



## A User's Manual

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They are reproducible. The use of the CD materials should be appropriately cited. The recommended citation for the CD:

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## USER'S MANUAL CONTENTS

Acknowledgements.....	3
Creating Teaching Tools: A User's Manual.....	5
Purpose of the User's Manual.....	5
Creating Teaching Tools.....	5
Preparing for Children with Challenging Behavior.....	6
Step 1: Establishing a Good Foundation.....	6
Step 2: Understanding the Behavior.....	7
Step 3: Selecting Strategies.....	8
Teaching Tools Organization.....	11
Using the Teaching Tools CD.....	14
References.....	15
Getting Started: Tips and Forms.....	16
CD Table of Contents.....	17
Toolbox Tip Cards.....	20
Communication is Key.....	28
My Teacher Wants to Know Questionnaire.....	29
Daily Routine.....	32
Routine Based Support Guide.....	33

## **Creating Teaching Tools: A User's Manual**

Young children exhibit challenging behavior for a variety of reasons. They may experience difficulty in their initial transition, with communication, or from a convergence of delays and environmental factors (i.e., family and community violence, poverty, etc.). First-time transitions from home to preschool can be very difficult for young children and their families (Hanline, 1993; Rosenkoetter, Hains, & Fowler, 1994) preschool presents a new setting with new adults, unfamiliar routines, new materials, and a significant separation from the family. For some children, language and communication delays result in frustration from an inability to express desires, confusion, and/or challenges. Other children experience not only developmental delays, but live in challenging environments that may include living in poverty, situations that involve domestic and community violence, and drug and alcohol abuse.

As a result of these many contributing factors, young children with challenging behavior may pose significant disruptions for the entire classroom. Challenging behaviors may increase at the time of transition or may become persistent across multiple activities and settings. These behaviors may compromise the learning and/or safety of other children. Often these challenging behaviors disrupt classrooms damaging peer and teacher relationships (Tudge, Otero, Hogan, & Etz, 2003; Hamre & Pianta, 2001).

### **Purpose of the User's Manual**

The **User's Manual** provides you with an overview of the entire contents of the Teaching Tools CD. In this manual, we present the steps you will take to use the CD and materials. At the end of the User's Manual, in the section titled "Getting Started", we provide tips sheets and reproducible forms to assist you with gathering the necessary information prior to strategy selection and implementation of supports.

### **Creating Teaching Tools**

We developed **Creating Teaching Tools** to provide you and other teachers with practical strategies that we know to be successful in helping young children with problem behavior. These strategies come from our research activities and experiences in Positive Behavior Support. The Teaching Tools are designed to provide easily accessible ideas and materials so that you can support children in the classroom and other learning environments. We have tested the strategies on this CD through a pilot

study that focused on helping children with developmental delays and problem behavior as they transitioned into public school early childhood special education classrooms.

In the pilot study, we provided teachers with a pre-constructed kit of all the materials and strategies from the CD. In doing this we created Teaching Tools for the participating teachers to see whether providing the participant teachers with a “package” of accessible strategies would help them to effectively decrease or eliminate the challenging behavior of two children transitioning into preschool classrooms. We realize that many teachers already implement their own useful strategies, but often classroom settings need additional support systems in place to minimize or eliminate the difficult behaviors that accompany young children with significant developmental delays and other challenges. The Teaching Tools provided these teachers with successful strategies that helped eliminate the challenging behaviors of both children across several different routines. The Tools supplemented their existing support systems not only for the focus child but also for the entire classroom.

## **Preparing for Children with Challenging Behavior**

The “Getting Started” section at the end of the manual provides you with the necessary tools for supporting young children with challenging behavior. We offer tips, forms, and guides as tools to assist you in establishing a good support plan for the child. In Steps 1-3 we describe in detail the importance of each tool and how to use them.

