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ABSTRACT

This guide introduces behavior management strategies within the broader context of a comprehensive early intervention program, the CO-TEACH Model. It describes practices that teach desirable alternatives to child misbehavior and that avoid opportunities for inappropriate behavior to occur. An introductory section on positive behavior management discusses appropriate placement options, developmentally appropriate curriculum, social skills, and functional skills. Strategies to prevent misbehavior are described, including selection of appropriate materials, arrangement of the environment, and scheduling. Behavior management strategies such as modeling and "Tell, Show, Help, Praise" are described. Intervention strategies used when problems do happen are then discussed, including planned ignoring, restitution, reprimands, re-directing, stating the rules, spanking, time-out, contingent observation time-out, and instructional consistency. Appendices contain a daily schedule of preschool activities for students with disabilities and various administrative forms. (JDD)

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AN INTRODUCTION TO MANAGING BEHAVIOR POSITIVELY

Module 5

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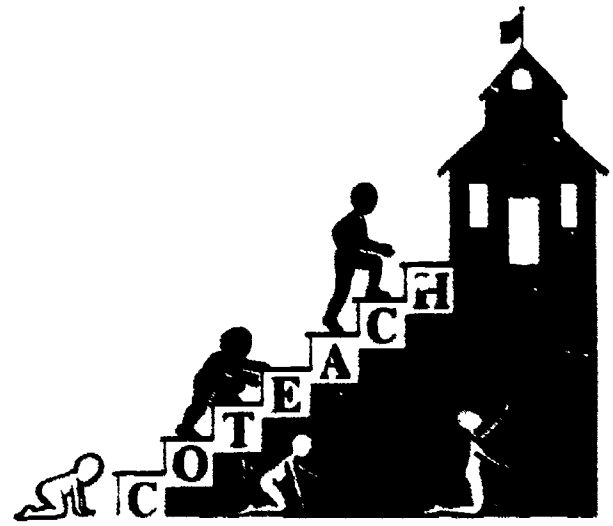

Early Intervention Makes the Difference

Module 5: AN INTRODUCTION TO MANAGING BEHAVIOR POSITIVELY

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Effective early intervention with young children requires a team effort and the support and cooperation of many individuals and agencies.

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PHILOSOPHY AND PURPOSE

One of the most frequently asked questions in education is, "What can I do about behavior problems that occur in the classroom?" Educators may be familiar with behavior management strategies for older students, but may be less familiar with effective ways of creating a balance between managing the behavior of young children and striving to create a positive, appropriate setting in which optimal learning may occur. This module introduces behavior management strategies within the broader context of a comprehensive early intervention program, the CO-TEACH Model. In presenting a "developmental learning" based philosophy, every effort is made to describe practices that teach desirable alternatives to child misbehavior, and which avoid opportunities for inappropriate behavior to occur.

OVERVIEW OF THE MODULE

As the title indicates, this module suggests methods with which educators and caregivers may positively and proactively address potential behavior problems. The module includes techniques for positively reinforcing appropriate and desirable behaviors of children, as well as suggestions for preparing the preschool environment to help prevent problems. Positive behavior management applied proactively, consistently, and with respect and understanding of the child's capabilities *prior* to the occurrence of problems, will help reduce or eliminate the need for further measures.

Additionally, discussions of placement options, curriculum, materials, environmental arrangements, and instructional format are included. The appendices include charts which may be used for identifying and assessing behavior problems, monitoring the effectiveness of interventions, and ensuring administrative accountability.

POSITIVE BEHAVIOR MANAGEMENT

Traditionally, the term behavior management has implied that when a child's behaviors are troublesome to caregivers, then that child is somehow "troubled." When looking for sources of problem behaviors, it is important to keep in mind the numerous factors which may contribute to a child's behavior. All behavior happens for a reason. Children typically try to do what is expected of them, and work hard for the approval of friends and adults. At times, however, all children engage in behaviors which are challenging, disruptive, aggressive or perhaps potentially dangerous. Most of these behaviors will resolve naturally when the environment is calm, supportive, and consistent. When patterns are observed, increased teacher attention is warranted.

When looking at behaviors that may be problematic, the child's unique physical and psychological needs are the first factors which should be considered. It is important for the educator or caregiver to become familiar with the child's communication style, typical behavior, needs, capabilities, ability to express likes and dislikes, and level of tolerance for frustration. Without this knowledge, it is difficult to determine if a problem truly exists, or if there is the likelihood of any change occurring. In short, it is important to know the child as an individual. Additionally, educators should examine the appropriateness of the placement, the teaching philosophy and curriculum selection, the daily schedule and format, and the physical arrangement of the classroom. If safety records or preliminary observations indicate potential for behavior which is harmful, the implementation of a formal behavior program may be necessary. While the initial objective of a behavior program is to reduce specific problem behaviors, the long term goal is to equip the child with self-management skills which lead to enhanced independence and improved self-esteem.

When planning any intervention strategy, it is important to review the child's history to determine the previous expectations, demands, and disciplinary practices that have been in effect. Also, it is crucial to consult the child's family to determine if there are behavior problems in the home that are similar to those in the educational setting. (Refer to Module #3:

"Forging Partnerships with Families.") If possible, and when appropriate, discussion with the previous teacher or child care provider may be helpful. Coordination between families and other service providers concerning plans to address behavior problems is extremely important. Successful intervention strategies should be shared with all Individual Educational Plan team members.

