Tennessee

CSEFEL Pyramid Model Partnership

Promoting Social Emotional Competence in Tennessee's Young Children

Classroom Routine Support Guide

Early Elementary K-2nd grade

Team Tennessee Project B.A.S.I.C

Classroom Routine Based Support Guide
Kindergarten-Second Grade

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How to Use the Routine Based Support Guide for Young Children with Challenging Behavior

This Routine Based Support Guide was developed to assist teachers in problem-solving a plan to support young children who are having challenging behavior. As teachers know, children engage in challenging behavior for a variety of reasons, but all children use challenging behavior to communicate messages. Challenging behavior typically communicates a need to escape or avoid a person(s)/activity or a desire to obtain someone/something. Once teachers understand the purpose or meaning of the behavior, they can begin to select strategies to make the behavior irrelevant, inefficient, and ineffective. They can do this by selecting prevention strategies, teaching new skills, and changing responses in an effort to eliminate or minimize the challenging behavior.

The Routine Based Support Guide is a manual that includes "Teaching Tools for Young Children with Challenging Behavior". The guide is organized into the routines/activities that would typically occur in an early childhood classrooms. There is four columns that lists what the child might be doing, how to prevent the behavior, what to do if behavior occurs and new skills to teach the child.

1. ***"Why the child might be doing this?"***
   This column provides ideas that will assist teachers in thinking about what the child is communicating through his/her challenging behavior. Once the teacher is able to identify what the child is communicating through challenging behavior (i.e., the function), he/she can proceed with developing a plan of support by then examining the next column in the chart.
2. ***"What can I do to prevent the problem behavior?"***
   The prevention column provides strategies that will help the child participate in the routine/activity without having challenging behavior.

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3. ***"What can I do if the problem behavior occurs?"***
   This column provides the teacher with ideas on how he/she can respond in a way that does not maintain the problem behavior.
4. ***"What new skills should I teach?"***
   This column suggests new skills to teach to replace the challenging behavior. Many of the strategies mentioned in the guide are available in the kit of tools for immediate use. It is important to use all of the columns in the guide (function, prevention strategies, ways to respond to behavior, and new skills) to develop a support plan that will be effective for the child. This is truly a "guide" to assist teachers with supporting young children with challenging behavior.

A "Teacher's Support Planning Sheet" is available at the beginning of this Routine Based Support Guide for brainstorming a support plan around an individual child. To begin developing a support plan, first determine in which routine(s) the child is having difficulty. Then, look for the reason(s) the child might be having trouble in the routine(s). Once you know why the child is using the challenging behavior, you can look at the ideas suggested and determine what will work for your classroom, staff, and the child. It is important to choose supports from each column in the Routine Based Support Guide in order to have a complete plan. In other words, what are you going to do to prevent the problem behavior; how are you going to respond when the problem behavior occurs; and what you are going to teach to replace the challenging behavior. If you cannot find suggestions or ideas that match your situation, you can use the blank area on each routine chart to brainstorm ideas with your team. Once you have identified supports within each routine that the child is displaying challenging behavior, it is important to then write the plan for the individual routines on the Teacher's Support Planning Sheet provided. Writing the support plan down increases the likelihood that all team members that support the child will be consistent in plan implementation.

On the bottom portion of the Teacher's Support Planning Sheet is an area to write ideas for sharing the child's support plan for each individual routine with the child's family. Sharing ideas will allow for the family to contribute to the plan by helping the child learn school expectations and new skills that will replace the challenging behavior.

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Behavioral Expectations of 4 year olds – 8 year olds

Understanding of developmental levels and behavioral expectations of children are essential when thinking about or using strategies for children with challenging behavior.

Make Sure:

- Your expectations are appropriate to the age and developmental level of the child
- You keep your expectations clear and reasonable
- You tell children what to do instead of what not to do to give clear guidance on you expect
- *Remember all children develop skills at different rates and at different times. When deciding which strategy will work best with a child take into account what they can do as well as what new skills they learn*

This was adapted from Child Development Guide at http://www.dshs.wa.gov/ca/fosterparents/training/chidev/cd06.htm

Behavioral Expectations of 4 and 5 year olds

Families, Home Visitors, and Teachers families should consider the following behavioral expectations of infants when using the Routine guides:

- Is very active and consistently on the go.
- Has insatiable curiosity; talks incessantly; asks innumerable question
- Likes to shock adults with bathroom language.
- Really needs to play with others; has relationships that are often stormy; when playing in groups, will be selective about playmates.
- Likes to imitate adult activities; has good imagination. Can have imaginary friends and active fantasy life.
- Relies less on physical aggression; is learning to share, accept rules, take turns.
- Often is bossy, belligerent, name caller; goes to extremes, bossy then shy; frequently whines, cries, and complains or is demanding.
- Often tests people to see who can be controlled.
- Has growing confidence in self and world.
- Is beginning to develop some feeling of insecurity.
- Is becoming aware of right and wrong; usually has desire to do right; may blame others for own wrongdoing.

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Strategies for Supporting 4 and 5 year olds

- Allow space for child to run and play both indoors and out
- Ignore bad language, since paying attention to it only reinforces it.
- Answer questions patiently or find answers if needed.
- Don't ridicule or underestimate the importance of fantasy in the child's life.
- If not possible, encourage group play, but don't be surprised by disagreements or child's behavior toward different playmates.
- Allow child to participate in adult activities which he/she can manage, e.g., dusting, setting the table, filling pets' water dish.
- Expect child to take simple responsibilities and follow simple rules, such as taking turns.
- Provide outlets for emotional expression through talking, physical activity, and creative media.
- Establish limits and routines and adhere to them.
- Provide opportunities for talking about self and family.
- Encourage positive self-esteem by pointing out the things child can do for self.
- Assure the child that she/he is loved.
- Help the child be responsible and discover the consequences of his/her behavior. Be aware of your feelings and try to understand his/her perspective.
- Reinforce, praise and encourage positive behavior.
- Keep a sense of humor.

