ABC OBSERVATION FORM

Student Name: *Trish*	Observation Date: *10/5*
Observer: *Ms. Pasillas*	Time: *9:40-9:55 a.m.*
Activity: *disruptive behavior on the playground*	Class Period: *3*

ANTECEDENT	BEHAVIOR	CONSEQUENCE
Trish joins group of 4 girls playing catch.	*Trish waits for ball to be thrown to her.*	*Girls do not throw ball to Trish.*
	Trish yells "Throw it to me!"	*Girls throw ball to her, she misses it and another girl, LuAnne catches it and throws it to Sandy.*
Ball is again thrown to Karen.	*Trish yells "I said throw it to me you jerk!"*	
Karen begins to walk away with the ball.	*Trish runs up behind Karen and kicks her saying "Give it to me damn it!"*	*Karen cries. Trish takes the ball.*

ABC Observation Form

Student Name: _____		Observation Date: _____
Observer: _____		Time: _____
Activity: _____		Class Period: _____

ANTECEDENT	BEHAVIOR	CONSEQUENCE

ABC OBSERVATION FORM

Student Name: *Ben S.*	Observation Date: *10/5*
Observer: *R. Day*	Time: *9:40-9:55 a.m.*
Activity: *disruptive behavior*	Class Period: *3*

ANTECEDENT	BEHAVIOR	CONSEQUENCE
Teacher begins – tells students to look at board.	*Ben looks around room and at other kids.*	*Teacher continues lesson; ignores Ben.*
Teacher puts examples on board and asks class to work problems.	*Ben looks around and calls to Fran.*	*Teacher asks for quiet.*
Teacher tells class to do 5 more problems.	*Ben turns around and pokes Fran with pencil.*	*Teacher tells Ben, "get to work, NOW!"*
	Ben calls out, "this is too hard." He throws worksheet and book on floor.	*Teacher demands that Ben come forward, get a hall pass, and go to the office.*

ABC OBSERVATION FORM

Student Name: _____   Observation Date: _____

Observer:_____   Time: _____

Activity:_____   Class Period:_____

ANTECEDENT	BEHAVIOR	CONSEQUENCE

BEHAVIOR ANALYSIS LOG

Student's name: _____

Date of the incident: _____

Description of the incident:

_____

_____

_____

_____

What actions did I take?

_____

_____

_____

_____

What was happening just before the disruption?

_____

_____

_____

_____

What could I have done to prevent the incident?

_____

_____

_____

_____

What steps should I take in the future to make sure this does not happen again?

_____

_____

_____

_____

_____'s Behavior Tracking Chart   Week _____thru _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Behavior							
Time of day behavior occurred							
Cause of behavior							
Adult response to behavior							
Length of time for child to calm down							

Building Positive Relationships with Young Children

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The fundamental importance of building positive relationships with children can be best illustrated by the following scenarios.

Helen and her 30-month-old daughter, Lucy, have a long-standing morning tradition of going to a neighborhood park and playing with other parents and children. They spend anywhere from 1 to 2 hours each day at the park. This day, however, Helen receives an emergency call and needs to return to their home immediately. She and Lucy have been at the park for about 10 minutes, and Lucy is playing "cooks" with her best friend Tito. Helen says to Lucy, "Honey, I'm sorry, but you and Mommy have to go home right now. Everything is O.K., but we have to go." Lucy begins to whimper and says, "But, I was playing with Tito." Helen reaches down and hugs Lucy, saying, "I know. Let's call Tito's mommy when we get home and invite him over to play later." Lucy says, "O.K.," and she and her mom hurry home.

Eric has been a Head Start teacher for 10 years. In that time, he has built a reputation as the teacher for the tough kids. This year, Bill is assigned to Eric's class because of Bill's long history of hyperactivity, negativity, and aggression toward adults and peers. Two months into the year, the Center's administrator sheepishly asks Eric how things are going with Bill. Eric replies, "Great, boy were folks wrong about

Bill." Somewhat flabbergasted, the administrator decides to see for himself. What he observes in less that 10 minutes is as follows. Eric says to everyone, "Look at Bill, he is sitting so quietly in circle; too cool Bill!" When Bill answers a question about the story, Eric says, "Bill, that's right, you are really concentrating today." When transition is about to occur, Eric says, "Bill, can you show everyone good walking feet to snack?" At snack, a peer asks Bill for juice, and he passes the container. Eric, being vigilant, says, "Bill, thanks for sharing so nicely."

After completing a functional behavior assessment, Erin, an ECSE teacher, determines that Jessie's long-standing tantrum behaviors in the class are designed to acquire adult attention. Erin institutes a plan to ignore Jessie's tantrums and to spend as much time and attention when Jessie is not having a tantrum. After four days of increased tantrums, Jessie's behavior has improved dramatically.

In each of the foregoing scenarios, adults were successful in achieving improved behavior change in contexts that many individuals might predict would lead to continuing, even escalating challenging behavior. However, in each case, children were obviously attuned to adults, focused on their communication, and prone to value and seek-out adult approval.

In each case, the adults had invested time and effort prior to the events in question, communicating their noncontingent affection and unquestioned valuing of these children. We submit that this prior history of positive relationship building is a prerequisite to effective intervention practices for challenging behavior and thus goal one for adults and caregivers

wishing to prevent challenging behavior and enhance children's sense of well-being and social competence. How does one go about the task of relationship building?

Building Positive Relationships

Building positive relationships with young children is an essential task and a foundational component of good teaching. All children grow and thrive in the context of close and dependable relationships that provide love and nurturance, security, and responsive interactions. A positive adult-child relationship built on trust, understanding, and caring will foster children's cooperation and motivation and increase their positive outcomes at school (Webster-Stratton, 1999). In a review of empirically derived risk and protective factors associated with academic and behavioral problems at the beginning of school, Huffman et al. (2000) identified that having a positive preschool experience and a warm and open relationship with their teacher or child care provider are important protective factors for young children. These protective factors operate to produce direct, ameliorative effects for children in at-risk situations (Luthar, 1993). Next, we describe some of the key ingredients for relationship building.

First Things First

Utilizing a relationship-building model, proper sequencing of adult behavior is critical. Simply put, adults need to invest time and attention with children as a precedent to the optimum use of sound behavior change strategies. There are two reasons that this sequence is so important. First, it

should be noted that the protective factors promoted during relationship building can and do function to reduce many challenging behaviors. As such, taking the time to do relationship building may save time that would be spent implementing more elaborate and time-consuming assessment and intervention strategies. Second, as adults build positive relationships with children, their potential influence on children's behavior grows exponentially. That is, children cue in on the presence of meaningful and caring adults, they attend differentially and selectively to what adults say and do, and they seek out ways to ensure even more positive attention from adults (Lally, Mangione, & Honig, 1988). It is this positive relationship foundation that allowed Helen with minimal effort to leave the park early with Lucy, for Eric to experience Bill in a much more positive way than prior teachers, and for Erin to alter Jessie's tantrums in such short order.

Getting to Know You

In order for adults to build meaningful positive relationships with children, it is essential to gain a thorough understanding of children's preferences, interests, background, and culture. For very young children and children with special needs, this information is most often accessed by observing what children do and by speaking directly to parents and other caregivers. With this information, adults can ensure that their play with children is fun, that the content of their conversations is relevant, and that they communicate respect for children's origins. Whenever possible, this kind of information exchange should be as reciprocal as possible. That is, adults should be sharing their own interests, likes, backgrounds, and origins with children as well.