Appropriate placement options. The Individuals with Disabilities Education Act formerly the Education for All Handicapped Children Act, guarantees a *free and appropriate education in the least restrictive setting to all school-age children.* In 1986, Public Law 99-457 amended the Act to include *3 to 5-year-old children with disabilities* as well. These regulations require the local education agency to insure that a continuum of placements is available to meet the individual needs of children with disabilities in the least restrictive setting possible, according to individual educational programs. A least restrictive setting is one which allows a child maximum participation in a typical classroom environment.

However, at this time, schools are not required to provide educational services for preschool children without disabilities. This effectively eliminates what would most likely be the least restrictive setting, that is, a school-based integrated preschool classroom. As a result, making arrangements for meaningful and functional integration will challenge the creativity of the Child Study Team. Although educational settings will vary according to available resources, the systematic approach to behavior management addressed in this module should be applicable to all early childhood settings.

Developmentally appropriate curriculum. A principal goal of early intervention is to teach essential skills which enhance a child's ability to participate successfully in a school setting of the child's same-age peers. Obviously, the child who remains isolated from peers, who may be unable to communicate emotions or needs, or who acts out in an aggressive manner will be less successful. Attention to the development of social competence is a key

feature in the use of a developmentally appropriate curriculum.

Because most mild to moderate behavior problems disappear as a child adjusts to a new classroom, a priority focus of early childhood special educators should be to select a developmentally appropriate and functional curriculum which teaches social skills, independence, academic readiness, gross and fine motor skills, and communication. Of these five domains, the development of social skills may be the most important determinant of successful mainstreaming, and may have the greatest lifelong value.

Social skills component. One of the most important tasks facing educators is to help the child with special needs become socially competent and appropriate so that the "least restrictive" becomes the "most successful" setting. Research has shown that a child's ability to use appropriate social skills is a critical factor in that child's acceptance by peers in kindergarten. There is a negative relationship between disruptive behavior and social standing. Children who are in conflict with authority or demonstrate physical or verbal aggressiveness are rarely accepted socially. However, once inappropriate social behavior is modified, the social status of the child improves. Since a primary goal of early intervention is to enhance a child's current and future progress in the least restrictive setting, it is critical that preschool children with disabilities be taught these socially desirable skills which they will need in a mainstream kindergarten setting, and throughout life.

Functional skills instruction. The ultimate goals of behavior management are to enable the child to benefit maximally from least-restrictive instructional activities and to ensure kindergarten success. By teaching functional skills which later can be generalized to kindergarten, the behavior program will increase the child's chances of being accepted by peers and reduce the likelihood of behavior problems. To help prepare children for future mainstream settings, emphasis should be placed on the development of self-help skills such as toileting, dressing, or recognizing signs, group participation skills such as turn taking and

vicarious learning, and the ability to interact with children who are both developmentally advanced and delayed.

PREVENTIVE STRATEGIES

Selection of materials. Early childhood special education curricula have evolved beyond trial and error approaches to more natural instruction that is integrated with developmentally appropriate classroom activities. In the same way, careful selection of classroom materials can naturally encourage prosocial behavior and reduce opportunities for behavior problems to occur.

Children in an early childhood special education setting will exhibit a wide range of developmental levels, dictating the need for a continuum of developmentally appropriate materials. Items which are colorful, have a discernible cause and effect, create some type of pleasant sound, and are easily manipulated will maintain child interest, reduce boredom, and increase attention span. When seeking to prevent inappropriate behavior, a simple solution may be that of providing new or different toys and materials which will renew a child's enthusiasm and motivate appropriate behaviors.

Materials may be selected which target multiple developmental domains. For example, a small group activity of building a tower using blocks of different colors, shapes and sizes will concurrently teach social skills, communication, fine and gross motor skills, and academic readiness. Also, providing toys that require more than one child for play facilitates communication and the acquisition of appropriate social skills. For safe use, it is important to select toys and materials which have smooth edges, rounded corners, are washable and do not have small pieces that may be easily swallowed. (Refer to Module #1: "Organizing the Special Preschool.")

Arrangement of the environment. A preventive strategy which is easily implemented is that of arranging the physical environment of the classroom to encourage appropriate behaviors

and learning throughout the day. Concerns such as safety and least restrictiveness are addressed when an environment promotes for each child the greatest degree of independence possible. A special preschool classroom demands a diversity of environments ranging from quiet, distraction-free, individualized instruction settings, to active group learning, snack, and free play areas.

In a very natural way, certain areas of the classroom can be arranged to cue appropriate behaviors. For example, the circle area suggests sitting quietly, lockers suggest putting clothing items away, toys invite social play. The placement of toys and instructional materials can be arranged to induce harmony. Low dividers can be placed strategically throughout the room to limit an activity to one specific area, while providing easy visibility and quick teacher access if needed. Adequate space which allows for easy wheelchair accessibility between tables, chairs, and dividers should be provided, with shelves or dividers placed to avoid "runways." Quiet activities should be physically separated from more robust activities, or scheduled at different times of the day to clarify and cue appropriate behavior.

Schedule and instructional format. When setting up a daily schedule, it is important to keep in mind that young children typically respond more positively to a fairly structured and consistent routine. Ideally, time is allotted for arrival and departure, social play, whole group circle, small group play activities, individual therapy, recess, snack, quiet time, and transitions between activities (see "A Guide to Preschool Activities"in the Appendix).

When evaluating the daily schedule, it is important to pay attention to the developmental needs of the students. Young children serve as fairly accurate "barometers" by which the teacher can measure the appropriateness of the schedule and activities. If several children are not participating, or are disruptive, the activity may be too easy or too difficult. Changing the type of activity, or scheduling it at a different time may reduce or eliminate problem behaviors. It is important to achieve a balance between providing activities which children are familiar with and can complete successfully, while presenting more advanced

activities which challenge them to discover and practice new skills.