Behavioral Expectations of 5 and 6 year olds

- Likes to be part of conversations
- Copies adults and likes their praise.
- Tries only what he/she can accomplish; will follow instructions and accept supervision.
- May fear mother won't return, since mother is the center of the child's world.
- Plays with boys and girls; is calm and friendly; is not too demanding in relations with others; can play with one child or a group of children, though prefers members of the same sex.
- May show some fear of the dark, falling, dogs, or bodily harm.
- If tired, nervous, or upset, may exhibit the following behaviors: nail biting, eye blinking, throat clearing, sniffling, nose twitching, and/or thumb sucking.
- Is concerned with pleasing adults.

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Strategies for Supporting 5 and 6 year olds

- Allow and respond to child-initiated conversation.
- Avoid leaving until the child is prepared for mother's departure and return.
- Child needs reassurance.
- Have opportunities for child to play with other children.
- Reinforce mastered skills and give children opportunities to be successful in new, simple activities.
- Don't dismiss fears as unimportant.
- Help the child create routines that include quiet play and rest.
- Read the child a story.
- Reinforce, praise and encourage positive behavior.

Behavioral Expectations of 6 and 7year olds

- Is vigorous, full of energy, and generally restless, e.g., foot tapping, wiggling, being unable to sit still.
- Has unpredictable preferences and strong refusals
- Wants all of everything and finds it difficult to make choices.
- Begins to identify with adults outside the family (e.g., teacher, neighbor).
- Friendships are unstable; is sometimes unkind to peers; is a tattletale.
- Thinks he/she has to be a winner; changes rules to fit own needs; may have no group loyalty.
- Beginning to be more independent.
- Finds it difficult to accept criticism, blame, or punishment.
- Child is center of own world and tends to be boastful.
- Generally is rigid, negative, demanding, unadaptable, slow to respond and tantrums could reappear.
- Is very concerned with personal behavior, particularly as it affects family and friends; sometimes blames others for own wrongdoing.

Strategies for Supporting 6 and 7 year olds

- Provide opportunities for a variety of physical activities
- Do not offer excessive choices, but provide opportunities for making decisions.
- Provide guidance in making and keeping friends.
- Make rules and expectations clear
- Set reasonable limits, offer explanation of limits, help child keep within them.
- Give child time, freedom, and opportunities to practice being independent.

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- Establish routines to keep school materials organized, to get prepared for school and do school work
- Teach the child to be concerned and responsible for own behavior. Assure child that everyone makes mistakes.
- Reinforce, praise and encourage positive behavior.

Behavioral Expectations of 7 and 8 year olds

- Is eager to learn.
- Enjoys hobbies and skills. Likes to collect things and talk about personal projects, writings, and drawings.
- Likes to be challenged, to work hard, and to take time completing a task.
- Will avoid and withdraw from adults; has strong emotional responses to teacher; may complain that teacher is unfair or mean.
- Likes to have more responsibility and independence.
- Concerned with self and others' reactions. May fear being late; may have trouble on the playground; "kids are cheating" or "teacher picks on me" often said.
- May use aggression as a means to solve problems.
- May not respond promptly or hear directions; may forget; is easily distracted.
- May withdraw or not interact with others, in an attempt to build a sense of self.

Strategies for Supporting 7 and 8 year olds

- Ask many thought-provoking questions. Stimulate thinking with open-ended stories, riddles, thinking games, discussions.
- Give many opportunities for decision making and deciding what he/she would do in particular situations.
- Assign responsibilities and tasks that can be carried out, and then praise child's efforts and accomplishments.
- Encourage appropriate social interaction.
- Talk about emotions and problem solving skills
- Discuss appropriate responses (problem solve) before conflicts occur
- Support and reassure expressions of self and independence
- Reinforce, praise and encourage positive behavior.

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Teacher's Support Planning Sheet

What _____ does during _____:
(child's name) (routine)

Why I think he/she does it:

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

Ideas for sharing _____'s _____ plan and helping the family provide support to the child at home
(child's name) (routine)

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Whole Group/Start of Day Activities

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child is bored or doesn't like being in the whole group(wants to leave the whole group activity)	• Give the child a "job" during activities • Embed the child's preferences into whole group time • Use whole group mini schedule to show when favorite activities will occur • Give choices (on a visual choice board, if needed) where to sit, what song to sing, what book to read, who to sit/interact with, order of mini-schedule, activity items (puppets, instruments) • Praise for participating • Have the child sit front and center, directly facing teacher • Have adult sit near and encourage with whispers/touches • Include "hands-on" activities	• Catch the child just as he/she is about to get up and prompt to use the replacement skill • Re-cue to look at mini schedule for upcoming "fun activity" • Ignore inappropriate behavior, and praise those participating	• Teach the child how to sit and attend for longer periods of time • Teach child how to follow group mini schedule • Teach child to make choices appropriate for the activity • Teach child how to interact with or explore materials used in activities • Teach child to understand the routine by consistently following the sequence of the routine • Teach child to interact with peers through demonstration or modeling
Child has difficulty with waiting, listening, taking turns (can't tolerate length or instructional level of the activity) 	• Use a visual schedule that shows the order of activities and allows the child to turn the pictures over or remove the pictures upon completion of each activity • Use a "my turn" visual cue card to indicate whose turn it is • Embed the child's preference into activities (use a favorite character, theme, or activity) · • Provide developmentally appropriate activities and materials • Reduce duration of group time by limiting the number of activities • State rules clearly about what to do in specific language • Give child a peer partner to interact with	• Refer to visual schedule and cue of remaining activities • Pull out a highly preferred item or activity • Ignore inappropriate behavior, and praise those participating • Provide additional direction through demonstrations to say what is expected • Validate child's feeling; "I see you are frustrated. Wait, I will help." • Redirect child to use the appropriate alternative behavior	• Teach child to follow picture schedule • Teach child turn-taking with a peer (demonstrate how first one child speaks and then another) • Teach whole group activities expectation such, listening to peers, taking turns, sitting in own space • Teach child to raise hand and wait patiently for turn or response