It Takes a Lot of Love

For many children, developing positive relationships with adults is a difficult task. Prior negative history and interfering behavior often conspire to make the task of relationship development long and arduous. On occasion then, adults should consider that they will need to devote extensive effort to relationship building. The easiest, most straightforward way to achieve a high level of intervention intensity in the relationship-building domain is to think about embedding opportunities throughout the day (see list below for specific suggestions). While there is no magic number that we know of, we have seen teachers who can easily provide several dozen positive, affirming statements to children each day. For children who have mostly heard criticism, it takes, we feel, a lot of messages to the contrary.

Making Deposits

A metaphor for building positive relationships that we find particularly helpful is that of a piggy bank. Whenever teachers and caregivers engage in strategies to build positive relationships, it is as if they are "making a deposit" in a child's relationship piggy bank. Conversely, when adults make demands, nag, or criticize children, it is as if they are making a relationship withdrawal. For some children, because there has been no prior effort to make deposits in their relationship piggy bank, nagging, criticism, and demands may be more akin to writing bad checks! It may be helpful to reflect on the interactions you have with an individual child and think to yourself, "Am I making a deposit or a withdrawal?" Or, "Have I made any deposits in Bill's piggy bank today?" Figures 1 and 2 represent example deposits (Figure 1) in the relationship bank or withdrawals (Figure 2) from the bank.
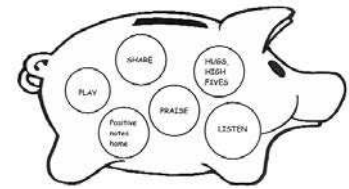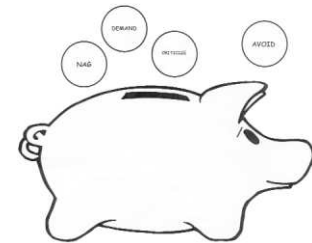

Figure 1. Making relationship deposits

Figure 2. Making relationship withdrawals

Undoubtedly teachers and child care providers strive to build positive relationships with all of the children in their care. Typically, we have the best relationships with children who respond to us, seemingly like us, and go along with our plans. But as you know, it is more difficult to build positive relationships with some children than with others. We have all had experience with children who push our "hot buttons." Maybe they demand more attention than others, are disruptive, unmotivated, oppositional, aggressive, or do not give us the positive feedback we get from others. When our hot buttons get pushed, we may feel frustrated and discouraged, or bad about ourselves as teachers, causing us to get angry, raise our voices, criticize, or actively avoid these children. Yet, the very children we find the most difficult to build relationships with are the ones who need positive relationships with adults the most! It is a natural reaction to feel emotional when a hot button is pushed. However, rather than feeling frustrated, angry, or guilty about it, it is more productive to think of the emotional response as a warning sign that you will have to work extra hard to proactively build a positive relationship with this child. If the adult is simply reacting to a hot

button being pushed—he or she may consistently become frustrated and avoid the child. We recognize that building positive relationships is far from simple with some children. It takes a frequently renewed commitment and consistent effort. Because this is easier said than done, we have provided some practical strategies for building positive relationships with children throughout the preschool day.

Practical Strategies for Building Positive Relationships

- Distribute interest surveys that parents fill out about their child
- Greet every child at the door by name
- Follow a child's lead during play
- Have a conversation over snack
- Conduct home visits
- Listen to a child's ideas and stories and be an appreciative audience
- Send positive notes home
- Provide praise and encouragement
- Share information about yourself and find something in common with the child
- Ask children to bring in family photos and give them an opportunity to share it with you and their peers
- Post children's work
- Have a "Star" of the week who brings in special things from home and gets to share them during circle time
- Acknowledge a child's effort
- Give compliments liberally
- Call a child's parents to say what a great day she or he having in front of the child
- Find out what a child's favorite book is and read it to the whole class
- Have sharing days
- Make "all about me" books and share them at circle time
- Write all of the special things about a child on a T-shirt and let him or her wear it
- Play a game with a child
- Play outside with a child
- Ride the bus with a child
- Go to an extracurricular activity with the child
- Learn a child's home language
- Give hugs, high fives, and thumbs up for accomplishing tasks
- Hold a child's hand
- Call a child after a bad day and say "I'm sorry we had a bad day today – I know tomorrow is going to be better!"
- Tell a child how much he or she was missed when the child misses a day of school

Beyond the specific strategies enumerated above, we suggest that adults can speed the process of relationship building by:

- Carefully analyzing each compliance task (e.g., "time to go to paints") and, where possible, shifting that compliance task to a choice for children (e.g., "Do you want to paint or do puzzles?");
- Carefully considering if some forms of "challenging" behavior can be ignored (e.g., loud voice)—this is not planned ignoring for behavior designed to elicit attention but ignoring in the sense of making wise and limited choices about when to pick battles over behavior; and
- Self-monitoring one's own deposits and withdrawal behaviors and setting behavioral goals accordingly. Some teachers have easily done this by using wrist golf counters to self-record or by moving a plastic chip from one pocket to the next. A strategically posted visual reminder can help teachers remember to make numerous relationship deposits.

Conclusion

Most of this article has focused on what children get out of positive relationships with adults. However, we contend that adults get something valuable out of the time and attention they expend to build these meaningful relationships too. First, as was mentioned earlier, the children we build relationships with will be easier to teach, more compliant, and less likely to engage in challenging behavior. Second, teachers will feel more positive about their skills, their effort – and we think may like their jobs even more. Third, adults will begin to see the "ripple effect" of relationship building. As children learn in the context of caring relationships with adults, they will become more skilled at building positive relationships with other children. Finally, providing a child with the opportunity to have a warm and responsive relationship with you means that you have the pleasure of getting to know the child as well.

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Help Froggie Get to His Pond.
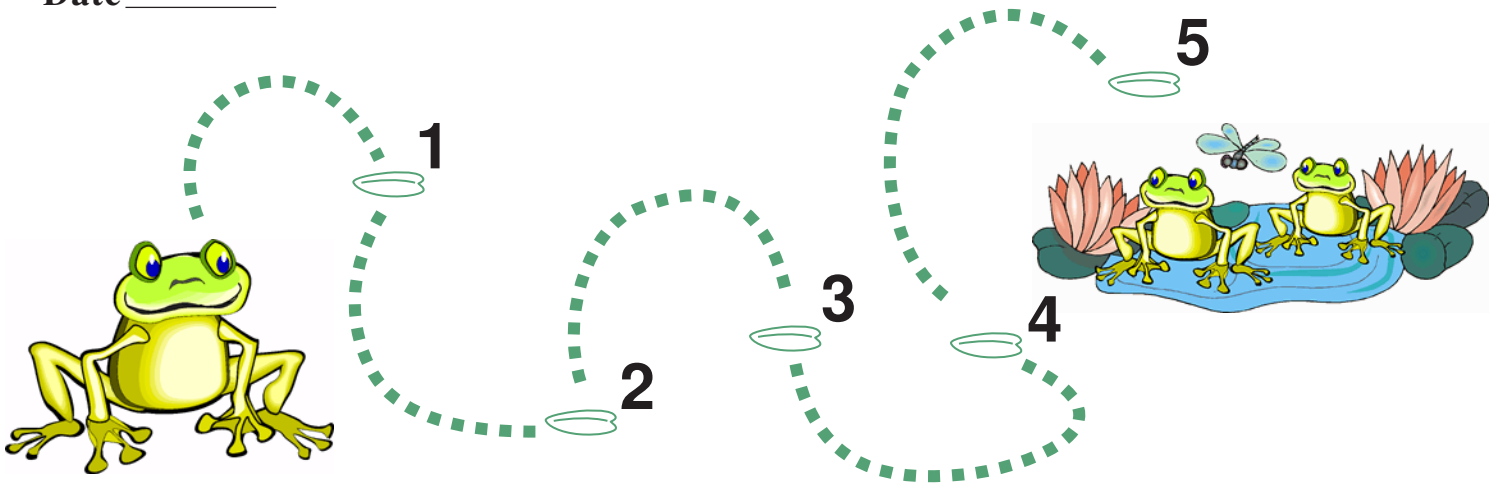
Name _____

Date _____

5

1

3

2

4

I can hop everytime I _____.