In addition, it is important to provide a selection of activities from which children can choose. Children need to learn that there are times when they are expected to follow classroom rules, and also that there are times when they may have a choice in what to do. To allow children choices will give them a personal investment in school, as well as teach them that they do have some degree of control over their environment.

Planning a variety of small group and whole group activities provides opportunities to implement IEP goals and objectives, either through direct instruction or through naturalistic (incidental) instruction. Direct instruction involves using very specific teaching techniques to communicate to the child the skill to be learned and how this is to be accomplished. Direct instruction usually teaches only a single skill at a time.

Incidental instruction, or naturalistic instruction, also involves specific objectives for skill acquisition, but differs from direct instruction in the manner in which it is presented to the students. Incidental instruction uses both teacher-directed and child-initiated activities to teach new skills, either to a group of children or to an individual. (Refer to Module #4: "Teaching through Play.")

While one-to-one instruction often occurs in special education settings, small group and whole group activities serve as less restrictive ways in which naturalistic instruction can be used. Research shows that children learn readily from same-age peers, and in the small group setting imitative learning opportunities are abundant. Small group activities provide ideal opportunities to model and teach appropriate social skills such as making requests properly and taking turns. They also encourage the acquisition of attending and instruction-following skills. Because small group settings resemble kindergarten learning situations, children who have experience with them will be better prepared to generalize their newly acquired skills to future environments.

Although all children will benefit from integration into group learning activities, it is important to consider individual child capabilities. Each child will be able to participate at

some level, but for some children adaptations may be needed to help them achieve those benefits.

Some children may be able to sit on a chair or mat, and to attend and participate throughout the whole activity, while other children may need to be rewarded initially just for being able to watch the teacher or to sit quietly for a short time. Keep in mind that children with short attention spans should not be expected to sit for more than a few minutes when beginning school. Also, children who respond slowly for various reasons may require more time to complete a response successfully. Again, it is important to keep in mind the capabilities of the child, and to progress from there.

It may be necessary to assign a staff member or volunteer to encourage individual child participation. This arrangement allows the teacher to continue instructing the whole group while providing for the assistance the child may need to attain individual educational objectives. For example, if the child has an educational objective which focuses on responding to teacher instructions, the assigned adult may physically help the child participate during a teacher-directed group activity such as a fingerplays. This allows the child to be a participating member of the group, although initially he/she may be unable to complete the activity independently.

In order to prepare the child for successful group participation, it may be necessary to provide preparatory or concurrent skills training through one-to-one individualized instruction. For example, whole group circle time may require the child to respond to role call by raising his/her hand and placing a sticker by the correct name. If the child has difficulty identifying his/her name, an individualized instructional program targeting name identification may be initiated. Additionally, other children may display a lack of attention, hyperexcitability, or an inability to participate independently. These problems need to be addressed throughout the day, with individualized instruction specifically designed to alleviate those problems.

It is essential that educators recognize that all children benefit from being part of a group, even though participation may be minimal. Adjusting expectations based on the child's

capabilities and making necessary adaptations to ensure participation with a peer group will provide the child with learning opportunities not available in the typical one-to-one teacher-child educational setting. To be most effective, all individuals involved need to be aware of the educational objectives for each child, and the skills which can be taught to that child in any given whole or small group activity. This is particularly true with behavior management and social skills training.

MANAGEMENT STRATEGIES

When discussing behavior management, it may be said that prevention is easier than discovering a cure. Steps can be taken to alleviate conditions which may inadvertently trigger inappropriate behavior. As noted, successful behavior management does not simply involve preventing and eliminating dangerous or inappropriate behaviors. It requires teaching the appropriate alternative. Behavior problems always occur for a reason. The challenge for teachers is to give the child a reason to behave in a more desirable way.

Strategies such as modeling appropriate behavior and reinforcing behaviors by trying to "catch them being good," and using a consistent method of teaching appropriate behaviors such as the "Tell, Show, Help, Praise" model described below, all serve to strengthen desirable behaviors.

Modeling. The purpose of modeling is to demonstrate desirable behavior. The modeling process allows a child to see which behaviors are appropriate and to gain teacher and peer approval when he/she behaves desirably. One of the benefits of an integrated preschool setting is that it allows same-age peers to model age-appropriate behaviors for those with behavior problems. Role playing during dramatic play or whole group circle time provides an excellent opportunity to learn and practice appropriate behaviors. In addition, the teacher in any setting can serve as an effective model to demonstrate well-mannered behavior, personal caring, and respect during daily interaction.

Tell, Show, Help, Praise. To ensure adult consistency and child success, the CO-TEACH Model uses the "Tell, Show, Help, Praise" teaching strategy for both instruction and behavior management. The "Tell, Show, Help, Praise" procedure is easily used and has proven to be especially effective with young children. In addition, the model is flexible, proving equally appropriate for individual instructional sessions, small and whole group activities, free play, and transitions throughout the school day. The specific procedure is as follows:

1. *TELL* -- Using the child's name first, give the instruction stated as clearly and as briefly as possible. (Say "John, please put the toy on the shelf.")
2. *SHOW* -- If the child does not begin to respond after a few seconds, repeat the child's name and the identical instruction, while providing a gesture or model of the desired behavior. (Say "John, please put the toy on the shelf," while gesturing toward the shelf or placing another toy on the shelf to demonstrate.)
3. *HELP* -- If the child still does not respond, repeat the name and identical instruction while providing the least physical assistance required to effectively help the child perform the response as independently as possible. This approach ensures that noncompliant children cannot avoid the task simply by being passive and that children do not begin a pattern of failure. (Say "John, please put the toy on the shelf," while placing a hand gently over John's and helping him put the toy on the shelf. Reduce physical assistance as the child completes the task. If the child resists, be sure to remain gentle.)
4. *PRAISE* -- Give praise, enthusiastically and descriptively, as soon as the child accomplishes the task, in proportion to the amount of effort displayed by the child. Pair the praise with an additional positive consequence such as a smile, quick hug, or "high five." (Say "Good, John, you put the toy on the shelf," with an accompanying smile.)