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Whole Group/Start of Day Activities (continued)

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child wants attention of peers 	• Allow the child to lead an activity • Let the child to pick a friend to lead the next group activity • Catch the child participating and verbally comment • Choose children who are sitting "crisscross" to pick next activity while saying "____ is sitting nice, you can pick the next song" • Model raising hand or show a visual cue card when children call out or get out of seat to gain teacher's attention • Provide interactive activities (e.g., turn-taking play) that encourage child to child contact and attention • Offer each child a chance to "perform", beginning with the child who has attention needs • Provide each child with lots of attention while conducting activities. This can be accomplished by stating children's names, touching children, and making eye contact with each child • Encourage the child to sit near a friend • Encourage children to work with each other • Tell child clearly what is expected in specific language	• Ignore inappropriate behavior • Praise peers for participating and if child imitates, quickly remark on how he/she is participating • Provide additional direction through verbal and physical demonstrations to sit and participate in the activity • Validate child emotion and then redirect. For example "You are so excited, it's fun to hold hands and dance. Now we are sitting for a story. Sit on your bottom so we can all see the book." • Allow child to leave activity if behavior is too disruptive. For example, you might tell a child "When you are crawling in front of your friends, they can't see the book. Would you like to sit in the back with ____?	• Teach the child how to look for a peer who is sitting correctly to lead activity • Teach child to raise hand and wait patiently for turn or response • Teach child to participate independently in the activities • Teach child to engage in activity with peers • Teach child to make choices (e.g., allow the child to choose between sitting near a friend or by the teacher)

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Whole Group/Start of Day Activities (continued)

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child doesn't know how to participate appropriately in the whole group activities 	• Use a picture mini schedule that shows the order of the activities • Prior to circle, show the child the class schedule and routine chart • Prior to Whole group activities, read the child a scripted story about "Whole group time" and what is expected during the activity • Provide descriptive feedback of behavior while in group • Have adult sit near to child and talk about what is happening next • Praise for sitting, attending and participating • Provide developmentally appropriate activities and materials • Repeat the same activities over time and gradually introduce new activities • Create a simple picture book about whole group activity, using a few photos of activities (with class members pictures) • Have a designated seat for the child that is close to the teacher • Encourage the child to sit near a friend • Tell child clearly what your expectations are in specific language • Help child become familiar with the routine • Help child decide when to join the activities (wait until they become comfortable with activities)	• Ignore inappropriate behavior • Praise peers for participating and if child imitates, quickly remark on how he/she is participating • Provide additional direction through verbal and physical demonstrations to sit and participate in the activity • Validate child's emotion "I see you are frustrated, you don't know the song, you can follow the song (pointing to a picture/word song chart) • Remind child of visual routine chart and the steps needed to join in	• Teach child how to follow a picture mini schedule • Teach child how to follow class schedule • Teach child Whole Group expectations • Teach child how to model peers' behaviors • Teach child to raise hand and ask for help

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Whole Group/Start of Day Activities (continued)

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child wants attention of the teacher	• Have a designated seat child close to the teacher or another adult in the room • Talk to child before start of activity about the schedule and expectations of the group • Have a period after the activity to talk alone with the child • Encourage peer interactions by having cooperative activities during the group • During peer activities join group or monitor child and other student encourage appropriate interaction • Give feedback to child when he/she participates and works with the class or peers, and follows directions • Give child a "job" that interacts with peers	• Ignore inappropriate behavior • Praise peers for participating and if child imitates, quickly remark on how he/she is participating • Remind child to raise hand by modeling or using a visual cue	• Teach child to raise hand for teachers attention and to wait patiently for a response • Teach child how to participate in peer interactions • Teach child to participate independently in the activities
Why might the child be doing this?	**What can I do to prevent the problem behavior?**	**What can I do if the problem behavior occurs?**	**What new skills should I teach?**

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Academic Learning Centers/Seatwork/Small Groups

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child wants do a different activity or is bored 	• Use ***first-then visual or verbal cue***: "first this center, then _____ (something the child prefers)" • Let the child pick a preferred friend to go with him/her to the center • Make sure activity is interesting and engaging both in content and materials • Watch engagement and how long activity is lasting • Praise for staying center and completing work • Use ***feeling vocabulary*** to role play possible scenarios in center time and model how to express feelings • Allow child to move to another area an choose activity after they complete the academic activity • Use a visual schedule to show child before activity what comes next or the plan for the child to go to other centers on another day • Create choice within the activity-who to sit by, who to work with or sequence of the activity • Use peer buddies allowing the child to "help" peer • Give the child a preferred role in the activity by using first-then visuals or verbal statements with a voice of excitement to build anticipation (make sure the "role" is preferred	• Prompt the child to ask for "help" • Use visual mini schedule or first-then visual to remind child of upcoming activities • Help the child by starting the activity with him/her • Validate the child's behavioral message. "I think you are getting frustrated. Completing the _____ is hard for you." Then model and offer to help the child or prompt the child to ask for help and provide help • Offer appropriate other choices, easier activity, more challenging or peer collaborative activities	• Teach the child to complete activity • Teach the child to ask/gesture for "help" • Teach the child to follow verbal or visual first-then statements • Teach the child to look at the visual schedule to see what fun activity follows • Teach the child to make choices • Teach child to communicate that he/she is all done and know what he/she is supposed to do next

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Academic Learning Centers/Seatwork/Small Groups (continued)