When I get to the pond I _____.

Help Froggie Get to His Pond.

Name _____

Date _____

5

1

3

2

4
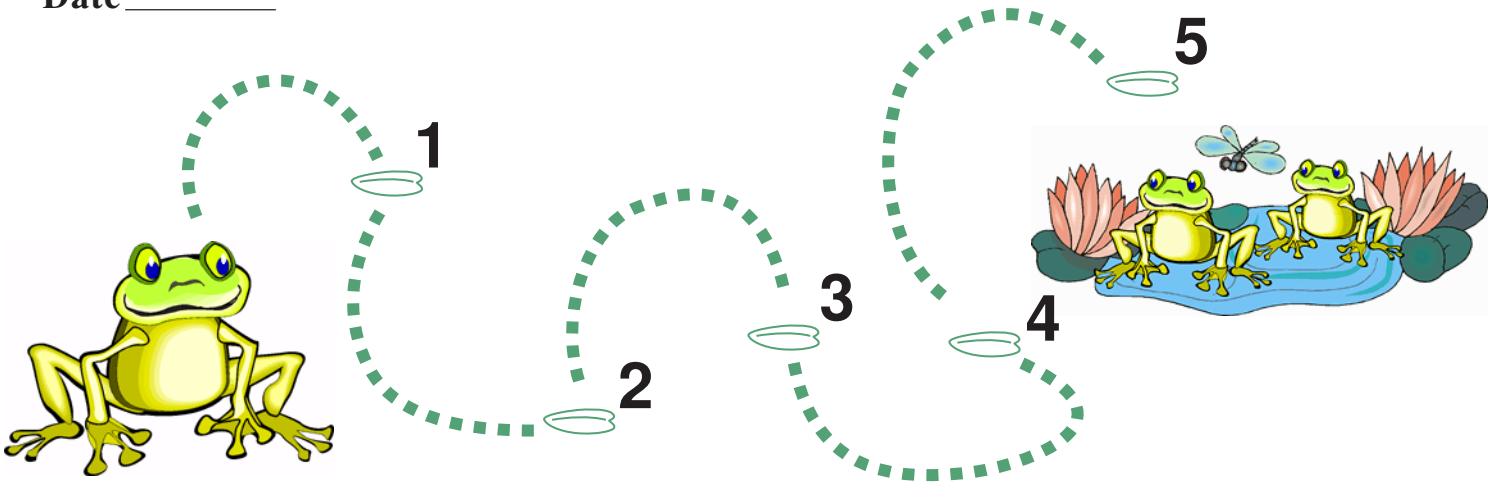
I can hop everytime I _____.

When I get to the pond I _____.

Helping Young Children Control Anger and Handle Disappointment

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As a result of his teachers' careful selection of toys, materials, and play themes, 3 year old Eduardo now is able to benefit from his active participation in a full range of free play activities. Yet, it is still the case that without this level of planning and subsequent, ongoing praise, Eduardo would spend most days playing alone with a particular Tonka truck. On this day the truck has been retired from service due to a broken and now dangerous part. Visibly upset, Eduardo begins to whimper as his teacher explains the situation with the truck and promises to get it replaced soon. She offers Eduardo other play ideas and begins to play with other trucks herself encouraging him to join in. The disappointment is too overwhelming, however, and Eduardo just sits passively, shaking his head, No. His teacher next prompts several of his usual play partners to, "Ask Eduardo to help with their building." When asked, Eduardo screams "No," stomps over their building project and gets a predicable response from his peers. The teacher intervenes at this point to protect Eduardo, his peers and the ongoing program.

Mattie, a 4 year old in a local Head Start classroom is always the first to organize fun play when the water table comes out each Friday. She often talks with great anticipation and excitement (especially on Thursday) about what she is going to do at the water table with her friends.

On this Friday, the water table has been borrowed by the class next door and is not available. When Mattie realizes that the water table is not available she seeks out her teacher for help. She does this with a clear expression of frustration and disappointment. Her teacher explains what happened and asks Mattie to describe how she is feeling. She says she is frustrated. Her teacher acknowledges the legitimacy of her feelings and asks her if she can think of what she and her classmates have practiced when they feel frustrated. With some prompting, Mattie recalls the plan—takes three deep breaths, tell yourself to calm down, and think of some solutions. Mattie and the teacher generate some options at this point, including; a) playing with her next favorite toy; b) asking her best friend what she wants to play; and c) pretending to use the water table. She chooses b, and has a fun freeplay.

As young children gain a better understanding of emotions, they become more capable of emotional regulation. Controlling anger and impulse is perhaps the most difficult task of emotional literacy. In real life situations that are upsetting, disappointing and frustrating it is a tough undertaking to remain calm. Remaining calm in the presence of adverse situations is not about the suppression of emotions, but the dynamic engagement of affective, cognitive and behavioral processes. In order to regulate emotions one must bring into play the rapid and accurate recognition of physiological arousal, the cognitive process required to think, for example, "I need to calm down" and, the

behavioral pretense of taking a deep breath and reacting calmly. Children who learn to cope with their emotions constructively not only have an easier time with disappointments, aggravation, and hurt feelings that are so ubiquitous in the lives of preschoolers but they also have an easier time relating to other children and adults at home, in school or child care, and on the playground (National Research Council and Institutes of Medicine, 2000).

On the other hand, young children who have failed to master the early regulatory tasks of learning to manage interpersonal conflict and control aggressive and disruptive impulses are more likely than their self-regulated peers to display early conduct problems. Children with conduct problems and poor impulse control are more likely to be peer-rejected and do more poorly in school than children who are more capable at emotional regulation and problem solving (Strain, Kerr, Stagg & Lenkner, 1984). Before children can effectively manage interpersonal conflict, they need to be able to recognize and regulate their own emotional responses and stress level. Teachers can play a significant role in helping children learn to control their anger and impulses and to handle disappointment in appropriate ways by identifying and intervening with children who need extra help in developing these competencies. Some teaching strategies include modeling remaining calm; cognitive behavioral interventions; preparing children for disappointing situations before they occur; recognizing and reinforcing when children remain

calm; and involving parents and other care providers.