Several techniques incorporated into the "Tell, Show, Help, Praise" model deserve explanation:

Preceding any instruction with the child's name naturally cues the child to pay attention, and lets him/her know that some instruction will soon follow.

Gradually increasing assistance controls for child naivete as well as noncompliance. For the naive child, modeling and physical assistance provide graduated "cues" of the desired performance and ensure child success. The uncooperative child quickly learns that refusals will not allow him/her to escape a task. Ultimately, children learn that cooperation leads to success.

Praising enthusiastically and descriptively provides information about exactly what the child did that was appropriate. The amount of enthusiasm is dictated by how much effort the child has displayed, according to individual capabilities. Descriptions of the successfully completed task should be designed to strengthen the child's receptive verbal repertoire. Such language training superimposed upon other instructional tasks represents an example of "integrated teaching".

Adaptations to the model may be necessary at times. If praise is not effective alone, pair the praise with giving the child access to a known effective reward, such as tickles, a hug, or brief play with a favorite toy. It is important that educators determine which items or activities are reinforcing for each child prior to using this model.

If it seems as though a child is working for adult physical assistance, the child may become "prompt dependent." In this situation, it is necessary to modify the teaching sequence. If a child does not comply with instructions, "planned ignoring" may help. This may take considerable time, and will require that an adult be free to monitor the child for safety. Eventually the child will learn that active participation leads to positive attention from others.

Again, it is important to remember that patience may wear thin while working with a child who is extremely noncompliant. If the teacher is becoming frustrated or upset, it is crucial for the safety of all concerned that another staff member be available to assist and to provide relief if necessary.

Used together, these techniques constitute a validated approach for ensuring educational success and avoiding cumulative failure experiences, preventing "learned helplessness" or passive noncompliance, and encouraging prosocial instruction following. Instruction following is a crucial aspect of any curriculum which helps prepare preschool children for kindergarten success.

WHEN PROBLEMS DO HAPPEN

Despite best efforts to prevent behavior problems through environmental arrangement, careful lesson planning, and active efforts to teach desirable alternative behaviors to children, it is inevitable that some behavior problems will occur in preschool classrooms. For those occasions when prevention and direct instruction have not succeeded in discouraging inappropriate behaviors, more active interventions with problem behaviors may be necessary. Because children are constantly learning, it is important to have a plan prepared for dealing with those problems. Otherwise adults may accidentally teach children that some maladaptive or dangerous behaviors are acceptable. In addition, communication between all team members is essential to maintain consistency across settings and care providers. Following are intervention techniques that preschool teachers have found to be effective.

Planned ignoring. Planned ignoring is an active technique. It involves immediately looking away from or turning one's back toward a child for a period of time when he/she engages in a mildly or moderately inappropriate behavior, such as disrupting a group or individual lesson. Excessively loud play, speaking out of turn

during group lessons, and tantrums of moderate intensity can be managed effectively through planned ignoring.

The effectiveness of planned ignoring is based on the fact that young children often learn to obtain adult attention by misbehaving. In the long run, this tendency can be overcome by systematically praising and attending to children who are behaving desirably. In the short run, planned ignoring is a useful technique for teaching children that misbehavior does not produce adult attention, but instead may terminate it.

Planned ignoring does not immediately cause children to stop their misbehavior. In fact, one indication that planned ignoring will be effective is a brief increase or worsening of the problem behavior. For example, loud play may get louder, speaking out of turn may be repeated, and tantrums may increase in intensity. It's important to not "give in" during this phase, or the child may learn that to successfully get your attention, he or she has to behave really disruptively.

Because of this tendency for problem behaviors to increase briefly before reducing, planned ignoring is not a good technique to use for a problem behavior that is potentially dangerous, such as hitting or running away. It also is not a good choice for managing a behavior that is maintained by natural consequences other than adult attention, such as grabbing food or toys.

Whenever using planned ignoring, it is always critical that an adult discretely monitors the child's activity, to prevent safety problems. If no other adult is available to monitor, the teacher can keep track of the child out of the corner of his/her eye.

Restitution. Sometimes inappropriate behaviors are maintained by natural consequences other than adult attention. Examples include grabbing food, taking toys away from others, throwing objects, or breaking materials needed for a lesson. Rather than deliberately ignoring the behavior and risking the child's learning that behavior is acceptable, restitution involves immediate interaction with the child which requires the

child to repair or undo the problem created by the misbehavior.

Food items or toys taken without permission should be returned, thrown objects retrieved, and broken objects repaired by the child responsible. The Tell-Show-Help-Praise system usually is effective in obtaining child compliance during restitution. Of course, good judgment should be used in deciding whether any praise is warranted under these conditions. Because upset children may resist physical assistance, it is crucial that only gentle guidance be used and that safety is ensured for all involved during restitution procedures.

