Challenging Behavior Works!

Remember!
Children engage in challenging behavior because it works for them!
Challenging Behaviors

• Usually meet a need
  – Screaming
  – Hitting
  – Biting
  – Running away

• If the challenging behavior works, it will continue
Challenging Behavior

• We spend a lot of energy trying to get the behavior to stop

No!

• Once you stop the behavior, what should the child do instead?
Replacement Behavior

• Behind every “don’t do that” is a “do this instead”
• What is the positive, safe, pro-social behavior you want to see instead?
• If you take something away, you have to replace it with something…
Promoting Social Emotional Competence

- Individualized Intensive Interventions
- Social Emotional Teaching Strategies
- Designing Supportive Environments
- Building Positive Relationships
Universal / Primary Prevention: Program-/Classroom-Wide Systems for All Children, Families, & Staff

Targeted / Secondary Prevention: Specialized Group Systems for Children with At-Risk Behavior

Intensive / Tertiary Prevention: Specialized Individualized Systems for Children with High-Risk Behavior

~80% of Students

~15%

~5%
Agenda

Morning Sessions:
• Teaching Social Emotional Skills
• Friendship Skills
• Emotional Literacy

Afternoon Sessions:
• Controlling Anger and Impulse
• Problem Solving
Learner Objectives

• Participants will be able to discuss why it is important to be more intentional about teaching social emotional skills.
• Participants will be able to identify strategies for supporting the development of friendship skills.
• Participants will be able to define emotional literacy and identify activities that build “feeling vocabularies.”
• Participants will understand the importance of providing opportunities for children to begin to understand their own, as well as others’ emotions.
• Participants will understand why children need to learn to control anger and handle disappointment and will be able to identify strategies to teach anger management skills.
• Participants will understand the importance of teaching problem solving and will be able to identify problem solving steps.
Teaching Social Emotional Skills

- What
- Why
- When
- How
What Is Social Emotional Development?

- A sense of confidence and competence
- Ability to develop good relationships with peers and adults/make friends/get along with others
- Ability to persist at tasks
- Ability to follow directions
- Ability to identify, understand, and communicate own feelings/emotions
- Ability to constructively manage strong emotions
- Development of empathy
Research has shown...

• A strong relationship between low peer status in childhood and later problems in adolescence and adulthood.
“If a child doesn’t know how to read, we teach.
If a child doesn’t know how to swim, we teach.
If a child doesn’t know how to multiply, we teach.
If a child doesn’t know how to drive, we teach.
If a child doesn’t know how to behave, we teach? punish?

Why can’t we finish the last sentence as automatically as we do the others?”

*Tom Herness (NASDE President) Counterpoint 1998, p.2*
Equating Behavior and Social Skills

If a child doesn’t know how to behave:
If a child doesn’t know how to problem solve,
If a child doesn’t know how to play with others,
If a child doesn’t know how to self-manage,
If a child doesn’t know how to express emotions,
If a child doesn’t know how to communicate,

we.......... .......teach? ..........punish?
Identifying Teachable Moments
Stages of Learning

• **Acquisition** – new skill or concept
• **Fluency** – the ability to immediately use the skill or concept without a prompt
• **Maintenance** – continuing to use the skill or concept over time
• **Generalization** – applying the skill or concept to new situations, people, activities, ideas, and settings
Teaching Replacement Skills

- Consider your goals and objectives in choosing replacement behaviors.
- Teach alternative behavior to challenging behavior.
- Replacement skills should be efficient and effective (i.e., work quickly for the child).
- Consider skills your child already has.
- Make sure the reward for appropriate behavior is consistent.
Teaching Replacement Skills

• Sequence of Instruction
  – Introduce topic during large group activities
  – Provide practice opportunities and expansion of concepts during small group
  – Provide individual coaching and prompting
  – Capitalize on naturally occurring teachable moments
  – Acknowledge using frequent specific encouragement
Replacement Skill Instruction Procedures

• Select a skill to teach.
• Teach skills intentionally using planned procedures.
• Teach replacement skills during time the child is not having challenging behavior.
• Teach throughout the day.
Practice Opportunities

• It takes 10 times as many trials to teach a replacement behavior
Friendship Skills

