo," she says, "let's go play." Again she is rebuffed. Finally Tamika finds a play partner in Darrin; who is walking from one activity area to the next.

In these two scenarios great variation can be noted in children's ability to read social cues. Tony's choice of rough and tumble partners is ubiquitous. His inability to read social cues ultimately resulted in a poor outcome. Tamika, on the other hand, was readily able to read social cues and, as a result of good teaching, she had a strategy (try again with another friend) to achieve her desired outcome.

Figure 1 below provides an overall schematic of children's emotional literacy (Crick & Dodge, 1994; Lemerise & Arsenio, 2000). Note first that the foundational element, the necessary context, for emotional literacy development is a supportive, caring relationship (see Joseph & Strain, 2002). In order to act upon the social environment in ways that are collectively supportive and rewarding it is first necessary for children to read the affective cues of others and of themselves. Discriminating among affective states such as anger, sadness, frustration, and happiness requires a vocabulary of feeling words. Like other forms of literacy the richer the vocabulary, the more rewarding the experiences. In this article we will concentrate on how to build a meaningful lexicon of feeling words. This instructional emphasis bears, not coincidentally, a close resemblance to cognitive behavior modification (Meichelbaum, 1976).

Emotional Literacy Schematic

Figure 1. Emotional Literacy Schematic
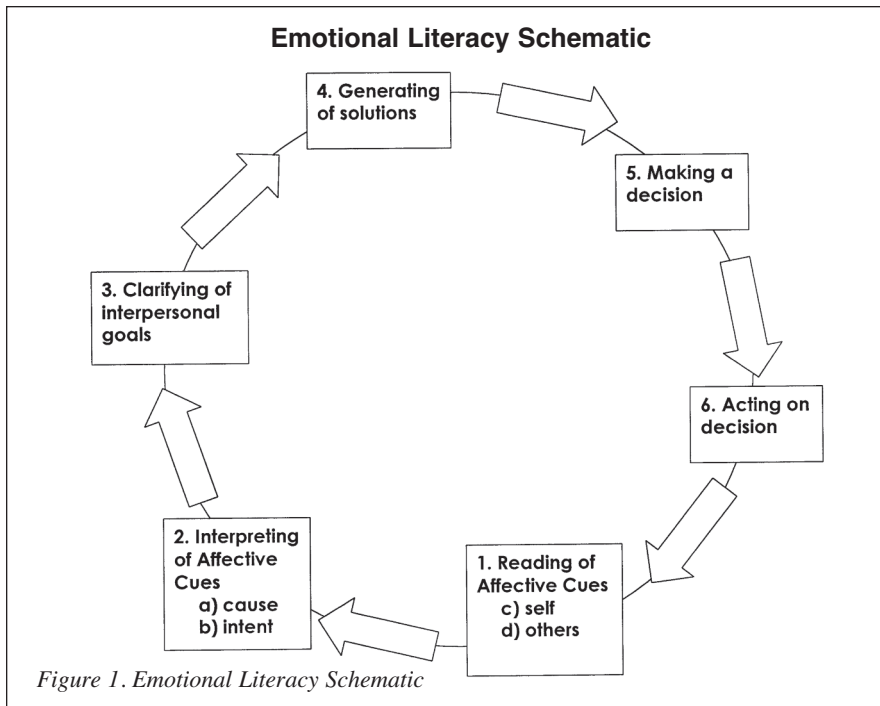
Once children are reading and correctly labeling affective cues from words, internal stimuli, and body language they then proceed to make crucial judgments about both the cause and the intent of other's affect (e.g., Tamika has, appropriately, a neutral judgment abut peers' lack of interest in her play and she simply proceeds to look until she finds a willing partner). Many children, however, make crucial errors at this point. Partly because of an absence of feeling words they often interpret the behavior of others as intentionally hurtful and eventually act out in ways that invariably lead to social isolation and stigmatization (Kazdin, 1989).

Once children make a judgment about cause and intent they proceed, in this model, to clarify their interpersonal goals. In earlier examples, Tony wanted to play rough and tumble, Tamika wanted to play dress-up, Kelly wanted to join in the tea party, and Shantay just wanted that final block.

The clarification of goals then allows children to generate solutions to achieve their goals. Solutions might include a self-regulation notion such as, "I need to calm down." Solutions might be trying again, finding someone to help, trying a different way, and so on. Solution generation, however, must be followed by a contingent decision-making paradigm. For example, children might be taught to consider if the solution is fair, if it has worked before, if it is a safe, if it would result in positive feelings, and so on. Finally, children act in accordance with their decision. While we will focus only on establishing a vocabulary of feeling words that permit accurate reading of affective cues and accurate interpretation of cause and intent, teachers needs to be aware that many children will require careful step-by-step instruction from reading affective cues to acting on decisions.

Emotional literacy is the ability to recognize, label, and understand feelings in one's self and others. It is a

prerequisite skill to emotional regulation and successful interpersonal interactions and problem solving and is one of the most important skills a child is taught in the early years (Denham,1986; Webster-Stratton, 1999). Limited emotional literacy, on the other hand, can result in misperceptions of feeling in one's self and others.

Building emotional vocabulary

In order to correctly perceive feelings in yourself and others, you first have to have words for those feelings, a feeling lexicon. Many children are either "happy" or "mad" and miss all the subtle gradations of feelings in-between because they do not have labels and definitions for those emotions. A large and more complex feeling vocabulary allows children to make finer discriminations between feelings; to better communicate with others about their internal affective states; and to engage in discussions about their personal experiences with the world. Children with disabilities (Feldman, McGee, Mann & Strain, 1993; Walker, 1981) and children from low income families (Eisneberg, 1999; Hart & Risley, 1995; Lewis & Michalson, 1993) have more limited feeling vocabularies than their typically developing and middle income peers. Parents and teachers can foster emotional vocabulary by teaching feeling words and their emotional definitions. Adults can increase children's feelings words by teaching different feeling words and definitions directly; incidentally in the context of conversation and play; and through special activities.

Adults can teach feeling words directly by pairing a picture or photo of a feeling face with the appropriate affective label. Preschoolers are better at recognizing feelings with drawn

pictures at first then progressing to photographs. Children's books are an excellent way to label feeling faces with children. Many books are written explicitly about feelings and contain numerous feeling words. *See Box 1 for some of our favorites.*

Children's Books featuring feeling faces and words

- *On Monday when it rained* by Cherryl Kachenmeister,
- *Glad Monster, Sad Monster: A Book About Feelings* by Anne Miranda & Ed Emberley (Illustrator)
- *My Many Colored Days by Seuss,* Steve Johnson (Illustrator), Lou Fancher (Illustrator)
- *When Sophie Gets Angry- Really, Really Angry...* by Molly Garrett Bang
- **Feelings** (Reading Rainbow Book) by Aliki
- *I'm Mad* (Dealing With Feelings) by Elizabeth Crary, Jean Whitney (Illustrator)
- *I'm Frustrated* (Dealing With Feelings) by Elizabeth Crary, Jean Whitney (Illustrator)
- When I Feel Angry by Cornelia Maude Spelman, Nancy Cote (Illustrator)

Box 1

Adults can also teach children new feeling words by explicitly providing emotion labels as children experience various affective states. For example, an infant smiles brightly and the parent says, "Oh, you are happy." Similarly, Kelly's teacher noticed her aroused state and labeled it "frustrated.". Labeling a child's affective state allows them to begin to identify their own internal states. This is an important step in learning to regulate emotions(Joseph, 2001; Lochman & Dunn, 1993; Webster-Stratton,1999). For example, one needs to recognize (this happens most effectively when there is a label) their affective state, say, "angry" before they can proceed

with steps to regulate or calm down. A first step would be to vocalize this negative feeling ("I'm mad") versus acting out. Using varied and complex feeling words will develop powerful feeling vocabularies for children. Box 2 provides a list of more complex feeling words that 3-5 year olds who are developing language normally know (Joseph, 2001; Ridgeway, Waters & Kuczaj, 1985).

Feeling Words

Affectionate	Gloomy
Agreeable	Guilty
Annoyed	Ignored
Awful	Impatient
Bored	Important
Brave	Interested
Calm	Jealous
Capable	Joyful
Caring	Lonely
Cheerful	Lost
Clumsy	Loving
Confused	Overwhelmed
Comfortable	Peaceful
Cooperative	Pleasant
Creative	Proud
Cruel	Relaxed
Curious	Relieved
Depressed	Safe Satisfied
Disappointed	Sensitive
Disgusted	Serious
Ecstatic	Shy Stressed
Embarrassed	Strong
Enjoying	Stubborn
Excited	Tense
Fantastic Fearful	Thoughtful
Fed-up	Thrilled
Free	Troubled
Friendly	Unafraid
Frustrated	Uncomfortable
Gentle	Weary
Generous	Worried

Box 2

Adults can also plan special activities to teach and reinforce the acquisition of feeling words. Children can "check in" each morning by picking a feeling face picture that best depicts their affective state and sticking it next to their name. Children can be

encouraged to change their feeling face throughout the day as their feelings change. Teachers can make feeling dice by covering small milk cartons with paper and drawing a different feeling face on each side. Children can toss the dice; label the feeling face and describe a time they felt that way. Box 3 lists some other fun feeling activities.

Feeling Activities

Pass the hat: The teacher cuts out pictures that represent various feeling faces and places them in a hat (or large envelope) that is passed around the circle as music plays. When the music stops, the child holding the hat picks out a picture designating an emotion and is asked to identify it, express how they look when they feel that way, or describe a time when he or she felt that way.

Feeling hunt: The teacher puts "feeling face" pictures up all around the room (and around the building if possible). Children can be given child-size magnifying glasses, and they walk around looking for different feeling faces. When they find one, they label it and tell a time they felt that way. An expansion of this activity is to provide each child with a "Feeling Face BINGO Board" and they can cross out faces on their boards as they find them around the room.

Mirrors: Children are given small hand held mirrors at circle time or small group. As the teacher reads a story with many feeling words in it – the children make the face to the corresponding affective expression while looking at themselves in their mirrors. Then, the children put their mirrors down and show their peer their "feeling face."

Changing faces: During small group time, children make paper plate faces. The teacher attaches the "mouth" and "eyebrows" to the

Box 3   *(continued)*

Feeling Activities

(continued)

paper plate with brads. This allows the child to change facial expressions on their plate by changing the mouth from a smile to a frown, and the eyebrows from facing in (angry, frustrated, etc.) to out (worried, scared, surprised, etc.). Children can color the rest of the faces. The teacher can then read a story and pause after key incidents and ask the children to show how they would feel by changing their paper plate face appropriately.

Singing, "If you're happy and you know it…": Teachers can add new verses to "If you are happy and you know it" as they introduce new feeling words to the class.
- If you're happy and you know it, hug a friend
- If you're sad and you know it, cry a tear – "boo-hoo"
- If you're mad and you know it, use your words "I'm mad"
- If you're scared and you know it, get some help, "HEEELLLLPPP!"
- If you're silly and you know it, make a face, "BBBBLLLUUUUHHHH!"

For more feeling activities see *Dinosaur School* (Joseph, Webster-Stratton & Reid, 2002; Webster-Stratton, 1990), *PATHS* (Kusche & Greenberg, 1994), or *Second Step*

Box 3

Teaching children to recognize feelings in others

Children can be taught explicitly how to identify feelings in other people. Identifying feelings in others involves noticing facial expressions and body language, listening to the tone of voice and, considering the situational context.

Young children can be taught how to detect the cues of how someone is feeling by having their attention drawn to the salient physical features of someone's affective state. Teachers can model detecting how someone is feeling by looking at their face (noticing their eyebrows, their eyes, and their mouth). This can be accomplished directly and more incidentally throughout the day. Children can then be provided with practice activities and opportunities to notice facial expressions and body language to determine how someone is feeling.

Teachers can model for children how they can tell how someone is feeling by listening to the tone of the person's voice. Teachers can close their eyes and a puppet or another adult can make a statement such as, "UGGGHH, I can't get my shoes tied!" and then guess that the person is feeling frustrated. The children can practice by closing their eyes and listening to the teacher make statements using varying tones, then guess how the teacher is feeling.

Teachers can also teach children to think about how someone might feel in certain situations. Children's literature is a very effective for teaching and practicing this skill. Read a story aloud, pick a situation in the story and ask the children to consider the character's reactions and feelings. This question invites further conversation. Continue discussing situations for as long as you have the children's interest. The children's books in Box 1 can be used very effectively in this matter.

What do you do with a feeling?

Adults can model emotional regulation skills for children by verbalizing the course of action they will take in order to calm down or cope with certain feelings. For example, a teacher doesn't notice a loose lid on the glitter bottle and consequently spills the contents all over the table and floor. In front of the children she says, "Oh no! Boy, do I feel frustrated. I better take some deep breaths to calm down." Kelly's teacher developed a classroom rule that when you feel frustrated you ask a teacher or peer for help. In this case, when the teacher labels a child's affective state as "frustrated" the child is primed to ask for help. Eventually the child will be able to label the feeling themselves and seek out an appropriate solution. Adults can proactively teach young children coping strategies for many emotions (taking a deep breath when mad; requesting a break when annoyed; talking to someone when sad, etc.) through modeling and role plays. Positive emotions sometimes need to be regulated as well.

Conclusion

In classrooms that devote planned attention to helping children acquire a rich and varied feeling vocabulary we may expect fewer challenging behaviors and more developmentally sophisticated and enjoyable peer social relations (Denham, 1986). Emotional vocabulary is, however, only part of this picture. For emotional vocabulary teaching to be effective adults must first spend the time necessary to build positive relationships with children (Joseph & Strain, 2002). Within this foundational context of a warm and responsive relationship with children, teachers can maximize their influence to enhance emotional vocabulary.

As the emotional literacy schematic (Figure 1) suggests, having feeling words and being able to recognize emotions in others and in oneself is a necessary but insufficient step toward helping children achieve social and emotional competence. Adults also need to assist children in developing and becoming fluent with the skills of emotional regulation (e.g., calming down; controlling anger and impulse) and problem-solving (e.g., generating solutions to interpersonal problems that are safe, equitable, and result in positive feelings).

In the Box 4 we provide teachers with a brief checklist of classroom characteristics known to promote emotional literacy.