Model remaining calm

Teachers can model how to manage anger and handle disappointment for young children. For example, a teacher can share with her class how she felt angry when someone hit her car in the parking lot – but then she decided that feeling mad wasn't helping her think of good solutions – so she took three deep breaths and thought about something relaxing and then when she felt calm she thought of some solutions for fixing her car. In addition to recalling incidents when one felt angry but remained in control – teachers can also model remaining calm as naturally occurring disappointing, scary, frustrating and difficult situations happen throughout the day (e.g., a fire drill; being yelled at; having something break, etc.).

Teach children how to control anger and impulse

While it may be true that children often hear adults telling them to "calm down," it is very unlikely that this simple direction will result in any changes in children's affect or behavior. In some instances this kind of command may even escalate a child's angry response. Cognitive behavioral intervention (CBI) strategies can provide children with the requisite skills to control anger and handle disappointment. CBIs offer strategies for teaching appropriate replacement skills to angry outbursts and aggression. CBIs engage a relationship between internal cognitive events and behavioral change through teaching strategies that guide performance and reduce inappropriate behaviors. Using CBI, teachers can provide young children with strategies to

modify their thoughts and promote self-regulation. With preschooler, many accidents occur in classrooms (e.g., children bumping into one another; children knocking over others' constructions) and some children interpret these accidents as purposeful, hostile acts. An essential ingredient of CBI is to help children reframe and modify their processes in order to substitute more neutral interpretations of others' behaviors. The "turtle technique" is a CBI strategy that has been used successfully with preschool and kindergarten age children (Greenberg, Kusche & Quamma, 1995;Webster-Stratton & Hammond, 1997).

The turtle technique was originally developed to teach adults anger management skills then was successfully adapted for school age children (Robin, Schneider & Dolnick, 1976; Schenider, 1974). Since then, the turtle technique has been adapted and integrated into social skills programs for preschoolers (PATHS, Dinosaur School). The basic steps of the turtle technique are:

Recognizing that you feel angry Thinking "stop"

Going into your "shell" and taking three deep breaths and thinking calming, coping thoughts, "It was an accident. I can calm down and think of good solutions. I am a good problem solver."

Coming out of your "shell" when calm and think of some solutions to the problem.

Teaching the turtle technique to young children can happen at large and small group times. A turtle puppet is helpful and keeps children engaged during the lesson. The teacher can begin by introducing the turtle to the class. After the children get a chance to say hello and perhaps give a gentle pet, the teacher shares the turtle's special trick for calming down. The

turtle explains a time he got upset in preschool (selecting an incident familiar to the children is best). He demonstrates how he thinks to himself "STOP," then goes in his shell and takes three deep breaths. After he takes three deep breaths, he thinks to himself "I can be calm and think of some solutions to solve my problem." When he is calm, he comes out of his shell and is ready to problem solve peacefully. The teacher can then invite the children to practice turtle's secret. Children can "go in their shells" as a group and together take three deep breaths. Then an individual child can model the "turtle technique" in front of the class. Practice small group activities can include making paper plate turtles with moveable heads and arms that "go in their shell." Children can then rehearse the steps with the paper plate turtle.

Preparing children to handle disappointment

Teachers can help children by rehearsing some strategies to handle disappointment before a potentially disappointing incident occurs. For example, Elizabeth knows that some children will be disappointed because she can only choose one "helper" to feed the pet goldfish. Before she announces who the helper will be she says to the class, "Remember, I will only be able to select one fish feeder today, and that may make some of you feel disappointed. What can you do if you feel disappointed?" The children together snap their finger and say, "Oh well, maybe next time." Elizabeth says, "That is right you can say – 'Maybe next time.'" After she selects the fish feeder, she reinforces the children who remained calm and handled their disappointment. Similarly, a teacher can prepare a single child for a disappointing

situation before it occurs. Elizabeth knows that Jordan will be disappointed if someone else is on his favorite swing on the playground. Before they leave for outside, she pulls Jordan aside and says, "When we go outside, someone else might be on your favorite swing. And you might feel disappointed. But, what can you do to stay calm?" She supports Jordan to remember his "turtle technique" and helps him think of some solutions such as asking for a turn, saying please and finding something else to do while the child finishes swinging. For added support, because Jordan may not remember when he is in the moment, Elizabeth gives him a small plastic turtle to hold. The turtle prompts Jordan to keep calm and think of solutions.

Posting pictures of the turtle technique (see Box 1) can remind children of the steps to calming down. These can be posted in several places around the room. Visual cues can be particularly helpful for very young children, children who are easily distracted, and children with communication delays. Strategically placed, the visual cues can serve as: a) a permanent reminder for children—that is, children don't have to remember the steps of the process, b) an efficient prop for teachers such that they can simply point to the next step and not disrupt the ongoing class activity with lengthy dialogue, and, c) a clear, concrete way to communicate with children the specific behavioral steps for which they are being reinforced.

Recognize and comment when children remain calm

There are four key features of a reinforcement system that are likely to help strengthen children's management of frustration and anger. First, it must be recognized that controlling one's emotions and subsequent behavior is hard work. As such, reinforcement needs to be frequent and powerful. As frequency depends on the occurrence of behavior, teachers need to be equally vigilant about planning as many opportunities for practice as possible. Teachers may also find that their impact is enhanced when they are especially vigilant to "catch those children being good" who may need the most support. A second key feature is to provide naturally occurring, vicarious reinforcement opportunities. For example, the exchanges that adults have with each other can be planned to achieve this aim. For example, Elizabeth might say, "Wow, Steven you really stayed calm when your watch broke. I'm proud of you."

Third, we recommend that children be provided the opportunities for self-reinforcement.

For example, children can choose among several favorite items and they can forecast at the beginning of the day what they would wish to acquire for managing anger and frustration. Finally, we recommend keeping reinforcers varied and fun. Box 2 outlines some favorite ideas to consider. This system, when implemented with a high degree of fidelity, sends a clear message to young children that handling anger and impulse in constructive and peaceful ways is greatly valued.

The Turtle Technique

Box 1. The Turtle Technique
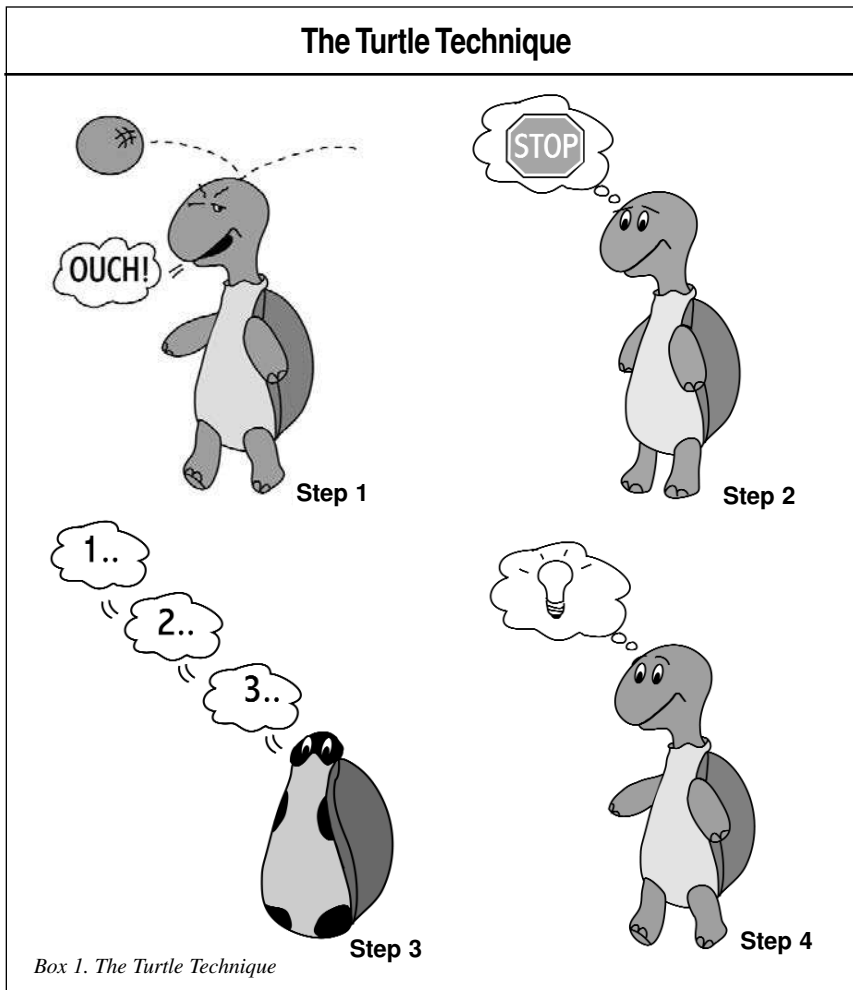
Turtle Technique Reinforcing Activities

