



# Routine Based Support Guide

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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 accompanies the kit on "Teaching Tools for Young Children with Challenging Behavior". The Guide is organized into the routines and activities that would typically occur in an early childhood program. The first column in each routine is titled "Why might the child 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, "What can I do to prevent the problem behavior?". The prevention column provides strategies that will help the child participate in the routine without having challenging behavior. The next column "What can I do if the problem behavior occurs?" provides the teacher with ideas on how he/she can respond in a way that does not maintain the problem behavior. Finally, "What new skills should I teach?" 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.

#### *Viewing Hyperlinked Files:*

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. You can go to the document to view the strategy by clicking on the bolded word(s). On some computers the file will automatically open, and on others a message box will open; click open, and the linked document will open. 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.



## TEACHER'S SUPPORT PLANNING SHEET

What \_\_\_\_\_ does during \_\_\_\_\_:  
(child's name) (routine)

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Why I think he/she does it:

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

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

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## CIRCLE TIME

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?
<p>Child is bored or doesn't like circle (wants to get out of circle)</p>	<ul style="list-style-type: none"> <li>· Give the child a "job" during circle</li> <li>· Embed preferences into circle</li> <li>· Use <b>circle mini schedule</b> to show when favorite circle activities will occur</li> <li>· Give choices (on a <b>visual choice board</b>, if needed) (<i>see Sample Visuals</i>): where to sit, song, activity, book, who to sit/interact with, order of mini-schedule within circle, activity items (puppets, instruments)</li> <li>· Praise for participating</li> <li>· Have the child sit front and center, directly facing teacher</li> <li>· Have adult sit near and encourage with whispers/touches</li> <li>· Arrange circle with little-to-no "escape" route for the child</li> <li>· Include "hands-on" activities</li> <li>· Predict when the child might use challenging behavior and prompt the child to say/gesture "all done" prior to use of challenging behavior</li> </ul>	<ul style="list-style-type: none"> <li>· 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</li> <li>· Re-cue to look at <b>circle mini schedule</b> for upcoming "fun activity"</li> <li>· Ignore inappropriate behavior, and praise those participating</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child how to say he/she is "all done" with the activity (verbally, sign language, and/or <b>with a picture</b>)</li> <li>· Teach the child how to sit and attend for longer periods of time once the child learns the skill above</li> <li>· Teach child how to follow <b>circle mini schedule</b></li> <li>· Teach child to make choices</li> </ul>
<p>✓ More Strategies for Toddlers and Developmentally Young Children</p>	<ul style="list-style-type: none"> <li>· Consider offering circle without the expectation that all children will participate. The toddler will let you know when he or she is developmentally ready to participate in large group activities</li> <li>· Make your circle group time smaller by dividing the class and having two teachers run two separate groups (however, be prepared that toddlers still might choose to not participate)</li> <li>· Circle for toddlers should be very brief. Make sure you only persist in presenting circle time activities if the majority of children are engaged</li> <li>· Encourage the child to sit near a friend or in the lap of an adult</li> <li>· Provide activities that are "hands on" by using toys, materials, pictures, and movement</li> <li>· Give choices on whether to sit on the floor or in a beanbag chair; be flexible about where and how children sit (or even if they should sit)</li> <li>· Provide activities and materials with high preference or interest</li> </ul>	<ul style="list-style-type: none"> <li>· Ask the child who becomes restless or disruptive after circle begins if he or she is "all done". Encourage the child to respond with a gesture or head shake and then allow child to leave circle</li> <li>· Validate child's feeling "I think you are telling me you are all done" and then support child to leave activity.</li> <li>· Use distraction as child is about to get up by diverting child's attention with an interesting activity or object</li> </ul>	<ul style="list-style-type: none"> <li>· Teach the child to signal with a gesture "all done" (e.g., shake head or wave hand) or respond to the question of "Are you all done?"</li> <li>· Teach child how to interact with or explore materials (e.g., showing how toys and other things are best used)</li> <li>· Teach child to understand the routine by consistently following the sequence of the routine and helping child follow through with circle time routine</li> <li>· Teach child to interact with peers through demonstration</li> </ul>



## CIRCLE TIME (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?
<ul style="list-style-type: none"> <li>✓ More Strategies for Toddlers and Developmentally Young Children</li> </ul>	<ul style="list-style-type: none"> <li>· Provide developmentally appropriate activities and materials (e.g., be sure the content of the book is familiar to toddlers, select books with pictures that are large, colorful, and well-defined against their background, avoid small finger motions, etc.) Establish routine within the circle time and consistently following the sequence of activities (e.g., use a greeting song each day to establish a routine that circle time is beginning)</li> <li>· Repeat the same activities over time and gradually introduce new activities</li> <li>· Use objects or object photos for circle mini schedule and visual choice board</li> <li>· Have child put objects in a basket upon completion of each activity</li> <li>· Have a brief circle time by limiting the number of activities</li> </ul>		
<p>Child has difficulty with waiting, listening, taking turns (can't tolerate length or level of circle)</p>	<ul style="list-style-type: none"> <li>· Use a <b>visual schedule</b> that shows the order of circle activities and allows the child to turn the pictures over or remove the pictures upon completion of each activity</li> <li>· Simplify the activities within circle; for instance, have a <b>weekly calendar (see Sample Visuals)</b> rather than a monthly or use more hands-on activities</li> <li>· Have 2 circle times, one for the children who can "hang in" and one for the developmentally younger children</li> <li>· Place the activities that are difficult for the child towards the end of circle time and allow the child to leave circle early for an alternate activity</li> <li>· Use a <b>"my turn" visual cue card (see Visual Samples)</b> to indicate whose turn it is</li> <li>· Embed the child's preference into circle (use a favorite character, theme, or activity) (e.g., Barney, Itsy Bitsy Spider song, Thomas the Train)</li> <li>· Allow the child to hold a "manipulative" or some piece of an upcoming circle activity</li> </ul>	<ul style="list-style-type: none"> <li>· Prompt to say/gesture "my turn"</li> <li>· Prompt to say/gesture "all done", and then allow to go to alternate activity</li> <li>· Refer to <b>visual schedule</b> and cue of remaining activities</li> <li>· Pull out a highly preferred item or activity</li> <li>· Ignore inappropriate behavior, and praise those participating</li> </ul>	<ul style="list-style-type: none"> <li>· Teach the child to ask/gesture "my turn"</li> <li>· Teach the child to say/gesture "all done"</li> <li>· Teach child to follow <b>circle picture schedule</b></li> </ul>





## CIRCLE TIME (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?
<ul style="list-style-type: none"> <li>✓ More Strategies for Toddlers and Developmentally Young Children</li> </ul>	<ul style="list-style-type: none"> <li>· Consider offering circle without the expectation that all children will participate. The toddler will let you know when he or she is developmentally ready to participate in large group activities</li> <li>· Make your circle time group time smaller by dividing the class and having two teachers run two separate groups (however, be prepared that toddlers still might choose to not participate)</li> <li>· Provide developmentally appropriate activities and materials</li> <li>· Make sure you only persist in presenting circle time activities if the majority of children are engaged; circle for toddlers should be very brief</li> <li>· Provide activities that are “hands on” by using toys, materials, pictures, and movement</li> <li>· Create <b>visual schedule</b> with objects or object photos and have child put the objects upon completion of each activity</li> <li>· If you split the class into 2 circle groups, keep the membership of each group consistent. Familiar sets of peers encourage social interactions</li> <li>· Provide a well-defined space that help children know where the boundaries of circle time are (e.g., put a quilt on the floor that shows children where to sit for circle)</li> <li>· Keep the circle time area small/keep teacher close enough to hold child's attention</li> <li>· Reduce circle duration by limiting the number of activities</li> <li>· Have child participate briefly in circle time and allow the child to leave circle when no longer interested</li> <li>· Tell child clearly what to do in simple, specific language</li> </ul>	<ul style="list-style-type: none"> <li>· Provide additional direction through verbal and physical demonstrations to say or gesture “my turn” or “all done” (e.g., put your hand on the child's hand and direct the use of sign “all done”)</li> <li>· Validate child's feeling; “I see you are angry. Ouch! Hitting hurts (while making sad face). Gentle hands (rub your hand on arm to gesture gentle). Wait, I will help.”</li> <li>· Redirect child to use the appropriate alternative behavior (“If you want a toy, sit on your bottom, and I will pass you the basket.”)</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child simple turn-taking with a peer using materials that are appropriate for back and forth exchanges (e.g., blocks on tower, toy in container, activate electronic toy)</li> <li>· Teach child to verbalize his/her wants or use sign language (incorporate sign language whenever possible into action)</li> </ul>



## CIRCLE TIME (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	<ul style="list-style-type: none"> <li>· Allow the child to lead a circle activity</li> <li>· Let the child to pick a friend to lead the next circle activity</li> <li>· Catch the child participating and verbally comment (“I see Josh doing the Hokey Pokey!” or “Look how Emma clapped just like me!”)</li> <li>· Choose children who are sitting “criss-cross” to pick next activity while saying “_____ is sitting nice, you can pick the next song”</li> <li>· Show the child a <b>“sit picture”</b> (available in “What Do We Do In Circle?” scripted story) to cue to sit</li> <li>· Model raising hand (or show a <b>visual cue card</b>) when children call out or get out of seat to gain teacher’s attention</li> </ul>	<ul style="list-style-type: none"> <li>· Ignore inappropriate behavior</li> <li>· Praise peers for participating and if child imitates, quickly remark on how he/she is participating</li> <li>· Remind <b>“First sit, then you choose”</b></li> </ul>	<ul style="list-style-type: none"> <li>· Teach the child to <b>“first sit, then choose”</b></li> <li>· Teach child to raise hand</li> <li>· Teach the child how to look for a peer who is sitting correctly to lead activity</li> </ul>
<ul style="list-style-type: none"> <li>✓ More Strategies for Toddlers and Developmentally Young Children</li> </ul>	<ul style="list-style-type: none"> <li>· Provide interactive activities (e.g., turn-taking play) that encourage child to child contact and attention</li> <li>· Offer each child a chance to “perform”, beginning with the child who has attention needs. For example, the child could be asked to walk into the center and twirl around and then go back to his/her spot</li> <li>· Provide each child with lots of attention while conducting circle time This can be accomplished by stating children’s names, touching children, and making eye contact with each child.</li> <li>· Encourage the toddler to sit near a friend or the lap of an adult</li> <li>· Encourage toddlers to help each other</li> <li>· Tell child clearly what to do in simple, specific language</li> </ul>	<ul style="list-style-type: none"> <li>· Provide additional direction through verbal and physical demonstrations to sit</li> <li>· 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 story. Sit on your bottom so we can all see the book.”</li> <li>· 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 find another activity in the classroom to do? Ms. JoAnn can help you.”</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child to participate independently in the activities</li> <li>· Teach child to engage in activity with peer that they both enjoy</li> <li>· Teach child to make choices (e.g., allow the child to choose between sitting near a friend or on the lap of teacher)</li> </ul>



## CIRCLE TIME (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 what to do (needs help)	<ul style="list-style-type: none"> <li>· Use a picture mini schedule that shows the order of circle activities</li> <li>· Prior to circle, show the child the class schedule and give a transition warning (say, "few more minutes, then circle" while showing picture)</li> <li>· Clearly mark child's seat and area</li> <li>· Allow the child to transition to circle while holding picture of circle</li> <li>· Have a "sit picture" in front of where child sits</li> <li>· Prior to circle, read the child a scripted story about "circle time" and what is expected during circle</li> <li>· Provide descriptive feedback while in circle</li> <li>· Have adult sit near to talk about what is happening next</li> <li>· Praise for sitting</li> </ul>	<ul style="list-style-type: none"> <li>· Show child "sit" picture while patting seat and gesturing to sit</li> <li>· Catch child as he/she fidgets and model how to say/gesture "help"; then immediately help</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child how to "ask for help" when he/she doesn't know how to do something</li> <li>· Teach child how to follow a picture mini schedule</li> <li>· Teach child how to follow class schedule</li> <li>· Teach child circle expectations by using the "What Do We Do in Circle?" story</li> </ul>
✓ More Strategies for Toddlers and Developmentally Young Children	<ul style="list-style-type: none"> <li>· Provide developmentally appropriate activities and materials</li> <li>· Repeat the same activities over time and gradually introduce new activities</li> <li>· Create a simple picture book about circle time, using a few photos of circle time activities</li> <li>· Have a designated seat for the child that is close to the teacher</li> <li>· Encourage the child to sit near a friend or in the lap of an adult</li> <li>· Model each action to the child and then look expectantly for the child to imitate</li> <li>· Tell child clearly what you want in simple, specific language</li> <li>· Help child become familiar with the circle time routine</li> <li>· Help child decide when to join the activities (wait until they become comfortable with activities)</li> </ul>	<ul style="list-style-type: none"> <li>· Validate child's emotion "I see you are frustrated, you don't know the song". Then, offer help "Sit in my lap and I can show you". If child is learning to say "help me" or "show me"; prompt child or provide direction to say words while you provide help</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child to ask for "help" or ask teacher to "show me" by providing verbal or physical prompts (e.g., put your hand on the child's hand and guide the use of sign "help")</li> </ul>