**Step 1: Establishing a Good Foundation.** A critical first step in supporting children with challenging behavior is to assess whether you need additional tools and strategies in addition to developmentally appropriate practice and the most current behavior support practices. In the “Getting Started” section at the end of this manual the **Toolbox Tip Cards** and **Communication is Key** can assist with this first step. These two documents will provide you with a variety of basic suggestions. Although many of these suggestions may encompass what you already do in your classroom, we feel confident that you will find a few new ideas for guiding and supporting young children with challenging. We believe that when teachers implement these strategies, they can prevent many classroom problems and teach children more desirable social interactions.

We designed the **Toolbox Tip Cards** to assist you in strengthening the social and emotional competence of the children in your classroom by offering ideas for your own personal support and collaboration with teachers, problem solving skills, friendship development, social skill instruction, and

best practice in behavior support for the children. **Communication is Key** provides you with ideas for emphasizing the desired skills rather than the undesired behaviors. Young children need very clear expectations communicated in simple terms. Often when teachers tell a child not to do something, the child may hear only the undesirable behavior rather than the negation of the behavior. For example, when saying “don’t run” the child may hear “run” without understanding or processing the contraction of “don’t.” In addition, negating only tells a child not to do “something,” but doesn’t tell them what to do instead, such as “walk.” This strategy emphasizes the desired behavior that enables the child to know what to do in place of the misbehavior and keeps instruction positive.

**Step 2: Understanding the Behavior.** As we discussed earlier, children engage in challenging behavior for a variety of reasons, but the bottom line is that they communicate through their behavior. Their challenging behavior, typically, tells us they have a need to escape or avoid a person, activity or situation or their behavior communicates a desire to obtain attention from someone or gain access to activities, materials, etc. Once you understand the purpose or meaning of the behavior, you can begin to select strategies to prevent challenging behavior, teach new behaviors allowing for more appropriate communication, and alter teacher and peer responses to the challenging behavior.

In the “Getting Started” section, we provide forms that will guide you in developing an understanding of the problem behavior. The form **My Teacher Wants to Know** helps teachers gather information from the family about possible challenges in the home and in the classroom. **The Daily Routine** offers a simple method of recording occurrences of the child’s behavior in the classroom.

We developed **My Teacher Wants to Know** originally as a questionnaire for families to complete about their child prior to or during the time of transition. We now believe you and other instructional staff, along with families, can fill out the questionnaire to assess and provide additional insight into the events associated with the child’s challenging behavior. The form is divided into three sections. The first section, “How well do I,” offers information about possible triggers or things that set the occasion for positive and challenging behavior. The three-point scale from “not so well” to “very well” provides a gauge for determining what issues are most problematic. Teachers can use this section to begin thinking about how to prevent problem situations or how to make those situations a little easier for the child.

Often children cannot communicate their needs through traditional means (e.g., words, gestures, etc.), but instead use challenging behavior. The section, "How do I let people know", offers insight into the child's ability to communicate his/her needs. The information from this section gives information about the communication level and forecasts what communication skills are necessary for replacing the problem behavior with more developmentally appropriate forms of communication.

The information obtained from the section "What do I get or get out of when I use challenging behavior", is key in determining the function (purpose) of behavior. Now, you and the family can see that behavior happens in a sequence, like an addition problem ( $A+B+C=D$ ). First, there is something that "triggers" the behavior. The trigger happens just before the problem behavior. Second, the child displays the problem behavior. You may need to help the family describe exactly what he/she does. Third, something occurs after the child exhibits the problem behavior. Often, what occurs afterward is what others do and/or say in response to the problem behavior. Finally, combine all three to figure out the purpose, or function, of the child's behavior (i.e., what the child obtains or avoids).

The last section, "Things I like," assesses the child's preferences. You can use information from this section to infuse the child's preferences into the more challenging routines and to offer incentives for exhibiting a skill or participating in an activity.

The second form, the **Daily Routine**, is designed as an easy way for you to track the amount of challenging behavior and child engagement in the daily routines of the classroom. To use the form, first circle the day of the week, then list the times and routines in order of occurrence throughout the day, and finally at the end of each routine check the degree of problem behavior and engagement on a three anchor scale from "none" to "throughout". The structure of this form allows you to see patterns of behavior by activity or routine, time of day, and/or day. If you collect the information over a period of time (e.g., two weeks), a pattern of behavior may emerge at the end of that time.