Super Turtle Award: A certificate is given out at the end of the day noting how a child controlled their anger and impulse.

"Turtle Power" Necklace: A plastic turtle on a string is awarded to a child who was able to remain clam in an upsetting situation.

"Turtle Token Jar": The teacher has a collection of small plastic turtle counters (or green pom-poms). Every time the teacher catches a child remaining calm and handling disappointment – a turtle token is placed in a clear jar. When the jar is full the class gets to have a turtle celebration.

"Turtle Stack": Teachers have a supply of construction paper, turtle cut-outs. Each time a child is caught remaining calm in an upsetting or disappointing situation, the teacher puts a paper turtle on the wall. This turtle can have the child's name on it. The next turtle earned is stacked on top of the first, and so on until the criterion is reached. The class then gets to have a turtle party.

"Turtle Tote": The teacher selects a child who has done a remarkable job of controlling anger and impulse and sends them home with a stuffed turtle puppet for the evening. The child can then re-tell how they used the turtle technique to their parents.

Box 2: Fun, Reinforcing Activities

Involving parents

Given that there is great variation in child rearing practices specific to teaching children how to deal with frustration and anger, it is essential for teachers to establish effective home-school collaboration. At a minimum we suggest an ongoing communication system in which a daily report card is sent home that: a) highlights how children have successfully negotiated a frustrating situation and b) suggests ways that family members might further recognize and encourage these accomplishments. An example home report is found in Box 3. In this same spirit of regular communication, teachers may also wish to phone home to report any extraordinary examples of positive child behavior. For many families this can be a most welcome change from the usual events that occasion phone calls from service providers.

For families that are interested in more directed and purposeful intervention in the home, teachers might choose to share a video of themselves modeling strategies, directly teaching a techniques, and reinforcing children for successfully calming down. Moreover, teachers should consider the possibility of arranging opportunities for families to share with each other the ways they have been able to encourage their children's self-regulation.

Conclusion

Emotional regulation is fostered not only by the interventions and strategies described in this article, but also by the confidence and security that a warm, responsive relationship with a caregiver provides young children. Trusting relationships allow children to cope with emotions that, initially without even a feeling vocabulary to describe them or strategies to regulate them, can be overwhelming. Moreover this kind of trusting relationship, by definition, means that children will be more attuned, attentive, and responsive as adults model appropriate self-regulation and praise examples that occur throughout the day.

Strategies like the turtle technique and accompanying teaching supports can clearly offer children the cognitive and behavioral repertoire needed to be good managers of their feelings—particularly those occasioned by frustrating and anger-provoking circumstances. However, for children to be truly competent in the regulation of their emotions they often need additional teaching aimed

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GOOD BEHAVIOR REPORT CARD
Eric Young
4/10/02

Dear Parent:
Today Eric did a great job of handling frustration and not getting angry when we ran out of his favorite cookies at snack. Instead of getting upset, Eric took three deep breaths and we talked about other good things to eat.

You can help Eric by:
Asking him to explain how he calmed down
Commenting on what a great job that was
Telling him that you hope he can do that again
when he is frustrated.

Thank you so much,
Mr. Phil

Box 3: Sample letter to parents

at helping them build a strategy for generating solutions or alternative behaviors to troubling events.

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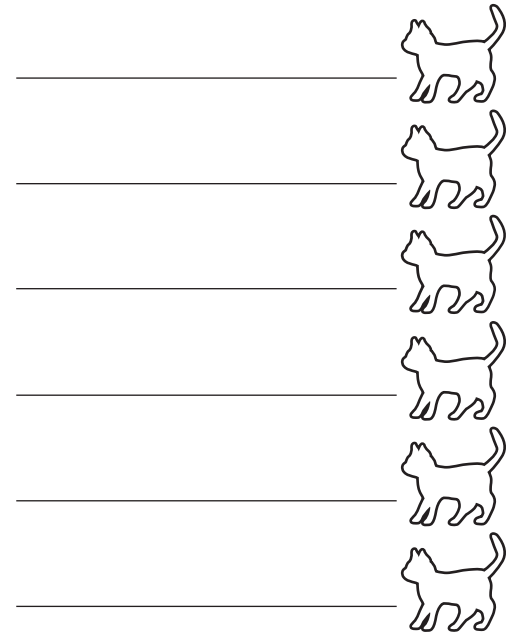
I Did It
Myself

I Did It
Myself
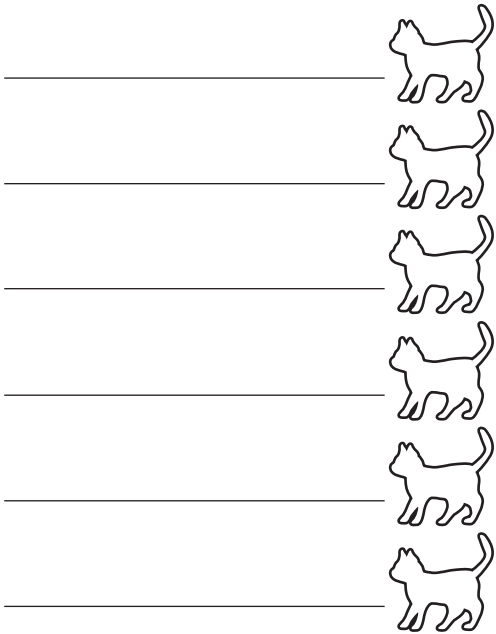
I Did It
Myself
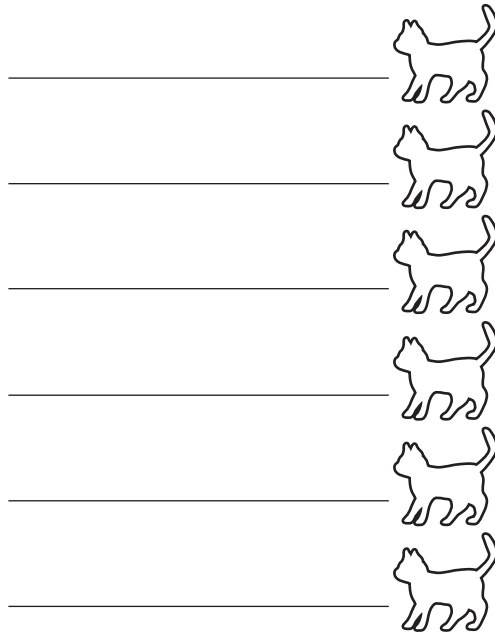
Name _____

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I Did It Myself!