Characteristics of Classrooms that Foster Emotional Vocabulary
• Photos of people with various emotional expressions are displayed around the room • Books about feelings are available in the book corner • Teachers label their own feelings • Teachers notice and label children's feelings • Teachers draw attention to how a child's peer is feeling • Activities are planned to teach and reinforce emotional literacy • Children are reinforced for using feeling words • Efforts to promote emotional vocabulary occur daily and across all times of the day *Box 4*

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Needs Assessment 10: Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Observations/Evidence
Promotes identification and labeling of emotions in self and others	3	2	1	
❑ Uses photographs, pictures, and posters that portray people in various emotional states				
❑ Uses validation, acknowledgment, mirroring back, labeling feelings, voice tones, or gestures to show an understanding of children's feelings				
❑ Assists children in recognizing and understanding how a classmate might be feeling by pointing out facial expressions, voice tone, body language, or words				
❑ Uses real-life situations to practice problem solving, beginning with defining the problem and emotions involved				
Explores the nature of feelings and the appropriate ways they can be expressed	3	2	1	
❑ Teaches that all emotions are okay, but not all expressions are okay				
❑ Labels own emotional states and provides an action statement (e.g., I am feeling frustrated so I better take some deep breaths and calm down)				
❑ Uses opportunities to comment on occasions when children state they are feeling upset or angry but are remaining calm				

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGESS	YES
The teaching practice I am working on is: *(copy this right off the Needs Assessment)*					
I will work on this teaching practice _____ *(time, day, part of routine)* *(Optional)* **I will work on this teaching practice with** _____ *(specific children)*					
I will: *(describe exactly what you will do if you are implementing this teaching practice)*					

Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			

Prepare to Collect Data					

How will you know when you have met your goal? *(Remember to focus on implementation of the teaching practice)*

What data will you collect about implementation of this teaching practice? *(Will you record how often you used the practice? What you did? How the children responded?)*

Helping Young Children Control Anger and Handle Disappointment

Gail E. Joseph, Ph.D. & Phillip S. Strain, Ph.D.
Center on Evidence Based Practices for Early Learning
University of Colorado at Denver

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

Mattie, a four-year-old in a local Head Start classroom is always the first to organize fun play when the water table comes out each Friday. She often talks with great anticipation and excitement (especially on Thursday) about what she is going to do at the water table with her friends. On this Friday, the water table has been borrowed by the class next door and is not available. When Mattie realizes that the water table is not available she seeks out her teacher for help. She does this with a clear expression of frustration and disappointment. Her teacher explains what happened and asks Mattie to describe how she is feeling. She says she is frustrated. Her teacher acknowledges the legitimacy of her feelings and asks her if she can think of what she and her classmates have practiced when they feel frustrated. With some prompting, Mattie recalls the plan—takes three deep breaths, tell yourself to calm down, and think of some solutions. Mattie and the teacher generate some options at this point, including: a) playing with her next favorite toy; b) asking her best friend what she wants to play; and c) pretending to use the water table. She chooses b, and has a fun freeplay.

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

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

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

when children remain calm; and involving parents and other care providers.

Model remaining calm

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

Teach children how to control anger and impulse

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

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

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

Recognizing that you feel angry
Thinking "stop"

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

Coming out of your "shell" when calm and thinking of some solutions to the problem.

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

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

Preparing children to handle disappointment

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

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

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

Recognize and comment when children remain calm

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

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

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

The Turtle Technique
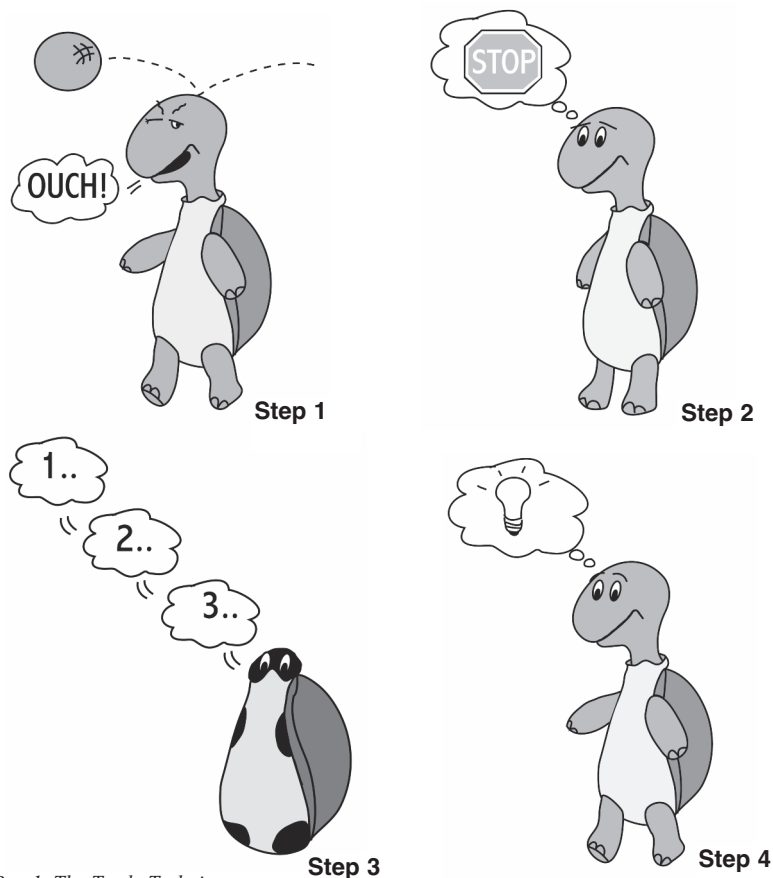
Box 1. The Turtle Technique

Turtle Technique Reinforcing Activities

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

"Turtle Power" Necklace: A plastic turtle on a string is awarded to a child who was able to remain clam in an upsetting situation.

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

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

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

Box 2: Fun, Reinforcing Activities

Involving parents

Given that there is great variation in child rearing practices specific to teaching children how to deal with frustration and anger, it is essential for teachers to establish effective home-school collaboration. At a minimum we suggest an ongoing communication system in which a daily report card is sent home that: a) highlights how children have successfully negotiated a frustrating situation and b) suggests ways that family members might further recognize and encourage these accomplishments. An example home report is found in Box 3. In this same spirit of regular communication, teachers may also wish to phone home to report any extraordinary examples of positive child behavior. For many families this can be a most welcome change from the usual events that occasion phone calls from service providers.

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

Conclusion

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

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

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GOOD BEHAVIOR REPORT CARD
Eric Young
4/10/02

Dear Parent:

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

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

Thank you so much,
Mr. Phil

*Box 3: Sample letter to parents*

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

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Kusche, C. A., & Greenberg, M. T. (1994) *The PATHS Curriculum.* Seattle: Developmental Research and Programs.

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La Técnica de la Tortuga

Paso 1. Reconocer que te sientes enojado

OUCH!

Step 1

Paso 2. Pensar "Alto".

STOP

Step 2
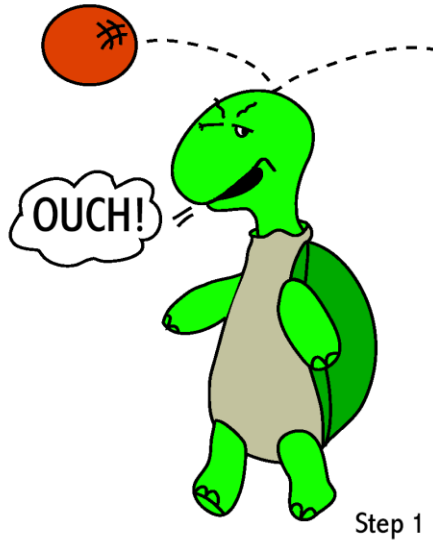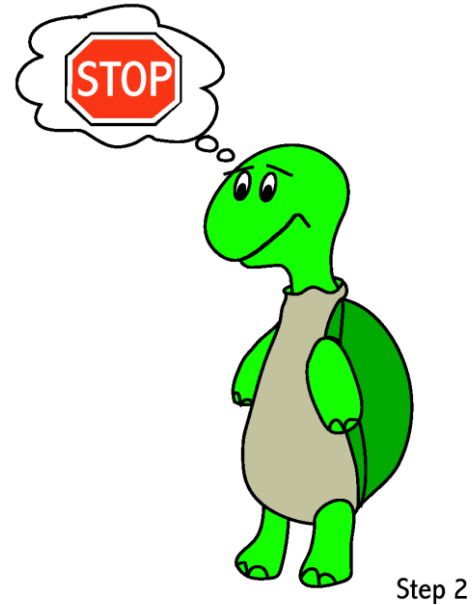
Paso 3. Retirarte a tu coraza. Respirar profundamente 3 veces. Pensar en cosas para tranquilizarte y hacer frente a la situación.

1..

2..

3..

Step 3

Paso 4. Salir de tu coraza cuando estás tranquilo y pensar en una solución.

Step 4

1
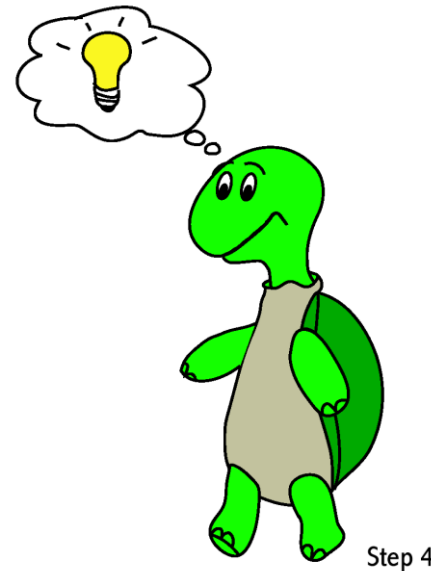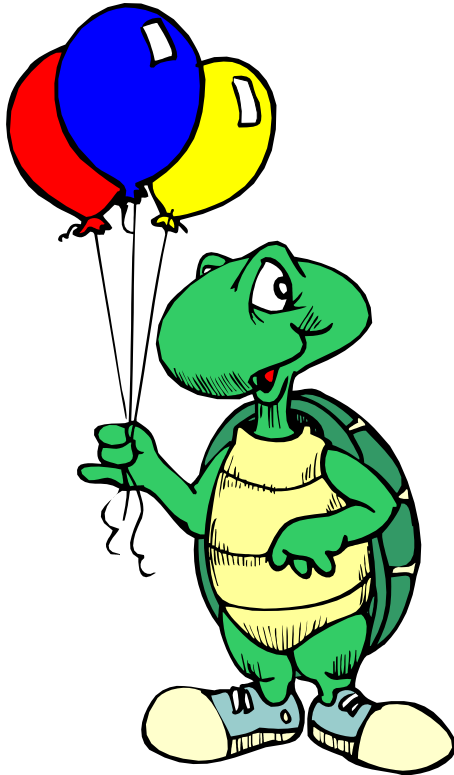
Teodora la tortuga se aparta un rato para retirarse y pensar

Un cuento con guión para la instrucción de "La Técnica de la Tortuga"

Por Rochelle Lentini

Marzo de 2005

Teodora la Tortuga es una tortuguita muy guapa. Le gusta jugar con sus amigos en la Escuela Lago Mojado.
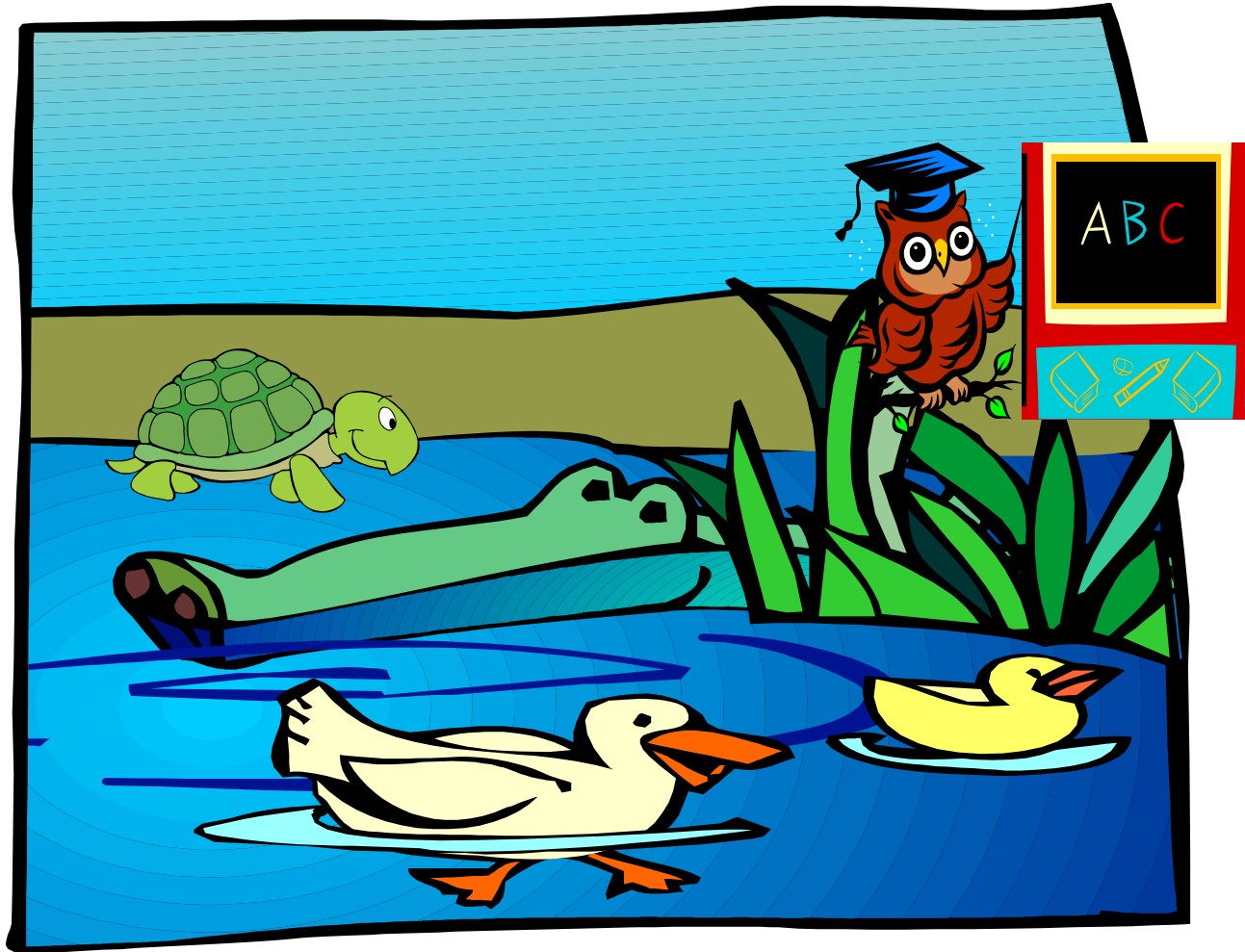
Pero a veces suceden cosas que enojan mucho a Teodora.