## ART

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	<ul style="list-style-type: none"> <li>Adapt materials (glue stick instead of paste, finger paint with plastic spoons, allows to wear gloves, use play dough instead of clay, etc.)</li> <li>Have wet wipes available on table for the child to use to clean hands</li> <li>Use <b>first-then statements/visual cues</b> (“First glue and then I will help you clean-up,” “First do art, then play with cars,” etc.)</li> <li>Have a <b>scripted story</b> about “being messy”</li> </ul>	<ul style="list-style-type: none"> <li><b>Validate the child's feelings</b> (“I see you're sad; you don't like getting messy; do you want help?”)</li> <li>Remind the child to ask for a wet wipe</li> <li>Redirect to look at the <b>first/then visual cue</b> (or verbally restate first-then statement)</li> <li>Provide physical demonstration on how to use the materials</li> </ul>	<ul style="list-style-type: none"> <li>Teach child to ask for help (this could be help with cleaning up, with doing the activity, or with accessing the adapted material)</li> <li>Teach feeling words and teach child to say, “I don't like this.”</li> <li>Teach the child to ask for a wet wipe or to initiate cleaning up</li> <li>Teach child to follow <b>first-then cues</b></li> </ul>
✓ More Strategies for Toddlers and Developmentally Young Children	<ul style="list-style-type: none"> <li>Reduce your expectations for participation, encourage the toddler but do not force the toddler to touch or participate</li> <li>Keep the activity simple</li> <li>Keep the pieces large</li> <li>Use interesting items</li> <li>Give child plenty of time to make his/her own decision about when to join in</li> <li>Sit with the child and show how it is done</li> <li>Arrange for a peer to model the activity</li> <li>Be enthusiastic about the activity and encourage the child to consider participation (“Look what we can make with the play dough”; “Look what Jason is making”)</li> </ul>	<ul style="list-style-type: none"> <li>Catch child as he/she fidgets and model how to say/gesture “help” or “all done; then immediately help or allow child to leave activity</li> <li>Validate child emotion and then prompt new skill. For example, say “Yuck, you don't like touching the paint. You can be ‘all done’. Can you say all done? That's right, all done.”</li> </ul>	<ul style="list-style-type: none"> <li>Teach child to say “all done”</li> <li>Teach child how to request “help”</li> <li>Teach child how to explore and use art materials</li> <li>Teach child make choices</li> </ul>



## ART (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	<ul style="list-style-type: none"> <li>Use a <b>visual mini first-then schedule</b> to display the steps in art (First color, cut, and glue; then go to center play) (<i>see Art Visual Activity Sequence in Sample Visuals</i>)</li> <li>Send child to activity with a <b>peer buddy</b> who can model the steps</li> <li>Chunk the steps in one-step directions</li> <li>Praise child for doing expectations</li> <li>Ensure the child knows how much work has to be done and what is going to happen next</li> <li>Encourage children to help each other</li> </ul>	<ul style="list-style-type: none"> <li>Redirect to look at the <b>mini first-then schedule</b></li> <li>Direct peer to show child and remind child to look at what the peer is doing</li> <li>Provide additional direction through verbal and physical demonstrations to use materials</li> </ul>	<ul style="list-style-type: none"> <li>Teach the child to follow <b>visual mini first-then schedule</b></li> <li>Teach the child to imitate <b>peer buddy</b></li> <li>Teach the child to do activity with one step directions</li> </ul>
✓ More Strategies for Toddlers and Developmentally Young Children	<ul style="list-style-type: none"> <li>Create a visual <b>mini first-then</b> schedule with objects or object photos</li> <li>Show child what to do</li> </ul>	<ul style="list-style-type: none"> <li>Catch child as he/she fidgets and model how to say/gesture "help"; then immediately help</li> <li>Provide additional direction through verbal and physical demonstrations to use materials</li> <li>Validate child emotion 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."</li> </ul>	<ul style="list-style-type: none"> <li>Teach child how to explore and use art materials</li> <li>Teach child to ask for help</li> </ul>



## ART (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?
<p>Child might want the teacher to give him/her attention</p>	<ul style="list-style-type: none"> <li>· Praise the child for sitting, doing activity, following directions, etc.</li> <li>· Allow the child to choose a peer buddy to go to art with him/her</li> <li>· Have <b>visual “raise hand” reminder (see Cue Cards)</b> on art table to remind the child to “raise hand” for teacher, and point to it to cue the child to raise his/her hand</li> </ul>	<ul style="list-style-type: none"> <li>· Remind child to raise hand either by modeling or by <b>pointing to the picture</b> and saying “raise hand” (if necessary, help the child physically raise hand)</li> <li>· Praise and attend to children who are on-task; then quickly praise the child if imitates “on-task” behavior</li> <li>· Briefly withdraw attention and then redirect child with alternatives</li> </ul>	<ul style="list-style-type: none"> <li>· Teach the child to <b>raise hand</b> for teacher attention</li> <li>· Teach the child to interact with <b>peer buddy</b> during art</li> </ul>
<p>✓ More Strategies for Toddlers and Developmentally Young Children</p>	<ul style="list-style-type: none"> <li>· Assure the child that teacher will be close by if he/she needs help</li> <li>· Pair the child with another child to do the activity</li> <li>· Provide frequent and specific encouragement for engaging in the activities</li> <li>· Gradually increase the expectation for engaging independently in the activity</li> <li>· Attend/pay with for a brief amount of time and then say, “You play. 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</li> </ul>	<ul style="list-style-type: none"> <li>· Validate child emotion and then prompt new skill. For example, say “Are you telling me you want me to sit with you? Just a minute and I can be with you. Say, “Come here” (teacher should also model a gesture)</li> <li>· Cue child to “use words” and give him/her words to say/gesture</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child to ask for adult attention using body or verbal language</li> <li>· Teach child request attention by saying “come here”, stating the teacher’s name, asking to be picked up or gesturing for an adult</li> </ul>



## ART (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?
<p>Child might like the feel of the materials and engage with materials inappropriately (e.g., mounds of glue, paint on face/peers)</p>	<ul style="list-style-type: none"> <li>· Have “sensory play” on the child’s <b>visual schedule</b></li> <li>· Use visual cue to assist with cuing steps (black dots on art for where to place dots of glue, photo of peer doing activity, etc.)</li> <li>· Use <b>first-then statements/visual cues</b> (“First use glue dots, then water play,” “First do art, then play with silly putty,” etc.)</li> <li>· Cue verbally to remind child of expectation (hands on finger paint paper, glue on paper, 3 shakes only of glitter: 1-2-3, etc.)</li> <li>· Use adult proximity, catch the child doing what’s expected and praise</li> <li>· Use <b>“Turtle Technique”</b> with visuals and puppet to discuss and model “anger control” that the child can use if behavior occurs on a redirection</li> </ul>	<ul style="list-style-type: none"> <li>· Remind the child when it will be time for “sensory play” and show on <b>visual schedule</b></li> <li>· Cue the child of what’s expected</li> <li>· Re-cue with <b>first-then statements/visual cue</b></li> <li>· Remind child of the <b>“Turtle Technique”</b> steps</li> </ul>	<ul style="list-style-type: none"> <li>· Teach the child to follow <b>visual schedule</b> and do sensory play when it is time</li> <li>· Teach the child to follow verbal and <b>visual cues</b></li> <li>· Teach the child to use the <b>“Turtle Technique”</b>: recognize feeling of anger, think “stop”, go inside “shell” and take 3 deep breaths, think calm, think of a solution</li> <li>· Teach child to follow <b>first-then statements/visual cue</b></li> </ul>
<p>✓ More Strategies for Toddlers and Developmentally Young Children</p>	<ul style="list-style-type: none"> <li>· Provide frequent specific praise for engaging with materials appropriately</li> <li>· Offer a limited choice (“You can have the glue or the crayon”)</li> <li>· Toddlers engage in sensory play, do not offer materials that lend themselves to this if the behavior is not acceptable</li> <li>· Stay close by and guide the toddler through the art activity</li> <li>· Offer an alternate activity that is appropriate for sensory play</li> </ul>	<ul style="list-style-type: none"> <li>· Distract or redirect child to using the materials appropriately “Alison, come over here to paint the paper”)</li> <li>· Offer child alternative activity while validating feelings “Painting feels good. Paint goes on paper. Lets clean this up and then you can play in the sensory table.”</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child how to explore and use materials appropriately</li> </ul>



## 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?
<p>Child might want to have a turn but doesn't know when it's his/her turn</p>	<ul style="list-style-type: none"> <li>Use a timer to indicate turns (preferably one that indicates time passing in a visual manner)</li> <li>Use a <b>"my turn" visual cue chart (see Visual Samples)</b> where child puts a photo with his/her name on the chart to indicate when it's the child's turn</li> <li>Use multiple mouse pads for when more than one child is sitting at the computer. The mouse stays on the pad of the child who is taking a turn</li> <li>Have children practice turn-taking and sharing</li> </ul>	<ul style="list-style-type: none"> <li>Remind to look at the <b>"my turn chart"</b> to see whose turn it is</li> <li>State that when the timer goes off, then it will be your turn and the mouse will go on your pad (cue to watch the timer)</li> <li>Remind that it is another child's turn and the mouse needs to stay on the other child's pad (while pointing to the pad to cue the child to put the mouse on the other child's pad)</li> <li>If child doesn't put mouse on other child's pad, say "you can put the mouse back" or "I can help you", wait, then help, and quickly praise</li> </ul>	<ul style="list-style-type: none"> <li>Teach the child turn taking</li> <li>Teach the child to follow and self manage the <b>"my turn" cue chart</b></li> </ul>
<p>✓ More Strategies for Toddlers and Developmentally Young Children</p>	<ul style="list-style-type: none"> <li>Since Toddlers learn primarily through their social interactions with others, consider that the use of a computer might not be developmentally appropriate for the child and limit your expectations for the child to participate. In mixed age classrooms, the computer can be placed in an area that is separated from a toddler's play space</li> <li>Accompany the toddler to the computer and guide the child's interactions</li> </ul>	<ul style="list-style-type: none"> <li>Validate the child's emotion "you are so excited, you want to touch the computer. First Emma's turn and then ____'s (your) turn"</li> </ul>	<ul style="list-style-type: none"> <li>Teach child what turn-taking means with a more socially skilled peer or very simple turn-taking games (e.g. building a block tower together and alternating turns, rolling a ball back and forth)</li> </ul>
<p>Child doesn't like doing activities alone or wants help</p>	<ul style="list-style-type: none"> <li>Have the child go to computer with a <b>peer buddy</b></li> <li>Use multiple mouse pads for when more than one child is sitting at the computer; the mouse stays on the pad of the child who is taking a turn</li> </ul>	<ul style="list-style-type: none"> <li>Ask the child "do you want to take a friend?" and help choose a <b>peer buddy</b></li> </ul>	<ul style="list-style-type: none"> <li>Teach the child to choose a friend to go with to computer</li> <li>Teach turn taking rules</li> </ul>
<p>✓ More Strategies for Toddlers and Developmentally Young Children</p>	<ul style="list-style-type: none"> <li>Consider that the use of a computer might not be developmentally appropriate</li> <li>Accompany the toddler to the computer and guide the child's interactions</li> <li>Provide frequent and specific encouragement for engaging in the activities</li> </ul>	<ul style="list-style-type: none"> <li>Catch child as he/she fidgets and model how to say/gesture "help"; then immediately help</li> </ul>	<ul style="list-style-type: none"> <li>Teach child to ask for adult attention using body or verbal language</li> <li>Teach child to ask for help</li> </ul>





## COMPUTER (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 want to sit	<ul style="list-style-type: none"> <li>Use <b>first-then visual</b> of "first sit, then computer"</li> <li>Praise the child and peers for sitting</li> <li>Remind child of activities when he/she can stand (water table play, easel play, play dough, dancing at circle) through a scripted story</li> </ul>	<ul style="list-style-type: none"> <li>Cue to sit with <b>first-then visual</b> of "first sit, then computer"</li> <li>While tapping chair, state "we stand for water play and easel painting, but we sit at the computer"</li> <li>If doesn't sit, give choice of leaving activity or sitting ("you can sit at computer or choose another center, like water play, where you can stand"). Show visual of alternative activity choices</li> <li>Ignore the problem behavior and provide praise when the child sits</li> </ul>	<ul style="list-style-type: none"> <li>Teach the child to sit at computer</li> <li>Teach the child to ask to change centers where he/she can "stand" if needed</li> <li>Teach the child to follow <b>first-then visual</b></li> <li>Teach the child to choose a computer activity</li> <li>Teach the child to finish the given activity</li> </ul>
<ul style="list-style-type: none"> <li>✓ More Strategies for Toddlers and Developmentally Young Children</li> </ul>	<ul style="list-style-type: none"> <li>Since Toddlers learn primarily through their social interactions with others, consider that the use of a computer might not be developmentally appropriate for the child and limit your expectations for the child to participate. In mixed age classrooms, the computer can be placed in an area that is separated from a toddler's play space</li> <li>Accompany the toddler to the computer and guide the child's interactions</li> <li>Adapt the chair based on child's need</li> <li>Sit next to the child and join in with what the child is doing</li> <li>Provide frequent and specific encouragement for engaging in the activities</li> <li>Tap chair and demonstrate sitting while saying "First sit, then play."</li> </ul>	<ul style="list-style-type: none"> <li>Validate the child's feeling "You are so excited about the computer. Sit in chair to play computer."</li> <li>If child persists, provide verbal prompt to the child again and then say "if you can't sit, we need to be all done."</li> </ul>	<ul style="list-style-type: none"> <li>Teach child to sit in chair for computer using a photo to prompt the child</li> </ul>