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©www.Latitudes.org

I Did It Myself!

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Name _____

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I Did It Myself!

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Name _____

Date _____

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I Didn't Have A Tantrum Today!

Week 1		Week 2		Week 3	
Monday		Monday		Monday	
Tuesday		Tuesday		Tuesday	
Wednesday		Wednesday		Wednesday	
Thursday		Thursday		Thursday	
Friday		Friday		Friday	
Saturday		Saturday		Saturday	
Sunday		Sunday		Sunday	
Total days tantrum free for the week!		Total days tantrum free for the week!		Total days tantrum free for the week!	

Comments _____

_____

I will try my best to _____

Monday

☺ ☺ ☺ ☺ ☺ ☺

Tuesday

☺ ☺ ☺ ☺ ☺ ☺

Wednesday

☺ ☺ ☺ ☺ ☺ ☺

Thursday

☺ ☺ ☺ ☺ ☺ ☺

Friday

☺ ☺ ☺ ☺ ☺ ☺

Saturday

☺ ☺ ☺ ☺ ☺ ☺

Sunday

☺ ☺ ☺ ☺ ☺ ☺

SUPPORTED INCLUSION

SUMMARY

Motivation Assessment Scale

by V. Mark Durrand and Daniel B. Crimmins

The Motivation Assessment Scale (MAS) is a quick, user-friendly indirect assessment tool that "assesses the functions or motivations of behaviour problems". In other words, it helps us better understand why someone does what they do.

According to authors of the scale, there are four main motivators of behaviour – social attention, tangibles, escape, and sensory input. The MAS is designed to help figure out which motivator (or motivators) is reinforcing the behaviour. Once you know what is keeping the behaviour going, you can start implementing strategies to reduce the behaviour by changing the way you and others respond to it or by teaching the child more appropriate ways of getting their needs met.

The MAS consists of 16 questions which describe situations in which the behaviour might occur. All you have to do is circle how often (from never to always) the behaviour occurs in different situations. When you have answered all 16 questions, you total the scores using a simple scoring sheet.

The results on the scoring sheet suggest what the function (or functions) of the behaviour are – sensory, tangible, attention or escape. The simplest way to use the scoring sheet is to look at the function with the highest score – this is the most likely function of the behaviour. There might be another function that also has a high score – this might be a secondary func-

tion of the behaviour. This information is very important to have before you start to address problem behaviours.

Here is an example of how to use the MAS to figure out the function of a behaviour. In this example, Morgan, a minimally verbal 4 year old, yells when another child tries to play with him. Usually, when this happens, the teacher comes over to the children and, after telling Morgan that the other children are allowed to play too and not to yell at them, supervises the children so that they learn to play together. At other times Morgan is removed from the activity and his teacher tries to engage him in another activity.

The problem is that Morgan's yelling when other children try joining him gets worse. His teachers are trying to figure out why he engages in this behaviour.
Some of them think that it is his way of telling the other child to go away, while others think that he has a hard time sharing.

The teachers defined the target behaviour as "yelling in a loud voice". Here is the completed MAS and the scoring sheet for this behaviour.

Motivation Assessment Scale

1986 V. Mark Durand, Ph.D.

Name _____Morgan_____   Rater _____Jessica Smith_____

Date _____September 10, 2005._____

Behavior Description

_____Morgan yells very loudly when another child tries to play with him._____

_____

Setting Description

_____child care classroom during free play time_____

Instructions: The Motivation Assessment Scale is a questionnaire designed to identify those situations in which an individual is likely to behavior in certain ways. From this information, more informed decisions can be made concerning the selection of appropriate reinforcers and treatments. To complete the MAS, select one behavior that is of particular interest. It is important that you identify the behavior very specifically. "Aggressive", for example, is not as good a description as "hits his sister". Once you have specified the behavior to be rated, read each question carefully and circle the one number that best describes your observations of this behavior.

0=Never, 1=Almost Never, 2=Seldom, 3=Half the Time, 4=Usually,

5=Almost Always, 6=Always

Questions	Answers
1. Would the behavior occur continuously, over and over, if this person were left alone for long periods of time? (For example, several hours)	(0) 1 2 3 4 5 6
2. Does the behavior occur following a request to perform a difficult task?	0 1 2 (3) 4 5 6
3. Does the behavior seem to occur in response to you talking to other persons in the room?	0 1 2 3 (4) 5 6
4. Does the behavior ever occur to get a toy, food, or activity that this person has been told that he or she can't have?	0 1 2 (3) 4 5 6
5. Would the behavior occur repeatedly, in the same way, for very long periods of time, if no one were around? (For example, rocking back and forth for over an hour.)	0 (1) 2 3 4 5 6
6. Does the behavior occur when any request is made of this person?	0 1 2 3 (4) 5 6
7. Does the behavior occur whenever you stop attending to this person?	0 1 2 3 4 (5) 6
8. Does the behavior occur when you take away a favorite toy, food, or activity?	0 1 2 (3) 4 5 6
9. Does it appear to you that this person enjoys performing the behavior? (It feels, tastes, looks, smells, and/or sounds pleasing.)	(0) 1 2 3 4 5 6
10. Does this person seem to do the behavior to upset or annoy you when you are trying to get him or her to do what you ask?	0 1 2 3 (4) 5 6
11. Does this person seem to do the behavior to upset or annoy you when you are not paying attention to him or her? (For example, if you are sitting in a separate room, interacting with another person.)	0 1 2 3 4 5 (6)
12. Does the behavior stop occurring shortly after you give this person the toy, food, or activity he or she has requested?	0 1 (2) 3 4 5 6
13. When the behavior is occurring, does this person seem calm and unaware of anything else going on around him or her?	0 (1) 2 3 4 5 6
14. Does the behavior stop occurring shortly after (one to five minutes) you stop working or making demands of this person?	0 1 (2) 3 4 5 6
15. Does this person seem to do the behavior to get you to spend some time with him or her?	0 1 2 3 4 (5) 6
16. Does the behavior seem to occur when this person has been told that he or she can't do something he or she had wanted to do?	0 1 2 3 (4) 5 6

	Sensory	Escape	Attention	Tangible
	1. 0	2. 3	3. 4	4. 3
	5. 1	6. 4	7. 5	8. 3
	9. 0	10. 4	11. 6	12. 2
	13. 1	14. 2	15. 5	16. 4
Total Score =	3	13	20	11
Mean Score = *(divide the total score by 4)*	0.5	3.25	5.0	2.75
Relative Ranking *(high score to low score)*	4	2	1	3

If there is a tie for the highest score or if the means of the top two categories are within **.25 to .50** points (and you have clearly specified the behaviour and setting), then both are considered as influences that may be causing the problem behaviour to continue.

In this example, *Attention* had the highest score (20) suggesting that Morgan's yelling was probably attention motivated. When he yelled, his teacher would come over to him, talk to him, play with him and the other child, or engage him in another activity. This was a motivating or rewarding situation for Morgan and yelling ensured that his teacher would interact with him. Now that his teachers know that Morgan was yelling to get their attention, they can start teaching Morgan more appropriate ways of getting his needs met.