**Step 3: Selecting Strategies.** Once you gather information from both forms, you must identify what seem to be the triggers (e.g., routines/activities, time of day, day of week, etc.), what skills the child needs, what responses maintain the challenging behavior, and most importantly the purpose or function of behavior. You are now ready to select strategies from the **Routine Based Support Guide** (also located in "Getting Started") based on problem routines and the purpose of the challenging behavior. The **Routine Based Support Guide** and **Teacher**



**Support Planning Sheet** offer a means for organizing the information gathered from the forms. The Guide opens the door to a variety of strategies, while the **Teacher Support Planning Sheet** offers documentation and organization for the selected strategies.

**Routine Based Support Guide.** The contents of the **Routine Based Support Guide** include strategies for 12 preschool activities or routines. The routines in the guide are found in most preschool settings and provide the context for the guide. Each routine or activity requires different expectations, skills, interactions, and demands for the child; therefore, these routines become the context for understanding the child's behavior.

The **Routine Based Support Guide** offers strategies for common classroom routines based on the function of the behavior. As you view the Routine Based Support Guide, you will notice that some of the suggested strategies are italicized and bolded. These strategies are located in documents that are directly "hyperlinked" to the Guide. To view the hyperlinked files you must use the Routine Based Support Guide located in Folder 1, File E. You can view the individual strategies by clicking on the bolded word(s). On some computers the file opens automatically and on others a message box opens; click "open" and the linked document will appear. To close the linked document that you are viewing and resume viewing the Routine Based Support Guide, you must do the following:

\*For *Adobe Acrobat PDF* files, click on the lower X in the top right corner.

\*For *Word and PowerPoint Documents*, click on the top X in the top right corner.

You also can access the strategies directly by opening the folders on the CD and double clicking on the file.

We organized the strategies in the **Routine Based Support Guide** into a table with four columns. The first column for each routine asks "Why the child might be doing this?" This question really asks about the function or purpose of the problem behavior. In creating a support plan, first identify the problematic routine and then begin with this column to locate the function. The function or purpose of the problem behavior drives the strategies you select within each routine. Strategies vary by activity and by function. For instance, the strategies used for a child who exhibits problem behavior to get attention during snack/meals differ from those selected for behavior to escape or avoid small group activities.

Once you determine the function or reason for the behavior, you go across the row to begin selecting the strategies in the second column, "What

can I do to prevent the problem behavior?" This column provides strategies that, ideally, preclude the occurrence of problem behavior. Although, prevention is the goal, the child also is faced with new classroom routines and new instructional strategies. Thus the child may need a period of time to learn the strategies before positive changes occur in his/her behavior. Be patient with the use of the strategies, it may take time for the child to learn the strategies. As the child learns, the strategies should become more effective and preventative.

The third column, "What can I do if the problem behavior occurs?" suggests strategies to help you minimize reinforcement of the problem behavior and encourage or prompt the more desirable behavior. Often teaching staff (and peers) may unintentionally reinforce problem behavior by how they respond to the behavior. For example, having a child "sit out" because of refusing to complete an activity allows the child to escape or avoid the activity. Additionally, peers often laugh when the child acts silly to get attention. The strategies we selected for this column, typically involve redirection to preventative strategies and/or reminders of the new or more desirable behaviors. Reminding the child of the new skill keeps interactions positive and encourages the use of the new skill, rather than strategies that might reinforce the problem behavior.

In the fourth column, we offer "What new skills should I teach?" This provides you with ideas of new skills for replacing the problem behavior or reinforcing existing, but seldom used appropriate behaviors. For example, you might want to teach a child to ask for help instead of having a tantrum. Requesting help replaces the child's problem behavior. Remember if the child is nonverbal, use a gesture such as pointing; use a picture; or teach the child to use physical proximity to the adult to get attention.