Reprimands. Perhaps one of the most frequently attempted techniques for managing behavior problems is the reprimand. The effort involved for the adult is minimal. One only has to loudly and immediately say, "No!", "Don't", or "Stop that!" as in a situation where a child may be endangering himself or others. The immediate effect of a startling reprimand is that misbehavior ceases for a while. As a result, adults sometimes are tempted to use reprimands too often. In the short run, this may lead to reprimands "wearing out" or losing their effectiveness. In the long run, overuse of reprimands changes the overall tone of the preschool classroom.

Another undesirable side effect of reprimands is the negative emotional reaction that becomes conditioned. Often an upset child will escalate a tantrum when they hear the words "No", "Don't", "Stop", or "Bad". The reprimand fails to teach children *what* they need to do. Reprimands should be used rarely.

Re-directing. Many early childhood behavior problems involve predictable cycles of escalation. Careful observations by skilled adults frequently will identify sequences of mild misbehavior which eventually erupt into full-blown severe tantrums. A tug-of-war over a favorite toy is a good example. Redirection of mild inappropriate behavior, for example by prompting turn-taking, often will prevent a full scale

tantrum. It frequently is an important step toward equipping children with self-control as well as social skills. Allowing children to "build-up" and then trying to confront a severe tantrum usually is less successful and far more emotionally exhausting for adults and children alike. Some examples of redirection are, "Bob, please ask Susie to share the clay.", "Let's take turn with the swings. Tell Jason that you will wait here until he's done." or, "If we keep our hands by our sides while waiting for a drink, our friends at the front of the line will be done more quickly."

Stating the rules. Many teachers help students (and staff members) to remember the classroom rules by posting them on a large sign and by periodically discussing reasons for the classroom rules. Sometimes when a rule is broken, there is a well-meaning tendency of adults to remind or re-explain the rule to those involved.

However, when children are upset they usually are not able to benefit greatly from discussion. For many behavior problems, immediate close adult attention or counseling from a caring adult may have the opposite effect intended. Rather than reducing the problem behavior, the child may learn to "ask for" adult contact by misbehaving. While it is very important for everyone to know what the rules are, and to discuss why they are important, it is best to schedule these discussions at some time that does not immediately follow a problem behavior.

Spanking. Spanking a child in a preschool classroom is unnecessary, unethical, and possibly illegal. Although parents may chose to spank children at home for misbehavior, an alternative intervention must be applied in preschool. Keeping careful records, including videotape, of the success of alternative preschool disciplinary techniques, may encourage parents to use a less intrusive method at home.

Time-out. Years ago, children who misbehaved in schools were placed in a corner of the room with a "dunce" cap on their heads. Fortunately, now there are alternative techniques available for controlling seriously disturbing behaviors. Contemporary time-out procedures have certain properties which make them clearly different from earlier discipline methods that relied on isolation and social ridicule for effectiveness. Modern time-out procedures typically are of brief duration, involve limited verbal interaction with the child, and often do not require his/her physical removal.

"Time-out" is a term that is short for the more technical term "time-out from positive reinforcement." As the term implies, for time-out to be effective, the classroom must provide a rich source of reinforcement for desirable behavior. Even in the most stimulating classrooms, some activities will not necessarily be reinforcing for some children. If behavioral disruptions occur during activities which are not preferred or require effort, removing a child is more a vacation than time-out. Time-out procedures used here are likely to make the problem worse.

Historically, removing children from instructional activities has been criticized because of the resulting loss of learning opportunities. For that reason, every effort should be made to keep time-outs brief. However, children should not be released from time-out if they still are being disruptive. Most experienced preschool teachers will wait a brief period after the child gains control, and then instruct the child to return to the group. As noted above, this is not the time to discuss classroom rules, personal feelings, or philosophy. It is the time to allow the child to participate successfully in the ongoing activity, and to be rewarded for genuine effort.

Occasionally children will appear calm, but refuse to rejoin the ongoing activity when time-out is over. Because of concern with the "vacation effect," it is best not to allow children to choose to participate when they feel ready. Instead, tell the child that you will return later. In a few minutes, try again.

Contingent observation time-out. This technique involves a two-step process. Moderately disruptive misbehavior results in placement in a "Sit and Watch" chair. The "Sit and Watch" chair is placed slightly away from the ongoing activity. Children still can observe the lesson, but may not participate or earn reinforcement. Children who are able to control themselves rapidly are able to rejoin the activity within one or two minutes. Minimal negative peer or adult attention results.

Children who are unable to gain control of themselves in the "Sit and Watch" chair are removed to a "Relaxation" area. This latter setting should be physically apart from the lesson area in order to minimize disruption of the group activity, negative peer and adult attention, and child embarrassment. Particularly distraught children may need to be helped to remain in the relaxation area until they are calm enough to rejoin the lesson or group activity. Again, safety of the child must be a priority concern.

When it is over. Regardless of the behavior reducing technique selected, immediately employing it when the problem behavior occurs will enhance its effectiveness. Attempting to intervene with a problem that occurred some time in the past is probably doomed to fail. Concern with the problem should center on behavior. It is the behavior that is inappropriate -- *not the child.*

Similarly, when the behavior management intervention has ended, it is important to watch closely for an occurrence of desirable child behavior. As soon as one is detected, honest praise should be provided. Providing such clear signals to children reduces their confusion and anxiety. Simply stated, when the problem is over, it is over.