Think about children who are well liked and friendly…

What do you notice about their behavior that makes it easier for them to make friends?
Friendship Skills

- Gives suggestions (play organizers)
- Shares toys and other materials
- Takes turns (reciprocity)
- Is helpful
- Gives compliments
- Understands how and when to give an apology
- Begins to empathize
Play Organizers

• Rationale
• Describe skill
  – Get a friend’s attention
  – Give a friend a toy
  – Offer suggestions of what to do with toys/materials
• Demonstrate
  – Right way
  – Wrong way
• Practice
• Promote
Sharing

• Rationale
• Describe skill
  – Child has materials
  – Offers or responds to request from peer for materials
• Demonstrate
  – Right way
  – Wrong way
• Practice
• Promote
Being Helpful/Team Player

• Rationale
• Describe skill
  – Children might assist each other
  – Tell or show a friend how to do something
  – Assist a friend in distress
• Demonstrate
  – Right way
  – Wrong way
• Practice
• Promote
Taking Turns

• Rationale
• Describe skill
  – “You take a turn, I take a turn”
  – Might ask for a turn with a toy
  – Might initiate turn taking games
• Demonstrate
  – Right way
  – Wrong way
• Practice
• Promote
Giving Compliments

• Rationale

• Describe skill
  – Verbal – say things like:
    • “Awesome! Cool!”
    • “You...........” (describe action)
  – Physical – Do things like:
    • Hug
    • Pat on the shoulder
    • High Five
    • Thumbs up

• Demonstrate
  – Right way
  – Wrong way

• Practice
• Promote
Knowing How and When to Give Apologies

• Rationale
• Describe skill
  – Children might say, “I’m sorry I hit you when you took my ball.”
  – “I didn’t mean to push you.”
• Demonstrate skill
  – Right way
  – Wrong way
• Practice
• Promote
Setting the Stage for Friendship

• Inclusive setting
• Cooperative use toys
• Embed opportunities
• Social interaction goals and objectives
• Atmosphere of friendship
Adults May Support Children in Using Social Skills by:

- Monitoring during play and large group time.
- Cueing children to play together, share with their friends, and be persistent.
- Modeling positive peer interaction other adults in the classroom.
- Including cooperative use toys in the classroom.
Adults May Support Children in Implementing Strategies by:

- Giving specific verbal cues, praise, & suggestions
- Giving material reinforcers
- Providing physical assistance
- Embedding planned social interactions
# Cooperative Use Toys

- Balls
- Puppets
- Wagons
- 2 telephones
- Teeter-totters

- Tire swings
- Rocking boats
- Board games
- Dress-up clothes
- Dramatic Play materials
Peer-Mediated Social Skills Training

- Choose a typical peer
- Present lesson with typical peer and target child
- Embed skill opportunities
- Prompt or script typical peer
Strategies for Developing Friendship Skills

- Modeling
- Modeling with video
- Modeling with puppets
- Preparing peer partners
- Buddy system
- Priming
- Direct modeling
- Reinforcement
Activities to Support the Development of Friendship Skills

- Friendship Can
- Friendship Camera
- Planting Seeds of Friendship
- Friendship Tree/Compliment Tree
- Books about Friendships
- Friendship Quilt
- Friendship Journal
- Music/Songs
I Can Be a SUPER FRIEND!

Created for Tim by Lisa Grant & Rochelle Lentini

2002
Emotional Literacy

What is emotional literacy?

*Emotional literacy is the ability to identify, understand, and express emotions in a healthy way.*
Children with a Strong Foundation in Emotional Literacy:

- tolerate frustration better
- get into fewer fights
- engage in less destructive behavior
- are healthier
- are less lonely
- are less impulsive
- are more focused
- have greater academic achievement
Activity
“Table Talk”

With your table mates…

Write a list of feeling words that you would most want to teach the pre-k children you work with.
# Activity

## “Table Talk”

How many of these feeling words did you list?

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

• Labeling feelings in self and others
• Understanding gradations of feelings
• Recognizing facial and physiological signs
• Modulating response
• Developing coping strategies
• Understanding that feelings can change
• Demonstrate empathy
Enhancing Emotional Literacy...