## OUTSIDE PLAY

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 and wants to go inside	<ul style="list-style-type: none"> <li>· Have a drink available outside</li> <li>· Allow to wear a “cold pack” scarf</li> <li>· Bring a fan outside</li> <li>· Allow to use a “mister”</li> <li>· Point out the “cooler activities”, such as sandbox if under a roof, swinging can be breezier, or going under a tree</li> <li>· Have highly preferred activities available (activities the child really enjoys, like bubbles, trikes, big bouncy balls, etc.)</li> <li>· Provide water play activities</li> </ul>	<ul style="list-style-type: none"> <li>· Remind child of alternative (get a drink, sit under tree, mist with water, etc.)</li> <li>· Validate feelings (“I know it’s hot, a few more minutes and we can go inside”) Then state alternatives</li> </ul>	<ul style="list-style-type: none"> <li>· Teach the child to choose alternative “cooler” activity</li> <li>· Teach the child to use cold pack scarf, mister, fan, or get a drink</li> </ul>
✓ More Strategies for Toddlers and Developmentally Young Children	<ul style="list-style-type: none"> <li>· Provide a hat or sunglasses to wear</li> <li>· Guide child to cooler area of the playground and begin playing with child in the area</li> <li>· Consider returning inside with children who are becoming overheated</li> </ul>	<ul style="list-style-type: none"> <li>· Validate feelings “You are hot!” and then comfort the child. You might then fan the child, use a mister, loosen the child’s clothing, take child in shade, or pat the child with a damp cloth</li> <li>· Cue child to use “words”</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child to say “hot” or to use a gesture to request to be held (e.g., “up”)</li> </ul>
Child loves running and thinks outside means run away	<ul style="list-style-type: none"> <li>· Use a <b>scripted story</b> about “staying safe outside” (include outside boundaries and where children can play)</li> <li>· State when and where the child can run (cue with a picture if necessary); if possible, mark “running areas” outside</li> <li>· State outside play expectations clearly (cue with pictures if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>· Remind child of “outside” boundaries</li> <li>· Read <b>scripted story</b> about “staying safe”</li> <li>· Remind to stay with the class</li> <li>· Calmly but firmly explain that running is not allowed and prompt the child to sit or stand near teacher until ready to play safely</li> </ul>	<ul style="list-style-type: none"> <li>· Assist child in learning when and where it is permissible to run (through <b>scripted story</b>)</li> <li>· Teach the child to follow outside “expectations”</li> </ul>
✓ More Strategies for Toddlers and Developmentally Young Children	<ul style="list-style-type: none"> <li>· Provide activities that involve active play and running</li> <li>· Help child make a choice of activities</li> <li>· Set limits (be clear about what’s allowed)</li> <li>· Designate a safe space where the toddler can run back and forth</li> </ul>	<ul style="list-style-type: none"> <li>· Validate child’s feelings (“I see you’re angry, but you can’t run in front of the trikes. Let me help you find a place to run.”)</li> <li>· Redirect the child to other activities or to the safe space for running play</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child how to use play equipment</li> <li>· Teach child to make a choice of activities</li> </ul>



## OUTSIDE PLAY (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)	<ul style="list-style-type: none"> <li>· Warn child when getting up to leave from playing (“Three more scoops of sand, then I need to go push at the swing,” “One more time around the track, then a friend can pull you in the wagon,” “One more minute ball play, then I play with another friend,” etc.)</li> <li>· Pair up child with a <b>peer buddy</b>, and frequently praise when child plays with peer and vice versa</li> <li>· Use a timer to let the child know how long before a teacher comes back to play</li> </ul>	<ul style="list-style-type: none"> <li>· Cue child to say “play with me”</li> <li>· Cue child to ask a friend to play</li> <li>· Remind of timer and when it goes off the teacher will come back</li> <li>· Ignore inappropriate behavior, and cue to use new skills</li> </ul>	<ul style="list-style-type: none"> <li>· Teach the child to ask adult to play</li> <li>· Teach the child to ask a peer to play</li> <li>· Teach child to play alone for short periods of time after he/she as learned the above skills</li> </ul>
✓ More Strategies for Toddlers and Developmentally Young Children	<ul style="list-style-type: none"> <li>· Provide developmentally appropriate activities and materials that are high interest for toddlers</li> <li>· Sit with a group of toddlers and facilitate their play together</li> <li>· Assure the child that you will be close by if he/she needs help</li> <li>· Provide positive verbal support for play between children and independent play</li> </ul>	<ul style="list-style-type: none"> <li>· Validate child emotion and then prompt new skill. For example, say “You want me to play with you? Say, “Come here” (teacher should also model a gesture)</li> <li>· Cue child to “use words” and give him/her words to say/gesture</li> </ul>	<ul style="list-style-type: none"> <li>· Provide child with developmentally appropriate materials that will be of interest and teach child to play independently for very brief periods of time</li> <li>· Teach child to use words</li> <li>· Teach child how to ask for adult (e.g., “up”, “come”, or state teacher’s name)</li> </ul>



## OUTSIDE PLAY (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?
<p>Child wants objects/activity that another child is using</p>	<ul style="list-style-type: none"> <li>· Provide multiples of same items/activities that have high child preference</li> <li>· Use a timer when necessary to indicate turns (preferably one that indicates time passing in a visual manner) (<i>see Sample Visuals</i>)</li> <li>· Anticipate when the child wants an object/activity, and cue to ask/gesture to join in play (“Can I play?” or “My turn”)</li> <li>· Use <b>first-then visual cue</b> “first ask, then play”</li> <li>· Use a “my turn” visual cue chart for highly preferred objects/activities</li> </ul>	<ul style="list-style-type: none"> <li>· Remind child to ask/gesture to play</li> <li>· Remind child to ask/gesture for a turn</li> <li>· Offer alternate activity/toy</li> <li>· Remind child of when his/her turn is on the “my turn” chart</li> <li>· Distract both children with a fun activity</li> <li>· 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</li> </ul>	<ul style="list-style-type: none"> <li>· Teach the child to gesture/ask to use object or activity (“Can I play?”)</li> <li>· Teach child to wait turn</li> <li>· 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)</li> </ul>
<p>✓ More Strategies for Toddlers and Developmentally Young Children</p>	<ul style="list-style-type: none"> <li>· Toddlers might not have the developmental skills to understand waiting for a turn. For high interest materials, provide enough of an item so that all children within the activity will have the toy (e.g., enough buckets and shovels for all the children in the sand box; enough push toys of similar features)</li> <li>· Provide positive verbal support for play between children</li> </ul>	<ul style="list-style-type: none"> <li>· If child gets involved in a toddler tiff, do not intervene immediately unless things get physical to help child learn how to navigate social relationships</li> <li>· Validate child’s emotion “I know you want the toy now. You can’t hit. Hitting hurts.” Then provide the child with alternatives “Emily has the wagon; you can ride trikes or play in the sandbox. I will help you find something to play.”</li> <li>· When child continues to demand the objects/activity by engaging in problem behavior, then use “first-then” statement (e.g., “First, Carl, and then ___’s turn”)</li> <li>· Cue child to “use words” and give him/her words to say/gesture</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child to make choices</li> <li>· Teach child to use words; child is encouraged to use words instead of problem behavior</li> <li>· Teach child to say or gesture “want”. Stay close by to scaffold interaction just in case the peer doesn’t want to give toy</li> </ul>



## OUTSIDE PLAY (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?
<p>Child has difficulty with waiting for his/her turn</p>	<ul style="list-style-type: none"> <li>Use a timer to indicate turns (preferably one that indicates time passing in a visual manner) (<i>see Sample Visuals</i>)</li> <li>Use a <b>“my turn visual cue chart”</b> (<i>see Sample Visuals</i>) where child puts a photo with his/her name on the chart to indicate when it’s the child’s turn</li> <li>Provide multiples of the same items/activities that have high child preference</li> <li>Provide alternative choices that are of high interest, have outside play <b>choice board</b> available</li> <li>Use <b>“Turtle Technique”</b> with visuals and puppet to discuss and model “anger control” when waiting for his/her turn and throughout the day</li> <li>Encourage when uses or attempts to use new skill in place of challenging behavior</li> </ul>	<ul style="list-style-type: none"> <li>Remind the child to wait by showing <b>“my turn visual cue chart”</b> and offer alternative choices</li> <li>Remind the child that when the timer goes off then it is his/her turn and cue to watch the timer</li> <li>When child continues to demand his turn by engaging in problem behavior, use “first-then” statement (e.g., “First, Carl, and then your turn”) and be calm about the problem behavior</li> </ul>	<ul style="list-style-type: none"> <li>Teach child to choose alternative activity while waiting</li> <li>Teach child to follow the <b>“my turn visual cue chart”</b></li> <li>Teach child to wait for the timer to go off prior to taking a turn</li> <li>Teach the child to use the <b>“Turtle Technique”</b>: recognize feeling of anger, think “stop”, go inside “shell” and take 3 deep breaths, think calm, think of a solution</li> </ul>
<p>✓ More Strategies for Toddlers and Developmentally Young Children</p>	<ul style="list-style-type: none"> <li>Toddlers might not have the developmental skills to understand waiting for a turn. For high interest materials, provide enough of an item so that all children within the activity will have the toy (e.g., enough buckets and shovels for all the children in the sand box; enough push toys of similar features)</li> <li>Provide large toys (e.g., rocking boat, climber) that require some cooperation and help them practice turn-taking</li> <li>Use dividers to create spaces and to simplify social contact and minimize conflicts</li> <li>Read books about turn-taking</li> </ul>	<ul style="list-style-type: none"> <li>If child gets involved in a toddler tiff, do not intervene immediately unless things get physical. This helps child learn how to navigate social relationships</li> <li>Validate child emotion “I know you want the toy now. You can’t hit. Hitting hurts.” Then provide the child with alternatives “You can ride trikes or play in the sandbox. Trikes or sandbox?” May need to use visuals or hold up toys for choice</li> <li>When child continues to demand the objects/activity engaging in problem behavior, then use “first-then” statement (e.g., “First, Carl, and then ___’s turn”)</li> <li>Cue child to “use words” and give him/her words to say/gesture</li> </ul>	<ul style="list-style-type: none"> <li>Teach child how to take turns within simple back and forth exchanges</li> <li>Teach child to make a choice on activity</li> <li>Teach child to use words Child is encouraged to use words instead of problem behavior</li> <li>Toddlers who are learning to take turns are simply trying to say “I want”, so teach child to say or gesture “I want”</li> </ul>



## 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?
Child might not want to leave activity	<ul style="list-style-type: none"> <li>Give child “safety signal” (2 more times; 5 more minutes; 3 more turns, then time to line up for outside)</li> <li>Cue class to line up by removing class visual of “line up” off of the <b>visual schedule</b>, then go over directly to cue child using the picture</li> <li>Put picture of desired activity on <b>visual schedule</b>, prior to lining up, so the child knows when the activity will occur again</li> <li>Say to the child, “Let’s look at the <b>schedule</b> to see when we will play _____ again.” Then ask the child, “Do you want to put _____ away by yourself, or do you want help?” Help child if needed and say “I know this is fun, you can play it again _____”</li> <li>Praise those who line up correctly (“Look how Tim got right in line,” “Sammy is very quick at lining up,” “Wow, Vin stood right in line behind his friend,” etc.)</li> <li>Give the child a “job” (door holder, help carry an item to next activity, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Verbally/visually re-cue with <b>first-then statement</b> (“first line up, then outside”)</li> <li>State “all done play” while repeating class cue, “Do you need help, or can you line up on your own?” Help child if needed, and immediately praise</li> <li><b>Validate feelings</b> (“I see you are mad”) and remind with visual schedule when the child can do the activity he/she was doing again</li> <li>Let the child choose what feet they want to stand on</li> <li>Re-cue to look at <b>visual schedule</b> for upcoming “fun activity”</li> <li>Temporally withhold the activity while ignoring problem behavior</li> <li>When ignoring inappropriate behavior, make a statement that can help child understand their problem behavior will not gain them control over the situation (e.g., “When you cry, I can’t hear you so let me know when your are finished, and we will talk”)</li> </ul>	<ul style="list-style-type: none"> <li>Teach the child how to line-up</li> <li>Teach the child how to imitate peers</li> <li>Teach the child how to follow <b>visual schedule</b></li> <li>Teach child to accept limits</li> </ul>
✓ More Strategies for Toddlers and Developmentally Young Children	<ul style="list-style-type: none"> <li>Toddlers are practicing their developing motor skills and can’t be expected to line up and wait. Strategies for moving the class should be developmentally appropriate and consider the toddler’s need to constantly move. They might include holding a teacher and a friend’s hand and moving as a small group, holding a rope with a handle for each child, holding a toy and moving as a group, etc.</li> <li>Provide extra time to finish the prior activity before lining up</li> <li>Help child finish the prior activity</li> <li>Allow toddler to just gather at the door, sink, etc.</li> <li>Indicate area with a visual boundary, like a square</li> </ul>	<ul style="list-style-type: none"> <li>Re-cue to look at <b>visual schedule</b> for upcoming “fun activity”</li> <li>Tell child, with gesture, where they are going or what they are doing next</li> </ul>	<ul style="list-style-type: none"> <li>Teach child to anticipate the end of an activity by delivering prompts individually (e.g., present an object cue such as timer and use voice to indicate “time to line up”)</li> <li>Teach child how and where to gather</li> </ul>