Hace tiempo, cuando Teodora se enojaba, pegaba, daba pateadas o les gritaba a sus amigos, quienes se sentían perturbados cuando ella les pegaba, daba pateadas o gritaba.
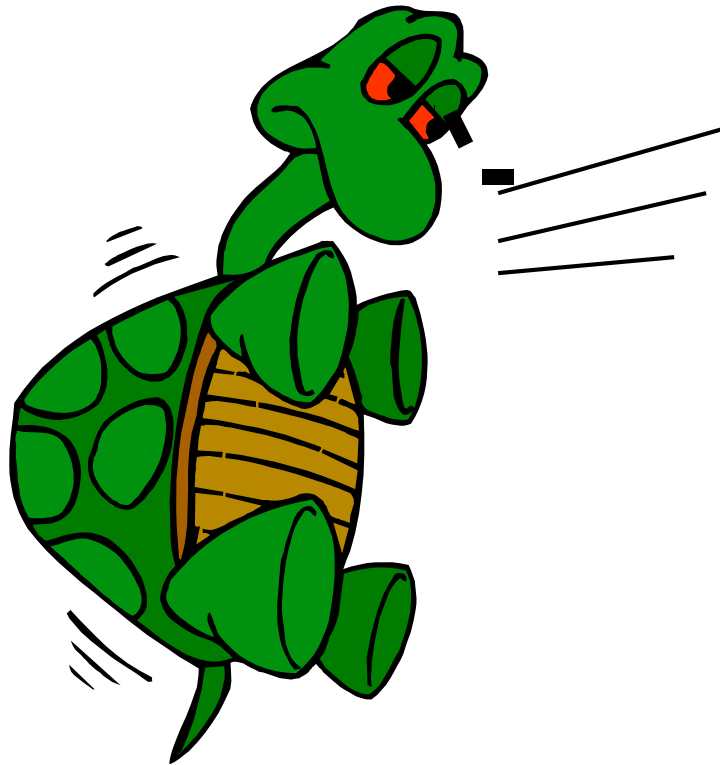
Ahora Teodora ha aprendido una manera nueva de "pensar como una tortuga" cuando se enoja.
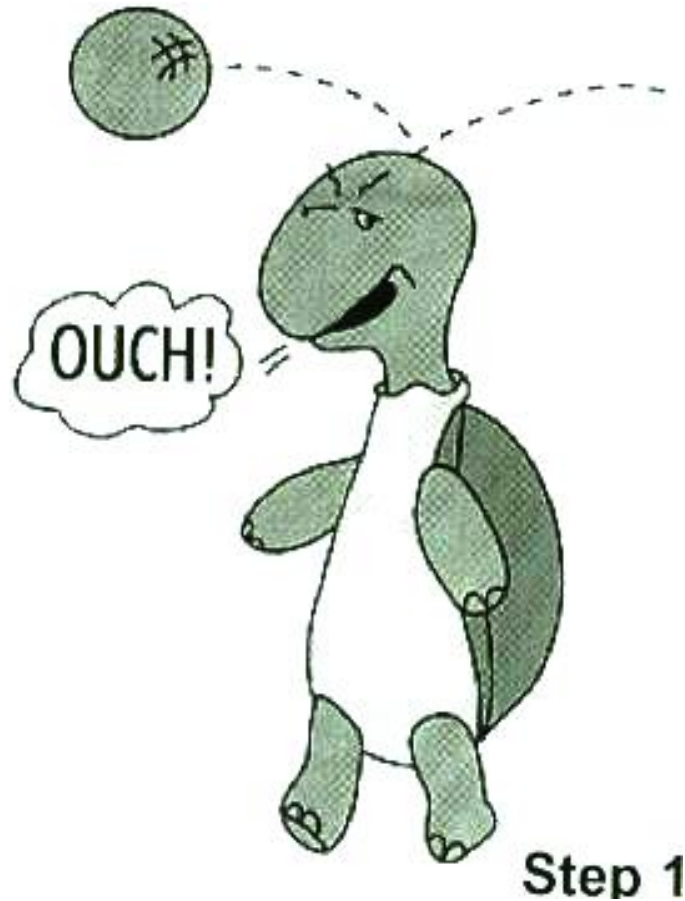
Puede controlarse de modo que ¡ya no pega, da pateadas ni grita!
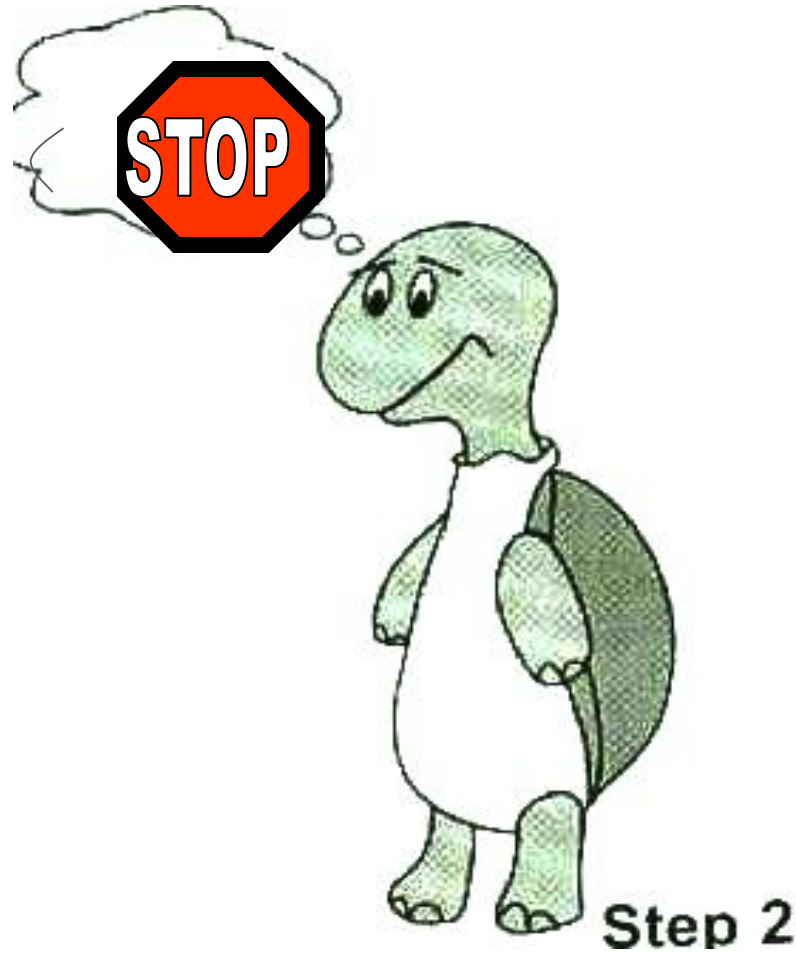
Se retira a su coraza y respira profundamente 3 veces para tranquilizarse.

Step 3

Teodora entonces puede idear una solución o una manera de mejorar las cosas.
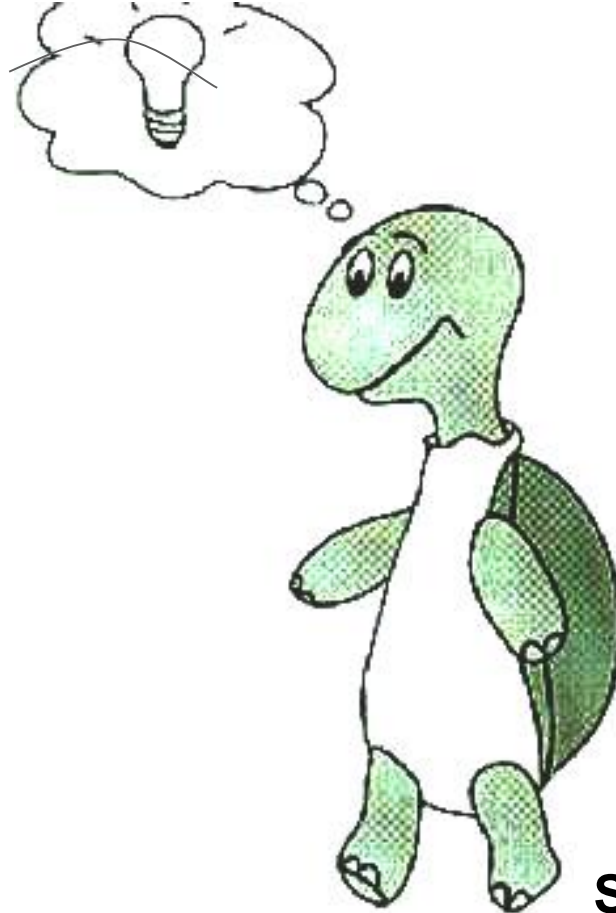
Step 4

Los amigos de Teodora están contentos cuando ella juega con cortesía y no los pega ni les da pateadas. También les gusta cuando Teodora usa palabras agradables o pide la ayuda de una maestra cuando está perturbada.
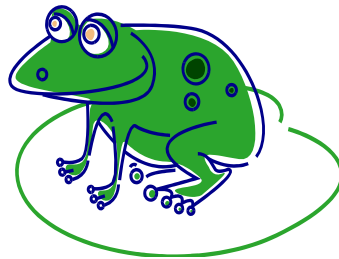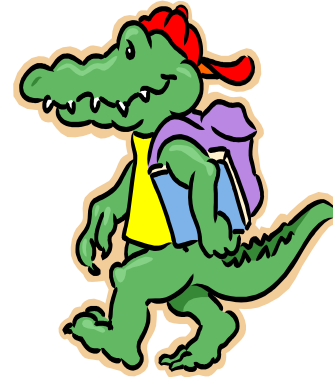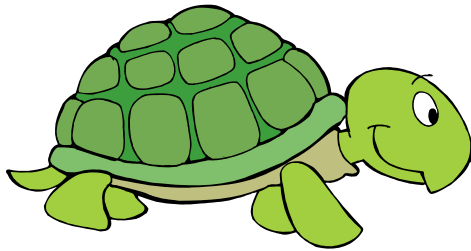
Fin
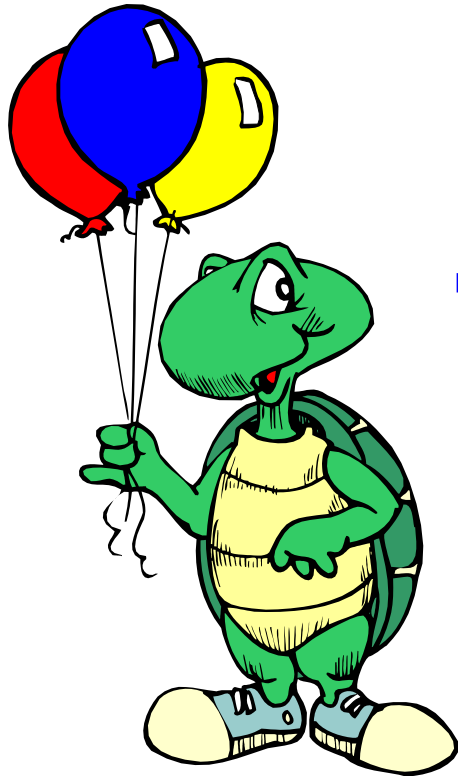
Tucker Turtle Takes Time to Tuck and Think

A scripted story to assist with teaching the "Turtle Technique"

By Rochelle Lentini, University of South Florida

Updated 2007

Center on the Social and Emotional Foundations for Early Learning

Tucker Turtle is a terrific turtle. He likes to play with his friends at Wet Lake School.
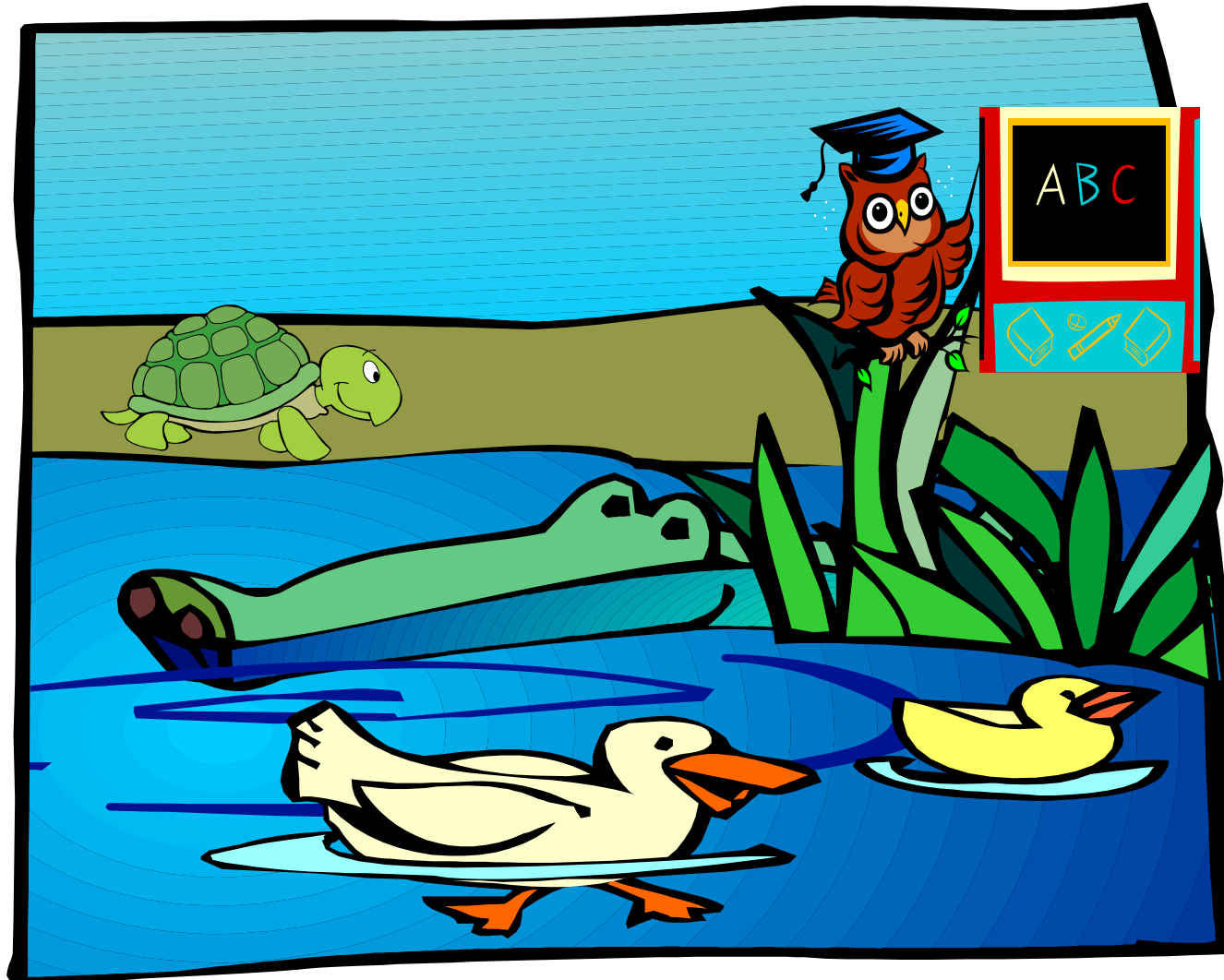
But sometimes things happen that can make Tucker really mad.