- Direct Teaching
- Indirect Teaching
- Use of Songs and Games
- How would you feel if…?
- Checking In
- Feeling Dice and Feeling Wheel
- Use of Children’s Literature
Indirect Teaching

- Provide emotional labels as children experience various affective states - “Tamika and Tanya seem really happy to be playing together! They keep hugging each other!”
• If you are happy and you know it…add new verses to teach feelings
  – If you’re **sad** and you know it, cry a tear..”boo hoo”
  – If you’re **mad** and you know it, use your words “I’m mad”
  – If you’re **scared** and you know it ask for help, “help me”
  – If you’re **happy** and you know it, hug a friend
  – If you’re **tired** and you know it, give a yawn.
Sample Game

• How does your face look when you feel proud?

• What makes you feel proud?
Make a _____ face.
Sample Game

Bingo

Loved | Happy | Sad
---|---|---
Happy | Loved | Proud
Proud | Sad | Loved
• Discuss typical situations that happen when children are together: “How would you feel if this happened to you?”
  – Example: Jeremy wanted to play ball with Katie and Wu-ying today, but they wouldn’t let him. How do you think that made him feel? How do you think you would feel if that happened to you? What could Jeremy try next time?
• Teachers and children can “check in” each morning by choosing a feeling face that best describes their affective state and putting it next to their name. Children can be encouraged to change their feeling faces throughout the day as their feelings change.
On Monday When it Rained
by Cherryl Kachenmeister

Disappointed
Embarrassed
Proud
Scared
Angry
Excited
Lonely
Book Nooks
http://csefel.vanderbilt.edu/resources/strategies.html#booknook

On Monday When it Rained

Glad Monster Sad Monster

Hands Are Not for Hitting
Children’s Literature

Activity

Break into small groups
Complete activity form
Report back to group!
Characteristics of Classrooms That Foster Emotional Literacy

*Books about feelings are read and are available in the story center.
*Photos of people with various emotional expressions are displayed.
*Teachers label their own feelings.
*Teachers notice and label children’s feelings.
*Activities are planned to teach and reinforce emotional literacy.
*Children are reinforced for using feeling words.
*Efforts occur daily.
Identifying Feelings in Self and Others

• Learning words for different feelings
• Empathy training
• Learning to recognize how someone else is feeling
  – Facial cues
  – Body language
  – Tone of voice
  – Situational cues
• Learning how to control anger, relax, and calm down
Empathy

Empathy is the identification with and understanding of another’s feelings and situation.
Teaching Empathy

• Model empathy
• “Alike” & “different” activities
• Draw children’s attention to how others are feeling
• Role plays and role reversals
• Reinforce empathy behaviors
Second Step – Empathy Training

Unit I: Empathy Training
Lesson Titles
Lesson 1: Setting the Stage for Second Step Study
Lesson 2: Feelings
Lesson 3: More Feelings
Lesson 4: We Feel Feelings in Our Bodies
Lesson 5: Feelings Change
Lesson 6: Same or Different?
Lesson 7: Accidents
Lesson 8: I Care
Lesson 9: I Help

Lesson Topics
Introduction of the Second Step program and establishing rules for listening.
Using physical clues to identify others’ feelings.
Using situational clues to identify others’ feelings.
Using physical clues to identify our own feelings.
Understanding that people’s feelings about a situation can change.
Understanding that others can have different feelings about the same situation.
Understanding that some actions are accidental.
Using words and actions to show that you care.
Understanding that helping is a way to show that you care.
Unit II: Emotion Management
Lesson 1: Strong Feelings
Lesson 2: Calming Down Strong Feelings
Lesson 3: More Ways to Manage Strong Feelings
Lesson 4: Dealing with Wanting
Lesson 5: Dealing with Not Getting What You Want
Lesson 6: Am I Angry?
Lesson 7: Dealing with Being Hurt

Understanding that feelings vary in strength.
Applying the ways to calm down to manage strong feelings.
Understanding more ways to manage strong feelings.
Identifying calming-down strategies to manage strong feelings.
Applying the ways to calm down to deal with disappointment.
Identifying how anger feels in the body, and recognizing the need to calm down.
Finding ways to calm down and understanding what to do when accidentally hurt.
Second Step – Problem Solving