You may have noticed that *Escape/Avoidance* had the second highest score (13) – this suggests that it may be a secondary function of the behaviour. Morgan may be yelling to escape situations that are too challenging for him. Again, his teachers can use this information to teach Morgan more appropriate ways of avoiding difficult situations.

Motivation Assessment Scale

1986 V. Mark Durand, Ph.D.

Name _____   Rater _____

Date _____

Behavior Description

_____

_____

Setting Description

_____

Instructions: The Motivation Assessment Scale is a questionnaire designed to identify those situations in which an individual is likely to behavior in certain ways. From this information, more informed decisions can be made concerning the selection of appropriate reinforcers and treatments. To complete the MAS, select one behavior that is of particular interest. It is important that you identify the behavior very specifically. "Aggressive", for example, is not as good a description as "hits his sister". Once you have specified the behavior to be rated, read each question carefully and circle the one number that best describes your observations of this behavior.

0=Never, 1=Almost Never, 2=Seldom, 3=Half the Time, 4=Usually,

5=Almost Always, 6=Always

Questions	Answers						
1. Would the behavior occur continuously, over and over, if this person were left alone for long periods of time? (For example, several hours)	0	1	2	3	4	5	6
2. Does the behavior occur following a request to perform a difficult task?	0	1	2	3	4	5	6
3. Does the behavior seem to occur in response to you talking to other persons in the room?	0	1	2	3	4	5	6
4. Does the behavior ever occur to get a toy, food, or activity that this person has been told that he or she can't have?	0	1	2	3	4	5	6
5. Would the behavior occur repeatedly, in the same way, for very long periods of time, if no one were around? (For example, rocking back and forth for over an hour.)	0	1	2	3	4	5	6
6. Does the behavior occur when any request is made of this person?	0	1	2	3	4	5	6
7. Does the behavior occur whenever you stop attending to this person?	0	1	2	3	4	5	6
8. Does the behavior occur when you take away a favorite toy, food, or activity?	0	1	2	3	4	5	6
9. Does it appear to you that this person enjoys performing the behavior? (It feels, tastes, looks, smells, and/or sounds pleasing.)	0	1	2	3	4	5	6
10. Does this person seem to do the behavior to upset or annoy you when you are trying to get him or her to do what you ask?	0	1	2	3	4	5	6
11. Does this person seem to do the behavior to upset or annoy you when you are not paying attention to him or her? (For example, if you are sitting in a separate room, interacting with another person.)	0	1	2	3	4	5	6
12. Does the behavior stop occurring shortly after you give this person the toy, food, or activity he or she has requested?	0	1	2	3	4	5	6
13. When the behavior is occurring, does this person seem calm and unaware of anything else going on around him or her?	0	1	2	3	4	5	6
14. Does the behavior stop occurring shortly after (one to five minutes) you stop working or making demands of this person?	0	1	2	3	4	5	6
15. Does this person seem to do the behavior to get you to spend some time with him or her?	0	1	2	3	4	5	6
16. Does the behavior seem to occur when this person has been told that he or she can't do something he or she had wanted to do?	0	1	2	3	4	5	6

	Sensory	Escape	Attention	Tangible
	1. _____	2. _____	3. _____	4. _____
	5. _____	6. _____	7. _____	8. _____
	9. _____	10. _____	11. _____	12. _____
	13._____	14. _____	15. _____	16. _____
Total Score =	_____	_____	_____	_____
Mean Score = *(divide the total score by 4)*	_____	_____	_____	_____
Relative Ranking *(high score to low score)*	_____	_____	_____	_____

If there is a tie for the highest score or if the means of the top two categories are within **.25 to .50** points (and you have clearly specified the behaviour and setting), then both are considered as influences that may be causing the problem behaviour to continue.

# THE PYRAMID MODEL FOR SUPPORTING SOCIAL EMOTIONAL COMPETENCE IN INFANTS AND YOUNG CHILDREN
FACT SHEET

The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children provides a tiered intervention framework of evidence-based interventions for promoting the social, emotional, and behavioral development of young children (Fox et al., 2003; Hemmeter, Ostrosky, & Fox, 2006). The model describes three tiers of intervention practice: universal promotion for all children; secondary preventions to address the intervention needs for children at risk of social emotional delays, and tertiary interventions needed for children with persistent challenges. The Pyramid Model was initially described as an intervention framework for children 2-5 years old within early childhood settings. However, newer iterations of the model provide guidance for the implementation of the framework with infants, toddlers and preschoolers, and include interventions needed to support children who are typically developing and who have or are at risk for developmental delays or disabilities (Hunter & Hemmeter, 2009).

TIER 1: UNIVERSAL PROMOTION

The first tier of the Pyramid Model involves two levels of practices that are critical to promoting the social development of young children. The first level of practices is the provision of nurturing and responsive caregiving relationships to the child. This includes the family or primary caregiver and the caregiver or teacher

within an early childhood program. In addition to a focus on the relationship to the child, this level of the pyramid also describes the need for developing partnerships with families and collaborative relationships among intervention or classroom team members.
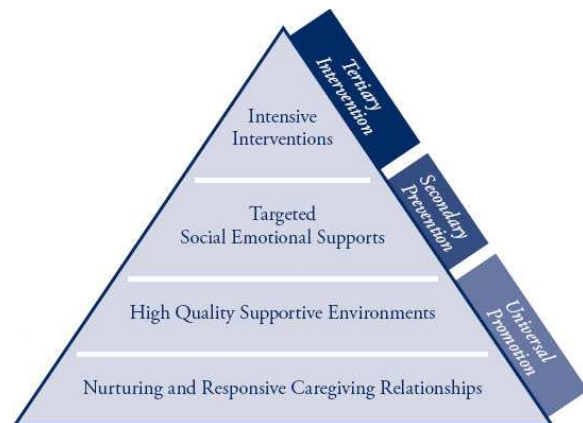
There is ample evidence that the provision of a responsive and nurturing relationship is pivotal to a child's development (National Research Council, 2001; Shonkoff & Phillips, 2000). In their early years, children exist within a web of relationships with parents, teachers, other caring adults in their lives and eventually, peers. This web supplies the context within which healthy social emotional growth and the capacity to form strong positive relationships with adults and peers develop. The relationships level of the pyramid model includes practices such as: actively supporting children's engagement; embedding instruction within children's routine, planned, and play activities; responding to children's conversations; promoting the communicative attempts of children with language

delays and disabilities; and providing encouragement to promote skill learning and development.

The second level of universal promotion is the provision of supportive environments. Within home and community settings, this level of the pyramid refers to the provision of predictable and supportive environments and family interactions that will promote the child's social and emotional development. Universal practices for children with or at risk for delays or disabilities include receiving instruction and support within inclusive environments that offer the rich social context that is essential to the development of social skills and peer relationships.

In early care and education programs, this level of the pyramid refers to the design of classrooms and programs that meet the standards of high quality early education. This includes the implementation of a curriculum that fosters all areas of child development, the use of developmentally and culturally appropriate and effective teaching approaches, the design of safe physical environments that promote active learning and appropriate behavior, the provision of positive and explicit guidance to children on rules and expectations, and the design of schedules and activities that maximize child engagement and learning. At this level of the pyramid, families who receive early intervention services might be provided with information and support on establishing predictable routines; implementing specialized health care and treatment procedures; teaching social, emotional, and other skills within play and routine activities; promoting language and communication development; and fostering the development of play and social interaction skills.