When Tucker got mad, he used to hit, kick, or yell at his friends. His friends would get mad or upset when he hit, kicked, or yelled at them.
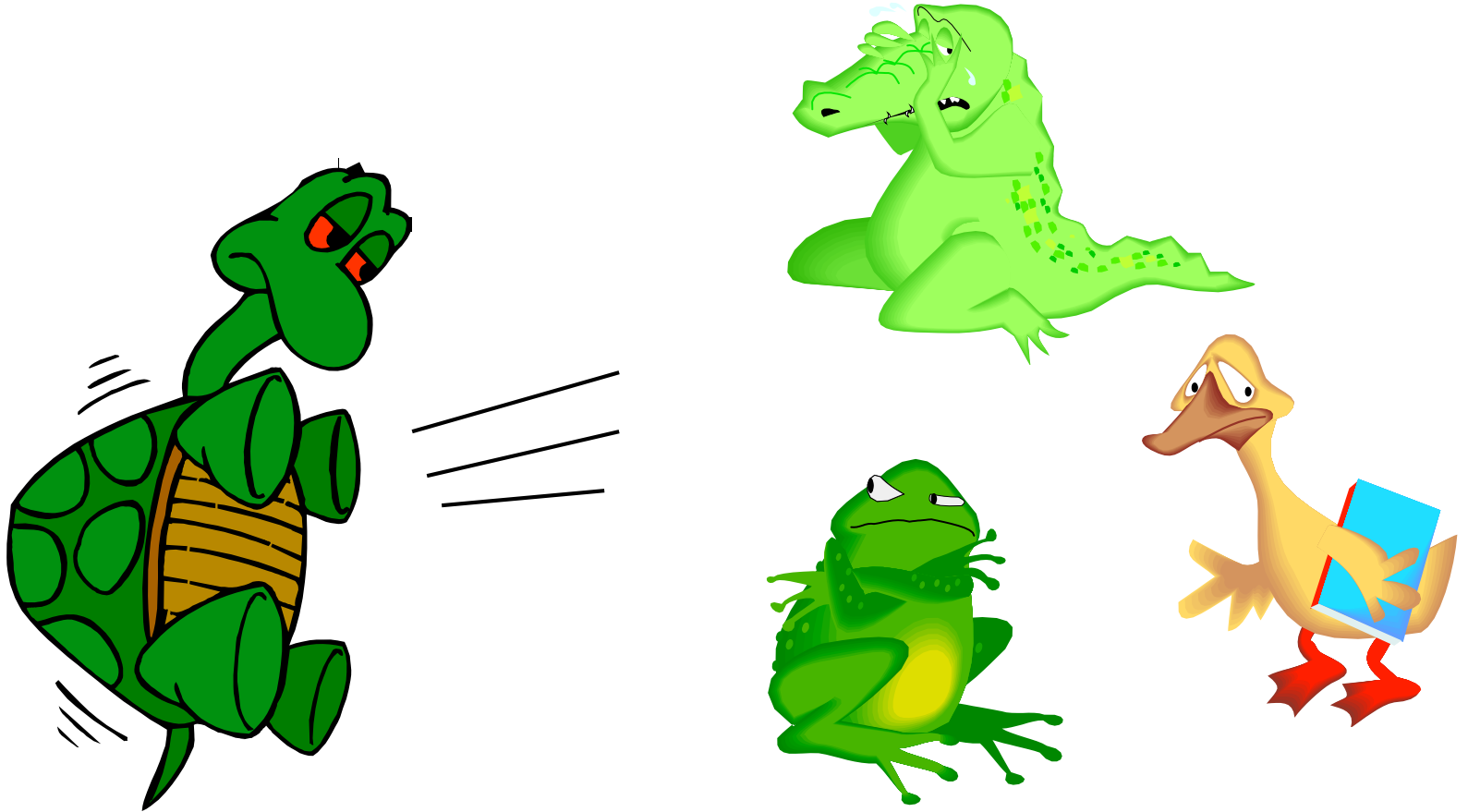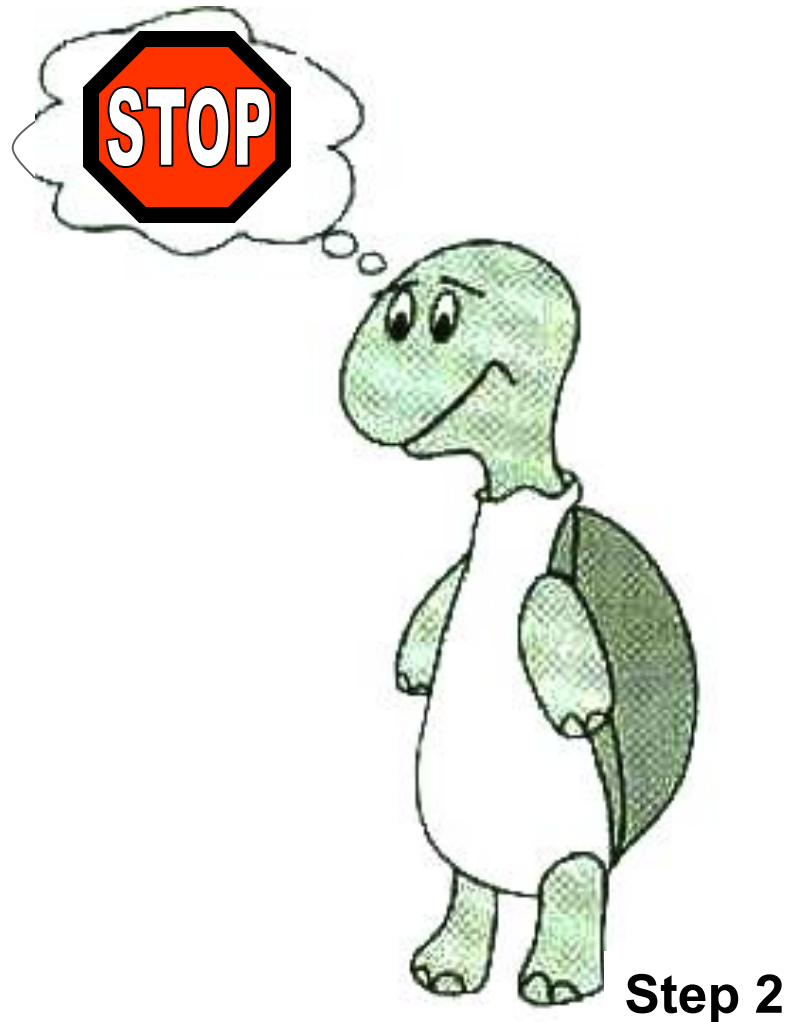
Tucker now knows a new way to "think like a turtle" when he gets mad.
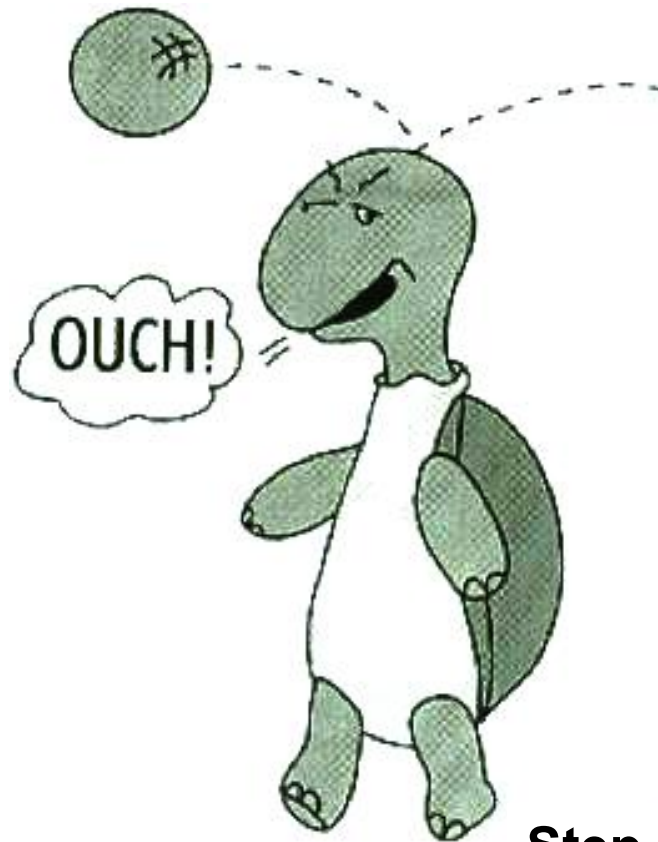
Step 1

He can **stop** and keep his hands, body, and yelling to himself!
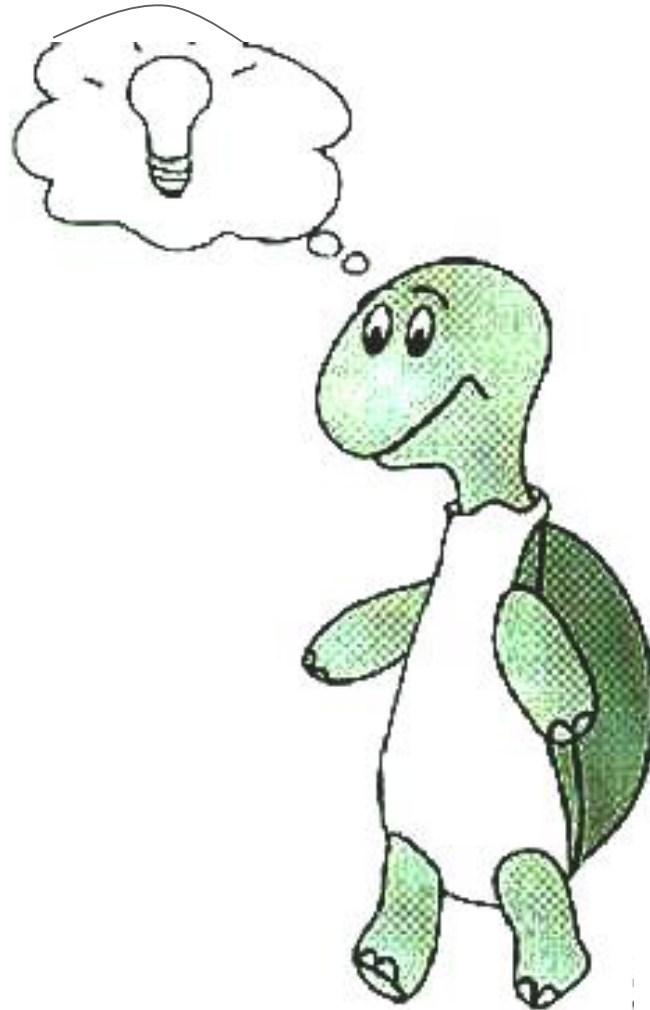

Step 2

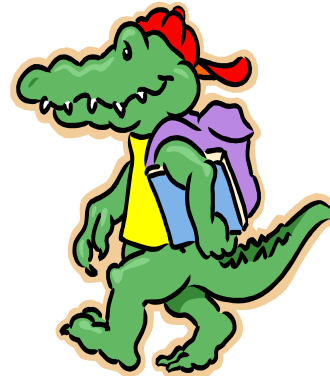He can **tuck** inside his shell and take **3 deep breaths to calm down**.
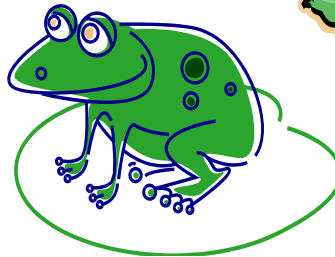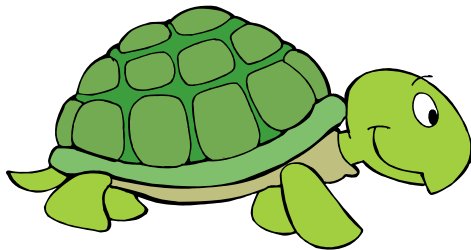

Step 3

Tucker can then **think of a solution** or a way to make it better.