Unit III: Problem Solving

Lesson 1: Dealing with Losing Something
Lesson 2: Dealing with Distractions
Lesson 3: Interrupting Politeley
Lesson 4: Fair Ways to Play
Lesson 5: Dealing with Having Things Taken Away
Lesson 6: Dealing with Name-Calling
Lesson 7: Learning to Have Fun with Our Friends
Lesson 8: Joining In
Lesson 9: Keeping Second Step Skills Going

Introduction of the problem-solving steps.
Using problem solving to deal with distractions.
Demonstrating polite interruptions.
Understanding solutions to promote fair play.
Using calming-down and problem-solving skills to deal with having something taken away.
Using problem solving to deal with name-calling.
Understanding that fair ways to play promote fun.
Understanding and applying the joining-in steps.
Reviewing the Second Step program.
Lesson 7: Accidents

Warm-Up

Puppy and Snail want to tell us about something that happened yesterday.

Snail: Well, I was carrying my snack to the table, and Puppy was right behind me. Puppy: Snail suddenly stopped and we bumped into each other. I dropped my snack on the floor. I was sad. I went everywhere. Use soap now. I was just about to get mad at Snail. Then Snail explained.

Snail: I didn't mean to make you drop your snack. I saw something shiny on the floor and stopped to look. It was an accident. I'm sorry. You can have some of my snack.

Puppy: I wasn't mad at Snail anymore. I understood what had happened. But I was sad that I couldn't eat my snack.

I'm so glad that Snail explained what happened and apologized for the accident. Good-bye for now. Puppy and Snail. Thanks for coming to visit.

Story and Discussion

Sometimes things happen that we don't mean to happen. Today we will talk about what to do when you do something by accident.

How does Sami feel? (Sami stamping foot.) How can you help him? (Make him laugh.)

1. How do you think James feels? (He's holding his arm. He's crying.) The situation?

2. How do you think Darnell feels? (He's looking at James. He's crying.) The situation?

3. Did Darnell mean to hurt James? (No.) Did he mean to knock him to the ground? (No.) How can we tell this from the picture? (He stepped on it. He's cursing at him.)

It was an accident. An accident is something that wasn't meant to happen. Accidents are not done on purpose.

4. If Darnell pushed James on purpose, would it still be an accident? (No.)

5. What can Darnell do now? (Sami is holding his arm. He's crying.) The situation?

Sometimes we do things to other people that we didn't mean to do. Remember what happened to Puppy? Snail didn't mean to make Puppy drop the snack on the floor.

When accidents happen, it's important to say I'm sorry. It's an accident.

Pretend and Practice

Everyone has accidents. How are we going to play a game to practice what to say when we do something by accident.

Model for children. Fill in the name of a child to personalize the following. Let's pretend that I accidentally bumped __________ with a chair as I moved it. I could say I'm sorry. I didn't mean to. It was an accident. Are you okay?

Have children practice. Adapt, replace, or add scenarios to make them relevant.
A Response Formula

1. Empathy Statement
2. Describe/Model Replacement Behavior
3. Encourage use of Replacement Behavior in the moment
4. Reinforce Your Child’s Efforts
5. Assist Your Child in Moving Forward
Response Formula

A Response Formula
a formula for responding to challenging behavior

[Note: This will not work every time, but in most situations this formula will help you support a child in a conflict situation, and can guide your choices during moments of stress]

1. Empathy Statement
   ("I can see that you really want to..."; "You look like you’re feeling...")

2. Describe/Model Replacement Behavior:
   ("If you want a turn with that, say "Can I have a turn?")

3. Encourage:
   Prompt replacement behavior ("You try it--say "Can I...")

4a: If child follows prompt, then praise, encourage, and support

OR

4b: If child isn’t able/ready/willing to try replacement behavior, do it for the child ("I’ll help you--"Can I...")

