

Intervention Strategies

**Strategies in
Action**

Handout 9:2

Below are six key intervention strategies highlighted in this show. Work with your group to share the highlighted points below. Your group might choose to role-play, put on a skit, conduct a mock-training, or present the key points in another manner.

Strategy	Key Points
Effective Praise	There are two main aspects of effective praise: Personalization and description of effort. Adding a positive comment before or after the "praise" is optional. Ex: Jeremiah, I saw you give Michael a turn with the dinosaur. Look at the smile on his face, and I see you looking happy too. Great sharing!" The comments should not compare children to each other, and should occur close in time to when the behavior was witnessed, without interrupting the child's play.
Penny Transfer Technique	Start the day with a set number of "tokens" in one pocket. Each time you have a positive interaction with the child you are targeting, transfer one penny to the other pocket. By the end of the day, try to have all of the tokens in the opposite pocket from where they started. A bond will strengthen between you and this child, and the child will eventually learn to seek out your positive attention as they receive more quality time with you throughout the day.
Planned Ignoring	When the child's behavior is not harmful, and the child is not lacking for adult attention in the home environment, this strategy may be effective. Turn your body away from the child (but do not put your back to them) and remove eye contact, keeping the child in your peripheral vision. As soon as the child takes a break from the negative behavior, provide positive attention saying, "You seem to be calming down", or "You are using your words to get my attention now", as appropriate. If the child starts using the negative behavior again, resume ignoring until they again take a break. Do this as long as necessary until the negative behavior stops completely. Be sure to spend time interacting positively with this child when they are NOT using the negative behavior.
Redirecting	Redirecting is best used when the outcome of a present behavior cannot be ignored, due to possible negative or harmful consequences. Without being confrontational, you should approach the child and offer him or her a choice for a more positive outcome. The child may need to be guided through the choice.
Time-In	When using a harmful or otherwise negative behavior, the child is typically given a choice of making amends for the behavior NOW, or calming down first and THEN making amends. The place used for Time-in should be a normal part of the classroom with positive connotations (such as the library area, the soft beanbag chair, or the cozy area). Unlike Time-out, the child is in Time-in only as long as they need to calm down and choose to rejoin the group. Once the child is ready to rejoin the group, they will need to be guided through making amends for their misbehavior. If it turns out they are not yet ready to make amends, they may go back to Time-in until they are ready.
Peer Partnering	Make two cubes out of cardboard, or use two other cube-shaped objects (fuzzy dice, soft blocks, etc.). On one of the cubes, put the names or pictures of the children with a strength in the social skill area your classroom needs to work on developing (such as sharing, turn taking, showing initiative, exhibiting self-control, etc.). On the other cube, put the names of the children who have a concern in that area. Roll the cubes to pair children up, which will have a peer model in each small group. Monitor closely the children with the most concerns to actively help them learn the skill.

The Three Main Reasons for Misbehavior

- to avoid/escape a situation or person
- to obtain an object or attention
- to change level of stimulation

Working With Challenging Behaviors

Pay attention to what children are communicating through their behaviors:

- I need something... (unmet need)
- I don't know how... (lack of skill)
- Something just doesn't work for me...(lack of fit)

COMMUNICATION IS THE KEY

1. Tell a child what to do instead of what not to do.
2. Show the child by modeling or using a picture of the action.
3. Clearly and simply state what you expect the child to do.
4. Remember young children use inappropriate behavior because they may not understand the social rules yet.
5. Talk to young children using language they understand. Young children may not understand words like "don't" because it is a short word for "do not" and he/she may not know what the "negation" of a word means.
6. Encourage the child in a way that lets him/her know that he/she is exhibiting the desired behavior
7. Be enthusiastic and generous with encouragement. Children can never get enough!

Examples:

Avoid	Say/Model	Remember
Don't run!	Walk; Use walking feet; Stay with me; Hold my hand	Way to go! I like how you're walking. Thanks for walking!
Stop climbing!	Keep your feet on the floor	Wow! You have both feet on the floor!
Don't touch!	Keep your hands down; Look with your eyes	You are such a good listener; you are looking with hands down!
No yelling!	Use a calm voice; Use an inside voice	[In a low voice] Now I can listen, you are using a calm (inside) voice.
Stop whining!	Use a calm voice; Talk so that I can understand you; Talk like a big boy/girl	Now I can hear you; that is so much better. Tell me with your words what's wrong.
Don't stand on the chair!	Sit on the on the chair	I like the way you are sitting! Wow you're sitting up big and tall!
Don't hit!	Hands down; Hands are for playing, eating, and hugging; Use your words (Give child appropriate words to use to express emotion)	You are using your words! Good for you!
No coloring on the wall!	Color on the paper	Look at what you've colored! Pretty picture!
Don't throw your toys!	Play with the toys on the floor	You're playing nicely. I really like to watch you play!
Stop playing with your food!	Food goes on the spoon and then in your mouth; Say "all done" when finished eating	Great! You're using your spoon! What nice manners, you said "all done;" you can go play now.
Don't play in the water/sink!	Wash your hands	Thanks for washing you're hands! I can tell they are really clean!
No biting!	We only bite food; Use your words if you're upset (Give child appropriate words to use to express emotion)	You're upset, thanks for telling me!
Don't spit!	Spit goes in toilet/tissue/grass; Use your words (Give child appropriate words to use to express emotion)	I like the way you used your words! Thanks for using your words!
Don't run!	Walk; Use walking feet; Stay with me; Hold my hand	Way to go! I like how you're walking Thanks for walking!