Step 4

Tucker's friends are happy when he plays nicely and keeps his body to himself. Friends also like it when Tucker uses nice words or has a teacher help him when he is upset.
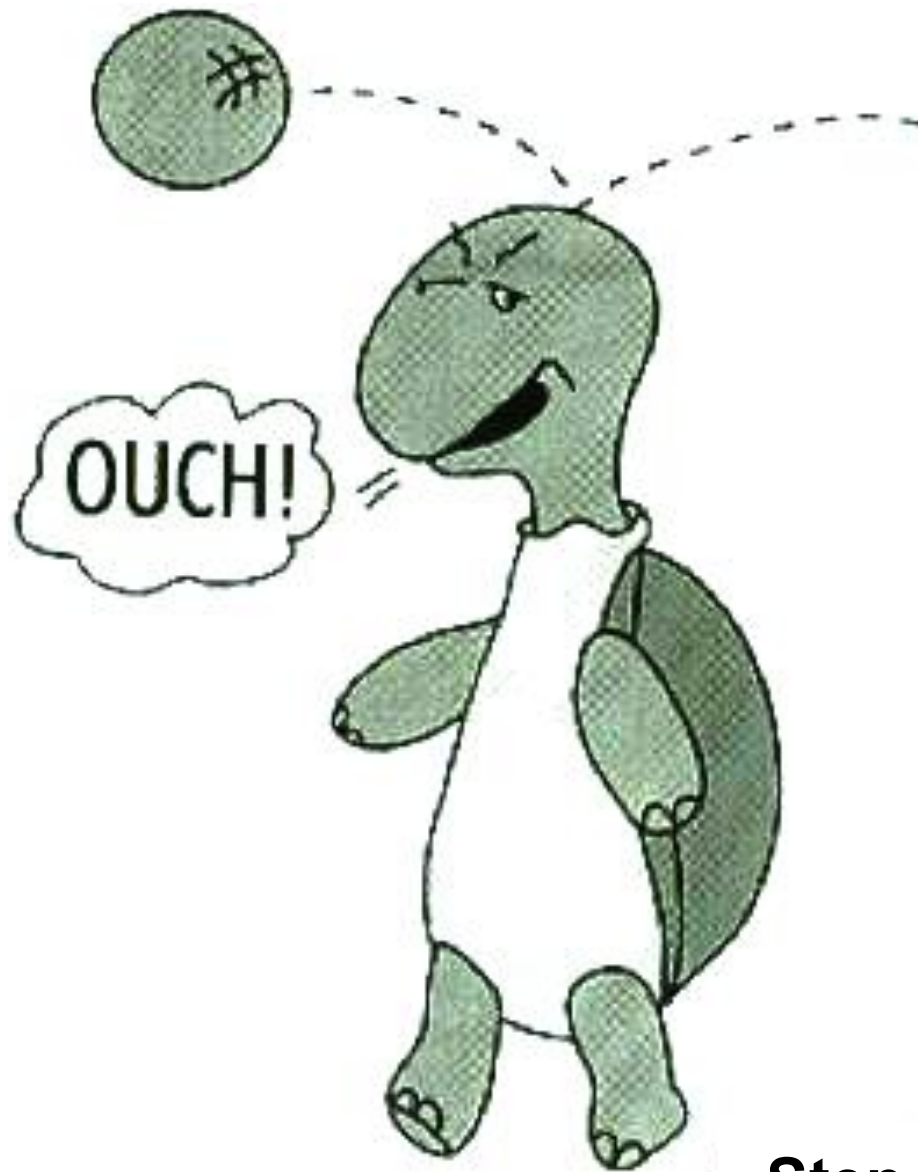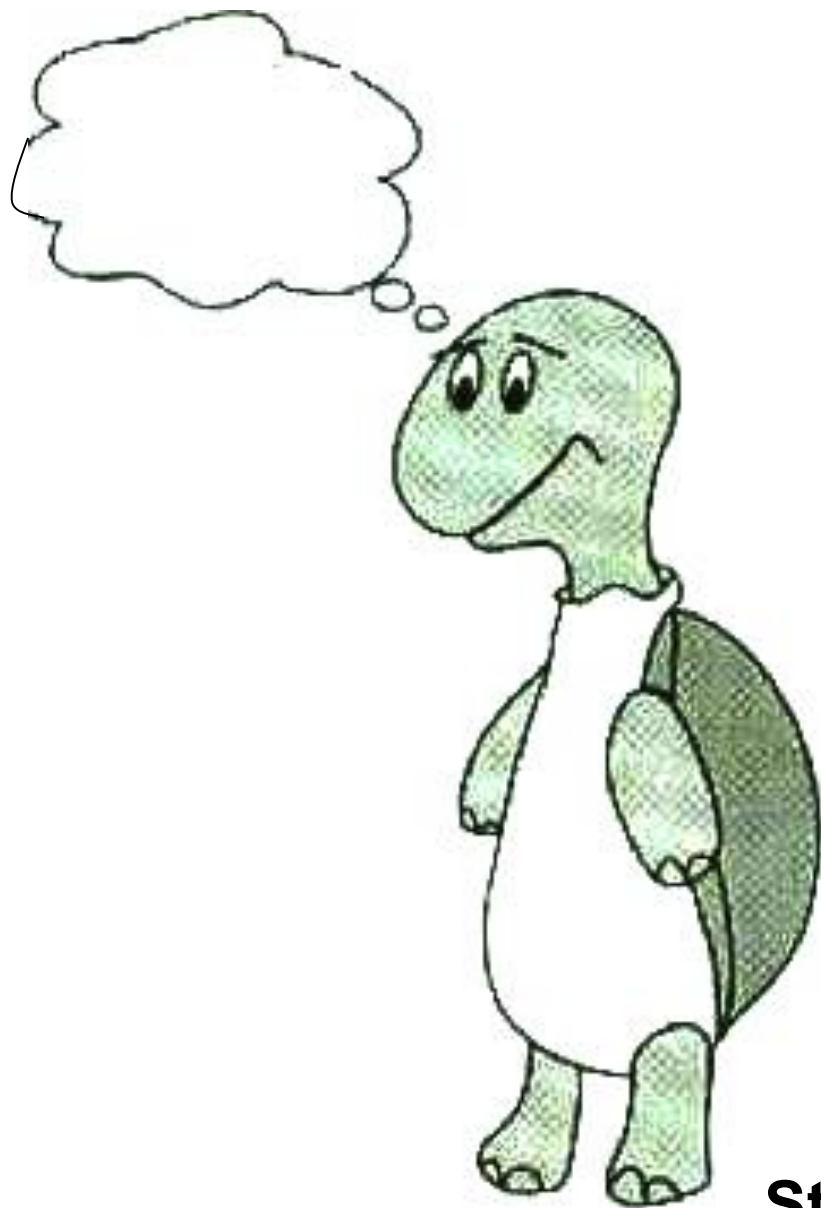
The End!

Teacher Tips on the Turtle Technique

- Model remaining calm
- Teach the child the steps of how to control feelings and calm down ("think like a turtle")
  - Step 1: Recognize your feeling(s)
  - Step 2: Think "stop"
  - Step 3: Tuck inside your "shell" and take 3 deep breaths
  - Step 4: Come out when calm and think of a "solution"
- Practice steps frequently (see cue cards on next 4 pages)
- Prepare for and help the child handle possible disappointment or change and "to think of a solution" (see list on last page)
- Recognize and comment when the child stays calm
- Involve families: teach the "Turtle Technique"

Webster-Stratton, C. (1991). The teachers and children videotape series: Dina dinosaur school. Seattle, WA: The Incredible Years.
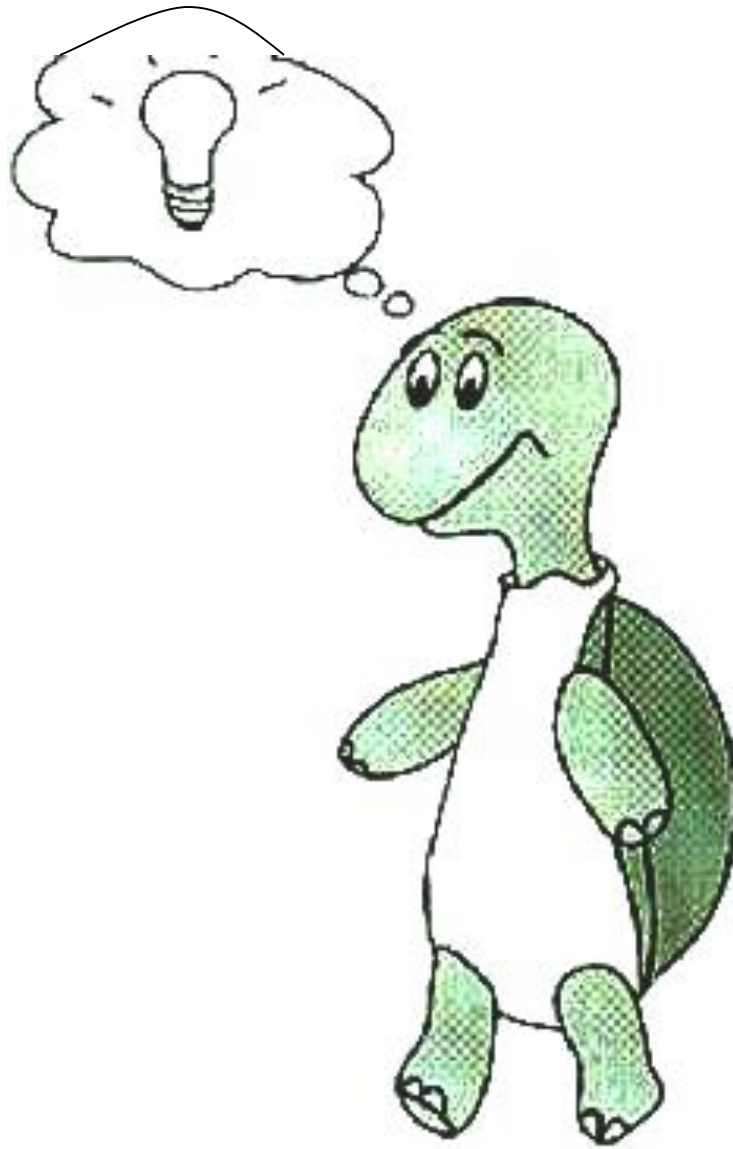
OUCH!

Step 1

Step 2

Step 3

Step 4
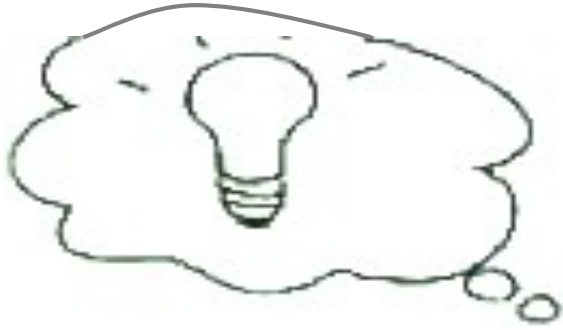
Help the Child Think of a Possible Solution:

- Get a teacher
- Ask nicely
- Ignore
- Play
- Say, "Please stop."
- Say, "Please."
- Share
- Trade a toy/item
- Wait and take turns
- Etc.

Scripted Story Tip

- Please note that you can use real photographs with the line drawings for children that need this level of support. For instance, next to the line drawings, you can glue or Velcro a photograph of the class using the 'turtle technique'. Snap a photo of the children showing how they stop, think, and take three deep breaths.

Needs Assessment 11: Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Observations/Evidence
Models appropriate expressions and labeling of their own emotions and self-regulation throughout the course of the day	3	2	1	
❑ Labels positive feelings				
❑ Labels negative feelings paired with actions to regulate				
Creates a planned approach for problem solving processes within the classroom	3	2	1	
❑ Individualizes the planned approach to the appropriate level of the child				
❑ Systematically teaches the problem solving steps: a What is my problem? b What are some solutions? c What would happen next? d Try out the solution.				
❑ "Problematizes" situations throughout the day to allow children opportunities to generate solutions				
❑ Takes time to support children through the problem solving process during heated moments				
❑ Comments on and reinforces children's problem solving efforts				
Promotes children's individualized emotional regulation that will enhance positive social interactions within the classroom	3	2	1	
❑ Helps children recognize cues of emotional escalation				
❑ Helps children identify appropriate choices				
❑ Helps children try solutions until the situation is appropriately resolved				
❑ Displays photographs of children working out situations				

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGESS	YES
The teaching practice I am working on is: *(copy this right off the Needs Assessment)*					
I will work on this teaching practice _____ *(time, day, part of routine)* *(Optional) I* **will work on this teaching practice with** _____ *(specific children)*					
I will: *(describe exactly what you will do if you are implementing this teaching practice)*					

Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			

Prepare to Collect Data					

How will you know when you have met your goal? *(Remember to focus on implementation of the teaching practice)*

What data will you collect about implementation of this teaching practice? *(Will you record how often you used the practice? What you did? How the children responded?)*

Checklist for Blended Module 3 ✍️

Lesson 1

Reflect

☐ Reflect on personal experiences and feelings when caring for a young child who is displaying persistent challenging behavior

Learn

☐ Watch all Lesson 1 videos
☐ Write down the names of two people who can be part of your support system for handling challenging behavior
☐ Read the Ideas for Self Nurturing handout
☐ Write down two things you can do to nurture yourself on a regular basis.
☐ Review the "Hot Buttons" lesson and review the strategies for regulating your emotions when behavior pushes your buttons
☐ Read and complete the Putting It All Together: Problem Solving Action Plan handout

Check and Do

☐ Complete the Knowledge Check
☐ Download and print the Action Plan form

Lesson 2

Reflect

☐ On the words that come to mind when you think of a child with challenging behavior on a difficult day
☐ On the feelings that come up when you read this list
☐ Reframe your thinking to find the strengths in this child/behavior

Learn

☐ Watch all Lesson 2 videos
☐ Complete the Acting Out and Withdrawing Behaviors handout

Check and Do

☐ Complete the Knowledge Check

Lesson 3

Reflect

☐ On your thinking about challenging behavior
☐ On your own emotional responses to challenging behavior

Learn

☐ Watch all Lesson 3 videos
☐ Consider factors that affect a child's behavior and factors that support appropriate social-emotional development
☐ Consider the possible reasons for a behavior
☐ Consider effectiveness of past intervention
☐ Complete the What is My Perspective handout
☐ Consider the perspective of a child in your care
☐ Consider the perspective of another adult

Lesson 3 continued

Pyramid Model Consortium **www.pyramidmodel.org**

Checklist for Blended Module 3 ✍

Check and Do
- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment 3a
- ☐ Make an action plan for implementing one of those practices

Lesson 4

Reflect
- ☐ On shifts in your thinking about challenging behavior
- ☐ On internalizing and externalizing behaviors you have noticed
- ☐ On your thinking about form and function of behavior
- ☐ On your emotional responses to challenging behavior

Learn
- ☐ Watch all Lesson 4 videos
- ☐ Fill out the Observation Documentation handout as you observe Katie and Muk
- ☐ Record two observations of Ryan
- ☐ Remember the importance of screening, referral, and intervention
- ☐ Consider your current data collection systems:
- ☐ Make a plan to engage in systematic, objective observation for a child in your care.