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child does not know how to do activity or use materials appropriately 	• Use a visual mini-schedule to introduce and/or show each step of the activity and refer to each picture after each activity • Make sure all materials are ready for the activity, and that the activity sequence is clear • Prior to small group activity, show visual class schedule • Make sure the activity is not too long • Prompt the child to ask for help • Provide the child with a "friend" or peer buddy for the activity • Let the child be a helper to the teacher. • Ask the child to help pass out materials to the other children • Allow child to gather materials for activity • Give the child a preferred job to do in the activity • Praise for participating • Teach other children to encourage the child and each other (e.g., clapping, thumbs up, high five) • Provide developmentally appropriate activities and materials • Repeat the same activities over time and gradually introduce new activities • Have a designated seat for the child that is close to the teacher • Encourage the child to sit near a friend for help • Demonstrate the project to the child, so they know the steps to complete the activity • Tell child specifically what the directions are for the activity	• Show child the visual mini schedule so they can see the next in the activity • Validate feelings, say, "You look confused. Let me help you." • Verbally prompt the child to help pass out or get out materials while handing him/her the items • Prompt a peer buddy to help ("Could you please show ____ how to ____?") • Remind the child to ask for help • Validate child's emotion, "I see you are frustrated. You don't know how to do it. I can show you" • Monitor/stay in close proximity to the child and volunteer to assist as needed	• Teach the child to follow the mini visual schedule of the sequence of activity • Teach the child to ask for help • Teach child to work with peer buddy • Teach child to raise hand for teachers attention and to wait patiently for a response and ask for help

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Academic Learning Centers/Seatwork/Small Groups (continued)

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child wants attention from the teacher or peer	• Schedule "time" with friends/adult immediately following activity • Allow child to sit next to favorite friends (if not too disruptive) • Teach other children to encourage the child and each other (e.g., clapping, thumbs up, high five) • Praise for participating • Use a "raise hand" visual cue card to prompt child to raise hand for attention • Provide developmentally appropriate materials • Incorporate child's preferences into activities • Provide activities that require minimal teacher assistance • Provide positive verbal comments on child's independent work skills • Assure the child that teacher will be close by if he/she needs help • Provide activities that allow peer interaction	• Use first-then visual: "First do work activity, then you can talk with friends/adult" • Show visual schedule, and remind of when the child can play/talk with friends/adult • Remind with visual cue card to raise hand • Validate child emotion and then prompt new skill. For example, say "Are you telling me you want me to help you? Just a minute and I can be with you. "	• Teach child to raise hand for teacher attention by prompting with visual cue card or gesture • Teach the child to choose a friend to go with to the activity • Teach the child to follow visual first-then and/or visual schedule • Teach child to ask for adult or peer attention Teach child request attention by saying "Can you come here and help me", stating the teacher's name
Why might the child be doing this?	**What can I do to prevent the problem behavior?**	**What can I do if the problem behavior occurs?**	**What new skills should I teach?**

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Centers/Free Choice

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child wants a different center or wants a center that is closed 	• Provide the child with choices for center time (use pictures of the centers) • Use first-then visual or verbal cue: "first this center, then _____ (something the child prefers)" • Create a daily center choice board that indicates each day which centers are open • Use a stop sign to indicate what centers are closed • Let the child pick a preferred friend to go with him/her to an alternate center • Use "Turtle Technique" with visuals and puppet to discuss and model "anger control" (assist the child with understanding about the closed center and how to think of a solution) • Praise for choosing and/or staying in the alternate center • Visually depict when the center will be made available, either on the visual schedule or on a week-long visual calendar • Use feeling vocabulary to role play possible scenarios in center time and model how to express feelings • Make sure there are ample choices for all children • If you need to close an area to the children, identify it before the selection of centers occur	• Refer to the visual classroom schedule, and focus on preferred activities that are coming up • Show the child the center choices and when the center will be open • When child continues to demand the center engaging in problem behavior, then use "first-then" statement (e.g., "First, blocks, and then water table") and be calm about the problem behavior • If child becomes distressed about accessing materials or an activity that is not available, first validate emotion ("I see that you are sad, you want the water table open"). Follow with a choice of alternate activities ("Water table is closed, let me help you find something else to do. You can play blocks or look at books with me.") • Show or join child with a fun activity in the center that is available	• Teach the child to use visual first-then schedule • Teach the child to use center choice board to predict when desired center is available • Teach child when centers will occur through use of a weeklong calendar visual • Teach the child to choose alternative activity/item from the center choice board • Teach the child to use the "Turtle Technique": recognize feeling of anger, think "stop", go inside "shell" and take 3 deep breaths, think calm, think of a solution • Teach the child to use feeling vocabulary • Teach child to express their emotions and label whether they are feeling angry, hurt, frustrated, or sad • Teach child to make an appropriate choice

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Centers/Free Choice (continued)

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child wants the same toy/material as another child or will not share materials 	• Make a "my turn" card for toys or items that are highly preferred • Instruct the child about turn taking; keep the turns short • Set a timer, or count so the child will know when his/her turn is coming up next, depending on the toy • Use first-then visual cue ("first ____'s turn, then your turn"), and point to each child as phrase is spoken • Plan to go with the child to the center to teach turn taking; use short turns to teach turn taking, step back and monitor how it is going • Use "Turtle Technique" with visuals and puppet to discuss and model "anger control" • Praise for turn taking and sharing • Encourage children to ask to play together and share materials, and thank each other when sharing or turn taking occurs • Provide multiple and variety of toys/materials for children to use	• Remind child of the timer (keep it short for turns); say "Listen for the bell," or "I am going to count; 1, 2, 3, your turn." • Refer to first-then visual cue, and show the child that his/her turn is soon ("First ____'s turn, then your turn.") • If angry, cue child to use the "Turtle Technique" and help him/her through the steps • If child hits peer and grabs the toy, calmly but firmly explain that hitting is not allowed and that the toy will be removed if the hitting continues, and prompt the child to return the toy to the peer • Validate the child's behavioral message, "You can't hit to get the toy. Hitting hurts. _____ is playing with that toy now; I will help you find something else to play with." Then guide the child to find another activity by offering two concrete choices • Cue child to "use words" and give him/her words to say	• Teach the child turn-taking or sharing through use of timer or counting • Teach the child to use the "my turn" cue card • Teach the child first-then schedule to predict when it's his/her turn to use the toy • Teach the child to use the "Turtle Technique": recognize feeling of anger, think "stop", go inside "shell" and take 3 deep breaths, think calm, think of a solution • Teach the child to use feeling vocabulary • Teach child to begin to engage in simple turn taking with a peer while scaffolding the instruction • Teach child to verbalize his/her wants or needs