In any strategy selection, consider the demands of your classroom and your teaching style. You and your staff must be able to negotiate the implementation of any strategy for it to be effective. If you administer the strategy ineffectively or inconsistently, it may prove unsuccessful in preventing or replacing the problem behavior.

We expect strategies to be adapted to fit the classroom and the focus child. You must also make sure that strategies are individualized to match the child's communication and cognitive level as well as the child's preferences. Children interpret their world on different symbolic levels. Those levels range from object use to spoken, written, or signed words (See **How to Make a Visual Schedule** tips in Folder 5). Thus you may need to make adjustments to the strategies to fit the child's cognitive and communicative level. Likewise, all young children have interests, favorite

toys, cartoon characters, animals, cars/trains, or even topics such as Sesame Street or Disney. Infusing the child's interests into strategies or activities may further assure the success of an intervention.

**Teacher Support Planning Sheet.** Use the **Teacher's Support Planning Sheet** to list the strategies you select to support the child within the problematic routines. After summarizing the information gathered from **My Teacher Wants to Know** and the **Daily Routine**, record the problem situation in the space provided at the top of this sheet and then below you describe why the child exhibits the behavior (i.e., function). Once you select the routines and functions from the guide, you can list the associated strategies in the appropriate column. The three large columns on the Support Planning Sheet correspond to the columns in the **Routine Based Support Guide** that provide the strategies for preventing and responding to the problem behavior as well as what new skills to teach. A space is provided at the bottom of the sheet for describing home strategies. Use one **Teacher's Support Planning Sheet** for each problem situation or challenging routine and supply the family and paraprofessionals with copies of the form for consistent implementation of the strategies.

## Teaching Tools Organization

In creating the Teaching Tools strategies we did not intend them to be exhaustive, but to offer you some general tools for supporting young children with challenging behavior. We consider everything on the CD as tools. The tools include these written materials, the **Routine Based Support Guide**, teaching tips, and visual supports that you may use to create predictability, teach social skills, and support the appropriate behavior of the child. The CD contents also provide similar materials that may be used to support and involve the family. All of the strategies on the CD are housed in numbered "folders". The following table provides a general overview of each folder on the CD.

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Folder	Overview
<b>Folder 1- A User's Manual</b>	<b>A User's Manual</b> provides a description of the Teaching Tools through the tips, and forms for getting started. The "Getting Started" guides, tips, and forms that assist with the first steps in supporting young children with challenging behavior. They offer ideas for establishing a good foundation in the classroom, gathering information, selecting strategies, and generating a support plan.
<b>Folder 2-Buddy System Tips</b>	The <b>Buddy System</b> tip sheet and article about peer buddies provide ideas for using a peer buddy system to support the child with challenging behavior while adjusting to the new setting.
<b>Folder 3-Teacher Tools</b>	The <b>Teacher Tools</b> folder contains visual representation for common classroom rules and small, medium and large stop signs for helping children know what areas are off limits.
<b>Folder 4-Turtle Technique</b>	The <b>Turtle Technique</b> is a method of teaching young children strategies for coping with anger, disappointment, and frustration. This folder contains an article about anger control, visuals (small and large) for the turtle technique steps, and a scripted story.
<b>Folder 5-Visual Strategies</b>	This folder begins with the <b>How to Make a Visual Schedule</b> tip sheet, a rationale and key points for using the visual strategies. In addition, there are visual schedules, choice boards, cue cards, and activity sequences. A variety of pictured examples are provided to help teachers develop their own visual supports.
<b>Folder 6- Scripted Stories</b>	This folder contains <b>Scripted Story Tips</b> . Scripted stories help children understand a social situation by describing the situation, what the child needs to do, and how others feel when the child exhibits the inappropriate behavior or desired behavior.
<b>Folder 7-Circle Time Tips</b>	The <b>Circle Time</b> folder focuses on visual strategies for helping children understand circle time. This folder includes a scripted story about circle time, rules for circle, and a mini schedule for understanding and predicting the activities of circle time.
<b>Folder 8-Feeling Vocabulary</b>	The <b>Feeling Vocabulary</b> folder contains an article about enhancing young children's emotional vocabulary. The article provides a variety of strategies to support children around the notion of appropriately expressing feelings. Some of the ideas discussed in the article are provided to you in the files within this folder: visuals depicting a variety of emotions, a feeling wheel, and a feeling chart. The feeling visuals can prompt appropriate emotional expression.