Check and Do
- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment 3b
- ☐ Make an action plan for implementing one of those practices

Lesson 5

Reflect
- ☐ On two things you can do this week to build a stronger relationship with a child who sometimes displays challenging behavior
- ☐ On one thing you can do this week to build a stronger relationship with another adult in that child's life

Learn
- ☐ Watch all Lesson 5 videos
- ☐ Learn about the process of developing a behavior support plan
- ☐ Read the handout "Talking With Families: Dos and Don'ts"
- ☐ Review the Functional Assessment Interview form
- ☐ Review the handout "Important Questions to Discuss with Family Members"
- ☐ Review the Home Observation card
- ☐ Practice making observations to collect data on behavior
- ☐ Practice forming a hypothesis about the function of behavior
- ☐ Plan to apply these skills with a child in your care

Checklist for Blended Module 3 ✍️

Lesson 5 continued

Check and Do
- [ ] Complete the Knowledge Check
- [ ] Complete Needs Assessment 3c
- [ ] Make an action plan for implementing one of those practices

Lesson 6

Reflect
- [ ] On your relationships with families and how those affect your ability to discuss concerning behavior
- [ ] Plan three ideas to use in the next to weeks to continue developing strong relationships with families

Learn
- [ ] Watch all Lesson 6 videos
- [ ] Determine your role in creating a program-wide system for addressing challenging behavior
- [ ] Complete Tim's behavior review form
- [ ] Decide which prevention strategies might help Tim
- [ ] Plan for collaborating with a team to develop a support plan for any children in your care who would benefit from this level of support

Check and Do
- [ ] Complete the Knowledge Check
- [ ] Complete Needs Assessment 3d
- [ ] Make an action plan for implementing one of those practices

Ideas for Nurturing Yourself

- Start a compliments file
- Cross something off your to-do list
- Go cloud-watching
- Take another route to work
- Pay complete attention to something you usually do on autopilot
- Goof around for a bit
- Create a deliberate habit so there is one more thing you don't have to think about
- Take one minute to be aware of your thoughts, feelings, sensations
- Take one minute to focus on your breathing
- Do one thing today just because it makes you happy.
- Do a mini-declutter
- Unplug for an hour
- Get out of your comfort zone
- Edit your social media feeds by taking out any negative people
- Take three deep breaths
- Get down and boogie
- Stretch out the kinks
- Run (or walk, depending on your current physical health) for a few minutes
- Pick two healthy breakfasts, lunches, and dinners and rotate for the week.
- Stroke your own arm, or if that feels too weird, moisturize.
- Drink an extra glass of water each day
- Pick something from your wardrobe that feels great next to your skin.
- Be still for two minutes
- Get fifteen minutes of sun (with sunscreen!)
- Inhale an upbeat smell
- Have a good laugh
- Take a quick nap when you get home from work
- Check in with your emotions
- Write out your thoughts.
- Stroke a pet
- Ask three good friends to tell you what they love about you.
- Make a small connection with a stranger
- Think about what you're good at, and find an opportunity for it today.
- Take a home spa—Have a long bath or shower, sit around in your bathrobe, and read magazines.
- Ask for help
- Plan a two-day staycation for next weekend

Based on a list by Ellen Bard

Putting it All Together: Problem-Solving Action Plan

What is the behavior?	Why might the child be doing this?	What can I do to prevent this behavior?	What new skills can we teach?
Marcus knocks over blocks when others are building with them	1) He likes to see the blocks fall (cause and effect)	1) Make sure the block area is out of the way of traffic paths 2) Help Marcus build his own tower to knock over	1) Recognizing emotions in others 2) Problem solving
	2) He wants to play with the blocks too	1) Help Marcus ask for some blocks 2) Ask the other children if they could build with Marcus	1) How to ask to join in play

Choose one scenario and fill in the columns. Try to think of at least two possible reasons for the behavior and two possible prevention strategies for each reason.

Karina wanders around the room during free play without engaging in any activity for any length of time.	1)	1) 2)	1) 2)
	2)	1) 2)	1) 2)
Mikey takes toys away from other children.	1)	1) 2)	1) 2)
	2)	1) 2)	1) 2)

Strategies for Responding to Infant and Toddlers' Challenging Behavior and Supporting Infant and Toddlers' Social Emotional Development

Social Emotional Development Goal

Help Child to:
>   Experience, regulate and express emotions
>   Form close and secure interpersonal relationships
>   Explore the environment and learn

All Strategies for Responding to Infant and Toddler Challenging Behavior Should Meet the Following Criteria:
>   Acknowledge distress
>   Offer comfort
>   Use words
>   Be attuned to (or in sync with) the child's individualized needs
>   Help the child achieve the understood intention
>   Be developmentally appropriate

Example Strategies:

Systematic strategies
- Observe to understand the meaning of the behavior
- Track and document frequency, duration, and intensity
- Chart time of day behavior occurs
- Use self reflection to appropriately respond to behavior
- Share reflections/access thoughts and opinions of others
- Attempt to understand and empathize with the child's experience
- Monitor progress of social emotional skill development and concerning behavior reduction

Strategies to soothe
- Shush (e.g. saying, "shhhhhhhhhh, shhhhhhhh"), white noise (e.g. running a vacuum cleaner, white noise machine, or hair dryer)
- Rock
- Hold, carry, use slings or carriers to keep child close to one's body
- Hold baby on side or stomach
- Outside time, fresh air
- Sing
- Encourage sucking (pacifier, fingers)
- Swaddle
- Encourage transitional objects of comfort (e.g. blankets, dolls, stuffed toy, etc.)
- Stay calm
- Stay physically close

Modify Environment and Interactions
- Reduce and/or minimize number of caregivers
- Make adjustments based on child's temperament (e.g. offer more time for a slow-to-warm up child; offer more physical activity for a active child)
- Make appropriate environmental changes (e.g. reduce stimulation, increase stimulation
- Shadow child (e.g. for a limited time provide as much one-on-one attention and monitoring as possible)
- Provide extra time and attention including touch

Provide increased predictability and consistency
- Stick to consistent routines (e.g. diaper the same way in the same place using the same language; read books before nap;)
- Use consistent simple words (e.g. "Food?; You want food?"; "Look with your eyes")
- Develop a plan of action/responses and stick to plan
- Set limited clear consistent limits (e.g. "No biting"; "gentle touch")

Model, coach, teach appropriate behavior (e.g. "This is a gentle touch"; "Feel the gentle touch")
- Teach sign language or gesture for common words
- Validate child's feelings and/or experience (use exaggerated facial expression, tone of voice and gestures to mirror the child's emotion) (
- Phrase demands in the affirmative ("Bottom on the chair"; "Feet on the floor")
- Notice when child is engaging in desired behavior ("You gave Sam a turn with that toy")
- Recognize positive behavior ("That's nice touching"; "You're so calm now." "You pointed to the toy")
- Label child's and others' emotional experience ("You look sad."; "Tyrus looks so angry")
- Use books to illustrate emotions and social skills (e.g. Hands are Not for Hitting; Teeth Are Not for Biting; etc.)

Use distraction ("Let's play with this toy instead")
- Offer substitute behavior ("you can bite this apple" "you can bite this teething ring";)

Young Infants: Birth to 9 months

	Acting Out Behaviors	Withdrawing Behaviors
Difficulty Experiencing Emotions Mom has left two month old baby Jenna in care for the first time. It's been a rough week so far and she really misses being close to mom all day.		
What might be going on for this baby?		
Difficulty Expressing Emotions Seven month old Isaiah sits with toys in front of him. For a good 15 minutes he is really happy and playing, talking and making noises. Isaiah is great at playing by himself for quite some time, but eventually he gets bored and a little bit lonely.		
What might be going on for this baby?		
Difficulty Regulating Emotions Five month old Kayla was born at 29 weeks. Right now it is time for a diaper. Her caregiver reports most infants are usually calm yet responsive during this predictable routine – but it seems to disorient Kayla.		
What might be going on for this baby?		

Young Infants: Birth to 9 months

	Acting Out Behaviors	Withdrawing Behaviors
Difficulty Forming Close and Secure Relationships Nine month old Aliyah came to child care six months ago and has very, very slowly come to have a relationship with one caregiver. She will not make eye contact with anyone else and she insists on being held all of the time.		
What might be going on for this baby?		
Difficulty Exploring and Learning Four month old Jackson absolutely will not tolerate lying on his stomach during "tummy time" (placing a baby on his stomach to provide the baby opportunity to strengthen is neck muscles). He does not like to be on his back much either. He would prefer to be held all of the time.		
What might be going on for this baby?		

Mobile Infants: 8 to 18 months		
Difficulty Experiencing Emotions Fifteen month old Jasmine sees her teacher set up the water table, her favorite activity.	Acting Out Behaviors	Withdrawing Behaviors
What might be going on for this baby?		
Difficulty Expressing Emotions Ten month old Josiah's oldest sister dropped him off this morning. Usually mom is the one who brings him. She generally stays to chat with the teachers and read him a book but today his sister hands him off and leaves, in a hurry to get to her job. He frequently has a hard time with separation, so mom and the caregivers try to schedule the morning routine with predictable activities every day. While this helpful, on the days when the routine is disrupted Josiah (and everyone else) suffers.		
What might be going on for this baby?		

Mobile Infants: 8 to 18 months		
Difficulty Regulating Emotions Sixteen month old David cannot seem to adjust to his new classroom. He has gone from being the oldest in a calm, quiet classroom of babies to being the youngest in a room full of rambunctious toddlers.	Acting Out Behaviors	Withdrawing Behaviors
What might be going on for this baby?		
Difficulty Forming Close and Secure Relationships Fifteen month old Arabelle has a significant reaction to anyone who comes into her classroom.		
What might be going on for this baby?		
Difficulty Exploring and Learning Eighteen month old Cameron has low muscle tone. She cannot sit up without support and tires		
What might be going on for this baby?		

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGESS	YES
The teaching practice I am working on is: *(copy this right off the Needs Assessment)*					
I will work on this teaching practice _____ *(time, day, part of routine)* *(Optional) I* **will work on this teaching practice with** _____ *(specific children)*					
I will: *(describe exactly what you will do if you are implementing this teaching practice)*					

Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			

Prepare to Collect Data					

How will you know when you have met your goal? *(Remember to focus on implementation of the teaching practice)*

What data will you collect about implementation of this teaching practice? *(Will you record how often you used the practice? What you did? How the children responded?)*

What is My Perspective

I am Michael. What is my perspective? I felt:

I am the child playing with Micheal _____. What is my perspective? I felt…..

I am caregiver_____What is my perspective? I felt……

Needs Assessment 3A: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Develops individualized approaches to support children in distress	3	2	1	NA	
❑ Understands the relationship between infants' and toddlers' social emotional development and challenging behaviors					
❑ Is present and offers calm words of support during a toddler "tantrum." If the child is in danger of hurting self or others, gently holds child and provides explanation					
❑ Develops individualized approaches for children who have difficulty with routines and transitions					
❑ Engages in reflection with peers, supervisor, consultants and/or coach for a child exhibiting difficulty with certain routines or transitions					
❑ Adjusts responses to child's behavior based on effectiveness					
❑ Response to behavior is matched to the cause, purpose, or meaning of the behavior rather than a one –size-fits all approach					
❑ Works with families to share and explore techniques to try both at home and in the program					
❑ Shares program strategies for prompting and reinforcing positive behaviors and social practices with parents					
❑ Works together with a team to problem solve around issues related to challenging behaviors					

Action Plan

Goal (based on a selected teaching practice)		NO	IN PROGESS	YES
The teaching practice I am working on is: *(copy this right off the Needs Assessment)*				
I will work on this teaching practice _____ *(time, day, part of routine)* *(Optional) I* **will work on this teaching practice with** _____ *(specific children)*				
I will: *(describe exactly what you will do if you are implementing this teaching practice)*				

Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			

Prepare to Collect Data			

How will you know when you have met your goal? *(Remember to focus on implementation of the teaching practice)*

What data will you collect about implementation of this teaching practice? *(Will you record how often you used the practice? What you did? How the children responded?)*

Infant-Toddler Observation Documentation

Date of Observation _____ Day _____ Time _____ Child's Initials _____

Child's Name _____ Child's DOB _____ Age _____

Observer's Name _____ Observer's Role _____

Location of Observation _____

Adult or other children in the observation by order of appearance (note initials):

1 _____　2 _____　3 _____　4 _____

Describe the behavior you observe? (e.g. child turns away from caregiver)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Needs Assessment 3B: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Team uses information and careful observation to determine the meaning of behavior	3	2	1	NA	
❑ Invites family to participate in behavior support process from the beginning					
❑ Accommodates family schedule for meetings					
❑ Engages in objective observation					
❑ Systematically collects data about child behavior					
❑ Completes comprehensive interviews with families and others who care for child					
❑ Reviews all documentation related to the child (i.e. child's medical records, anecdotal notes, observations, assessments, screening, parent/family information, etc.)					

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGESS	YES
The teaching practice I am working on is: *(copy this right off the Needs Assessment)*					
I will work on this teaching practice _____ *(time, day, part of routine)* *(Optional)* **I will work on this teaching practice with** _____ *(specific children)*					
I will: *(describe exactly what you will do if you are implementing this teaching practice)*					

Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			

Prepare to Collect Data					

How will you know when you have met your goal? *(Remember to focus on implementation of the teaching practice)*

What data will you collect about implementation of this teaching practice? *(Will you record how often you used the practice? What you did? How the children responded?)*

Adapted from: O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). *Functional Assessment and Program Development for Problem Behavior.* Pacific Grove, CA: Brooks/Cole Publishing.