Some Starters for Giving Positive Feedback and Encouragement for Effort, Thinking, and Problem Solving

- "You did a dynamite job of solving that problem..."
- "You have really learned how to..."
- "You must feel proud of yourself for..."
- "Excellent idea for..."
- "You've done a wonderful job at..."
- "See how _____ has improved in..."
- "You have worked so hard..."
- "Look how well s/he did at..."
- "That's a resourceful way of..."
- "WOW!! What a fabulous job you've done of..."
- "That's a cool way to ..."
- "I'm so appreciative that you..."
- "You put a lot of work in to make that picture the way you wanted..."
- "You've really grown up because you..."
- "You are a real problem solver for..."
- "Brilliant thinking for..."
- "Give me an EXTRA HUGE high five for..."
- "Tell me what you like best about your creation."
- "Class, I have an announcement! Let's all give a hip, hip hooray to _____ for _____"
- "I really appreciate the way all of you have your eye on the story and are listening so carefully so you don't miss any part of the story."



Your favorites here...

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Classroom Plan _____

Behavior Management Strategies

MDT Meeting: _____

MDT Members:

- **Classroom Teachers:** _____
- **Parents:** _____
- **Others:** _____

Date of Plan:

Strengths:

- **Good Helper**
- **Smart**
- **Good communicator**
- **Affectionate**
- **Leader**
- **Creative**
- **Good Storyteller**

Concerns:

As per MDT meeting with parents:

Parents concerns were expressed that _____ aggressive behaviors have been increasing since September. Behaviors observed in the classroom include antagonizing peers, running around and or out of the classroom, not following directions, using hitting/scratching, cursing, and throwing to express feelings. Parents and classroom staff agree that a consistent plan would be beneficial to assist _____ success in decreasing these behaviors.

Long Term Goals:

- _____ will communicate and interact with his peers and adults in an appropriate manner.
- _____ will demonstrate more positive behaviors consistently.

Short Term Goals:

1. _____ will interact during play with peers using appropriate language and non-aggressive actions.
2. _____ will not leave the classroom without an adult.
3. _____ will follow directions upon request with increasing frequency.
4. _____ will express his anger and other feelings in more appropriate ways.

Interventions/Strategies

Goals	Strategies
<p>Goal 1: _____ will interact during play with peers using appropriate language and non-aggressive actions.</p>	<p>When _____ is observed becoming frustrated or agitated (face gets red, has stern stance to body, facial expression changes) do the following:</p> <ul style="list-style-type: none"> • Reflect how you think he might be feeling, "You are getting frustrated (angry) because _____ is taking too long/has the marker you want, etc." • Redirect him to a positive activity (an activity that is of great interest/appeal to him) • Model appropriate interactions for the immediate situation • • Ask him to practice the appropriate interaction <p>Prevention strategies:</p> <ul style="list-style-type: none"> • All adults will model appropriate interactions with children and other adults • During group time staff can pair _____ up with another child and give him opportunities to interact appropriately with adult support, ie a game, a puzzle, social stories, etc. • Praise _____ and other children within his hearing when appropriate interactions are occurring and when they show kindness and caring.
<p>Goal 2 _____ will use walking feet in the classroom and will not run out or leave the classroom without an adult.</p>	<ul style="list-style-type: none"> • Give a verbal reminder-if this does not stop the running bring him back • Show him a picture of the class rules • Have him tell you what would have been a better choice • Have him walk to his desired destination
<p>Goal 3 _____ will follow directions upon request with increasing frequency</p>	<ul style="list-style-type: none"> • Give clear concise directions • Use simple words • If possible always give a choice in some way-how to do, what material to use, who to do it with, etc. • Give child 2 prompts • After 2 prompts

It is important that there be consistency both at school and at home.

Both Teachers and Parents need to:

- ◆ Model appropriate social behaviors
- ◆ Encourage typical intended interactions with toys and peers
- ◆ Catch him being good and praise him

- ◆ Create situations that will enable child to increase interactions with peers and adults
- ◆ All teaching staff will build positive relationships w/ _____ by showing affection, engaging in casual conversation and interacting with him during play.