5. Assist:
   Help child reengage by distracting, redirection, or pointing out acceptable choices.
1. Empathy Statement
"I can see that you really want to..."; "You look like you're feeling..."
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4b: If child isn't able/ready/willing to try replacement behavior, do it for the child ("I'll help you-- "Can I...")
5. Assist:
Help child reengage by distracting, redirection, or pointing out acceptable choices.
Key Concepts with Feelings

- Feelings change
- You can have more than one feeling about something
- You can feel differently than someone else about the same thing
- All feelings are valid – it is what you do with them that counts
Take 3 deep breaths... 1..2..3

Adapted from Incredible Years Dinosaur School
Controlling Anger and Impulse

- Recognizing that anger can interfere with problem solving
- Learning how to recognize anger in oneself and others
- Learning how to calm down
- Understanding appropriate ways to express anger
Turtle Technique

Recognize that you feel angry.

Go into shell. Take 3 deep breathes. And think calm, coping thoughts.

“Think” Stop.

Come out of shell when calm and think of a solution.
Tucker Turtle
Takes Time to Tuck and Think

A scripted story to assist with teaching the “Turtle Technique”
By Rochelle Lentini
March 2005

The Turtle Technique Book

by Gerry Morgan, adapted from CSEFEL materials
Dear Parent,

Billy did a great job today handling frustration and not getting angry when we ran out of his favorite cookie at snack. Instead of getting upset, Billy took three deep breaths and decided he would try one of the other cookies. That was a great solution and he really liked the new cookie too!

You can help Billy at home by: Asking him what he did at school today when we ran out of his favorite cookie. Ask him how he calmed down. Comment on what a great job he did. Tell him that you hope that he will do that again when he gets frustrated about something.

Thank you so much!

Mr. Phil
Use Turtle Technique within Daily Lessons
Dragon Steps

You’re frustrated!

Stop

Dragon breaths 1...2...3...

Think of a solution
Breathing Ball
Flowers/Candles

Smell the Flowers

Blow the Candles
Bubbles
Becky Bailey resources

- Drain
- Pretzel
- Balloon
- STAR

- www.conciousdiscipline.com
Problem Solving

• Learning problem solving steps
• Thinking of alternative solutions
• Learning that solutions have consequences
• Learning to evaluate solutions - *Is it safe? Is it fair? Good feelings?*
• What to do when a solution doesn’t work
Problem Solving Steps

1. **Step 1**: What is my problem?
2. **Step 2**: Think, think, think of some solutions.
3. **Step 3**: What would happen? (Attach a smiley or sad face)
4. **Step 4**: Give it a try!

- Would it be safe?
- Would it be fair?
- How would everyone feel?
Help the Child Think of a Possible Solution:

- Get a teacher
- Ask nicely
- Ignore
- Play
- Say, “Please stop.”
- Say, “Please.”
- Share
- Trade toys/item
- Wait and take turns
The Solution Kit

Get a Teacher

Wait and take turns.
2 X 2 SOLUTION KIT CUE CARDS
Available Everywhere
Problem-Solving Activities

• Problematize everything
  – “We have 6 kids at the snack table and only one apple. We have a problem. Does anyone have a solution?”

• Play “What would you do if…?”

• Children make their own “solution kits”

• Children offer solutions to problems that occur in children’s stories
Supporting Young Children with Problem-Solving in the Moment

- Anticipate problems
- Seek proximity
- Support
- Encourage; and
- Promote
Dealing with Common Peer Problems

- Teaching alternative responses to being teased, bullied, or yelled at
- Teaching children to speak up when something is bothering them, “Please stop”
- Teaching children to be good ignorer (using a “Teasing Shield”)
- Teaching aggressors skills to initiate play and to feel sorry
Teasing Shield

Purpose:
• To teach children how to ignore inappropriate behavior
• To teach children how to initiate play appropriately

Materials:
• Puppet for pre-teaching use of teasing shield
• Shield printed on cardstock, with handle (taped onto back)
• Various art supplies to decorate front
Stages of Learning

• Using a puppet, demonstrate how the shield works: when someone is saying something mean to you, you can put up your shield and ignore them. Also demonstrate how to initiate play and how to feel sorry

• Introduce art activity, decorating shields with names, colors, glitter, etc.