FUNCTIONAL ASSESSMENT INTERVIEW FORM—YOUNG CHILD

Child with Challenging Behavior(s): _____

Date of Interview: _____

Age:_____Yrs _____ Mos

Sex: M   F

Interviewer:_____ Respondent(s): _____

A. DESCRIBE THE BEHAVIOR(S)

1. What are the behaviors of concern? For each, define how it is performed, how often it occurs per day, week, or month, how long it lasts when it occurs, and the intensity in which it occurs (low, medium, high).

	Behavior	How is it performed?	How often?	How long?	Intensity?
1.					
2.					
3.					
4.					
5.					

2. Which of the behaviors described above occur together (e.g., occur at the same time; occur in a predictable "chain"; occur in response to the same situation)?

B. IDENTIFY EVENTS THAT MAY AFFECT THE BEHAVIOR(S)

1. What *medications* does the child take, and how do you believe these may affect his/her behavior?

2. What *medical complication* (if any) does the child experience that may affect his/her behavior (e.g., asthma, allergies, rashes, sinus infections, seizures)?

3. Describe the *sleep cycles* of the child and the extent to which these cycles may affect his/her behavior.

4. Describe the *eating routines and diet* of the child and the extent to which these routines may affect his/her behavior.

5. Briefly list the child's typical daily schedule of activities and how well he/she does within each activity.

DAILY ACTIVITIES

Time	Activity	Child's Reaction

6 Describe the extent to which you believe activities that occur during the day are predictable for your child. To what extent does the child know what he/she will be doing and what will occur during the day (e.g., when to get up, when to eat breakfast, when to play outside)? How does your child know this?

7. What choices does the child get to make each day (e.g., food, toys, activities)?

C. DEFINE EVENTS AND SITUATIONS THAT MAY TRIGGER BEHAVIOR(S)

1. **Time of Day:** *When* are the behaviors most and least likely to happen?

    Most likely:

    Least likely:

2. **Settings:** *Where* are the behaviors most and least likely to happen?

    Most likely:

    Least likely:

3. **Social Control:** *With whom* are the behaviors most and least likely to happen?

    Most likely:

    Least likely:

4. **Activity:** *What* activities are most and least likely to produce the behaviors?

    Most likely:

    Least likely:

5. Are there particular situations, events, etc., that are not listed above that "set off" the behaviors that cause concern (particular demands, interruptions, transitions, delays, being ignored, etc.)?

6. What one thing could you do that would most likely make the challenging behavior occur?

7. What one thing could you do to make sure the challenging behavior did not occur?

D. DESCRIBE THE CHILD'S PLAY ABILITIES AND DIFFICULTIES

1. Describe how your child plays (With what? How often?).

2. Does your child have challenging behavior when playing? Describe.

3. Does your child play alone? What does he/she do?

4. Does your child play with adults? What toys or games?

5. Does your child play with other children his/her age? What toys or games?

6. How does your child react if you join in a play activity with him/her?

7. How does your child react if you stop playing with him/her?

8. How does your child react if you ask him/her to stop playing with a toy and switch to a different toy?

E. IDENTIFY THE "FUNCTION" OF THE CHALLENGING BEHAVIOR(S)

1. Think of each of the behaviors listed in Section A, and define the function(s) you believe the behavior serves for the child (i.e., what does he/she get and/or avoid by doing the behavior?)

Behavior	What does he/she get? Or what exactly does he/she avoid?
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

2. Describe the child's most typical response to the following situations:

a. Are the above behavior(s) more likely, less likely, or unaffected if you present him/her with a difficult task?

b. Are the above behavior(s) more likely, less likely, or unaffected if you interrupt a desired event (eating ice cream, watching a video)?

c. Are the above behavior(s) more likely, less likely, or unaffected if you deliver a "stern" request/command/reprimand?

d. Are the above behavior(s) more likely, less likely, or unaffected if you are present but do not interact with (ignore) the child for 15 minutes?

e. Are the above behavior(s) more likely, less likely, or unaffected by changes in routine?

f. Are the above behavior(s) more likely, less likely, or unaffected if something the child wants is present but he/she can't get it (i.e., a desired toy that is visible but out of reach)?

g. Are the above behavior(s) more likely, less likely, or unaffected if he/she is alone (no one else is present)?

F. HOW WELL DOES THE BEHAVIOR WORK?

1. What amount of physical effort is involved in the behaviors (e.g., prolonged intense tantrums vs. simple verbal outbursts, etc.)?

2. Does engaging in the behaviors result in a "payoff" (getting attention, avoiding work) every time? Almost every time? Once in a while?

3. How much of a delay is there between the time the child engages in the behavior and gets the "payoff"? Is it immediate, a few seconds, longer?

G. HOW DOES THE CHILD COMMUNICATE?

1. What are the general expressive communication strategies used by or available to the child (e.g., vocal speech, signs/gestures, communication books/boards, electronic devices, etc.)? How consistently are the strategies used?

2. If your child is trying to tell you something or show you something and you don't understand, what will your child do? (repeat the action or vocalization? modify the action or vocalization?)

3. Tell me how your child expresses the following:

MEANS

FUNCTIONS	GRAB & REACH	GIVE	POINT	LEAD	GAZE SHIFT	MOVE TO YOU	MOVE AWAY FROM YOU	HEAD NOD/HEAD SHAKE	FACIAL EXPRESSION	VOCALIZE	IMMEDIATE ECHO	DELAYED ECHO	CREATIVE SINGLE WORD	CREATIVE MULTI WORD	SIMPLE SIGNS	COMPLEX SIGNS	SELF-INJURY	AGGRESSION	TANTRUM	CRY OR WHINE	OTHER	NONE
Requests an Object																						
Requests an Action																						
Protests or Escapes																						
Requests Help																						
Requests a Social Routine																						
Requests Comfort																						
Indicates Illness																						
Shows You Something																						

4. With regard to receptive communication ability:

   a. Does the child follow verbal requests or instructions? If so, approximately how many? (List, if only a few).

   b. Is the child able to imitate someone demonstrating how to do a task or play with a toy?

   c. Does the child respond to sign language or gestures? If so, approximately how many? (List, if only a few.)

   d. How does the child tell you "yes" or "no" (if asked whether he/she wants to do something, go somewhere, etc.)?

H. EXPLAIN CHILD'S PREFERENCES AND PREVIOUS BEHAVIOR INTERVENTIONS

1. Describe the things that your child really enjoys. For example, what makes him/her happy? What might someone do or provide that makes your child happy?

2. What kinds of things have you or your child's care providers done to try and change the challenging behaviors?

I. DEVELOP SUMMARY STATEMENTS FOR EACH MAJOR TRIGGER AND/OR CONSEQUENCE

Distant Setting Event	Immediate Antecedent (Trigger)	Problem Behavior	Maintaining Consequences	Function

Adapted from: O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). *Functional Assessment and Program Development for Problem Behavior.* Pacific Grove, CA: Brooks/Cole Publishing.

FUNCTIONAL ASSESSMENT INTERVIEW FORM—YOUNG CHILD

Child with Challenging Behavior(s): _____ *Tim* _____

Date of Interview: _____ *1/24* _____

Age: ___ *3* ___ Yrs _____ *6* __ Mos

Sex: M*   F

Interviewer: *Lisa* _____ Respondent(s): *Teacher, Assistant, & Mother*

A. DESCRIBE THE BEHAVIOR(S)

1. What are the behaviors of concern? For each, define how it is performed, how often it occurs per day, week, or month, how long it lasts when it occurs, and the intensity in which it occurs (low, medium, high).

	Behavior	How is it performed?	How often?	How long?	Intensity?
1.	*Verbal aggression*	*Threatens ("I'm gonna kill you" while pointing a finger gun "Get away", growls...)*	*2-5 x/day*	*5 sec.-1min.*	*Low-high*
2.	*Physical aggression*	*Hits, pushes, kicks, punches, rams w/toy*	*2-3 x/wk*	*5 sec.- 30 sec.*	*High*
3.	*Property destruction*	*Throwing or banging toys*	*2-5 x/wk*	*5 sec.- 30 sec.*	*High*
4.					

2. Which of the behaviors described above occur together (e.g., occur at the same time; occur in a predictable "chain"; occur in response to the same situation)?

   Seems unpredictable at this point. At times he will verbally aggress, then do either physical aggression or property destruction, or they happen independent of each other. Other times he will begin with either property destruction and/or physical aggression and intersperse verbal aggression.

B. IDENTIFY EVENTS THAT MAY AFFECT THE BEHAVIOR(S)

1. What *medications* does the child take, and how do you believe these may affect his/her behavior?

   None

2. What *medical complication* (if any) does the child experience that may affect his/her behavior (e.g., asthma, allergies, rashes, sinus infections, seizures)?

   None

---

3. Describe the *sleep cycles* of the child and the extent to which these cycles may affect his/her behavior.

> His mother reports that now that he is in school a routine is better established and will sleep through the night. Although she also reports that getting him to "go to bed" is very difficult and that he falls asleep on the couch around 9:00 or 9:30 and is carried to his crib. Then, he sleeps very restlessly and is all over the bed. (Did not sleep through the night until he was 2.5 years.)

4. Describe the *eating routines and diet* of the child and the extent to which these routines may affect his/her behavior.

> Eats independently at school for snack. At home, his mother reports that "he is very explicit with getting food cut up," and that "he sees food as a temporary interruption of play and only eats to live." He sits in a high chair while she feeds him. Won't sit in restaurants to eat.

5. Briefly list the child's typical daily schedule of activities and how well he/she does within each activity.

Time	Activity	Child's Reaction
8:00 AM	Wakes, gets dressed, eats breakfast	Better the last 2 wks - month, in the past, has physically resisted dressing and eating.
8:30 AM	To school	Does nicely
8:45 AM	Arrives to school	Greets by shooting with his finger gun, sometimes cries for hug
Until 9:30 AM	Playground	Verbal and physical aggression, property destruction
9: 30 AM	Story Time	Sits and attends nicely
9: 45 AM	Small Group	Sits and attends nicely
10:00 AM	Wiggle Time	Follows directions and enjoys movement and dancing
10:15 AM	Plan/Centers	Plans nicely, once in centers: verbal & physical aggression, property destruction
10:30 AM	Centers/Snack (cont.)	Eats snack and plays computer nicely, other center areas, especially blocks, he will use verbal and physical aggression, property destruction
11:30 AM	Circle	Sits and attends nicely
11:45 AM	Playground	Verbal and physical aggression, property destruction
12:30 PM	Lunch	Eats nicely
1:00 PM	Nap	Lays on a cot nicely with book
2:15 PM	Snack	Eats nicely
2:35 PM	Good-bye circle	Sits, attends
3:00 PM	Mother picks up	Goes nicely
3:30 PM	Then, the schedule is not consistent. (Sometimes out shopping or home, goes to mall or Target or home to play or sometimes the park.)	Likes to stay busy
	Drives home	Goes nicely
5:30 PM	Arrives at home, plays on floor	Enjoys
6:00 PM	Cont. playing	Does O.K.
6:30 PM	Dad home/Dinner	Picky, resistant, in high chair
7:00 PM	Play	Chooses activities, sometimes rough with toys
9:00 PM	Bath	Difficult to get out, gets physically aggressive

6 Describe the extent to which you believe activities that occur during the day are predictable for your child. To what extent does the child know what he/she will be doing and what will occur during the day (e.g., when to get up, when to eat breakfast, when to play outside)? How does your child know this?

Both family and school feel that his schedule is predictable because they follow the same schedule every day.

7. What choices does the child get to make each day (e.g., food, toys, activities)?

At school child chooses activities outside and during centers, snack, play partners. At home food, afternoon activities, and chooses to behave.

C. DEFINE EVENTS AND SITUATIONS THAT MAY TRIGGER BEHAVIOR(S)

1. **Time of Day:** *When* are the behaviors most and least likely to happen?

Most likely: *- Centers, playground, and between 8:45-9:30 at night during bedtime, and when he is waiting for food at restaurants*

Least likely: *- In the morning at home and during circle, story, small group, structured activities*

2. **Settings:** *Where* are the behaviors most and least likely to happen?

Most likely: *- Playground with train or bikes or a new toy and in centers in blocks, and in the housekeeping center*

Least likely: *- Story time, wiggle time, planning, small group, and out in public (but occasionally will "get out of control") and with snacks (His mother reports that she will "feed him fun snacks to get him to behave.")*

3. **Social Control:** *With whom* are the behaviors most and least likely to happen?

Most likely: *- With teacher or with someone who does not know him (substitute teacher) and Mom*

Least likely: *- With team teacher next door.*

4. **Activity:** *What* activities are most and least likely to produce the behaviors?

Most likely: *- With a highly preferred item or activity or a novel activity, blocks/cars/magnetic people, with family, during outings (with new and different places, especially restaurants), and with change in routine.*

Least likely: *- Quiet time, story time, at home—when he is playing alone and doing what he wants.*

5. Are there particular situations, events, etc., that are not listed above that "set off" the behaviors that cause concern (particular demands, interruptions, transitions, delays, being ignored, etc.)?

(Note: still in diapers, will indicate when soiled and needing to be changed. Often after bowel movement, seems agitated.)

6. What one thing could you do that would most likely make the challenging behavior occur?

Take a preferred toy away or remove him from computer. Mother reports that he will become angry and aggressive if she changes her response to him or ignores him. She says, "He likes to have total control over his mother."

7. What one thing could you do to make sure the challenging behavior did not occur?

Do not set limits. Let him have whatever he wants. Sit and give him one-on-one attention and talk to him. Mother reports - if you let him do whatever he wants, play by his rules, do what he says, and do not change anything.

D. DESCRIBE THE CHILD'S PLAY ABILITIES AND DIFFICULTIES

1. Describe how your child plays (With what? How often?).

   Solitary play in dress-up and sometimes at computer. Parallel play at blocks, water table, and science area. At home, plays alone with trucks, planes, trains, puzzles, books, and computer.