Instructional consistency. When addressing behavior problems, thorough communication is a necessary condition for instructional consistency. A

management challenge for the teacher is to communicate instructional program changes to all involved persons. For example, when a new skill is mastered, some people may continue to assist the child. The child will not utilize the newly-acquired skill, but instead is likely to display "learned helplessness." In order to avoid this familiar phenomenon, the teacher must communicate all program modifications to relevant personnel. Classroom staff can be regularly apprised through team meetings, and by publicly posting each child's recent accomplishments on a personalized "biography board" or on a standard staff bulletin board. Of equal importance, families must be informed of the child's performance and progress in learning appropriate social skills. Simple techniques for family communication include sharing "happy notes," telephone calls, and having conversations during drop-off and pick-up times. (Refer to Module #3: "An Introduction to Forging Partnerships with Families.")

SIGNIFICANT BEHAVIOR PROBLEMS

Occasionally, preschool children will engage in behaviors that are especially significant due to the potential for physical injury to themselves or others. Comprehensive behavioral therapy is beyond the scope of a brief guide such as this. Where professional observations or safety records indicate significant risk, referral to another professional (clinical psychologist or physician) for consultation and monitoring is necessary.

DESIGNING A POSITIVE BEHAVIOR MANAGEMENT PROGRAM

Before beginning any intensive intervention program, it is necessary to ask certain important questions. Is this problem truly a child behavior problem? It may be that adult expectations are unrealistic given the child's developmental level and capabilities, and the child simply may be displaying signs of frustration. Will simply

ignoring the behavior reduce it? Is the problem one which involves health and safety issues? Have the appropriate behaviors been thoroughly defined and stated in child terms so that the child is fully aware of what is expected? Has the child been reinforced for appropriate behaviors? Have the preventive strategies listed previously been used? If these criteria have been met, then it may be necessary to design a systematic behavioral program to reduce problem behaviors.

Two forms which may be useful are included in the Appendix. The first is the Safety Log. The Safety Log is used to record safety related observations in the classroom. These may include an injury a child received while playing, a child displaying unusual tantrumming behavior possibly resulting in injury to self or others, a child becoming ill, unexplained bruises or injuries, or any incident or behavior that is unusual. Included on the safety log are the date, the time, the person who observed the behavior, and additional comments which may be helpful.

If it is noted that a pattern of particular behavior may be emerging, a more formal assessment may be used. The ABC Log is used to document the antecedent (A), or what happened just before the behavior occurred, a description of the behavior itself (B), and the consequences (C) that followed the behavior. Also included are the date, time, observer, and additional comments. (See the Appendix for a blank form and an example.)

The ABC Log can be used to monitor how many times a behavior occurs (frequency count), how long the behavior persists (duration measure), or if the behavior occurs or does not occur within a particular measure of observation time (time sampling). It also can be used to look at very specific behaviors for one child or to monitor behaviors of all children in the class.

It is important to add that there are exceptions to systematic behavioral programming. For example, if the child has been absent from school for any length of

time, or was ill on a day when data was collected, or a substitute teacher was present, or special guests were visiting the classroom, the data will reflect these conditions. At these times, it is important to keep in mind how external conditions influence the behavior of young children.

SUMMARY

Positive classroom management leads to a more organized and consistent setting in which education can be provided through a stable, constructive process. The few necessary classroom rules state clearly and briefly what the child should and should not do. Positive reinforcement of appropriate and desirable behaviors results in those behaviors occurring more frequently, enabling the child to learn appropriate social skills and self control. If behavior problems persist, a systematic behavioral program can successfully monitor and record behavior and provide a useful guide for determining when interventions are needed. If the goal of early intervention is to enhance a child's future success in the most appropriate and least restrictive setting, then the teaching of prosocial behaviors is an essential beginning.

Managing Behavior Positively

APPENDIX

A GUIDE TO PRESCHOOL ACTIVITIES

for Children with Handicaps

TIME	ACTIVITY	CHILD OBJECTIVES	INSTRUCTIONAL THERAPIST OBJECTIVES	DATA COLLECTION
9:00 a.m.	Arrival	-initiate or respond to greetings -remove outer garments and place in locker -walk to the play area	-encourage social interactions -initiate welcome greetings and responses -assist with entry skills if needed	Independent Classroom Entry Greetings/Social Interaction
9:10	Social Play	-learn to play appropriately with others	-encourage child-to-child interactions and then withdraw from play area -supervise and interrupt only if disruptions or isolate play occurs -prompt appropriate toy play	IMCA Use of Common Courtesies Social Interaction
	Language Use	-increase length of utterances -increase receptive and expressive vocabulary -ask for a desired toy or activity appropriately	-model language; expand and extend children's utterances -follow children's lead in play	Language Collection Expansions and Extensions
9:25	Transition to circle	-stop playing when told -put toys away -line up to walk to circle	-prompt a child to announce "circle time" -assist in clean-up if necessary	Putting Away Materials Line up
9:30	Circle	-walk to circle area -find chair with own name -sit quietly and attend to teacher -participate in roll call, calendar, singing and teacher-directed activities -learn fundamental sign language	-assist in helping children find correct chairs -prompt and assist children as needed to attend and participate	Attending and Participation Preparation for Group Language Name Indentification
10:00	Transition to Activity	-line up to walk to activity area	-assist in helping children line up	Line Up Instruction Following