## 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?
Child doesn't understand where to go next	<ul style="list-style-type: none"> <li>Use a <b>visual schedule</b> to cue child of activities</li> <li>Use <b>first-then visuals</b> or statements if needed (first line up, then go outside)</li> <li>Use <b>visuals of feet on floor (see Sample Visuals)</b> to indicate where to line up</li> <li>Praise those who line up correctly ("Look how Tim got right in line," "Sammy is very quick at lining up," "Wow, Vin stood right in line behind his friend," etc.)</li> <li>Use transition song or music to teach child what to expect next</li> <li>Have child line-up with a <b>peer buddy</b></li> </ul>	<ul style="list-style-type: none"> <li>Cue with <b>visual schedule</b></li> <li>Restate <b>first line up, then</b> (next activity) while showing picture cues</li> <li>Direct child to find visuals of feet on floor</li> </ul>	<ul style="list-style-type: none"> <li>Teach the child to use <b>visual schedule</b></li> <li>Teach the child how to stand in line on "feet"</li> </ul>
Child might not know how to line up	<ul style="list-style-type: none"> <li>Use <b>visuals of feet on floor (see Sample Visuals)</b> to indicate where to line up</li> <li>Have a visual, such as different colored feet in a bag. The children take turns reaching in to pull out a color of feet and then go match the feet pulled from the bag to the <b>line up feet (see Sample Visuals)</b> and stands on the matching color</li> <li>Have child line-up with a <b>peer buddy</b></li> <li>Praise those who line up correctly ("Look how Tim got right in line," "Sammy is very quick at lining up," "Wow, Vin stood right in line behind his friend," etc.)</li> <li>Have child line up while holding teacher's hand and walk in line with teacher</li> </ul>	<ul style="list-style-type: none"> <li>Model or have peer model how to line up</li> <li>Praise peers for lining up</li> <li>Remind to stand on "feet"</li> <li>Offer teacher's hand to help line up</li> </ul>	<ul style="list-style-type: none"> <li>Teach the child how to line up</li> <li>Teach the child how to imitate peers lining up</li> <li>Teach the child how to match "feet colors" and to stand on "line up feet"</li> </ul>
Child might want to be first	<ul style="list-style-type: none"> <li>Use <b>visuals of feet (see Sample Visuals)</b> on floor to indicate where to line up</li> <li>Have a visual, such as different colored feet or train cars in a bag. The children take turns reaching in to pull out a color of feet or train cars and then go match the color pulled from the bag to the line up feet/train cars and stands on the matching color</li> <li>Pretend to line up like a train, and point out that every train needs passenger cars and a caboose</li> <li>Rotate who is first and have a visual reminder with the children's photographs to indicate order</li> <li>Praise the child for going to the right feet or for "joining the train"</li> <li>Choose children one-by-one to line up by looking for children who are sitting nicely and say, "I'm looking for someone sitting correctly"</li> </ul>	<ul style="list-style-type: none"> <li>Refer to visual reminder of whose turn it is to be first</li> <li>Ignore inappropriate behavior, and comment on those children who are lining up nicely</li> <li>Move the line out regardless of whether the child is in line, and then ask "Do you want to get in line on your own, or do you want help," and gently assist to walk in line, and quickly praise for joining the line</li> </ul>	<ul style="list-style-type: none"> <li>Teach child to take turns being first through use of photograph visual cue of children in line</li> <li>Teach child to color match and stand on matching color feet</li> </ul>



## 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?
<p>Child might want adult/peer attention</p>	<ul style="list-style-type: none"> <li>· Allow child to line up with a <b>peer buddy</b> of choice</li> <li>· Notice and comment on those who line up correctly</li> <li>· Choose children one-by-one to line up by looking for children who are sitting nicely and say, "I'm looking for someone sitting correctly"</li> <li>· Allow the child to help pick children who are sitting correctly to line up</li> <li>· Using a <b>first-then cue</b>, cue verbally or visually "First line up, then I will hold your hand." Once the child is in line, hold his/her hand and praise</li> </ul>	<ul style="list-style-type: none"> <li>· Ignore inappropriate behavior, and praise those who line up correctly</li> <li>· Say, "First sit correctly, then you can hold my hand, and we will line up" (may need to cue with a picture or model)</li> <li>· Say, "First sit correctly, then you can pick a friend to line up with"</li> <li>· Say, "First line up, then high fives/thumbs up"</li> </ul>	<ul style="list-style-type: none"> <li>· Teach the child to first line up, and then he/she can hold teacher's hand</li> <li>· Teach child to choose a peer to line up with</li> <li>· Teach to look at and imitate peers who are lining up</li> <li>· Teach to sit, then line up</li> </ul>





## CLEAN-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?
Child has not finished doing the activity	<ul style="list-style-type: none"> <li>Set timer, and allow child a minute or two to finish</li> <li>Place unfinished projects/activities in a special place to finish later, show on visual schedule when unfinished projects/activities will be rescheduled</li> <li>Use <b>feeling vocabulary</b> with pictures to discuss and role play.</li> <li>Use <b>“Turtle Technique”</b> with visuals and puppet to discuss and model “anger control”</li> </ul>	<ul style="list-style-type: none"> <li>Remind child that he/she can finish later, and show on <b>visual schedule</b> when</li> <li><b>Validate feelings</b> “You look tense. I know you want to finish. We can finish _____. (Show when I schedule) Let’s put your work _____ (special place)”.</li> </ul>	<ul style="list-style-type: none"> <li>Teach the child to finish in allotted time</li> <li>Teach the child to place work in special place to finish later</li> <li>Teach the child to express his/her <b>feelings</b></li> <li>Teach the child to use the <b>“Turtle Technique”</b>: recognize feeling of anger, think “stop”, go inside “shell” and take 3 deep breaths, think calm, think of a solution</li> <li>Teach child how to decide when to clean-up</li> </ul>
✓ More Strategies for Toddlers and Developmentally Young Children	<ul style="list-style-type: none"> <li>Provide the toddler with ample warning that an activity is coming to a close</li> <li>Develop long rituals with multiple signals that allow the toddler understand that the activity is changing (e.g., sing a song, bring out the clean-up basket)</li> <li>Don’t rush the toddler. Help them plan for finishing the activity and putting materials away</li> <li>Provide extra time to finish the activity</li> <li>Help child finish the activity</li> <li>Help child decide when to clean-up</li> <li>Make clean-up into a game; e.g., tossing toys into a basket, scoop up toys with a shovel, put toys in a dump truck and then dump into bin, or use a shopping cart to gather up toys</li> </ul>	<ul style="list-style-type: none"> <li>Validate the child’s emotion. (e.g., “I know you are mad, but it’s time to clean up.” “Center all done.” “I will help or Ms. Paula will help.”)</li> </ul>	<ul style="list-style-type: none"> <li>Teach child to anticipate the end of an activity by delivering visual or verbal prompts individually (e.g., present an object cue such as timer and use voice to indicate “time to clean up”)</li> <li>Teach child how to finish and then to clean</li> </ul>



## CLEAN-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?
<p>Child might not have realized that clean-up time was coming up</p>	<ul style="list-style-type: none"> <li>Give child "safety signal" (2 more times; 5 more minutes; 3 more turns, then time to clean-up)</li> <li>Cue class to clean-up (song, bells, lights off), then go over directly to cue child individually</li> <li>Put a picture of activity on <b>visual schedule</b> so the child will know when the activity will occur again</li> <li>Cue child individually by presenting a <b>"first-then" visual</b> (e.g., first clean-up, then outside)</li> <li>Ensure the child knows how much work has to be done and what is going to happen next</li> </ul>	<ul style="list-style-type: none"> <li>Verbally/visually re-cue using <b>first-then statement</b> ("first clean-up, then outside")</li> <li>State "all done play" while repeating class cue, "Do you need help, or can you clean-up on your own?" Help child if needed, and immediately praise</li> <li><b>Validate feelings</b>, say "I see clean-up is hard; you look frustrated" and remind with visual schedule when the child can do the activity again</li> </ul>	<ul style="list-style-type: none"> <li>Teach the child how to clean-up</li> <li>Teach the child how to imitate peers</li> <li>Teach the child how to follow <b>visual schedule</b></li> </ul>
<p>✓ More Strategies for Toddlers and Developmentally Young Children</p>	<ul style="list-style-type: none"> <li>Provide the toddler with ample warning that an activity is coming to a close</li> <li>Develop long rituals with multiple signals that allow the toddler understand that the activity is changing (e.g., sing a song, bring out the clean-up basket)</li> <li>Don't rush the toddler. Help them plan for finishing the activity and putting materials away</li> <li>Provide extra time to finish the activity</li> <li>Help child finish the activity</li> <li>Help child decide when to clean-up</li> </ul>	<ul style="list-style-type: none"> <li>Validate the child's behavioral message, "You are telling me that you are not ready to clean-up." "Time to clean up. Center all done. I will help or Ms. Paula will help."</li> </ul>	<ul style="list-style-type: none"> <li>Teach child to anticipate the end of an activity by delivering prompts individually (e.g., talk about the activity that just happened and indicate that you are now, "all done" or finished")</li> <li>Teach child to put object cue for an activity in a "finished" activity box</li> </ul>
<p>Child likes to dump</p>	<ul style="list-style-type: none"> <li>Use visuals on shelf and material containers</li> <li>Provide a clean-up bin, such as a crate or laundry basket (for developmentally younger children)</li> <li>Turn-take cleaning up with the child ("First I put away a train, then you the put away a train."). Also cue visually where to put train by pointing to container or shelf</li> <li>Praise children who are cleaning up ("Look how Tim put the car in the bin," "Sammy is helping her friends put away blocks," "Wow, Vin put the book on the shelf," etc.)</li> <li>Encourage the child as he/she participates in cleaning</li> </ul>	<ul style="list-style-type: none"> <li>Model or have peer model how to clean-up</li> <li>Praise peers for cleaning</li> <li>Prompt a peer to help the child clean-up</li> <li>Calmly but firmly explain that dumping is not allowed and redirect the child with alternative activities</li> </ul>	<ul style="list-style-type: none"> <li>Teach the child how to clean-up</li> <li>Teach the child how to imitate peers cleaning</li> </ul>
<p>✓ More Strategies for Toddlers and Developmentally Young Children</p>	<ul style="list-style-type: none"> <li>Toddlers typically dump and fill players. Ask the toddler to put an item or few items in the container or on the shelf and then quickly acknowledge cleaning and physically move the child away from the materials</li> <li>Provide the child with something to do while other children finish cleaning up</li> </ul>	<ul style="list-style-type: none"> <li>Validate the child's emotion, "I see you're mad. You put the toys in and now you dumped them out. Playtime all done. I will help."</li> </ul>	<ul style="list-style-type: none"> <li>Teach and the child to put one item or several items in the container or on the shelf and then move away from the item</li> </ul>



## CLEAN-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?
Child might not want to clean-up	<ul style="list-style-type: none"> <li>· Give child "safety signal" (2 more times; 5 more minutes; 3 more turns, then time to clean-up for instruments)</li> <li>· Cue class to clean-up (song, bells, lights off), then go over directly to cue child</li> <li>· Turn-take cleaning-up with the child ("First I put away a train, and then you put away a train"). Also visually cue where to put the train by pointing to container or shelf</li> <li>· Praise children who are cleaning-up ("Look how Tim put the car in the bin," "Sammy is helping her friends put away blocks," "Wow, Vin put the book on the shelf," etc.)</li> <li>· Use verbal or visual first-then cue of "First clean-up, then (choice of preferred activity/item)"</li> <li>· Make the task into a game (e.g., "I'll bet I can pick up more of your toys than you can.")</li> <li>· Acknowledge child's work and tell the child what a great job he/she is doing</li> <li>· Help child decide when to clean-up (wait until they become comfortable with activities)</li> </ul>	<ul style="list-style-type: none"> <li>· Ignore inappropriate behavior</li> <li>· Point out "super cleaner-uppers," and quickly praise the child if imitates</li> <li>· <b>Using first-then statement</b> remind child "first clean-up, then (choice of preferred activity/item)"</li> <li>· Redirect to area and model clean-up through turn-taking</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child to follow "first-then" cue</li> <li>· Teach child to clean-up through turn taking</li> </ul>
<ul style="list-style-type: none"> <li>✓ More Strategies for Toddlers and Developmentally Young Children</li> </ul>	<ul style="list-style-type: none"> <li>· Limit your expectations for cleaning up to one toy if child is resistant</li> <li>· Sing a clean-up song and clean-up with the child</li> <li>· Acknowledge the child's effort "Look at you! You are helping. You put the block on the shelf." Then assist the child in moving to the next activity</li> </ul>	<ul style="list-style-type: none"> <li>· Validate child's emotion, "I know you are mad." Put one toy in the box and then you can be all-done." If child refuses, ignore problem behavior and put toys away using hand-over-hand guidance for one or two toys</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child to ask for help</li> <li>· Teach child to put toys away with teacher's help</li> <li>· Teach child imitate peer cleaning</li> <li>· Teach child to say, "all done"</li> </ul>