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**Folder 9-Home Strategies**

The **Home Strategies** help link home and school. The questionnaire offers critical information about the child (see “Getting Started” section of this manual). The “Getting Ready for School” visual helps families with the morning routine and prepare for the transition to school. A scripted story is provided to help children with first time transitions to school. “Use Positive Words” offers families guidance for responding to problem behavior by emphasizing what to do versus what not to do.

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**Supplemental Materials**

The folder of “Supplemental Materials” on your CD contains folder labels and binder inserts, should you decide to print the contents of the CD to construct your own kit. The labels and binder inserts provide you with a way to organize the materials.



## Using the Teaching Tools CD-ROM

Two software programs open the files found in Folders 1 through 9. The guides and tip sheets found in Folders 1, 2, and 5 are PDF files, which stands for Portable Document Format. The PDF files will be opened by Acrobat Reader. The strategies located in Folders 3-9 are PowerPoint files. PowerPoint is a graphics and presentation program included in a Microsoft Office software package. The amount of time it takes to print the materials varies by computer, by the size of the materials you choose to print, and whether or not they are printed in color. Many of the PowerPoint files are large files and may not fit on a traditional high-density floppy disk. You can copy all PowerPoint files to your hard drive for easy storage, adaptation, and printing.

If you do not have PowerPoint, you can still open the files and view them by first downloading free software from Microsoft. Simply go to the Microsoft website (<http://www.microsoft.com/downloads>) to download. Once you are at the website, type in "PowerPoint Viewer" in the website's search and it will give you directions on how to download the free software. The software will allow you to read and print the files; however, you will not be able to make changes to the files without the complete version of Microsoft Office software.

For your convenience, each Folder on the CD includes instructions for assembling and printing the materials. The teachers can access this information simply by double clicking on each folder with the left button on the mouse. Once you have double clicked the on the folder, you can see the files that contain the strategies and printing instructions. Double click on the file to open and view the strategies and printing instructions. The instructions for printing look exactly as you see them in the software program when printing the files.

Folders 3-9 also include, at the beginning of each strategy, a description of the strategy and its application. The instructions can be printed out as a separate page, if needed, before printing the strategies. Once you print the materials, if desired, you can laminate them for durability.

## References

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# GETTING STARTED: Tips and Forms





## TABLE OF CONTENTS

(Note: If you close out this file and go to the “Contents” file on the CD, it is hyperlinked to all of the documents mentioned. If you double click on the title of the file within the Table of Contents, you will be taken directly to that file.)

### A User’s Manual

#### Folder 1 - Getting Started: Tips and Forms

- File A – Toolkit Tips
- File B – Communication is Key
- File C - “My Teacher Wants to Know” questionnaire
- File D – Daily Routine
- File E – Routine Based Support Guide
- File F – Teacher’s Support Planning Sheet

#### Folder 2 – Buddy System Tips

- File A – Buddy System Tip Sheet
- File B – “You’ve Got to Have Friends” (CSEFEL article)

#### Folder 3 – Teacher Tools

- File A – Classroom Rules
- File B – Stop Signs (big, medium, small)

## TABLE OF CONTENTS (continued)

### **Folder 4 – Turtle Technique**

File A – Helping Young Children Control Anger and Handle  
Disappointment (CSEFEL article)

File B – Turtle Technique

File C – “Tucker Turtle Takes Time to Tuck and Think” Scripted  
Story

### **Folder 5 – Visual Strategies**

File A – Visual Strategies Tip Sheet

File B – How to Make a Visual Schedule

File C – Classroom Visual Schedule

File D - Centers (choice board, bracelets, necklaces, signs)