TIER 2: SECONDARY PREVENTION

The secondary or prevention level of the Pyramid includes the provision of explicit instruction in social skills and emotional regulation. In early childhood programs, all young children will require adult guidance and instruction to learn how to express their emotions appropriately, play cooperatively with peers, and use social problem solving strategies. However, for some children it will be necessary to provide more systematic and focused instruction to teach children social emotional skills. Children might need more focused instruction on skills such as: identifying and expressing

emotions; self-regulation; social problem solving; initiating and maintaining interactions; cooperative responding; strategies for handling disappointment and anger; and friendship skills (Denham et al., 2003; Strain & Joseph, 2006). Families in early intervention programs might need guidance and coaching from their early intervention provider on how to promote their child's development of targeted social and emotional skills. Families of infants and young toddlers might need guidance and support for helping the very young child regulate emotions or stress and understand the emotions of others.

TIER 3: TERTIARY INTERVENTIONS

When children have persistent challenging behavior that is not responsive to interventions at the previous levels, comprehensive interventions are developed to resolve problem behavior and support the development of new skills. At this level of the Pyramid Model, Positive Behavior Support (PBS) is used to develop and implement a plan of intensive, individualized intervention. PBS provides an approach to addressing problem behavior that is individually designed, can be applied within all natural environments by the child's everyday caregivers, and is focused on supporting the child in developing new skills (Dunlap & Fox, 2009; Lucyshyn, Dunlap, & Albin, 2002). The process begins with convening the team that will develop and implement the child's support plan. At the center of the team is the family and child's teacher or other primary caregivers. The PBS process begins with functional assessment to gain a better understanding of the factors that are related to the child's challenging behavior. Functional assessment ends with the development of hypotheses about the functions of the child's challenging behavior by the team. These hypotheses are used to develop a behavior support plan. The behavior support plan includes prevention strategies to address the triggers of challenging behavior; replacement skills that are alternatives to the challenging behavior; and strategies that ensure challenging behavior is not reinforced or maintained. The behavior support plan is designed to address home, community, and classroom routines where challenging behavior is occurring. In this process, the team also considers supports to the family and

strategies to address broader ecological factors that affect the family and their support of the child.

KEY ASSUMPTIONS OF THE PYRAMID MODEL

The Pyramid Model was designed for implementation by early educators within child care, preschool, early intervention, Head Start, and early childhood special education programs. In the delivery of tier 2 and 3 interventions, it is assumed that programs will need to provide practitioners with support from a consulting teacher or specialist in the identification of individualized instructional goals and the design of systematic instructional approaches or behavior support plans. The Pyramid Model provides a comprehensive model for the support of all children. A child receiving services through special education might be served at any of the intervention tiers. The model was designed with the following assumptions related to implementation:

1. INCLUSIVE SOCIAL SETTINGS ARE THE CONTEXT FOR INTERVENTION

The focus of the Pyramid Model is to foster social emotional development. This requires a rich social milieu as the context of intervention and instruction. Thus, the model is designed for implementation within natural environments, interactions with the child's natural caregivers and peers, and classroom settings that offer opportunities for interactions with socially competent peers. Interventions do not involve pull out from those settings; rather, they are dependent on a rich social context where the number of opportunities to learn and practice social skills can be optimized.

2. PYRAMID MODEL TIERS HAVE ADDITIVE INTERVENTION VALUE

Each tier of intervention builds upon the previous tier. Tier 2 and 3 interventions are reliant on the provision of practices in the lower tiers to promote optimal child outcomes.

3. INSTRUCTIONAL PRECISION AND DOSAGE INCREASES AS YOU MOVE UP THE PYRAMID TIERS

The intervention practices and foci in tier 2 and 3 are not uniquely different teaching targets or approaches than the universal practices used to foster all children's social development. The differences between tiers are evident in the specificity of the instructional target, the precision of the instructional approach, the frequency of monitoring children's responsiveness to intervention efforts, and the number of instructional opportunities delivered to children at each level.

4. EFFICIENCY AND EFFECTIVENESS OF INTERVENTION IS OF PRIMARY IMPORTANCE

When children have challenging behavior or social-emotional risks, it is imperative that intervention is delivered quickly and effectively. There is ample research evidence that when children's challenging behavior persists, the problems are likely to worsen and become compounded by related problems including peer and adult rejection and coercive relationships (Dodge, Coie, & Lynham, 2006; Moreland & Dumas, 2008). Thus, the Pyramid model has been provided to early educators so that practitioners and programs can provide the most effective intervention needed to immediately support the child and result in desired child outcomes. Children in need of tier 2 or tier 3 approaches should have immediate access to those interventions.

5. FAMILIES ARE ESSENTIAL PARTNERS

The interventions involved in the Pyramid Model are reliant on the participation of families. All families are provided with information on how to promote their child's social development. When children are in need of tier 2 or 3 interventions, families are involved in the provision of systematic intervention by providing increased opportunities for the child to learn and practice new skills in the context of everyday activities and routines in the home and community. When children have persistent challenges, families and other persons involved with the child form a collaborative

team to develop and implement comprehensive interventions and supports that are applied in all of the child's routines and activities.

The Pyramid Model and related resources have been widely disseminated by two federally-funded research and training centers (i.e., Center on the Social Emotional Foundations for Early Learning {www.vanderbilt.edu/csefel} and the Technical Assistance Center on Social Emotional Interventions for Young Children {www.challengingbehavior.org}).

6. ADMINISTRATIVE SUPPORT IS ESSENTIAL

Implementing the Pyramid Model with fidelity and achieving positive outcomes for children and their families requires that administrators understand their roles in the implementation process. Every administrative decision impacts program quality and sustainability. Of particular importance are the facilitative administrative practices that provide sustained commitment, timely training, competent coaching, the use of process and outcome data for decision-making, and the development of policies and procedures that are aligned with high fidelity implementation (Mincic, Smith & Strain, 2009).

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The information contained in this fact sheet is taken in large part from Fox, L., Carta, J., Strain, P., Dunlap, G., & Hemmeter, M.L. (2009). Response to Intervention and the Pyramid Model. Tampa, Florida: University of South Florida, Technical Assistance Center on Social Emotional Intervention for Young Children; www.challengingbehavior.org

Reframing Activity

(adapted from Multicultural Early Childhood Team Training, 1998)

PROBLEM STATEMENT	REFRAMED STATEMENT
1. He whines from the moment he gets here until the time he gets on the bus to go home.	*Possible responses: He must really miss his family.*
2. She is clingy not only with her mother but with other adults as well.	*She might be slow to warm up in new settings or in the presence of other children and adults.*
3. I have to watch him like a hawk or he'll run down the hall or go out the gate.	*He may not understand my expectations about staying with the group.* *He is very active.*
4. She constantly knocks over other children's constructions or destroys other children's art work.	*She may want to join other children's play, and she may not know how to ask.* *She may be frustrated because she does not know how to play with the materials or complete her art project.*
5.	
6.	
7.	
8.	
9.	
10.	

SKILL--- BEHAVIOR LOOKOUT

SKILL--- BEHAVIOR			

NAME	✔	✔	✔	TOTAL

Weekly Chart

Activity	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend

If I earn _____ points for the week I can _____.