## CLEAN-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?
<p>Child might want adult/peer attention</p>	<ul style="list-style-type: none"> <li>· Turn-take cleaning up with the child (“First I put away a train, and then you put away a train”). Also visually cue where to put the train by pointing to container or shelf</li> <li>· Praise children who are cleaning up (“Look how Tim put the car in the bin,” “Sammy is helping her friends put away blocks,” “Wow, Vin put the book on the shelf,” etc.)</li> <li>· Have children pick a helper or clean-up <b>peer buddy</b> where one carries the bin, and the other loads items in the bin, and then they switch roles</li> <li>· Use <b>first-then visual</b> of “First clean-up, then ride bikes with friends” as an incentive (or some other preferred activity/item)</li> <li>· Assign kid groups to clean-up specific play areas</li> </ul>	<ul style="list-style-type: none"> <li>· Ignore inappropriate behavior</li> <li>· Point out who is cooperating, and quickly praise the child if imitates “Kirsten is cleaning up, wow what a helper”</li> <li>· Use <b>first-then visual</b> to remind child: “first clean-up, then _____”</li> <li>· Remind child to gesture/ask for help from a teacher or clean-up <b>peer buddy</b></li> </ul>	<ul style="list-style-type: none"> <li>· Teach the child to use <b>“first-then” visual</b></li> <li>· Teach child to clean-up (through turn taking or with a buddy)</li> <li>· Teach child to gesture/ask for help (either from adult or <b>peer buddy</b>)</li> </ul>
<p>✓ More Strategies for Toddlers and Developmentally Young Children</p>	<ul style="list-style-type: none"> <li>· Make clean up a group activity. Have two children pick up a limited number of items together</li> <li>· Ask the child who is having a difficult time with starting the clean up if he or she wants help</li> </ul>	<ul style="list-style-type: none"> <li>· Validate the child’s emotion, “I see you’re upset. You are telling me you want help. I can help you.”</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child to clean-up with a partner.</li> <li>· “Use your words.” Teach child to ask or gesture for help</li> </ul>

## BATHROOM (POTTY/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?
<p>Child does not want to go to bathroom</p>	<ul style="list-style-type: none"> <li>· Make a <b>scripted story</b> potty book using real photos, and read it to the child prior to toileting</li> <li>· Use a <b>“bathroom” activity routine schedule</b> using real photographs</li> <li>· Allow the child to take a favorite toy/book in or play music to soothe</li> <li>· Start by just having the child enter, maybe just to wash hands</li> <li>· Praise for staying in the bathroom</li> <li>· Keep bathroom visits short in the beginning, especially when child is first learning to use the toilet</li> </ul>	<ul style="list-style-type: none"> <li>· Offer reassurance and say “I will help you,” “Let’s get your toy,” “Can you help me turn on the music?”</li> <li>· Remind the child to ask/gesture for help</li> <li>· Prompt child: “Let’s look at the schedule and see what to do.”</li> <li>· Praise for staying in the bathroom</li> </ul>	<ul style="list-style-type: none"> <li>· Teach the child <b>bathroom routine sequence</b></li> <li>· Teach the child to ask or gesture for help (take the teacher’s hand)</li> <li>· Teach child to follow <b>bathroom activity routine schedule</b></li> </ul>
<p>✓ More Strategies for Toddlers and Developmentally Young Children</p>	<ul style="list-style-type: none"> <li>· Make sure that the bathroom environment is pleasant and appealing to the child</li> <li>· Only ask the child to sit on a toilet that is the correct size for the child</li> <li>· Children with disabilities might need an adaptive seat or other supports</li> <li>· Encourage the child to take a comfort object with him/her to the bathroom</li> <li>· Have the caregiver with the closest relationship to the child assigned to assist the child</li> <li>· Limit the steps of bathroom routine or have child do each step one at a time to increase independence and success</li> <li>· Use <b>first-then visual</b> of “First potty, then ride bikes with friends” as an incentive (or some other preferred activity/item)</li> <li>· Allow children to be in the bathroom at the same time (if you have appropriate facilities) so that there are peer models</li> </ul>	<ul style="list-style-type: none"> <li>· Validate the child’s behavioral message by saying, “You are telling me that this is hard. I understand.” Offer to stay with the child and provide support. If the child continues to protest, don’t push the child to sit on the potty</li> </ul>	<ul style="list-style-type: none"> <li>· Teach the child the bathroom routine using visuals with photographs to help him/her understand the sequence of activities</li> </ul>



## BATHROOM (POTTY/WASH HANDS) (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 and/or someone there	<ul style="list-style-type: none"> <li>· Stand near the child or in the doorway (slowly increase distance over time)</li> <li>· Use potty book <i>scripted story</i> with a picture of teacher at the end of the story waiting outside the door or at the doorway</li> <li>· Use <i>first-then visual</i> and/or verbal cue “First potty, then Ms./Mr. ____ will help” or if the child toilets independently, “First potty, wash hands; then Ms./Mr. ____ will walk with you to next activity.”</li> <li>· Reassure the child that he/she will get assistance when finished (“I will be right here when you’re all done.”)</li> <li>· Use a timer. Set it for one minute and check on the child. Do this throughout activity every minute</li> <li>· Praise for waiting or sitting on the toilet</li> </ul>	<ul style="list-style-type: none"> <li>· Ignore inappropriate behavior</li> <li>· Point to <i>first-then cue</i>; say, “first potty, then wash hands with Ms./Mr. ____”, with no direct eye contact, and walk away</li> <li>· Give much encouragement when sits on the toilet</li> </ul>	<ul style="list-style-type: none"> <li>· Teach the child to delay attention from adult and learn that adult attention can occur right after potty/wash hands or at a scheduled time</li> <li>· Teach child to follow “<i>first-then</i>” <i>visual</i>/verbal cue</li> <li>· Teach child to imitate routine sequence in “potty book”</li> </ul>
✓ More Strategies for Toddlers and Developmentally Young Children	<ul style="list-style-type: none"> <li>· Structure the bathroom routine so the adult that has the closest relationship with the child in the bathroom</li> <li>· Allow the child to take a comfort object with him or her into the bathroom</li> </ul>	<ul style="list-style-type: none"> <li>· Validate the child’s behavioral message, “You are telling me you want me to stay with you. I have to help Jimmy and then I can be with you. I am right here and watching you.”</li> <li>· Cue child to “use words” and give him/her words to say/gesture</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child to use words while providing words to say/gesture</li> <li>· Teach child how to request “help” or the teacher “come here” or call for the teacher</li> <li>· Teach the child the bathroom routine using visuals with photographs to help the child understand the sequence of activities</li> </ul>



## BATHROOM (POTTY/WASH HANDS) (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 want to wash hands	<ul style="list-style-type: none"> <li>· Create a <b>scripted story</b> to read to the child about washing hands and read before going to bathroom or while in the bathroom</li> <li>· Use <b>wash hands visual routine sequence</b> 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.)</li> <li>· Remind the child of something fun he/she can do after hand washing</li> <li>· Make it fun, decorate sink area with the child's favorite characters</li> <li>· Sing a fun song about washing hands to encourage child to wash</li> <li>· Praise for washing hands</li> </ul>	<ul style="list-style-type: none"> <li>· Say to the child, "I will help you. You turn on the water; I will get soap"</li> <li>· Use a <b>first-then schedule</b>: first wash hands, then ____</li> <li>· Count with the child how many more steps or count how many times they need to rub his/her hands together (e.g., "O.K. put soap on, now rub 123" make it fun or silly)</li> <li>· Praise for washing hands</li> <li>· Praise for completing each step</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child to tolerate hand washing by using preference and making it fun</li> <li>· Teach child about germs and health (at the child's age level)</li> <li>· Teach child to follow <b>visual cue</b> and/or <b>scripted story</b> for hand washing</li> </ul>
✓ More Strategies for Toddlers and Developmentally Young Children	<ul style="list-style-type: none"> <li>· Make sure the child can reach the sink comfortably and that the water temperature is correct</li> <li>· Provide child's preferred soap or soap bottle</li> <li>· Have child look at a wash hands photo visual routine sequence with teacher and label pictures while pointing to each picture</li> <li>· Acknowledge child's efforts and encourage the child as he does each step</li> <li>· Allow the child to take the time he/she needs and don't rush him/her through the steps</li> <li>· Provide peer modeling</li> </ul>	<ul style="list-style-type: none"> <li>· 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). I can help you do it." Then follow through with hand washing in a gentle and supportive manner using a prevention strategy to support the child</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child to ask for help</li> <li>· Teach child to follow the photograph visual routine sequence</li> <li>· Teach child to imitate peer washing hands</li> </ul>



## 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?
<p>Child wants a different center or wants a center that is closed</p>	<ul style="list-style-type: none"> <li>Provide the child with <b>choices for center time</b> (use pictures of the centers)</li> <li>Help the child find a fun toy or item in the center based on the child's preferences</li> <li>Use <b>first-then visual or verbal cue</b>: "first this center, then _____ (something the child prefers)"</li> <li>Create a <b>daily center choice board</b> that indicates each day which centers are open</li> <li>Use a <b>stop sign</b> to indicate what centers are closed</li> <li>Let the child pick a preferred friend to go with him/her to an alternate center</li> <li>Use <b>"Turtle Technique"</b> 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)</li> <li>Praise for choosing and/or staying in the alternate center</li> <li>Visually depict when the center will be made available, either on the <b>visual schedule</b> or on a <b>week long visual calendar (see Sample Visuals)</b></li> <li>Use <b>feeling vocabulary</b> to role play possible scenarios in center time and model how to express feelings</li> </ul>	<ul style="list-style-type: none"> <li>Refer to the <b>visual classroom schedule</b>, and focus on preferred activities that are coming up</li> <li>Show the child the <b>center choices</b> and when the center will be open</li> <li>Give <b>feeling words</b>: say, "You're sad you can't go to____, maybe tomorrow. Let's look at the schedule."</li> <li>Offer alternative <b>center choices</b> by pointing out what is fun in the centers that are open</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Teach the child to <b>"stop"</b> through the use of a <b>visual cue card</b></li> <li>Teach the child to use <b>visual first-then schedule</b> and predict upcoming events</li> <li>Teach the child to use <b>center choice board</b> to predict when desired center is available</li> <li>Teach child when that center will occur through use of a <b>week long calendar visual (see Sample Visuals)</b></li> <li>Teach the child to choose alternative activity/item from the <b>center choice board</b></li> <li>Teach the child to use the <b>"Turtle Technique"</b>: recognize feeling of anger, think "stop", go inside "shell" and take 3 deep breaths, think calm, think of a solution</li> <li>Teach the child to use <b>feeling vocabulary</b></li> </ul>
<p>✓ More Strategies for Toddlers and Developmentally Young Children</p>	<ul style="list-style-type: none"> <li>Toddlers are unlikely to understand the notion that there are a limited number of children permitted to be in an activity. To meet their unique developmental levels, provide multiples of toys and materials so that all children can play with materials</li> <li>Make sure there are ample choices for all children</li> <li>Allow toddlers to move freely in the classroom and select materials from shelves</li> <li>If you need to close an area to the children, put a sheet on it. If the toddler does not see the center it will prevent issues about wanting to access the center or materials</li> </ul>	<ul style="list-style-type: none"> <li>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.")</li> </ul>	<ul style="list-style-type: none"> <li>Teach child to look at the timer</li> <li>Teach child to accept limits</li> <li>Teach child to express their emotions and label whether they are feeling angry, hurt, frustrated, or sad</li> <li>Teach child to make an appropriate choice</li> </ul>





## 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 as another child	<ul style="list-style-type: none"> <li>· Make a <b>"my turn" card</b> (see <i>Sample Visuals</i>) for toys or items that are highly preferred</li> <li>· Instruct the child about turn taking; keep the turns short</li> <li>· Set a timer, or count so the child will know when his/her turn is coming up next, depending on the toy</li> <li>· Use <b>first-then visual cue</b> ("first ____'s turn, then your turn"), and point to each child as phrase is spoken</li> <li>· Plan to go with the child to the center to teach turn taking; use short turns to teach turn taking</li> <li>· Use <b>"Turtle Technique"</b> with visuals and puppet to discuss and model "anger control"</li> <li>· Praise for turn taking</li> </ul>	<ul style="list-style-type: none"> <li>· 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."</li> <li>· Refer to <b>first-then visual cue</b>, and show the child that his/her turn is soon ("First ____'s turn, then your turn.")</li> <li>· If angry, cue child to use the <b>"Turtle Technique"</b> and help him/her through the steps</li> <li>· 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</li> </ul>	<ul style="list-style-type: none"> <li>· Teach the child turn-taking or sharing through use of timer or counting</li> <li>· Teach the child to use the <b>"my turn" cue card</b></li> <li>· Teach the child <b>first-then schedule</b> to predict when it's his/her turn to use the toy</li> <li>· Teach the child to use the <b>"Turtle Technique"</b>: recognize feeling of anger, think "stop", go inside "shell" and take 3 deep breaths, think calm, think of a solution</li> <li>· Teach the child to use <b>feeling vocabulary</b></li> </ul>
✓ More Strategies for Toddlers and Developmentally Young Children	<ul style="list-style-type: none"> <li>· Provide ample number of toys that are similar to the children</li> <li>· Toddlers developmentally don't have the ability to wait for a turn with an item</li> </ul>	<ul style="list-style-type: none"> <li>· 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</li> <li>· Cue child to "use words" and give him/her words to say/gesture</li> <li>· Use distraction as child is about to grab the toy by diverting child's attention with an interesting activity or object</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child to begin to engage in simple turn taking with a peer while scaffolding the instruction</li> <li>· Teach child to verbalize his/her wants or needs by stating the word, using a natural gesture, or using sign language</li> </ul>