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TIME	ACTIVITY	CHILD OBJECTIVES	INSTRUCTIONAL THERAPIST OBJECTIVES	DATA COLLECTION
10:05	Learning Centers	-learn to make choices -follow instructions -wait quietly -attend to teacher -participate independently in activity -complete task and assist in clean-up	-assist in learning center activities	Academic Readiness Skills Fine Motor Skills (Scissor Use, Pincer Grasp, etc.) Following
	IEPs	-follow instructions -attend for appropriate time -work hard for novel adults -increase on-task time	-prepare necessary IEP materials -teach instructional programs -record program information and log in programs	Instruction Following Positional Concepts Name Recognition Color Identification Shape Identification Language Expansion and Extension Additional Child-specific Instructional Programs Classification Bathroom Signs Matching Counting Serialization Gross Motor
10:50	Transition to Snack	-assist in clean-up -line up to wash hands -wash and dry hands -sit at snack table	-prompt and assist in clean-up as needed -prompt waiting in line and correct hand washing -monitor snack table	Hand Washing Line Up Bathroom Skills
11:00	Snack	-wait patiently -raise hand and wait quietly until teacher calls on child -request desired food items -use appropriate snack skills -wait to be excused, assist in clean-up	-assist with snack skills -monitor kitchen -assist in transition to designated area	Snack Skills Language Social Courtesies Clean-up

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TIME	ACTIVITY	CHILD OBJECTIVES	INSTRUCTIONAL THERAPIST OBJECTIVES	DATA COLLECTION
11:10	Transition to Recess	-walk to locker area	-assist students in walking to locker -assist in finding necessary materials for playground -monitor line up	Line Up
11:15	Recess (or Indoor Activity)	-walk to locker and put on coat, hat gloves, boots, etc. -wait in line until all are ready -improve gross motor skills -improve cooperative play skills	-assist with walking to playground safely -assist with use of playground equipment -encourage cooperative play -assist with walking to classroom safely	Independent Classroom Exit Line Up Gross Motor Skills Playground Skills
11:30	Dismissal	-put on coat, hat, gloves, boots, etc from locker -wait until parents are ready -walk to car safely	-assist with classroom exit skills -monitor door -assist students in exit preparation as needed -initiate farewell greeting and responses	Independent Classroom Exit Greetings/Social Interactions

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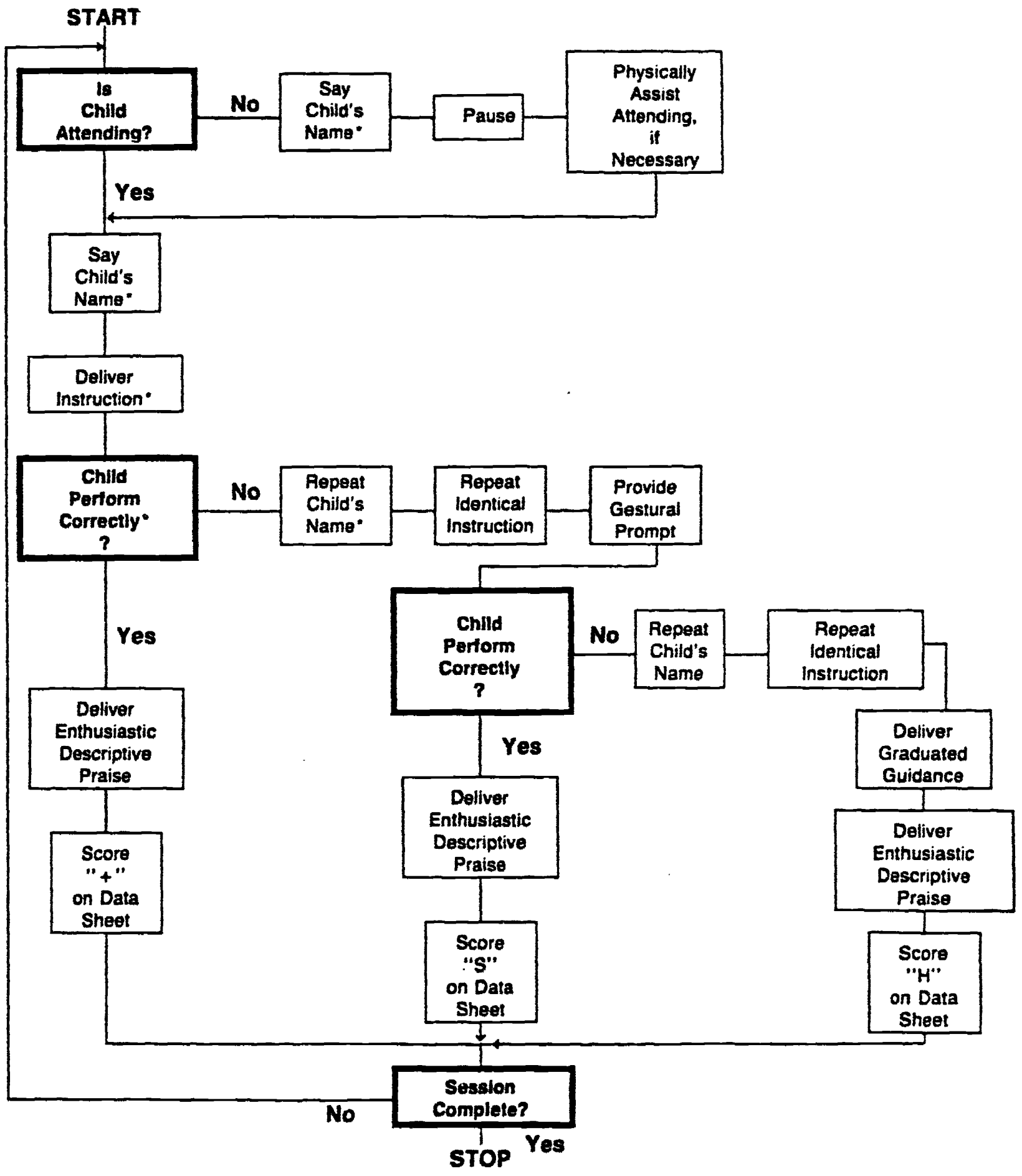
FLOW DIAGRAM: FORMAL INSTRUCTIONAL PARADIGM

(Note: *indicates information present on program/data sheet)



GUIDELINES FOR 2-STEP
SELF-CONTROL TRAINING
(Time Out)

1) Tell the child the rules ahead of time.