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Centers/Free Choice (continued)

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child wants adult or peer attention	• Allow the child to pick a peer buddy to go with to center time, make sure it is a preferred classmate • Accompany the child to the center to get him/her started on play, then tell the child "I'll come back to play with you in a few minutes" • Provide developmentally appropriate activities that child can do independently or parallel to peers • Provide interactive activities with peers and scaffold their play by playing with them • Provide descriptive praise or encouragement as children begin to play together	• Say to the child "Friends play together. Say, "Let's play." – Model or show the child how to interact with peers if necessary • Prompt child to ask to "Can you play with me" • Validate feelings "I know you want to play with me; we have fun together. But I need to help ____; you can play with a friend." • Briefly withdraw attention and then redirect child with alternatives	• Teach the child to ask to "play with me" to get attention from adults or peers • Teach the child to choose a peer buddy to play with • Teach child to play independently for a few minutes, slowly increase independent play time • Teach child to request attention by saying "can you come here"
Why might the child be doing this?	**What can I do to prevent the problem behavior?**	**What can I do if the problem behavior occurs?**	**What new skills should I teach?**

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Rest/Quiet Reading

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child does not want to rest/read	• Use first-then visual or verbal cue: "first quiet reading, then_____" • Schedule a fun activity after rest/quiet time, and use visual class schedule or verbal/visual first-then cue to remind the child • Place child near teacher and away from other children to prevent child from disturbing others • When quiet come sit by child or read with the child • Allow child to look at a book or to do a quiet activity if rest time • Play soothing music • Reduce stimulation in the room for quiet period • Move from a period of active play activity a restful activity prior to rest/reading time (e.g., outdoor play, the follow with reading books) • Allow children to select their quiet space • Praise positive behavior	• Tell the child, "First quiet, then I will come read with you, wait for child to quiet (this will not reinforce problem behavior if the child is quiet) • Validate feelings and offer alternative, "I know you're sad but it is time to rest/read. You can sit and be quiet, and when you are quiet, I will sit with you • Offer child choice of alternate quiet activity ("First rest/read quietly, then you can ____ or ____.") • Provide support to child to stay is quiet space	• Teach child to rest/read quietly • Teach child to choose quiet alternative activity after resting/reading quietly for a designated amount of time • Teach child steps/routine of rest/quiet reading time using visual reminders
Child wants adult attention (bored or doesn't know how to stay quiet rest/read) 	• Use first-then visual or verbal cue: "First rest/read, then I will come read with you" • Have child positioned with minimal distractions • Place the child near teacher • Provide a choice of engaging and interesting books • Schedule a short fun activity with child following rest/reading time • Praise for resting/reading quietly	• Use first-then prompt to remind "First rest/read, then I can come read with you" • Say, "I will sit and read with you when you're quiet " • Offer choice of quiet activities • Briefly withdraw attention and then redirect child to rest/read quietly	• Teach child to rest/read quietly • Teach child to choose quiet alternative activity after resting/reading quietly for a designated amount of time • Teach child steps/routine of rest/quiet reading time using visual reminders • Teach child to use schedule to see what is happening next • Use first-then prompt to remind "First rest/read, then we will____"

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Rest/Quiet Reading (continued)

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child has a hard time settling down to rest/read	• Offer to put on music • Have child positioned with minimal distractions • Provide a choice of quiet activity • Praise for resting/reading quietly • Reduce stimulation/distractions in the room for rest/quiet reading • Move from a period of active play to a restful activity prior to rest/reading time (e.g., outdoor play, followed by reading books, and then rest/quiet reading)	• Say, "First rest quietly, then I will put on the music" • Offer choice of quiet activities • Praise those resting quietly • Provide support for child to stay in rest/quiet reading space	• Teach child to participate in transitioning rest/quiet reading time • Teach child to stay in quiet space • Use first-then prompt to remind "First rest/read, then we will____"
Why might the child be doing this?	**What can I do to prevent the problem behavior?**	**What can I do if the problem behavior occurs?**	**What new skills should I teach?**

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Art (in classroom)

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child might hate getting messy 	• Adapt materials (glue stick instead of paste, finger paint with plastic spoons, allow to wear gloves, use play dough instead of clay, etc.) • Have wet wipes available on table for the child to use to clean hands • Use first-then statements/visual cues ("First glue and then I will help you clean-up," "First do art, then play with cars," etc.) • Have a scripted story about "being messy" • Reduce your expectations for participation, encourage the child but do not force to touch or participate • Use a variety of interesting items and choices • Give child plenty of time to make his/her decision about when to join in • Sit with the child and show how it is done • Arrange for a peer to model the activity • Be enthusiastic about the activity and encourage the child ("Look what we can make with the play dough"; "Look what Jason is making")	• Validate the child's feelings ("I see you're sad; you don't like getting messy; do you want help?") • Remind the child to ask for a wet wipe • Redirect to look at the first/then visual cue (or verbally restate first-then statement) • Provide physical demonstration on how to use the materials • Validate child emotion and then prompt new skill. For example, say "Yuck, you don't like touching the paint. You can use a brush"	• Teach child to ask for help (this could be help with cleaning up, with doing the activity, or with accessing the adapted material) • Teach feeling words and teach child to say, "I don't like how this feels." • Teach the child to ask for a wet wipe or to initiate cleaning up • Teach child to follow first-then cues • Teach child to express what they think about the activity: "the paint feels slimy" • Teach child how to explore and use art materials • Teach child make choices about different materials to use

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Art (in classroom) (continued)