## 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?
<p>Child doesn't know how to play with the items in the center</p>	<ul style="list-style-type: none"> <li>· Provide the child with a <b>peer buddy</b>, one with good play schemes who goes with the child to centers (and other activities) to act as a model</li> <li>· Provide a <b>visual choice board</b>, and minimize the number of toys to teach play schemes; new materials and/or toys may be overwhelming</li> <li>· Go with the child to the center, and teach play; make it brief, fun, and use items that have features the child prefers (music, lights, favorite color, texture, buttons, favorite character, etc.)</li> <li>· Pick a preferred item to teach new play schemes</li> <li>· Cue the child to look at how his/her <b>peer buddy</b> is playing</li> <li>· Praise for playing and/or for using new play schemes (e.g., clap/pat on the back, and say "You're pouring!")</li> <li>· Help the child "finish" play with each toy by putting it away on labeled shelf or in labeled bin</li> </ul>	<ul style="list-style-type: none"> <li>· Provide <b>visual choice board</b> of a limited number of toys to play with</li> <li>· Help the child learn to play by using least-to-most prompting (verbal, gesture/model, physical assist) to teach play scheme</li> <li>· Prompt the child to ask/gesture for "help"</li> <li>· If beginning to "fidget", say "one more, then all done"</li> </ul>	<ul style="list-style-type: none"> <li>· Teach the child how to play with the toy or materials in the center; introduce just a couple of new play schemes at a time</li> <li>· Teach the child to make a toy/activity choice</li> <li>· Teach the child to ask/gesture "help"</li> <li>· Teach child to help clean-up</li> </ul>
<p>✓ More Strategies for Toddlers and Developmentally Young Children</p>	<ul style="list-style-type: none"> <li>· Provide developmentally appropriate materials that are easy for the toddler to manipulate</li> <li>· Repeat the same activities with play items over time and gradually introduce new items or activities</li> <li>· Pair the child with a peer who can model how to play with the items</li> <li>· Play with the child and model how to use items</li> </ul>	<ul style="list-style-type: none"> <li>· Validate the child's behavioral message. "I think you are getting frustrated. Playing with the _____ is hard for you." Then model and offer to help the child or prompt the child to ask for help and provide help</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child to use words while providing words to say/gesture</li> <li>· Teach child to request help using words, a natural gesture, or sign language</li> </ul>



## 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	<ul style="list-style-type: none"> <li>Allow the child to pick a <b>peer buddy</b> to go with to center time, make sure it is a preferred classmate (if necessary, use photographs of peers to offer choices)</li> <li>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"</li> <li>Set a timer to let the child know how long before a teacher will return to play; this may need to be very short to begin with and then gradually extend time teacher is away</li> <li>Set a timer to let the child know how long a teacher will play during center time</li> <li>Praise the child for playing throughout center time and for gesturing/asking to play with teacher or peers</li> </ul>	<ul style="list-style-type: none"> <li>Tell the child "When you are calm or quiet, I will come play with you." Do so as soon as the child quiets</li> <li>Say to the child "Friends play together. Say, "Let's play." –Model or show the child how to interact with peers if necessary (help the child do this using desired gestures or words)</li> <li>Prompt child to gesture/ask "play with me"</li> <li><b>Validate feelings</b> "I know you want to play with me; we have fun together. But I need to help ____; you can play with a friend."</li> <li>Briefly withdraw attention and then redirect child with alternatives</li> <li>Remind that when the timer goes off, then he/she can get help with the activity</li> </ul>	<ul style="list-style-type: none"> <li>Teach the child to gesture/ask "play with me" for attention from adults or peers</li> <li>Teach the child to choose a <b>peer buddy</b> to play with</li> <li>Teach child to play independently for a few minutes (through the use of verbal cues and/or timer), slowly increase independent play time</li> </ul>
✓ More Strategies for Toddlers and Developmentally Young Children	<ul style="list-style-type: none"> <li>Provide developmentally appropriate activities that child can do independently or parallel to peers</li> <li>Provide interactive activities with peers and scaffold their play by playing with them</li> <li>Provide descriptive praise or encouragement as children begin to play together</li> <li>Assure the child that the teacher will be close by if he/she needs help</li> </ul>	<ul style="list-style-type: none"> <li>Validate child's behavioral message and then prompt new skill. For example, say "Are you telling me you want me to sit with you? Just a minute and I can be with you." Say, "Come here" (teacher should also model a gesture)</li> </ul>	<ul style="list-style-type: none"> <li>Teach child to ask for adult or peer attention using gesture or verbal language</li> <li>Teach child request attention by saying "come here", stating the teacher's name, asking to be picked up or gesturing for an adult</li> </ul>



## TABLE ACTIVITIES/SMALL GROUP

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 confused does not understand the activity	<ul style="list-style-type: none"> <li>· Use a <b>visual mini-schedule</b> (<i>see Circle Mini Schedule as sample</i>) to introduce and/or show each step of the activity and refer to each picture after each activity</li> <li>· Make sure all materials are ready for the activity, and that the activity sequence is clear</li> <li>· Prior to small group activity, show <b>visual class schedule</b>, and give a transition cue (say, "Few more minutes, then small group" while showing picture of "small group" or "table time" to the child)</li> <li>· Make sure the activity is not too long</li> <li>· Prompt the child to gesture/ask for help</li> <li>· Provide the child with a "friend" or <b>peer buddy</b> for the activity</li> <li>· Let the child be a helper to the teacher. Ask the child to help pass out materials to the other children</li> <li>· Allow child to gather materials for activity</li> <li>· Give the child a preferred job to do in the activity</li> <li>· Praise for participating</li> <li>· Teach other children to encourage the child and each other (e.g., clapping, thumbs up, high five)</li> </ul>	<ul style="list-style-type: none"> <li>· Show child the <b>visual mini schedule</b> so they can see what's next in the activity</li> <li>· <b>Validate feelings</b>, say, "You look confused. Let me help you."</li> <li>· Verbally prompt the child to help pass out or get out materials while handing him/her the items</li> <li>· Prompt a <b>peer buddy</b> to help ("Could you please show ____ how to ____?")</li> <li>· Remind the child to gesture/ask for help</li> </ul>	<ul style="list-style-type: none"> <li>· Teach the child to follow the <b>mini visual schedule</b> of the sequence of activity</li> <li>· Teach the child to use gestures/words: "Help please"; "What's next?"</li> <li>· Teach child to imitate <b>peer buddy</b></li> </ul>
✓ More Strategies for Toddlers and Developmentally Young Children	<ul style="list-style-type: none"> <li>· Provide developmentally appropriate activities and materials</li> <li>· Repeat the same activities over time and gradually introduce new activities</li> <li>· Have a designated seat for the child that is close to the teacher</li> <li>· Encourage the child to sit near a friend or in the lap of an adult</li> <li>· Model each action to the child and then look expectantly for the child to imitate</li> <li>· Tell child clearly what you want in simple, specific language</li> <li>· Help child decide when to join the activities (wait until they become comfortable with activities)</li> </ul>	<ul style="list-style-type: none"> <li>· Validate child's emotion, "I see you are frustrated. You don't know how to do it. Then, offer help. "Sit in my lap and I can show you"</li> <li>· If child is learning to say "help me" or "show me"; prompt child to say words while you provide help</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child to ask for "help" or ask teacher to "show me"</li> </ul>



## TABLE ACTIVITIES/SMALL GROUP 'f7CBH=BI 98t'

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 other children and/or an adult	<ul style="list-style-type: none"> <li>· Schedule "time" with friends/adult immediately following activity</li> <li>· Use a <b>visual schedule</b> to tell the child when he/she can play with friends/adults (e.g., center or special activity)</li> <li>· Allow child to sit next to favorite friends (if not too disruptive)</li> <li>· Teach other children to encourage the child and each other (e.g., clapping, thumbs up, high five)</li> <li>· Praise for participating</li> <li>· Use a <b>"raise hand" visual cue card</b> to prompt child to raise hand for attention</li> </ul>	<ul style="list-style-type: none"> <li>· Use <b>first-then visual</b>: "First do table activity, then play with friends/adult"</li> <li>· Show <b>visual schedule</b>, and remind of when the child can play with friends/adult</li> <li>· Remind with <b>visual cue card</b> to raise hand</li> <li>· Give words to say, like "Look what I did"</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child to raise hand for teacher attention by prompting with <b>visual cue card</b></li> <li>· Teach the child to gesture/say, "Look at me" or "This is fun"</li> <li>· Teach the child to choose a friend to go with to the activity</li> <li>· Teach the child to follow <b>visual first-then</b> and/or <b>visual schedule</b></li> </ul>
✓ More Strategies for Toddlers and Developmentally Young Children	<ul style="list-style-type: none"> <li>· Provide developmentally appropriate materials</li> <li>· Incorporate child's preferences into activities</li> <li>· Provide activities that require minimal teacher assistance</li> <li>· Provide positive verbal comments on child's independent play</li> <li>· Assure the child that teacher will be close by if he/she needs help</li> </ul>	<ul style="list-style-type: none"> <li>· 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. Say, "Come here" (teacher should also model a gesture)</li> <li>· Cue child to "use words" and give him/her words to say/gesture</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child to ask for adult or peer attention using body or verbal language</li> <li>· Teach child request attention by saying "come here", stating the teacher's name, asking to be picked up or gesturing for an adult</li> </ul>



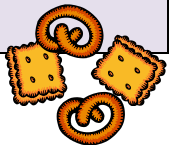
## TABLE ACTIVITIES/SMALL GROUP (CONTINUED)

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 activity	<ul style="list-style-type: none"> <li>Give the child a preferred role in the activity by using <b>first-then visuals</b> or verbal statements with a voice of excitement to build anticipation (make sure the "role" is preferred)</li> <li>Incorporate child's preferences or preferred theme into activity (e.g., decorate materials with favorite cartoon character or have stuffed version of cartoon character in the activity)</li> <li>Keep the activity short</li> <li>Make sure activity is related to child's experiences/preferences</li> <li>Prompt child to say/gesture "all done"</li> <li>Give choices of materials, where to sit, who to sit next to, order of the activities displayed on a <b>choice board</b></li> <li>Use a <b>visual mini-schedule</b> (puzzles, coloring, matching, toy play) to show each step of the table activity/small group, refer to it after each step</li> <li>Set a <b>timer and give a visual warning cue (see Sample Visuals)</b> to limit the time and to give the child a sense of when the activity will end</li> <li>Let the child be a helper to a <b>peer buddy</b></li> <li>Provide a "friend" or <b>peer buddy</b> for the activity</li> <li>Use <b>first-then visual</b> and/or verbal statement: "First sit at table and do activity, then _____ (a fun activity)"</li> <li>Praise for participating/sitting</li> <li>Teach other children to encourage the child and each other (e.g., clapping, thumbs up, high five)</li> <li>Arrange group/table with little to no "escape" route for the child</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>visual mini schedule</b> or <b>first-then visual</b> to remind child of upcoming preferred activities</li> <li>Say, "Let me help you", and then assist</li> <li>Say, "One more turn or one more____, then all done"</li> <li>Help the child by starting the activity for him/her</li> <li>Take turns with the child to get him/her through the activity</li> <li>When fidgety or finished, prompt child to gesture/say, "All done"</li> <li>"Refer to the timer and say "____minutes, then all done"</li> </ul>	<ul style="list-style-type: none"> <li>Teach the child to follow verbal or <b>visual first-then statements</b></li> <li>Teach the child to look at the <b>visual schedule</b> to see what fun activity follows</li> <li>Teach the child to make <b>choices</b></li> <li>Teach the child to imitate and sit with his/her classmates or friends</li> <li>Teach child to gesture/say, "All done" and let child out of activity</li> </ul>
<ul style="list-style-type: none"> <li>✓ More Strategies for Toddlers and Developmentally Young Children</li> </ul>	<ul style="list-style-type: none"> <li>Remove chairs from tables (toddlers prefer to stand as they do activities)</li> <li>Provide developmentally appropriate activities and materials</li> <li>Provide ample choices within the activity</li> <li>Allow child to leave if not interested to select different activity</li> </ul>	<ul style="list-style-type: none"> <li>Validate child's behavioral message, "You are telling me that you are all done. Show me all done and you can be finished."</li> <li>Offer alternative choices</li> </ul>	<ul style="list-style-type: none"> <li>Teach child to communicate with a natural gesture, sign language, or words that he or she is all done</li> </ul>



