

Timberlane Learning Center

WE CAN DO IT! Program



Early Childhood Routine Definitions

1. **Arrival:** The designated time or time-frame in which the children begin their day in the early childhood program.
2. **Classroom Jobs:** A specific classroom task that has been assigned by the teacher (e.g., table washer, line leader, pencil sharpener, etc).
3. **Circle/Large Group Activity:** A structured, designated time in which the entire class or the majority of the class is expected to participate in a teacher-directed learning experience.
4. **Small Group Activity:** A structured, teacher-directed learning experience that is implemented with a few children (e.g., usually 3-6 children).
5. **Centers/Workshops:** A designated time during which children are expected to participate in and/or rotate through various structured, teacher-planned learning activities, and includes the opportunity to engage in self-directed projects/activities in classroom centers or play areas.
6. **Meals:** A time during which the children sit and eat together (e.g., snack, lunch).
7. **Special Activity/ Assembly:** An opportunity for the entire class to participate in a teacher-planned outing to an alternate destination, or any other activity that is teacher-planned and atypical of the daily routine (e.g., guest speaker, special event at the center, etc).
8. **Self-Care/ Bathroom:** A time during which a child uses the lavatory for toileting or other self-care needs (e.g., hand or face-washing, nose-blowing, etc).
9. **Transition:** The period of time which elapses between scheduled routine activities, which involves ending a previous activity and beginning the next routine or activity. This may or may not involve a change in location (e.g., transitioning from circle time to centers/workshops within the classroom, or transitioning from centers/workshops to outdoor play outside of the classroom).
10. **Departure:** The time that the children are dismissed from or leave the early childhood program on a daily basis.
11. **Clean-Up:** A time during which the children are expected to return classroom materials to their designated storage areas.
12. **Therapy:** A session during which a child may receive individual or small group skill instruction from a trained service provider.
13. **Individual Activity:** An activity, either teacher-planned or self-directed, that a child engages in by him/herself or one-on-one with an adult.
14. **Exploration:** An unstructured time during which children are able to choose from activities and/or play areas that are available in the classroom.
15. **Other:** This category may be used to track any other routine-based activity not represented above.

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Challenging Behavior Definitions

1. **Physical Aggression** – forceful physical actions directed towards adults or peers that may result in physical contact and injury (e.g., hitting, kicking, spitting, pinching, and throwing objects).
2. **Disruption/Tantrum** – an outburst or action that prevents learning or interferes with teaching and persists despite an adult's request to stop or attempt to provide support.
3. **Inappropriate Language** – the repeated use of words or phrases, or once they are directed towards an adult or peer, that are typically unexpected for the child's developmental age or level (e.g., swearing, profanity, sexually explicit) despite the request of an adult to stop.
4. **Non-compliance** – refusal to follow a reasonable request, direction or the established routine, which persists after multiple requests and a reasonable amount of time.
5. **Unsafe Behaviors** – physical actions which may directly or indirectly result in physical injury to self or others that (a) persists despite an adult's request to stop and (b) are unexpected based on the developmental age and/or level of the child (e.g., climbing on furniture, running into people or things, inappropriate use of materials).

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Strategies for Responding to Challenging Behavior Teacher/Staff Responses