File E – Arrival Mini Schedule

File F – First-Then Board

File G – Cue Cards

File H – Activity Sequence Visual (potty, wash hands)

File I –Sample Visuals

### **Folder 6 – Scripted Stories**

File A – Scripted Stories for Social Situations Tips

File B – “I Go To Preschool” Scripted Story (car and bus versions)

File C – “I Can Use My Words” Scripted Story

### **Folder 7 – Circle Time Tips**

File A – “What Do We Do in Circle?” Scripted Story

File B – Circle Rules

File C – Circle Mini Schedule

## TABLE OF CONTENTS (continued)

### **Folder 8 – Feeling Vocabulary**

- File A – Enhancing Emotional Vocabulary in Young Children  
(CSEFEL article)
- File B – Feeling Faces (black and white version)
- File C – Feeling Faces (colored version)
- File D – Spanish Feeling Faces
- File E – Feeling Wheel
- File F – Feeling Chart

### **Folder 9 – Home Kit**

- File A – Home Kit Description and Contents List
- File B – “My Teacher Wants to Know” Questionnaire
- File C – “I Go To Preschool” Scripted Story (car and bus versions)
- File D – “Getting Ready for School” Visual Mini Schedule
- File E – Use Positive Words

### **Supplemental Materials**

- File A – Folder Labels (files, folder pockets, kit box)
- File B – Storage Binders
- File C – CD Label



## Toolbox Tip Cards



### Keep Your Transition Tool Kit Handy

- These tool tip cards will provide you with a quick reference to some of the tools and tips through the transition toolkit.



## The Nuts and Bolts of a Good Plan is Teaching the New Skill...

- Replace problem behavior with a new skill
- Intentionally teach throughout the day
  - Children learn through multiple opportunities
  - Teaching is easier when the child is not engaging in challenging behavior
- Choose teaching strategies that match:
  - Child's level
  - Teacher's style
  - The activity or situation
- Children with problem behavior have a skill delay in language, social, behavioral, and/or emotional development—So we need to teach them the skills they need



## Weigh Your Options...Be Thoughtful About Preventions

Prevention Strategies can soften triggers or make the problem behavior irrelevant

- |                                       |                             |
|---------------------------------------|-----------------------------|
| • Anticipate and cue                  | • Offer choices             |
| • Prompt/cue children                 | • Encourage/praise          |
| • State clear and simple expectations | • Embed preference          |
| • Provide predictability              | • Adjust length of activity |
| • Signal or warn                      | • Modify materials          |
| • Use "first-then" statements         | • Use timers                |
| • Use proximity                       | • Model                     |
|                                       | • Allow for flexibility     |



## Say What You Want to See, Not What you Saw

- Give children clear expectations
- When redirecting let children know what you want to see
  - Say, “Walk” instead of “Don’t run”
  - Say, “Feet on floor” instead of “Stop climbing”
  - Say, “Quiet voice” instead of “No yelling” (and model what a quiet voice would sound like)



## Don’t Get Backed Up, Take the Plunge!

- Follow non-preferred tasks with preferred tasks
- Use “First-Then statements” (combine statement with visual if child needs visual support)
  - “First clean up, then go outside”
  - “First lay down, then hold bear”
  - “First say help, then I’ll help you”



## Roll With It, Sometimes Activities Can Perk Children's Interest or They Simply Flop...

- Read the child's cues
  - Extend activities that the child is actively engaged in
  - Move on to a new activity when an activity just doesn't work
- Ask the child what he/she wants to do
  - Choice is a powerful teaching tool
- Follow the child's lead



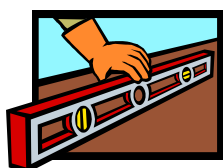
## Don't Throw in the Monkey Wrench, Stay Positive...