• Practice using shield in context of classroom, with shield and without shield

• Reinforce use of “shield skills” in natural contexts. This includes noticing and labeling, as well as supporting children in using this successfully.
Hurt
Feelings
Sad
Strong
Turn around
Look away
Ignore
You can use your teasing shield
Without the shield
Can I play?
Nice words
Yes
Safety Steps

• Say words that mean “No”
• Get away
• Tell a grown-up
### Pulling It All Together Activity

<table>
<thead>
<tr>
<th>What is the behavior?</th>
<th>Why might Jack be doing this?</th>
<th>What can I do to prevent this behavior?</th>
<th>What new skills can we teach?</th>
</tr>
</thead>
</table>
| Jack keeps getting up and leaving circle | He is bored | • Give him a job during circle  
• Find out something he really likes and embed it into circle time  
• Make a choice board for who he sits by, what songs to sing, what books to read  
• Make a picture schedule that shows him when his favorite part of circle will happen  
• Have an adult sit next to him and encourage him for participating in circle | • How to indicate when he is finished with an activity  
• Ability to attend for longer periods of time |
| He doesn’t know what to do | | • Make a picture schedule that shows him the order of activities within circle  
• Prior to circle, use the picture schedule to explain to him what will happen in circle  
• Refer to the picture schedule during circle  
• Have an adult sit by him and talk to him about what is happening  
• Provide descriptive feedback for him while he is at circle | • How to ask for help when he doesn’t know how to do something |
Routine-Based Support Guide

TTYC
Creating Teaching Tools for Young Children
with Challenging Behavior

Routine Based Support Guide

University of South Florida
Louis de la Parte Florida Mental Health Institute
Division of Applied Research & Educational Support

Rochelle Lentini
Bobbie Vaughn
Lise Fox
Routine-Based Support Guide

- Circle Time
- Art
- Computer
- Outside Play
- Line Up
- Clean-up
- Bathroom (Potty/Wash Hands)
- Centers/Free Choice
- Table Activities/Small Group
- Snack/Meals
- Nap
- Transitions
Routine-Based Support Guide

- Why might the child be doing this?
- What can I do to prevent the problem?
- What can I do if the problem behavior occurs?
- What new skills should I teach?
## Routine-Based Support Guide

**Circle Time**

<table>
<thead>
<tr>
<th>Why might the child be doing this?</th>
<th>What can I do to prevent the problem behavior?</th>
<th>What can I do if the problem behavior occurs?</th>
<th>What new skills should I teach?</th>
</tr>
</thead>
</table>
| Child is bored or doesn’t like circle (wants to get out of circle) | Give the child a “job” during circle  
Embed preferences into circle  
Use *circle mini schedule* to show when favorite circle activities will occur  
Give choices (on a visual choice board, if needed) *(see Sample Visuals)* where to sit, song, activity, book, who to sit/interact with, order of mini-schedule within circle, 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  
Arrange circle with little-to-no “escape” route for the child  
Include “hands-on” activities  
Predict when the child might use challenging behavior and prompt the child to say/gesture “all done” prior to use of challenging behavior | Catch the child just as he/she is about to get up and prompt to use the replacement skill, or for example, you could prompt the child to say, “all done”: if needed, use hand-over-hand assistance to help with signing “all done”; then let the child leave circle for alternative activity  
Re-cue to look at *circle mini schedule* for upcoming “fun activity”  
Ignore inappropriate behavior, and praise those participating | Teach child how to say he/she is “all done” with the activity *(verbally, sign language, and/or with a picture)*  
Teach child how to sit and attend for longer periods of time once the child learns the skill above  
Teach child how to follow *circle mini schedule*  
Teach child to make choices |
**Teacher’s Support Planning Sheet**

<table>
<thead>
<tr>
<th>What child’s name does during routine</th>
<th>Why I think he/she does it:</th>
</tr>
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<tbody>
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<table>
<thead>
<tr>
<th>What can I do to prevent the problem behavior?</th>
<th>What can I do if the problem behavior occurs?</th>
<th>What new skills should I teach?</th>
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Ideas for sharing child’s plan and helping the family provide support to the child at home:
Key Point: Intentionally Teach! (Teach me what to do!)

- Friendship skills
- Emotion words/feelings
- How to recognize feelings in oneself and others
- How to “calm down”
- How to control anger and impulse
- How to problem solve
Center on the Social and Emotional Foundations for Early Learning

http://csefel.vanderbilt.edu/
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