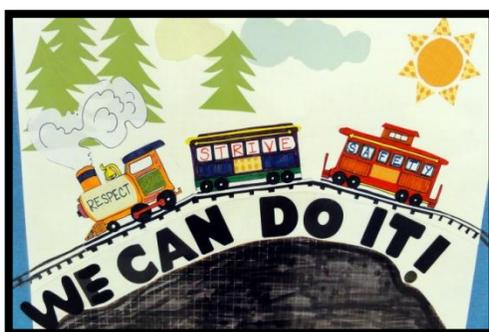
1. **Re-teach and Practice Expected Behavior** – a technique in which the teacher instructs the child on the expected behavior, models the expected behavior, has the child practice the expected behavior and then acknowledges the expected behavior (e.g., if a child is running in the classroom, the teacher could state, “Remember the rule is that we walk in the classroom. This is how I walk. Please go back and show me walking.” After the child practices walking, the teacher can acknowledge the appropriate behavior by stating, “Yes! That’s great walking!”).
2. **Verbal Reminder** – a technique in which the teacher directly states the specific rule/expectation immediately after the child displays a challenging behavior (e.g., “It’s time for quiet voices.”) This is most effective when paired with eye contact.
3. **Remove from Area** – this strategy is used when a child displays continuous social difficulties playing/engaging in the classroom. The teacher may require that the child play in an alternate area. This strategy is most effective when paired with ‘offering choices.’ This intervention is designed in such a way that the child can continue working/playing in an alternate area of the classroom. This technique is intended to decrease the likelihood that the challenging behavior will reoccur.
4. **Physical Guidance** - a technique in which a teacher uses minimal physical touch to support/escort a student to another location, when the student is not actively resisting. (e.g., the teacher puts her arm on the child’s shoulder and leads child to the clean-up area or holds hands with a child to slow down his/her pace).
5. **Curriculum Modification** - a strategy used when it is likely that the challenging behavior is the result of a task that is too difficult or non-preferred, not motivating in which the teacher decreases the amount of work expected and/or provides additional supports/reinforcements to enable the student to complete the work successfully (e.g., changes the format or presentation, provides pictorial directions, etc).
6. **Family Contact** - a technique in which the teacher calls a child’s family to discuss an incident or behavior of concern. This technique is most effective when there is a positive relationship between the teacher and the parent/guardian and when the parent/guardian has been given positive feedback about the child in advance of the contact for challenging behavior. This technique is intended to decrease the likelihood that the challenging behavior will reoccur.

Teacher/Staff Responses

continued

7. **Loss of Item/Privilege** - a technique in which the teacher removes a child's access to a reinforcing object, activity or status for a specified period of time after a challenging behavior is exhibited. This is intended to decrease the likelihood that the challenging behavior will reoccur (e.g., if a child continually throws blocks, s/he is not allowed to use blocks for a developmentally appropriate amount of time).
8. **Move within Group** – a technique that is used to separate two or more peers that show an inability to engage in positive interactions with each other, or are doing so at an inappropriate time. The teacher may ask one child to move to a different seat/area while participating in the same activity/routine (e.g., a child is instructed to sit elsewhere during circle time).
9. **Time with Adult in Different Location** – a technique in which a child is guided to another location with an alternate, supportive adult, for a specified period of time after a challenging behavior is exhibited. A contingency task is completed. This technique is intended to decrease the likelihood that the challenging behavior will reoccur.
10. **CALM™ Procedures (NE Center for Children)**– a technique in which a child is held in a manner which limits his/her bodily movements by a staff member who is appropriately trained in an approved, evidence-based program. This technique is only to be used when safety is an issue, when the child is a danger to him/herself or others and when all other less intrusive techniques have been exhausted. Otherwise de-escalation procedures as well as guided escorts and non-invasive procedures are used. Best practice also suggests an approved policy for training, implementation procedures and oversight.

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Strategies for Responding to Challenging Behavior Administrative Follow-up

1. **Non-Applicable** - no administrator response needed.
2. **Talk with Child** - a technique in which the program administrator engages in a discussion with a child about alternatives to his or her challenging behavior that results in a plan for performing the alternative, pro-social behavior in the future. This technique is not appropriate when the challenging behavior is likely to have been motivated by accessing adult attention.
3. **Telephone Contact with Parent/Family** - a technique in which a child's parent or guardian is called by the program administrator to discuss an incident and/or behavior of concern. This technique is most effective when there is a positive relationship between the administrator and the parent/guardian and when the parent has been given positive feedback about the child in advance of the contact for challenging behavior.
4. **Parent/Family Meeting** - a strategy used to promote parent partnership in addressing and responding to a child's repetitive behavioral challenges. The child's parent/guardian attends a meeting with the administrator and appropriate team members to discuss the challenging behavior. This technique is most effective when there is a positive relationship with the parent and when the parent has been given positive feedback about the child in advance of the contact for challenging behavior.
5. **Arrange Behavioral Consultation/Team** - a technique in which an expert is called upon or the child is referred to a behavior support team in the program to help develop an appropriate response to the student's challenging behavior, with input from the program staff and family.
6. **Targeted Group Intervention** – a strategy in which the child is provided additional instruction in social emotional skills through a small group that is matched to their needs.