- Challenging behavior is challenging...
- Remind yourself you can support this child
- Teaching is your strength, this is a skill learning issue



## Paint the Picture, a Visual Can Speak a Thousand Words...

- Photograph schedules give children a clear sense of time and expectations within a routine
- Mini schedules allow for predictability with individual activities within the daily schedule
- Activity task sequences represents steps within an activity
- Visual cues can be used to communicate clear expectations



## Keep a Level Head, Teach the "Turtle Technique"

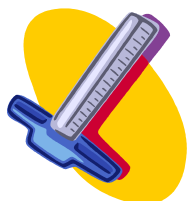
- Model remaining calm
- Teach children how to control feelings and calm down
  - Recognize your feeling(s)
  - Think "stop"
  - Go inside your "shell" and take 3 deep breaths
  - Come out when calm and think of a "solution"
- Prepare children for possible disappointment/change
- Recognize and comment when children stay calm
- Involve families: teach the "Turtle Technique"





## Don't Just Blow the Whistle, Coach Children to Think of a Solution...

- Remind children that for most problems there is a "solution" or a way to make it better...
- Cue them to: Stop! What's the problem— Think of a possible solution— What might Happen—Give it a try...
- Assist children in problem solving, what could be done:
  - Get a teacher
  - Ignore
  - Say, "Please stop."
  - Share
  - Wait and take turns
  - Ask nicely
  - Play
  - Say, "Please."
  - Trade



## Look at the Right Angle, Use the Child's Point of View...

- Get down on the child's level
- Place visual supports within the child's reach and view
- Room arrangement should work for the child and help prevent problem behavior
- Try to look through the lens of the child



## Support Children So They Can Measure-up, Feel Good, and Make Friends...

- Teach skills that lead to friendships
  - Sharing, giving compliments, turn-taking, helping others, organizing play (Let's statements: "let's build", "let's play tag")
- Provide toys/activities that promote cooperation
- Give attention and time to children who engage in friendship
- Model and role play friendship skills



## Shine the Light on All Angles, Talk with the Family

- Family members are the child's primary teacher
- Collaborate
- Be aware of and sensitive about family traditions and culture
- If needed, allow the child to bring a comfort item from home (fade over time)



## Don't Let the Work Load Bring You Down, Ask for Help...

- Collaboration Works
- Surround yourself with individuals who are supportive and positive
- Share tasks with team members (family members and educational staff)



## Give Children Tools

- Teach children "Feeling Vocabulary"
- Help children understand and label their own feelings and feelings of others
- Teach throughout the day
  - In play, with stories, incidentally, through special activities
- Teach feeling words by pairing the word with a picture or photograph
- Teach/model what to do with a feeling  
"Boy am I mad. I need to take 3 deep breaths and calm down."

## COMMUNICATION IS KEY

1. Tell a child what to do instead of what not to do.
2. Show the child by modeling or using a picture of the action.
3. Clearly and simply state what you expect the child to do.
4. Remember young children use inappropriate behavior because they may not understand the social rules yet.
5. Talk to young children using language they understand. Young children may not understand words like "don't" because it is a short word for "do not" and he/she may not know what the "negation" of a word means.
6. Encourage the child in a way that lets him/her know that he/she is exhibiting the desired behavior
7. Be enthusiastic and generous with encouragement. Children can never get enough!