## 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 has restricted eating preferences	<ul style="list-style-type: none"> <li>Allow child to be a helper to encourage participation</li> <li>Allow child to bring food from home</li> <li>Use <b>first-then visual</b>/auditory cues: "First take a bite of (less preferred item), then you can have (highly preferred food item)"</li> <li>Allow the child to just have a drink and sit with the other children</li> <li>Use <b>first-then visual</b> or auditory cue: first snack, then _____ (something preferred like a snack or activity)</li> <li>Praise for eating and/or trying new foods</li> <li>Allow <b>food choices (see Sample Visuals)</b> or preferred sauces (ketchup, BBQ, mustard, salad dressing)</li> <li>Cue child to gesture/say, "All done"</li> </ul>	<ul style="list-style-type: none"> <li>Introduce non preferred foods by giving very tiny portions along side preferred food; do not expect him/her to eat, just build up tolerance for the presence of food</li> <li>Avoid force feeding; this can cause the child to become afraid of foods or may cause gagging/choking</li> <li>Use <b>first-then visual cue</b> while saying "first snack, then ____" (favorite item)</li> <li>Remind child he/she can choose to just drink</li> <li>Re-cue child to gesture/say "all done"</li> </ul>	<ul style="list-style-type: none"> <li>Teach child to expand food tolerance or preferences by pairing with highly preferred foods and/or sauces</li> <li>Teach child to make <b>food choices (see Sample Visuals)</b></li> <li>Teach child to join snack/meals with a drink</li> <li>Teach child to follow <b>visual first-then cue</b></li> <li>Teach to gesture/say "all done"</li> </ul>
✓ More Strategies for Toddlers and Developmentally Young Children	<ul style="list-style-type: none"> <li>Increase familiarity with the taste of a food</li> <li>Pair the new food with preferred food and present the new food repeatedly until it is no longer new</li> <li>Always have a back-up food that you know the child will eat available for occasions when a child rejects a food. You do not want to escalate your encouragement to try new foods into a power struggle with a toddler. If you have a back-up food the child will accept, you will know that the child is not going to go hungry</li> <li>Modify the food texture, flavor, smell, temperature, or appearance</li> <li>Review what is being offered and mention what looks particularly good today</li> <li>Talk about the where foods come from, colors, textures, and flavors</li> <li>Encourage the child to explore food, including touching and smelling</li> <li>Praise peers for eating ("I see Susan is really enjoying her potatoes.")</li> <li>Remove distractions in the room to help child stay focused on the meal</li> <li>Offer child choices and do not pressure child to eat when child has rejected a food</li> <li>Ensure that mealtimes are pleasant (nice surroundings, not rushed, children are not pressured)</li> </ul>	<ul style="list-style-type: none"> <li>Validate the child's behavioral message, "You are telling me that you are done with _____. Let's try something else. You can have a bite of _____ or a bite of _____."</li> <li>If crying, say "I see you're mad/sad. You don't want the _____."</li> <li>Offer alternative choice</li> <li>Cue child to "use words" and give him/her words to say/gesture</li> </ul>	<ul style="list-style-type: none"> <li>Teach child to explore and taste foods</li> <li>Teach child to communicate with a natural gesture, sign language, or words for what he or she wants</li> </ul>



## SNACK/MEALS (CONTINUED)

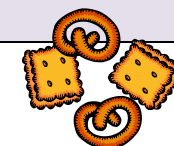
Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p>Child doesn't like to sit to eat</p>	<ul style="list-style-type: none"> <li>Allow the child to leave table when gestures/says "All done", gradually build up time at the table by saying, "One more bite, then all done" (slowly increase over time)</li> <li>Set a timer for a short period of time (1 minute), and have the child wait for the timer before leaving the table (slowly increase time as child succeeds)</li> <li>Provide the child highly preferred foods to encourage sitting</li> <li>Have child help prepare the table for snack/meals to encourage participation in routine</li> <li>Let the child sit next to a <b>peer buddy</b> or next to teacher to encourage sitting</li> <li>Give choices of where to sit or what cushion to sit on</li> <li>Praise for sitting</li> <li>Put on child's favorite music or TV program while eating</li> <li>Provide a <b>visual first-then cue</b> of "first sit, then eat" or "first sit and eat, then music/TV"</li> </ul>	<ul style="list-style-type: none"> <li>Gesture and tell the child, "Say all done", and let the child leave (slowly increase time required to sit)</li> <li>Cue to wait and look at timer</li> <li>Comment aloud "Mary is sitting, and Johnny is sitting"; using the child's classmates' names</li> <li>Refer to visual first-then cue to "first sit, then eat" or "first sit and eat, then music/TV"</li> <li>Offer alternate choices</li> </ul>	<ul style="list-style-type: none"> <li>Teach child to sit to eat with other classmates by embedding choices</li> <li>Teach child to gesture/say "All done", and let out (slowly increase time)</li> <li>As you increase time, teach to wait and look at timer</li> <li>Teach to follow <b>visual first-then cue</b></li> </ul>
<p>✓ More Strategies for Toddlers and Developmentally Young Children</p>	<ul style="list-style-type: none"> <li>Provide quiet, calming activities before mealtime to help child with transition from play to mealtime</li> <li>Keep the mealtime routine consistent</li> <li>Have the food ready before child sits at the table</li> <li>Provide preferred chair or table/adapt the chair based on child's need</li> <li>Sit next to the child</li> <li>Modify the noise level, lighting, temperature, and space needed in the environment</li> <li>Have child sit at the end of the table in the quietest part of the room with a peer</li> <li>Turn on calm music</li> <li>Set an appealing table (e.g., colored napkins, bright tablecloth, and etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Redirect child who leaves the table "We sit to eat and gently guide back to table." If child persists in leaving remove dish from table until child chooses to return. Do this with a supportive stance (i.e., do not reprimand the child), "We sit to eat, when you are ready to sit, you can finish lunch."</li> <li>Cue child to "use words" and give him/her words to say/gesture</li> </ul>	<ul style="list-style-type: none"> <li>Teach child to eat independently</li> <li>Teach child to ask for preferred items</li> <li>Teach child to make a choice of seating</li> <li>Teach child mealtime expectations</li> </ul>





## 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 wants other's food	<ul style="list-style-type: none"> <li>· Increase portions or give more filling food when the child is accessing food due to hunger or growth spurt (bread)</li> <li>· Remind child to gesture/ask for more from the teacher, then serve child</li> <li>· Serve pieces of food, or provide small portions to create the need for the child and other children to request more food from teacher</li> <li>· Praise child for eating own food</li> <li>· Create and read <b>scripted story</b> 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</li> <li>· Have <b>peer buddy</b> model gesturing/asking for more (put words on the child's actions: "Jose asked for more snack. Here you go, Jose.")</li> <li>· Prompt other children to tell child to ask teacher</li> <li>· Offer special rewards, in <b>first-then</b> format, for keeping hands to self by using things the child enjoys ("First keep hands to self, then ____")</li> <li>· Check with family about family's meal time traditions and if the child has access to sibling's food</li> <li>· Create space between children that make it more difficult to reach the food (while still keeping the child with the "group")</li> <li>· Use a placemat or designate eating space with masking or colored tape</li> <li>· Praise for eating own food and for keeping hands to self</li> </ul>	<ul style="list-style-type: none"> <li>· Remind child that it is his/her friend's food and he/she can ask the teacher for more (use words, gestures, or pictures for "more")</li> <li>· Prompt "Ask for more" or "Tell me more"</li> <li>· 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.)</li> <li>· Remind child of his/her "eating space" by showing "designated area" marked off with tape or placemat</li> <li>· Remind child of expectations by reading <b>scripted story</b></li> </ul>	<ul style="list-style-type: none"> <li>· Teach child to request food from teacher (gesture/say "more")</li> <li>· Teach child to keep body/hands within eating space</li> <li>· Teach child to look at and imitate <b>peer buddy</b></li> <li>· Teach child to follow <b>first-then verbal/visual cue</b></li> <li>· Teach child to accept limits</li> </ul>
✓ More Strategies for Toddlers and Developmentally Young Children	<ul style="list-style-type: none"> <li>· Seat children so that they are not crowded at the table</li> <li>· Put small amounts of food on each child's plate/bowl and encourage children to request more</li> <li>· Provide definition to each child's eating area with a placemat</li> <li>· Keep nutritious back-up food available for child who finishes food but is still hungry</li> </ul>	<ul style="list-style-type: none"> <li>· Redirect child to eat from own bowl</li> <li>· Ask child if he/she wants more and then provide more food</li> <li>· If child persists in a tantrum pull away from the table (e.g., chair pulled away a few feet) and give child time to calm down. Once child becomes calm, move child back to table to finish meal</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child to request more</li> <li>· Teach child to eat from own bowl</li> </ul>



## NAP

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?
<p>Child doesn't like to nap (is not tired)</p>	<ul style="list-style-type: none"> <li>· Write a simple <b>scripted story</b> about nap time</li> <li>· Allow child to bring a favorite sleep item from home (e.g., stuffed animal, pillow, blanket etc.)</li> <li>· Use <b>first-then visual</b> or verbal cue: first nap, then _____</li> <li>· Schedule a fun activity after nap, and use <b>visual class schedule</b> or verbal/<b>visual first-then cue</b> to remind the child</li> <li>· Try to darken the room or the child's nap area</li> <li>· Place child near teacher and away from other children to prevent child from disturbing others</li> <li>· When quiet, lying down, and covered, offer to rub back for a short period of time, then leave for a minute or two. While the child is still lying down and quiet, return again to rub his/her back; do this intermittently</li> <li>· Allow child to look at a book or to do a quiet activity while staying on mat/cot</li> <li>· Provide the child with a series of items to play with or look at for the length of nap time; give them to the child one at a time</li> <li>· Play soothing music</li> <li>· Take a group of children who do not nap and allow them to do quiet activity supervised by another adult</li> </ul>	<ul style="list-style-type: none"> <li>· Remind child of favorite or fun activity that comes next</li> <li>· Tell the child, "First quiet, then I will rub you're your back", wait for child to quiet (this will not reinforce problem behavior if the child is quiet)</li> <li>· <b>Validate feelings</b> and offer alternative, "I know you're sad but it is time to rest. You can lie down, and when you are quiet, I will sit with you or you can look at a book".</li> <li>· Offer child choice of alternate quiet activity (stuffed animal, book, color, squish ball, etc.) ("First rest quietly, then you can ____ or ____.")</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child to rest quietly (the child may not need naps) with favorite item</li> <li>· Teach child to choose quiet alternative activity after resting quietly for a designated amount of time</li> </ul>
<p>✓ More Strategies for Toddlers and Developmentally Young Children</p>	<ul style="list-style-type: none"> <li>· Reduce stimulation in the room for nap</li> <li>· Move from a period of active play to a restful activity prior to nap (e.g., outdoor play, followed by toileting, reading books, and then nap)</li> <li>· Encourage children to participate in the transition to nap (e.g. getting their comfort object, arranging cot)</li> <li>· Personalize each child's nap area based on child's preferences including personal comfort objects, blanket, and cot/mat placement. Some children might need visual privacy from other children to fall asleep; others might need to have complete silence, while others might be supported by playing environmental sounds</li> <li>· Rock child who is unable to settle down independently</li> </ul>	<ul style="list-style-type: none"> <li>· Provide support to child to stay on cot or mat</li> <li>· Hold or rock child who is unable to settle down independently</li> <li>· Allow child to leave naptime if it seems child is not sleepy</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child to participate in transitioning to nap</li> <li>· Teach child to stay on cot or mat</li> </ul>



## NAP (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 attention (bored or doesn't know how to soothe self to sleep)	<ul style="list-style-type: none"> <li>Use <b>first-then visual</b> or verbal cue: "First rest, then I will rub backs"</li> <li>Have child positioned with minimal distractions and "escape routes"</li> <li>Rub child's back and slowly back away/increase distance over time</li> <li>Provide a <b>choice (see Sample Visuals)</b> of a doll or stuffed animal (or a comfort item from home) to nap with</li> <li>Schedule a short fun activity with child following nap so that he/she can have time with the teacher</li> <li>Praise for resting quietly</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>first-then prompt</b> to remind "First rest or lie down, then I can come rub your back"</li> <li>Say, "I will sit with you (or rub your back) when you are quiet and lying down"</li> <li>Offer choice of "comfort item"</li> </ul>	<ul style="list-style-type: none"> <li>Teach child to first rest nicely, then teacher will rub back</li> <li>Teach child to rub baby doll's or stuffed animal's back</li> </ul>
<ul style="list-style-type: none"> <li>✓ More Strategies for Toddlers and Developmentally Young Children</li> </ul>	<ul style="list-style-type: none"> <li>Place the child near teacher</li> <li>Assure the child that teacher will be close by if he/she needs help</li> <li>Set a visual timer for a short period of time (1 minute), and have the child wait for the timer before being rubbed his/her back (slowly increase time as child succeeds)</li> </ul>	<ul style="list-style-type: none"> <li>Briefly withdraw attention and then redirect child to rest quietly</li> </ul>	<ul style="list-style-type: none"> <li>As you increase time, teach to wait and look at timer</li> <li>Teach child to verbalize his/her wants or use sign language</li> </ul>
Child has a hard time settling down or soothing self to sleep	<ul style="list-style-type: none"> <li>Offer to put on music and/or rock or rub the child's back using a <b>first-then visual</b> or verbal prompt ("First go to rest area, then I can rub your back or rock you for a bit")</li> <li>Have child positioned with minimal distractions or "escape routes"</li> <li>Provide a <b>choice (see Sample Visuals)</b> of a doll or stuffed animal (or a comfort item from home) to nap with</li> <li>Praise for resting quietly</li> </ul>	<ul style="list-style-type: none"> <li>Say, "First lie down quietly, then I will put on the music and rub your back (or rock you)"</li> <li>Offer choice of "comfort item"</li> <li>Praise those resting quietly</li> <li>Cue to hold the comfort item</li> </ul>	<ul style="list-style-type: none"> <li>Teach child to first rest nicely, then teacher will turn on music and rub back (or rock)</li> <li>Teach child to rub baby doll's or stuffed animal's back</li> </ul>
<ul style="list-style-type: none"> <li>✓ More Strategies for Toddlers and Developmentally Young Children</li> </ul>	<ul style="list-style-type: none"> <li>Reduce stimulation in the room for nap</li> <li>Move from a period of active play to a restful activity prior to nap (e.g., outdoor play, followed by toileting, reading books, and then nap)</li> <li>Encourage children to participate in the transition to nap (e.g. getting their comfort object, taking off shoes, arranging cot).</li> <li>Personalize each child's nap area based on child's preferences including personal comfort objects, blanket, and cot/mat placement. Some children might need visual privacy from other children to fall asleep, others might need to have complete silence, while others might be supported by playing environmental sounds.</li> <li>Rub the child's back to assist child in falling asleep</li> <li>Rock child who is unable to settle down independently</li> </ul>	<ul style="list-style-type: none"> <li>Provide support to child to stay on cot or mat</li> <li>Hold or rock child who is unable to settle down independently</li> <li>Allow child to leave naptime if it seems child is not sleepy</li> </ul>	<ul style="list-style-type: none"> <li>Teach child to participate in transitioning to nap</li> <li>Teach child to stay on cot or mat</li> </ul>