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child might not know what to do 	• Use a visual mini first-then schedule to display the steps in art (First color, cut, and glue; then go to center play) • Send child to activity with a peer buddy who can model the steps • Praise child for doing expectations • Ensure the child knows how much work has to be done and what is going to happen next • Encourage children to help each other • Create a visual mini first-then schedule with objects or object photos • Show child what to do	• Redirect to look at the mini first-then schedule • Direct peer to show child and remind child to look at what the peer is doing • Provide additional direction through verbal and physical demonstrations to use materials • Catch child as he/she looks confused and model how to ask for "help"; then immediately help • Validate child's emotions and then support. For example, say "Are you frustrated? Do you need help? I can help you. Take deep breath (i.e., for crying child) and we can do it together."	• Teach the child to follow visual mini first-then schedule • Teach the child to imitate peer buddy • Teach the child to do activity with one step directions or visual steps • Teach child how to explore and use art materials • Teach child to raise hand and ask for help

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Art (in classroom) (continued)

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child might want the teacher to give him/her attention	• Praise the child for sitting, doing activity, following directions, etc. • Allow the child to choose a peer buddy to go to art with him/her • Have ***visual*** "raise hand" reminder on art table to remind the child to "raise hand" for teacher • Assure the child that teacher will be close by if he/she needs help • Pair the child with another child to do the activity • Provide frequent and specific encouragement for engaging in the activities • Gradually increase the expectation for engaging independently in the activity • Attend or play with for a brief amount of time and then say, "You work on this, I will be back in a minute." Before getting up to do something away from the child. Make sure to go back before the child's behavior escalates and slowly increase time away from child	• Remind child to raise hand and ask for help • Praise and attend to children who are on-task; then quickly praise the child if imitates "on-task" behavior • Briefly withdraw attention and then redirect child with alternatives • Validate child emotion and then prompt new skill.	• Teach the child to raise hand for teacher attention • Teach the child to interact with peer buddy during art • Teach child request attention by saying "can you come here", stating the teacher's name
Why might the child be doing this?	**What can I do to prevent the problem behavior?**	**What can I do if the problem behavior occurs?**	**What new skills should I teach?**

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Computer (in classroom)

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child might want to have a turn, but doesn't know when it's his/her turn	• Use a timer to indicate turns (preferably one that indicates time passing in a visual manner) • Use a "my turn" visual cue chart where child puts a photo with his/her name on the chart to indicate when it's the child's turn • Have children practice turn-taking and sharing • Accompany the child to the computer and guide the child's interactions	• Remind to look at the "my turn chart" to see whose turn it is • State that when the timer goes off, then it will be your turn • Validate the child's emotion "you are excited, you want to play computer. First Emma's turn then ____'s (your) turn"	• Teach the child turn taking • Teach the child to follow and self-manage the "my turn" cue chart
Child doesn't like doing activities alone or wants help	• Have the child go to computer with a peer buddy • Accompany the child to the computer and guide the child's interactions • Provide frequent and specific encouragement for engaging in the activity	• Ask the child "do you want to take a friend?" and help choose a peer buddy • Catch child as he/she looks confused and model how to ask for help; then immediately help	• Teach the child to choose a friend to go with to computer • Teach turn taking rules • Teach child to raise hand to ask teacher for help
Child doesn't know how to do the computer activity or the computer gets stuck	• Praise child and peers when they ask appropriately for help. • Demonstrate the steps in the computer activity before having child do the activity • Have peer partners to help navigate the computer • Demonstrate what to do if computer gives a warning message or gets stuck • Post visual of steps needed to work with the computer	• Remind child to raise hand for help • Ask child if he/she wants some help • Validate the child's emotions, "I know it is frustrating not knowing how to play this game, can I help you?"	• Teach child to raise hand and wait patiently for teacher's assistance • Teach child to ask peers for help • Teach child to use visual steps to navigate the computer
Why might the child be doing this?	**What can I do to prevent the problem behavior?**	**What can I do if the problem behavior occurs?**	**What new skills should I teach?**

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Recess

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child hates being hot/cold and wants to go inside	• Have a drink available outside • Provide clothing according to weather • Point out the "cooler activities", such as sandbox if under a roof, swinging can be breezier, or going under a tree • Point out that the sun makes it warmer than in the shade • Provide water play activities (such as a mister) for hot days • Provide movement games for child to keep warm • Consider returning inside with children who are becoming overheated or too cold	• Remind child of alternative (get a drink, sit under tree, mist with water to get cool, stay in the sun or run around to warm up etc.) • Validate feelings ("I know it's hot, a few more minutes and we can go inside")	• Teach the child to choose alternative "cooler" activity • Teach child to choose alternative " warmer" activity
Child loves to run and leaves playground boundaries 	• Use a scripted story about "staying safe outside" (include outside boundaries and where children can play) • State when and where the child can run (cue with a picture if necessary) • State outside play expectations clearly (cue with pictures if necessary) • Provide activities that involve active play and running • Help child make a choice of activities • Set limits (be clear about what's allowed)	• Remind child of "outside" boundaries • Remind to stay with the class • Calmly but firmly explain that running out of area is not allowed and prompt the child to sit or stand near teacher until ready to play safely • Validate child's feelings ("I see you're angry, but you can't leave from the playground. Let me help you find a place to run.") • Redirect the child to other activities or to the safe space for running	• Assist child in learning when and where it is permissible to run (through scripted story) • Teach the child to follow outside "expectations" • Teach child to make a choice of activities

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Recess (continued)