### Examples:

Avoid	Say/Model	Remember
Don't run!	Walk; Use walking feet; Stay with me; Hold my hand	Way to go! I like how you're walking. Thanks for walking!
Stop climbing!	Keep your feet on the floor	Wow! You have both feet on the floor!
Don't touch!	Keep your hands down; Look with your eyes	You are such a good listener; you are looking with hands down!
No yelling!	Use a calm voice; Use an inside voice	[In a low voice] Now I can listen, you are using a calm (inside) voice.
Stop whining!	Use a calm voice; Talk so that I can understand you; Talk like a big boy/girl	Now I can hear you; that is so much better. Tell me with your words what's wrong.
Don't stand on the chair!	Sit on the on the chair	I like the way you are sitting! Wow you're sitting up big and tall!
Don't hit!	Hands down; Hands are for playing, eating, and hugging; Use your words (Give child appropriate words to use to express emotion)	You are using your words! Good for you!
No coloring on the wall!	Color on the paper	Look at what you've colored! Pretty picture!
Don't throw your toys!	Play with the toys on the floor	You're playing nicely. I really like to watch you play!
Stop playing with your food!	Food goes on the spoon and then in your mouth; Say "all done" when finished eating	Great! You're using your spoon! What nice manners, you said "all done;" you can go play now.
Don't play in the water/sink!	Wash your hands	Thanks for washing you're hands! I can tell they are really clean!
No biting!	We only bite food; Use your words if you're upset (Give child appropriate words to use to express emotion)	You're upset, thanks for telling me!
Don't spit!	Spit goes in toilet/tissue/grass; Use your words (Give child appropriate words to use to express emotion)	I like the way you used your words! Thanks for using your words!
Don't run!	Walk; Use walking feet; Stay with me; Hold my hand	Way to go! I like how you're walking Thanks for walking!

# MY TEACHER WANTS TO KNOW

CHILD'S NAME:

DATE:

How well do I:	Not so well	Very well
do in the morning?	1	5
do in the afternoon?	1	5
do in the evening?	1	5
sleep?	1	5
nap?	1	5
eat lunch?	1	5
eat dinner?	1	5
play with adults?	1	5
play by myself?	1	5
play with another child?	1	5
play in a small group?	1	5
play in a large group?	1	5
play inside?	1	5
play outside?	1	5
play with younger children?	1	5
play with older children?	1	5
do when children sit near me?	1	5
do when children sit further away?	1	5

<b>How do I let people know:</b>
I am angry or upset (example: crying, screaming, etc.)?
I am happy (example: laughing, hopping, etc.)?
I want something (example: reaching, talking, etc.)?
I don't want something (example: push away, say NO, etc.)?
I like something (example: smiling, talking, laughing, etc.)?
I don't like something (example: crying, throwing, talking, etc.)?
What helps me when I am: sad? angry? scared?
What makes me angry/upset?
What makes me happy/excited?

**What do I “get” or “get out of” when I use challenging behavior?**

What happens just before the behavior?	<p align="center"><b>BEHAVIOR</b></p> <p align="center">Describe exactly what the behavior looks like.</p>	What do adults/siblings do when problem behavior occurs?	Why might he/she be doing this?
<p><b>EXAMPLE:</b></p> <p><i>He is told to go to the bathroom to take a bath.</i></p>	<p><i>He screams, runs to the other end of the house and drops to the ground kicking.</i></p>	<p><i>Mom/Dad chase after him. When he drops and kicks we back off and wait him out.</i></p>	<p><b>To get:</b></p> <p><b>To get out of:</b> <i>taking a bath until he is ready (delays going to take a bath)</i></p>
			<p><b>To get:</b></p> <p><b>To get out of:</b></p>
			<p><b>To get:</b></p> <p><b>To get out of:</b></p>
			<p><b>To get:</b></p> <p><b>To get out of:</b></p>
			<p><b>To get:</b></p> <p><b>To get out of:</b></p>

**My Preferences:**



1. My teacher wants to know about toys/activities:

My Favorite

My Least

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4. My teacher wants to know about people in my life with whom I:

Behave Well

Have Behavior Problems

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2. My teacher wants to know about foods:

My Favorite

My Least

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3. My teacher wants to know what activities I like:

- |                |              |                 |
|----------------|--------------|-----------------|
| blocks/legos   | dress up     | pretend cooking |
| computer       | coloring     | paints          |
| sand table     | water table  | books           |
| cutting        | pasting      | play doh        |
| baby dolls     | cars/trains  | outside play    |
| action figures | real cooking |                 |
| other: _____   |              |                 |







# Routine Based Support Guide

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**[CLICK HERE TO OPEN ROUTINE BASED SUPPORT GUIDE](#)**