## TRANSITIONS

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?
<p>Child doesn't want to leave activity</p>	<ul style="list-style-type: none"> <li>Prepare child for a transition, by providing a safety signal about 5 minutes before end of activity and every minute thereafter. Tell the child "5 more minutes, then time for _____, 3 more minutes then time for _____, etc."</li> <li>Tell the child when he/she will do the activity again. Say, "We'll do that tomorrow", and show him/her on the <b>visual schedule</b> when the activity will occur again</li> <li>Put picture of activity on <b>week calendar (see Sample Visuals)</b> for tomorrow or on <b>visual schedule</b> for later in the day</li> <li>Use a timer, set it for 5 minutes, and let the child know when the bell rings the activity is finished or all done; give the child a safety signal before the timer goes off ("one more minute, then bell and all done")</li> <li>Have the child transition with a <b>peer buddy</b></li> <li>Use <b>visual schedule</b> to show child upcoming fun activities. Allow child to manipulate schedule by turning over or removing completed activity</li> <li>Have or help the child put materials away for closure (play a clean-up turn-taking game)</li> <li>Give the child a special job during the transition or in the next activity (i.e., door holder, line leader, etc.)</li> <li>Praise child for putting away materials</li> <li>Praise child for going to next activity</li> </ul>	<ul style="list-style-type: none"> <li><b>Validate the child's feelings</b>, "You look upset. I know you like____; we'll do that tomorrow."</li> <li>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</li> <li>Tell the child, "I know you really like ____, but you will have fun at _____. I can help you go to the _____, or you can go on your own". (Pause, then assist if needed and immediately praise.)</li> <li>Redirect and focus child on the <b>visual schedule</b> and upcoming fun activity</li> </ul>	<ul style="list-style-type: none"> <li>Teach child to gesture/ask for one more minute or one more turn and then transition</li> <li>Teach child to follow <b>visual schedule</b> and predict when the activity will happen again</li> <li>Teach child to follow transition safety signal (verbal cues, timer, bells) and stop activity</li> <li>Teach child to choose a preferred activity and/or friend(s) for next activity</li> </ul>
<p>✓ More Strategies for Toddlers and Developmentally Young Children</p>	<ul style="list-style-type: none"> <li>Help child decide when to clean-up (wait until the child finishes the activity)</li> <li>Toddlers often want to continue play with an object until mastery, give the child more time and then return to offer help in cleaning up</li> <li>Warn child about upcoming transitions. Use predictable object cues (getting out the toy bag for circle), actions (putting balls in shed before going inside while describing what you are doing) or auditory cues (e.g., song) so that child can anticipate the transition</li> <li>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 _____."</li> <li>Guide child to transition, by encouraging child to say "bye-bye to object or activity"</li> </ul>	<ul style="list-style-type: none"> <li>Validate child's behavioral message, "You are telling me that you want to keep playing"</li> <li>Validate feeling, "I see you're sad. You like ____, but it's time to clean up and go to _____."</li> <li>If child can be given more time, state that you will return and help clean-up when child is finished</li> <li>If transition has to occur (e.g., going indoors), restate the cue "time to go to the gate, we are going inside" and then offer to help the child "I will help you"</li> </ul>	<ul style="list-style-type: none"> <li>Teach child to put toys away with teacher's help</li> <li>Teach child imitate peer putting materials away</li> <li>Teach the child to anticipate the transition using photo or object</li> </ul>



## TRANSITIONS (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 want to leave parent	<ul style="list-style-type: none"> <li>· Use <b>"I Go to Preschool"</b> story (at both home and school)</li> <li>· Have parent drop child at the door (or designated drop off area), and say a quick "good bye" and "see you after school"</li> <li>· Comfort and reassure child that someone (mommy or daddy) will pick him/her up after school</li> <li>· Allow child to bring a comfort item from home, and hold it during day</li> <li>· Provide a fun job as they enter the classroom</li> <li>· Have a <b>peer buddy</b> from class greet the child each day</li> <li>· Put a picture of caregiver on a <b>visual schedule</b> so that the child can predict when he/she will be picked up from school/bus</li> </ul>	<ul style="list-style-type: none"> <li>· Tell child to say/gesture good bye to parent while waving (and vice versa)</li> <li>· Help child inside classroom</li> <li>· Comfort child by saying "You'll see mom or dad after school"</li> <li>· If upset, read the <b>"I Go to Preschool"</b> story to the child</li> <li>· Redirect child with comfort item and allow him/her to take the item to the next activity</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child to ask/gesture for a hug or to sit on teacher's lap</li> <li>· Teach the child to follow <b>visual schedule</b> and predict when parent will pick up</li> <li>· Teach child to say/gesture good-bye (use hand-over-hand prompting if necessary so that you can then praise the child for saying good-bye)</li> </ul>
✓ More Strategies for Toddlers and Developmentally Young Children	<ul style="list-style-type: none"> <li>· Have parent spend at least 10-15 minutes with child before leaving</li> <li>· Let child know when parent is going to leave</li> <li>· Develop a quick, fun ritual that teacher and child share when child arrives so that the child looks forward to going to preschool</li> <li>· Support child to wave good-bye to parent and then selecting a fun activity</li> <li>· Reassure that the parent will be coming back and state when in the routine the parent will return (e.g., after nap)</li> </ul>	<ul style="list-style-type: none"> <li>· Validate child's emotion, "You are sad, Mommy had to go to work. Let's play. Mommy will be back after nap time" Then offer the child a choice of an interesting activity or object</li> <li>· If child's problem behavior escalates, tell the child, "When you are calm or quiet, I can pick you up (or will play with you)." Do so as soon as the child begins to calm down</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child to ask for a hug or to be held by the teacher when needing comfort</li> <li>· Teach child to wave good-bye to parent.</li> </ul>



## TRANSITIONS (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?
<p>Child doesn't like or want to go to next activity</p>	<ul style="list-style-type: none"> <li>Start transition about 5 minutes before end of activity and every minute there-after, tell the child "5 more minutes"</li> <li>Use a timer, set it for 5 minutes, and let the child know when the bell rings activity is finished or all done; give the child a safety signal before the timer goes off</li> <li>Shadow child through transition to next activity</li> <li>Prompt child with <b>visual classroom schedule</b> and/or <b>first-then visual schedule</b> to indicate transition</li> <li>Have child transition with a photograph of area/activity he/she is expected to go to</li> <li>Have the child walk with a <b>peer buddy</b></li> <li>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</li> <li>Help the child find something fun about the next activity</li> <li>Give <b>choices (see Sample Visuals)</b> of where to sit, what to play with, who to sit by, etc.</li> <li>Use a fun "transition activity", such as "move like a frog to ____" or "hop on one foot to ____" or "choo choo like a train to ____" or sing a song about the next activity</li> <li>Praise child for going to next activity</li> </ul>	<ul style="list-style-type: none"> <li>Remind the child of his/her special job in the next activity (if necessary, cue with a picture or object)</li> <li>Use <b>visual schedule</b> to remind of something fun following activity, or use <b>first-then schedule</b> "First ____, then ____" after next activity</li> <li>Redirect and ignore behavior when possible</li> <li>Cue peer buddy to show him/her where to go or to take his/her hand to help</li> <li>Re-cue child of expectation by pointing to photograph</li> <li>Re-cue child to make a choice</li> </ul>	<ul style="list-style-type: none"> <li>Teach child to make a choice of embedded preference and friend to play with in upcoming activities</li> <li>Teach child to transition through the use of prevention strategies listed</li> <li>Teach child to imitate <b>peer buddy</b></li> </ul>
<p>✓ More Strategies for Toddlers and Developmentally Young Children</p>	<ul style="list-style-type: none"> <li>If the next activity is a play activity and toddler does not like it, consider not insisting that the child participate and allow child to continue preferred activity</li> <li>Toddlers often want to continue play with an object until mastery, give the child more time and then return to offer help in cleaning up</li> <li>Warn child about upcoming transitions. Use predictable object cues (getting out the toy bag for circle), actions (putting balls in shed before going inside while describing what you are doing) or auditory cues (e.g., song) so that child can anticipate the transition</li> <li>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 ____."</li> <li>Guide child to transition, by encouraging child to say "bye-bye to object or activity"</li> </ul>	<ul style="list-style-type: none"> <li>Validate child's behavioral message, "You are telling me that you want to keep playing"</li> <li>Validate feelings, "I see you're sad. It's hard to say bye-bye to ____, but it's time for ____."</li> <li>If transition has to occur (e.g., going indoors), restate the cue "time to go to the gate, we are going inside" and then offer to help the child "I will help you"</li> </ul>	<ul style="list-style-type: none"> <li>Teach child to put toys away with teacher's help</li> <li>Teach child to imitate peer putting materials away</li> <li>Teach child to anticipate the transition using photo or object</li> </ul>



## TRANSITIONS (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?
<p>Child doesn't understand where to go or what to do (too much "wait time")</p>	<ul style="list-style-type: none"> <li>Have next activity totally set-up so that when the children transition it is ready and the activity can begin immediately</li> <li>Give the child a transition activity to reduce wait time (look at book while waiting, blocks as a small group, puppet play at seat, photo albums, etc.)</li> <li>Give child a visual (picture, photograph, or real object) to walk with to the next activity to cue him/her where to go and what to do</li> <li>Use a photograph <b>visual schedule</b></li> </ul>	<ul style="list-style-type: none"> <li>Redirect child verbally and with <b>visual cue card</b> as to what to do or of next activity; help the child succeed if needed and then immediately praise</li> <li>Model expected behavior</li> <li>Point out peers who are transitioning nicely</li> </ul>	<ul style="list-style-type: none"> <li>Teach the child to follow <b>visual schedule</b></li> <li>Teach the child to transition with a <b>visual cue card</b></li> <li>Teach the child to imitate peers</li> <li>Teach the child to make a choice of a "routine transition activity" while waiting for all peers to arrive to next activity</li> </ul>
<p>✓ More Strategies for Toddlers and Developmentally Young Children</p>	<ul style="list-style-type: none"> <li>Provide visual sequence of transition activities using concrete objects or object photos</li> <li>Guide child to next activity</li> <li>Have older peer help child to next activity</li> </ul>	<ul style="list-style-type: none"> <li>Validate child's emotion "You are having a hard time finding something to play with. I will help you."</li> </ul>	<ul style="list-style-type: none"> <li>Teach child to ask for help or come to a teacher for assistance</li> </ul>
<p>Child gets attention from peers/adults</p>	<ul style="list-style-type: none"> <li>Let child carry something to next activity</li> <li>Let child choose a friend or teacher to walk with to the next activity (can hold hands)</li> <li>Have child transition while moving like an animal (hop like a frog, crawl like a turtle, etc.)</li> <li>Shadow the child during the transition so that you can prompt and praise</li> <li>Use a photograph <b>visual schedule</b></li> <li>Allow the child to do something special in the next activity (sit next to a friend or teacher, help with a favorite activity)</li> </ul>	<ul style="list-style-type: none"> <li>Adult helps or reminds how to move to the next area/activity</li> <li>Give him/her something to carry (picture of where to go, item to use in next activity, etc.)</li> <li>Ignore inappropriate behavior, and praise those who are transitioning correctly</li> <li>Remind him/her to walk correctly and model, then remind that he/she can sit next to a friend or teacher in next activity</li> </ul>	<ul style="list-style-type: none"> <li>Teach the child to follow <b>visual schedule</b></li> <li>Teach the child to transition with his/her hands to self</li> <li>Teach child to choose a friend or teacher to transition with to the next activity</li> </ul>
<p>✓ More Strategies for Toddlers and Developmentally Young Children</p>	<ul style="list-style-type: none"> <li>Support child during transition by guiding the child</li> <li>Review transition expectations</li> <li>Have older peer help child with transition (e.g., "Emily, can you help Sarah put her book away and come to circle.")</li> </ul>	<ul style="list-style-type: none"> <li>Validate the child's emotion "You are upset. You want someone to help you. I can help you."</li> <li>If child continues to demand teacher attention by escalating problem behavior, then tell child "When you can stop hitting, I can help you." Wait until child begins to calm before helping</li> <li>Remind child to use words and give him/her words to say/gesture</li> </ul>	<ul style="list-style-type: none"> <li>Teach child transition expectations</li> <li>Teach child to clean-up with a partner</li> <li>Teach child to ask or gesture for help</li> </ul>