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child wants an adult as a play partner (adult attention)	• Warn child when getting up to leave from playing ("Three pushes at the swing ,then I need to play with another friend") • Pair up child with a peer buddy, and frequently praise when child plays with peer and vice versa • Provide developmentally appropriate activities and materials • Facilitate peers playing together • Provide positive verbal support for play between children and independent play	• Cue child to ask a friend to play • Ignore inappropriate behavior • Validate child emotion and then prompt new skill. For example, say "You want me to play with you? Can you ask me to play?"	• Teach the child to ask adult to play • Teach the child to ask a peer to play • Teach child to play alone for short periods of time as he/she learns the skills to get others to play • Provide child with developmentally appropriate materials that will be of interest and teach child to play independently
Child wants objects/activity that another child is using **And has difficulty waiting turn** 	• Provide multiples of same items/activities that have high child preference • Anticipate when the child wants an object/activity, and cue to ask to join in play ("Can I play?" or "Can I have a turn?") • Use first-then visual cue "first ask, then play" • Use a "my turn" visual cue chart for highly preferred objects/activities • Provide positive verbal support for play between children and when child use new skill instead of challenging behavior • Use "Turtle Technique" with visuals and puppet to discuss and model "anger control" when waiting for his/her turn and throughout the day	• Remind child to ask to play • Remind child to ask for a turn • Offer alternate activity/toy • Remind child of when his/her turn is on the "my turn" chart • When child continues to demand the objects/activity engaging in problem behavior, then use "first-then" statement (e.g., "First, Carl, and then your turn") and be calm about the problem behavior • Validate child's emotion "I know you want the toy now. You can't hit. Hitting hurts." Then provide the child with alternatives	• Teach the child to ask to use object or activity • Teach child to wait turn • Teach child to "think of a solution" (what could he/she do: get another item, ask to join, ask other child to let him know when he/she is done) • Teach child to make choices • Stay close by to child to scaffold interaction just in case the peer doesn't want to give toy • Teach the child to use the "Turtle Technique": recognize feeling of anger, think "stop", go inside "shell" and take 3 deep breaths, think calm, think of a solution

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Recess (continued)

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?

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Snack/Meals

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child does not want to eat	• Allow child to be a helper to encourage participation • Suggest child to bring food from home • Praise for eating and/or trying new foods • Allow food choices or preferred sauces (ketchup, BBQ, mustard, salad dressing) • Always have a back-up food that you know the child will eat available for occasions when a child rejects a food. If you have a back-up food the child will accept, you will know that the child is not going to go hungry • Review what is being offered and what choices are available for the child • Praise peers for eating • Ensure that mealtimes are pleasant (nice surroundings, not rushed, children are not pressured)	• Offer alternative choice • Use first-then visual/verbal cue while saying "first snack, then ___" (favorite item) • Avoid struggle over food and give child back-up food	• Teach child to make food choices • Teach child to follow visual first-then cue • Teach child to explore and taste new foods
Child wants to eat other's food 	• Praise child for eating own food and for keeping hands to self • Create and read scripted story about eating at school: keeping hands to self; eating own food; perspective of friends when food is taken; and how to ask for more food • Prompt other children to tell child to ask teacher • Offer special rewards, in first-then format, for keeping hands to self by using things the child enjoys ("First keep hands to self, then ____") • Check with family about family's meal time traditions and if the child has access to sibling's food • Create space between children that make it more difficult to reach the food (while still keeping the child with the "group") • Seat children so that they are not crowded at the table • Keep nutritious back-up food available for child who finishes food but is still hungry	• Remind child that it is his/her friend's food and he/she can ask the teacher for additional food if hungry • Remind child of "reward" for keeping hands to self; say, "First keep hands to self, then _____ (high fives, rock with Ms./Mr. ___, sticker on the chart, etc.) • Remind child of his/her "eating space" • Remind child of expectations by reading scripted story • Ask child if he/she wants more and then provide more food	• Teach child to request food from teacher • Teach child to keep body/hands within eating space • Teach child to follow first-then verbal/visual cue • Teach child to accept limits

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Snack/Meals (continued)

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child gets attention from peers/adults	• Praise child for eating own food and allowing peers to eat • Before meal remind child the expectation that they should eat and not disturb peers • Allow child to sit with a preferred peer • Begin meal by sitting with child and modeling appropriate interaction with children at the table	• Remind child that mealtime is time to eat • Use a first then visual/verbal cue "first eat your lunch then you can talk to your peers or I can come sit with you" • Remind child that while they eat they can talk quietly with their peers	• Teach child to ask if the teacher will sit next to them • Teach child to ask for peer to sit next to them • Teach child the expectations of mealtime
Why might the child be doing this?	**What can I do to prevent the problem behavior?**	**What can I do if the problem behavior occurs?**	**What new skills should I teach?**

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Transitions- Classroom Activities-Cleanup

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child doesn't want to leave activity 	• Prepare child for a transition, by providing a signal about 5 minutes before end of activity • Use a timer, set if for 5 minutes, and let the child know when the bell rings the activity is finished or all done; give the child a before the timer goes off ("one more minute, then the bell will ring and we will___") • Tell the child when he/she will do the activity again. Say, "We'll do that tomorrow", and show him/her on the visual schedule when the activity will occur again • Have the child transition with a peer buddy • Use visual schedule to show child upcoming fun activities. Allow child to manipulate schedule by turning over or removing completed activity • Have or help the child put materials away for closure (play a clean-up turn-taking game) • Give the child a special job during the transition or in the next activity (i.e., door holder, line leader, etc.) • Praise child for putting away materials • Praise child for going to next activity Help child decide when to clean-up (wait until the child finishes the activity) • Offer to help child clean up • Transition with a photo or object that signals the next activity, point out to the child that "We are finished with _____. Now it's time for ___."	• Validate the child's feelings, "You look upset. I know you like___; we'll do that tomorrow." • Let the child know when he/she can do the activity again by putting a picture (or allowing the child to put up the picture) of activity on a schedule for the next day or on a calendar • Redirect and focus child on the visual schedule and upcoming fun activity • Validate child's behavioral message, "You are telling me that you want to keep playing" • Validate feeling, "I see you're sad. You like ___, but it's time to clean up and go to __." • If child can be given more time, state that you will return and help clean-up when child is finished "	• Teach child to ask for one more minute or one more turn and then transition • Teach child to follow visual schedule and predict when the activity will happen again • Teach child to follow transition signal (verbal cues, timer, bells) and stop activity • Teach child to choose a preferred activity and/or friend(s) for next activity • Teach the child to anticipate the transition using photo or object