2) Use only one warning and specify the <u>desirable</u> alternative.

3) Take the child to the <u>Observation</u> chair. Do not speak to him/her, except to say, "You need to sit here and watch the other boys and girls (playing, eating, sharing, etc.). Wait until a teacher tells you to get up.")

4) If the child is quiet and in the chair for two minutes, take him/her out of the chair and only say, "Please go _____ nicely (play, eat, sit, etc.). But, if (s)he is noisy or gets out of the observation chair, take him/her to the quiet <u>Relaxation</u> chair and say, "You need to relax here until a teacher tells you to get up."

5) After two quiet minutes, return the child to the previous activity.

6) If (s)he won't stay in the relaxation chair, provide gently physical assistance.

7) Make a note of the time out provider (who and why).

8) Provide lots of descriptive praise, but only when it's true.

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CO-TEACH Program
ABC Log

Name_____

ANTECEDENT *What happened beforehand*	BEHAVIOR *What the child did*	CONSEQUENCE *What happened afterward*	OTHER *Date, time, observer, other comments*

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CO-TEACH Program
ABC Log

Name Wendell

ANTECEDENT *What happened beforehand*	BEHAVIOR *What the child did*	CONSEQUENCE *What happened afterward*	OTHER *Date, time, observer, other comments*
Wendell was looking at books in the library. The teacher said it was time to put the books away and get ready for gym.	Wendell screamed, threw his book at Joey, and hit Michael.	The teacher called an aide to tend to Joey & Michael, then asked Wendell to apologize to both boys, which he did willingly. She then asked Joey to put the book away and walked with him to the gym.	10/29/90 10:15 a.m. (JL) Tantrum time ≈ 30 sec. Hitting – Michael, Joey (with book) Ignore Wendell's if safety is not an issue. Wendell likes to go to the gym so maybe the problem is resistance + transition? Let's try giving him a "warning" time.
Wendell was playing at the water table. The instructor Tim said it was almost time to stop playing & get ready for snack.	Wendell immediately screamed, "No," & threw his cup of water on the floor and stomped his feet.	Tim brought the mop and calmly asked Wendell to mop up the water. He resisted, was asked again, then gently physically assisted to mop up the water. Tim then walked him over to snack, saying "Now, it's time for snack."	10/29/90 10:55 a.m. (JL) Tantrum = 1 minute Hitting – 1 (Tim) Let's try giving ample time again, as well as keep trying to follow through with instructions.

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CO-TEACH Program
ABC Log

Name Wendell

ANTECEDENT *What happened beforehand*	BEHAVIOR *What the child did*	CONSEQUENCE *What happened afterward*	OTHER *Date, time, observer, other comments*
The children were playing at free play time. The teacher Susan said "It's almost time for circle. Finish playing, please."	Wendell shouted NO & jumped up & down in protest, but did NOT throw anything or hit anyone.	The teacher ignored his protest and asked him to pick up his toys. Although not eagerly, he completed the task with his friends.	10/30/90 9:20 a.m. Hitting = Ø Tantrum time = 45 sec (JK)
Wendell was playing in the block area. The teacher joined him and played for a few minutes. He said, "It's almost time to work," and continued playing for ≈ 30 seconds, then said "Now, it's time to work," stood up & began walking to the instruction area.	Wendell watched them for ≈ 5 seconds, then stood up and followed him to the work area.	Wendell was praised for walking nice and beginning to work so well. After 5 minutes instruction time, the teacher & Wendell went back to the block area. He played well with his friends for the remainder of the day.	10/31/90 10:15am Tantrum = Ø Hitting = Ø (JK) Wendell needs time to adjust to the idea of transitioning. Use the instructions "It's almost time" & "Now, it's time." Be consistent and make sure he knows what to do, and praise him when he does it well.

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CO-TEACH Program
Safety Log

Record information relating to accidents, medical emergencies, injuries, unusual and abrupt behavior changes, unexplained bruises, cuts and scratches, as well as other atypical classroom events.

Date, time, observer	Child's name, event, & treatment	Additional comments

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CO-TEACH Program
Safety Log

Record information relating to accidents, medical emergencies, injuries, unusual and abrupt behavior changes, unexplained bruises, cuts and scratches, as well as other atypical classroom events.

Date, time, observer	**Child's name, event, & treatment**	**Additional comments**
10:15 a.m. 10/29/90 (KL)	- Joey received a slight welt on his forehead when Wendell threw a block. A cold compress was applied for 3 minutes & the swelling diminished. He was monitored for the rest of the day and seemed fine.	Address Wendell's behavior 1) Start an ABC log for him 2) Look for possible patterns in causes & interventions 3) Try planned ignoring if safety is not an issue. 4) Be consistent and make sure he knows exactly what is expected.
	- Michael was hit on the arm & shoulder by Wendell. There were no marks and he did not cry.	
11:00 a.m. - 12/3/91 (KW)	Carole choked briefly on a small piece of apple during snack. She was told to cough and then asked to say "I'm ok" to indicate normal pathway opening.	Notified parents & staff about making sure Carole & other children take small bites and chew slowly.
10:30 am. 6/15/91 (BK)	Joe fell off the tricycle during outdoor play & scratched his knee. He was brought inside where the scrape was washed thoroughly & covered with a band-aid.	Joe was seen running & playing with his friends on the playground after treatment was applied.

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