2. Does your child have challenging behavior when playing? Describe.

   Computer and dress-up, usually plays nicely, but during outside play and blocks (cars, trucks, magnetic bendable people, legos, blocks, bright builders...) he will get aggressive if he sees something he wants, if he wants to join other's play, if a child takes his toy or a piece of his toy, or he perceives a child is going to take his toy. When playing with neighborhood friends, the same occurs.

3. Does your child play alone? What does he/she do?

   Yes, he prefers it.

4. Does your child play with adults? What toys or games?

   Yes, school reports that he craves one-on-one adult attention. At home he wants to play with mom with everything. With dad, he will play rough and he is tolerant of the roughness.

5. Does your child play with other children his/her age? What toys or games?

   Yes, one boy in particular at school and the boy will give in to Tim and try to "fix" situations when he becomes aggressive with others by telling the kids to give him the toy or by giving Tim a duplicate toy. Occasionally, he will play with neighborhood friends (one boy and one girl his age), but he needs to be closely monitored because they will be aggressive with one another. Plays with trucks, cars, trains, and planes.

6. How does your child react if you join in a play activity with him/her?

   He's fine at both school and home as long as you do not change or alter what he is doing.

7. How does your child react if you stop playing with him/her?

   He's fine at both school and home.

8. How does your child react if you ask him/her to stop playing with a toy and switch to a different toy?

   At school he does not like it. He would want to negotiate more time, give reasons why, and tell you he is not finished. At home he does not transition well; says "no" or "just a minute."

E.   IDENTIFY THE "FUNCTION" OF THE CHALLENGING BEHAVIOR(S)

1.   Think of each of the behaviors listed in Section A, and define the function(s) you believe the behavior serves for the child (i.e., what does he/she get and/or avoid by doing the behavior?)

Behavior	What does he/she get? Or What exactly does he/she avoid?
1. *Verbal aggression*	*Children react and then leave him alone and/or adult attention*
2. *Physical aggression*	*Gets a toy or activity or avoids group play or avoids transitions*
3. *Property destruction*	*Gets a toy or activity, children run away or back off*
4.	
5.	
6.	
7.	
8.	
9.	
10.	

2.   Describe the child's most typical response to the following situations:

a.   Are the above behavior(s) more likely, less likely, or unaffected if you present him/her with a difficult task?

More likely

b.   Are the above behavior(s) more likely, less likely, or unaffected if you interrupt a desired event (eating ice cream, watching a video)?

More likely

c.   Are the above behavior(s) more likely, less likely, or unaffected if you deliver a "stern" request/command/reprimand?

More likely at home, less likely with stern short command at school.

d.   Are the above behavior(s) more likely, less likely, or unaffected if you are present but do not interact with (ignore) the child for 15 minutes?

More likely

e.   Are the above behavior(s) more likely, less likely, or unaffected by changes in routine?

More likely

f.   Are the above behavior(s) more likely, less likely, or unaffected if something the child wants is present but he/she can't get it (i.e., a desired toy that is visible but out of reach)?

More likely

g.   Are the above behavior(s) more likely, less likely, or unaffected if he/she is alone (no one else is present)?

Less likely

F. HOW WELL DOES THE BEHAVIOR WORK?

1. What amount of physical effort is involved in the behaviors (e.g., prolonged intense tantrums vs. simple verbal outbursts, etc.)?

    If "verbal negotiation" is not successful, he will be physically aggressive, and then it takes much physical effort to hold him. At home, they give him what he wants to avoid physical effort although he will kick, hit, and throw toys at adults. If escalated, it can last up to 15 minutes.

2. Does engaging in the behaviors result in a "payoff" (getting attention, avoiding work) every time? Almost every time? Once in a while?

    Almost every time

3. How much of a delay is there between the time the child engages in the behavior and gets the "payoff"? Is it immediate, a few seconds, longer?

    A few seconds, if he does something like crashes a tower or steps on a finger, then the children react and an adult moves in.

G. HOW DOES THE CHILD COMMUNICATE?

1. What are the general expressive communication strategies used by or available to the child? (e.g., vocal speech, signs/gestures, communication books/boards, electronic devices, etc.) How consistently are the strategies used?

    Very verbal. At home he tries to negotiate everything.

2. If your child is trying to tell you something or show you something and you don't understand, what will your child do? (repeat the action or vocalization? modify the action or vocalization?)

    At school he seems to be understood. At home, he will try to explain it to you then start screaming.

3. Tell me how your child expresses the following:

MEANS

FUNCTIONS	GRAB & REACH	GIVE	POINT	LEAD	GAZE SHIFT	MOVE TO YOU	MOVE AWAY FROM YOU	HEAD NOD/HEAD SHAKE	FACIAL EXPRESSION	VOCALIZE	IMMEDIATE ECHO	DELAYED ECHO	CREATIVE SINGLE WORD	CREATIVE MULTI WORD	SIMPLE SIGNS	COMPLEX SIGNS	SELF-INJURY	AGGRESSION	TANTRUM	CRY OR WHINE	OTHER	NONE
Requests an Object														X								
Requests an Action														X				X				
Protests or Escapes														X				X				
Requests Help														X				X				
Requests a Social Routine														X								
Requests Comfort														X				X				
Indicates Illness														X						X		
Shows You Something														X								

4. With regard to receptive communication ability:

   a. Does the child follow verbal requests or instructions? If so, approximately how many? (List, if only a few).

   Yes, he doesn't have problems with this. Good language skills.

   b. Is the child able to imitate someone demonstrating how to do a task or play with a toy?

   Excellent independent play. Imitates well.

   c. Does the child respond to sign language or gestures? If so, approximately how many? (List, if only a few.)

   N/A

   d. How does the child tell you "yes" or "no" (if asked whether he/she wants to do something, go somewhere, etc.)?

   Verbally

H. EXPLAIN CHILD'S PREFERENCES AND PREVIOUS BEHAVIOR INTERVENTIONS

1. Describe the things that your child really enjoys. For example, what makes him/her happy? What might someone do or provide that makes your child happy?

> *At school—computer, outside push toys, train, trucks, adult one-to-one interaction, talking about how things work and why things happen.*
> *At home—any kind of interaction with mommy or daddy especially floor time (cars, crash 'em games).*

2. What kinds of things have you or your child's care providers done to try and change the challenging behaviors?
> *At school—Explicit rules, started 5 day attendance, anticipate negative behaviors, warnings with transitions.*
> *At home—Rules given before outings, if rules not followed, they leave, snacks in stores when he starts getting aggressive, school 5 days a week.*

I. DEVELOP SUMMARY STATEMENTS FOR EACH MAJOR TRIGGER AND/OR CONSEQUENCE

Distant Setting Event	Immediate Antecedent (Trigger)	Problem Behavior	Maintaining Consequences	Function

Talking with Families about Problem Behavior:
Do's and Don'ts

Do	Don't
1. Begin the discussion by expressing concern about the child.	1. Begin the discussion by indicating that the child's behavior is not tolerable.
2. Let the parent know that your goal is to help the child.	2. Indicate that the child must be punished or "dealt with" by the parent.
3. Ask the parent if he or she has experienced similar situations and are concerned.	3. Ask the parent if something has happened at home to cause the behavior.
4. Tell the parent that you want to work with the family to help the child develop appropriate behavior and social skills.	4. Indicate that the parent should take action to resolve the problem at home.
5. Tell the parent about what is happening in the classroom but only after the parent understands that you are concerned about the child, not blaming the family.	5. Initiate the conversation by listing the child's challenging behavior. Discussions about challenging behavior should be framed as "the child is having a difficult time" rather than losing control.
6. Offer to work with the parent in the development of a behavior support plan that can be used at home and in the classroom.	6. Leave it up to the parent to manage problems at home; develop a plan without inviting family participation.
7. Emphasize that your focus will be to help the child develop the skills needed to be successful in the classroom. The child needs instruction and support.	7. Let the parent believe that the child needs more discipline.
8. Stress that if you can work together, you are more likely to be successful in helping the child learn new skills.	8. Minimize the importance of helping the family understand and implement positive behavior support.

Questions to Ask Family Members

- What is your child's challenging behavior like for you?

- What have you done in response to his behavior?

- How do you feel when he acts this way?

- When and where does the child behave in this way and what has typically happened before or after?

- Is this behavior new or has the child been acting this way for some time?

- Does the child act this way with others (e.g. father, grandmother or others) and what does that person say about the behavior?

- How do you think the child feels when he is engaging in this behavior? Why do you think he feels that way?

- Do you have any ideas about why the child is acting this way?

- Have there been any changes at home that might help us understand how the child feels?

- How have these changes affected your relationship with the child?

- How has the behavior affected your relationship with the child?

Home Observation Card

Side 1

Child's Name: _____ Date/Time: _____

Activity: _____ Observer: _____

Describe Challenging Behavior:

What Happened Before?

☐ Told or asked to do something
☐ Removed an object
☐ Not a preferred activity
☐ Difficult task/activity

☐ Playing alone
☐ Moved activity/location to another
☐ Told "No", "Don't", "Stop"
☐ Attention given to others

☐ Changed or ended activity
☐ Object out of reach
☐ Child requested something
☐ Other (specify) _____

What Happened After?

☐ Given social attention
☐ Given an object/activity/food
☐ Removed from activity/area
☐ Other (specify) _____

☐ Punished or Scolded
☐ Request or demand withdrawn
☐ Request or demand delayed

☐ Put in "time-out"
☐ Ignored
☐ Given assistance/help

Purpose of Behavior:

To Get or Obtain:
☐ Activity ☐ Attention
☐ Object ☐ Food
☐ Person ☐ Place
☐ Help ☐ Other (specify) _____

To Get Out Of or Avoid:
☐ Activity ☐ Attention ☐ Transition
☐ Object ☐ Food
☐ Person ☐ Place
☐ Demand/Request ☐ Other (specify) _____

Home Observation Card

Side 2

Setting Events/Lifestyle Influences:

- ☐ Hunger
- ☐ Uncomfortable clothing
- ☐ Absence of fun activities, toys
- ☐ Too hot or too cold
- ☐ Absence of a person
- ☐ Loud noise
- ☐ Sick
- ☐ Lack of sleep
- ☐ Unexpected loss or change in activity/object
- ☐ Medication side effects
- ☐ Extreme change in routine
- ☐ Other (specify) _____

List Notes/Comments/Unusual Events:

Skills to Be Taught

Time/Activity				

Needs Assessment 3C: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Teams use functional assessment	3	2	1	NA	
❑ Program has access to mental health consultation and/or additional supports when staff are concerned about a child and/or need additional guidance.					
❑ Caregiver or program has partnership/relationship/collaboration with local Part C provider, and provides families with resources for obtaining further assessment/services as needed					
❑ Accommodates family schedule by arranging meetings at times convenient for families					
❑ Uses observation, medical information, screening, anecdotal notes, information from families, and other information about child					
❑ Assists in developing a hypothesis about the meaning of a child's behavior as a member of the team					

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGESS	YES
The teaching practice I am working on is: *(copy this right off the Needs Assessment)*					
I will work on this teaching practice _____ *(time, day, part of routine)* *(Optional) I* **will work on this teaching practice with** _____ *(specific children)*					
I will: *(describe exactly what you will do if you are implementing this teaching practice)*					

Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			

Prepare to Collect Data					

How will you know when you have met your goal? *(Remember to focus on implementation of the teaching practice)*

What data will you collect about implementation of this teaching practice? *(Will you record how often you used the practice? What you did? How the children responded?)*

Support Planning Chart

Name: _____ Date: _____

Triggers	Behaviors	Maintaining Consequences

Function:

Preventions	New Skills	New Responses
		To Challenging Behavior: **To New Skill:**

Skills to Be Taught

Time/Activity				

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Infant-Toddler Action Support Plan

Child's Name: _____ Date Plan Developed _____

Team Members:

1 ._____

2. _____

3. _____

4. _____

Parent's Name_____ Signature _____

Behavior Hypothesis (the meaning of the behavior):

Prevention Strategies:

Skill to Develop	Strategy to Support Development	Person Responsible	When

Responses to Behavior:

Concerning Behavior	Response	Person Responsible	When

On a scale of 1 to 10, how would you rate the child's behavior?

1   2   3   4   5   6   7   8   9   10

Parent Signature _____

Needs Assessment 3D: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Develops and implements behavior support plan	3	2	1	NA	
❑ Works collaboratively with the family to develop an individualized plan					
❑ Ensures that the plan addresses family and child care issues; works with parent(s) to encourage a consistent approach across care settings					
❑ Designes plan to help meet the child's needs and provide the child with alternative strategies, rather than focusing on eliminating the challenging behavior for the caregiver's purposes					
❑ Includes replacement skills					
❑ Includes prevention strategies					
❑ Includes new responses					
❑ Includes supports and resources caregivers and parents may need to fully implement the plan					
❑ Clarifies and documents consistent responses to specific behaviors for each person on the team					
❑ Uses the support of a mental health consultant when available					
Teaches replacement skills	3	2	1	NA	
❑ Replacement skills are taught throughout the day					
❑ Replacement skills are taught when challenging behavior is not occurring					
❑ Consistently provides positive reinforcement for appropriate behavior					

continued

Needs Assessment 3D: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Uses process to reflect on children's progress within support plan	3	2	1	NA	
❑ Observes, monitors, and documents acquisition of positive behaviors that allow the child to focus his/her energy on developmental growth					
❑ Maintains ongoing communication with family about progress at home and in the care setting					
❑ Collaborates as a member of a team that meets periodically to review child progress, plan implementation, and to develop new support strategies					
❑ Observes, monitors, and documents changes in challenging behavior					

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGESS	YES
The teaching practice I am working on is: *(copy this right off the Needs Assessment)*					
I will work on this teaching practice _____ *(time, day, part of routine)* *(Optional) I* **will work on this teaching practice with** _____ *(specific children)*					
I will: *(describe exactly what you will do if you are implementing this teaching practice)*					

Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			

Prepare to Collect Data					

How will you know when you have met your goal? *(Remember to focus on implementation of the teaching practice)*

What data will you collect about implementation of this teaching practice? *(Will you record how often you used the practice? What you did? How the children responded?)*