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Transitions Classroom Activities-Cleanup (continued)

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child doesn't like or want to go to next activity	• Warn about upcoming transition about 5 minutes before end of activity • Use a timer, set if for 5 minutes, and let the child know when the bell rings activity is finished; give the child a signal before the timer goes off • Shadow child through transition to next activity • Prompt child with visual classroom schedule and/or first-then visual schedule to indicate transition • Have the child walk with a peer buddy • Make sure there is something fun for the child in the next activity, such as a special job or something of interest for the child • Help the child find something fun about the next activity • Give choices of where to sit, what to play with, who to sit by, etc. • Use a fun "transition activity", such as "move like a frog to ___" or "hop on one foot to ___" or sing a song about the next activity • Praise child for going to next activity	• Remind the child of his/her special job in the next activity • Use visual schedule to remind of something fun following activity, or use first-then schedule "First ___, then ___" after next activity • Redirect and ignore behavior when possible • Cue peer buddy to show him/her where to go • Re-cue child to make a choice • Validate child's behavioral message, "You are telling me that you want to keep playing"	• Teach child to make a choice of embedded preference and friend to sit with in upcoming activities • Teach child to transition through the use of prevention strategies listed • Teach child to anticipate the transition and what comes next with a visual cue
Child gets attention from peers/adults 	• Let child choose a friend or teacher to sit next to in the next activity • Use a fun "transition activity", such as "move like a frog to ___" or "hop on one foot to ___" or sing a song about the next activity • Have child select fun "transition activity" • Shadow the child during the transition so that you can prompt and praise Allow the child to do something special in the next activity (sit next to a friend or teacher, help with a favorite activity) • Support child during transition by guiding the child • Review transition expectations	• Adult helps or reminds child how to move to the next area/activity • Ignore inappropriate behavior, and praise those who are transitioning correctly • Remind him/her to walk correctly and model, then remind that he/she can sit next to a friend or teacher in next activity • Validate the child's emotion "You are upset. You want someone to help you. I can help you." • Remind child to ask for help or choice	• Teach the child to follow visual schedule • Teach the child to transition with his/her hands to self • Teach child to choose a friend or teacher to transition with to the next activity • Teach child transition expectations • Teach child to ask for help when needed

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Transitions Classroom Activities-Cleanup (continued)

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?

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Transitions-Bathroom-Wash hands

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child wants attention	• Use first-then visual and/or verbal cue "restroom, wash hands; then Ms./Mr. ____will walk with you to next activity." • Praise for using the restroom and washing hands	• Ignore inappropriate behavior • Point to first-then cue; say, "first potty, then wash hands with Ms./Mr. ____", with no direct eye contact, and walk away	• Teach child to follow "first-then" visual/verbal cue • Teach the child the bathroom routine using visuals to help the child understand the sequence of activities
Child does not want to wash hands	• Create a scripted story to read to the child about washing hands and read before going to restroom • Use wash hands visual routine sequence to cue steps. Use photographs of each step of hand washing routine. (If the pictures are laminated and velcroed, the child can remove the picture or turn the picture over to indicate completion.) • Sing a fun song about washing hands to encourage child to wash hands for a set amount of time • Praise for washing hands • Provide peer modeling	• Use a first-then schedule: first wash hands, then ___ • Praise for washing hands • Validate the child's behavioral message, "You are telling me you don't want to wash your hands. We have to have clean hands to (play/eat)."	• Teach child about germs and health (at the child's age level) • Teach child to ask for help • Teach child to follow the washing steps with a visual cue • Teach child a hand washing song
Why might the child be doing this?	**What can I do to prevent the problem behavior?**	**What can I do if the problem behavior occurs?**	**What new skills should I teach?**

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Transitions-Line-up

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
To get attention from peers and teacher	• Praise children for lining-up • Use an if then statement "if you line-up then when we come back you can be the leader or the caboose" • Use a fun "transition activity", such as "move like a frog to ___" or "hop on one foot to ___" or sing a song about where we are going • Have children do an academic activity in line (count up, name things in a category) • Shadow child as they line up and walk to next activity • Have child select a peer to line-up with • State line-up expectations before the need to line-up	• Remind child of the expectation to keep hands/feet to themselves • Shadow the child and praise them, "I like how you are walking in line." • Validate the behavior, "I understand you want to be first, we take turns being first" • Validate the child's feelings, "I know it makes you mad when ___is in front of you in line, you could ask to switch places"	• Teach the expectations for lining up and walking in line • Teach fun "transition activity", such as "move like a frog to ___" or "hop on one foot to ___" or sing a song about where we are going • Teach child to ask peers what they want • Teach child an academic game to play in line
Does not want to go to next activity 	• Warn that transition is about to happen in 5 minutes • Use a timer, set if for 5 minutes, and let the child know when the bell rings activity is finished • Shadow child through transition to line-up and to next activity • Prompt child with visual classroom schedule and/or first-then visual schedule to indicate transition • Have the child walk with a peer buddy • Give choices of where to line-up , who to line-up by, or what song they want to sing etc. • Use a fun "transition activity", such as "move like a frog to ___" or "hop on one foot to ___" or sing a song about the next activity • Praise child for going to next activity	• Remind the child of a special job/choice they get to make • Use visual schedule to remind of something fun following activity, or use first-then schedule "First ___, then ___" after next activity • Redirect and ignore behavior when possible • Praise peers who are following expectations • Re-cue child to make a choice	• Teach child to follow visual schedule and predict when the activity will happen again • Teach child to follow transition signal (verbal cues, timer or bells) • Teach child to choose a peer to line up with, a place in line, or song/action they want to do in the line • Teach child song/action to go along with lining up or walking in line

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Transitions-Line-up (continued)

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?

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