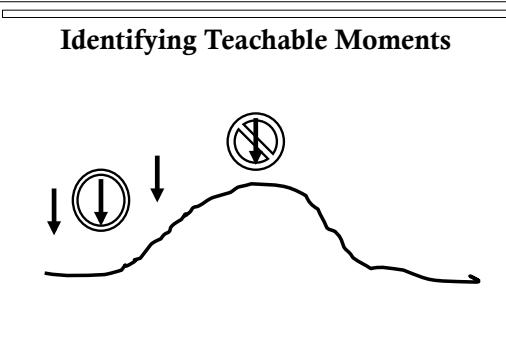


Identifying Teachable Moments



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Problem Solving

- Learning problem solving steps
- Thinking of alternative solutions
- Learning that solutions have consequences
- Learning to evaluate solutions - *Is it safe? Is it fair? Good feelings?*
- What to do when a solution doesn't work

**Supporting Children:
Problem-Solving In the Moment**

- Anticipate problems
- Seek proximity
- Support
- Encourage; and
- Promote

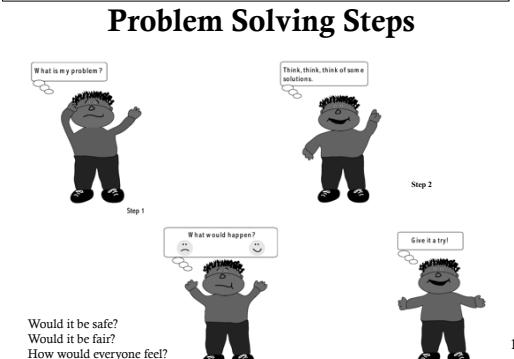
Problem-Solving Activities

- Problematisize everything
 - “We have 6 kids at the snack table and only one apple. We have a problem. Does anyone have a solution?”
- Play “What would you do if...?”
- Children make their own “solution kits”
- Children offer solutions to problems that occur in children’s stories

Problem Solving Steps

1. What's my problem?
2. Think, Think, Think of some solutions
3. What will happen?
 - Would it be safe?
 - Would it be fair?
 - How would everyone feel?
4. Give it a try!

Problem Solving Steps



Step 1: What is my problem?

Step 2: Think, think, think of some solutions.

Step 3: What would happen?

Step 4: Give it a try!

Would it be safe?
Would it be fair?
How would everyone feel?

Help the Child Think of a Possible Solution:



- Get a teacher
- Ask nicely
- Ignore
- Play Together
- Say, "Please stop."
- Say, "Please."
- Share
- Trade toys/item
- Wait and take turns
- Get a timer

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The Solution Kit

Get a Teacher

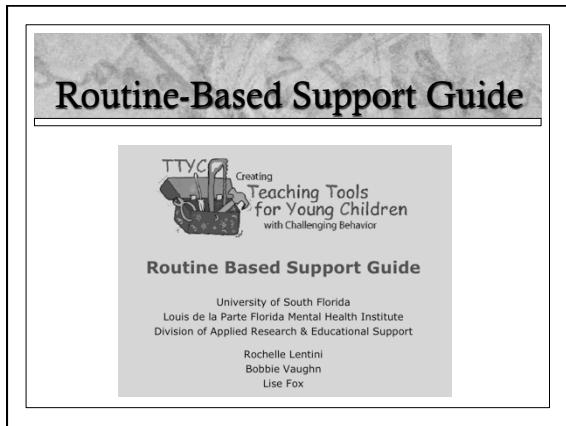


Wait and take turns.



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Get a Teacher	Ask Nicely	Ignore	Say, "Please."	
Play together	Say, "Please Stop."	Share	Trade	
Wait and take turns.	Get a Timer			
2 X 2 SOLUTION KIT CUE CARDS				



Routine-Based Support Guide			
CIRCLE TIME			
Why might the child be doing this? Child is bored or doesn't like circle (wants to get out of circle)	What can I do to prevent the problem behavior? <ul style="list-style-type: none"> Give the child a "job" during circle Embed preferences into circle Use circle mini schedule to show when favorite circle activities will occur Give choices (on a visual choice board, if needed) (see Sample Visuals): where to sit, song, activity, book, who to sit/interact with, order of mini-schedule within circle, activity items (puppets, instruments) Praise for participating Have the child sit front and center, directly facing teacher Have adult sit near and encourage with whispers/touches Arrange circle with little-to-no "escape" route for the child Include "hands-on" activities Predict when the child might use challenging behavior and prompt the child to say/gesture "all done" prior to use of challenging behavior 	What can I do if the problem behavior occurs? <ul style="list-style-type: none"> Catch the child just as he/she is about to get up and prompt the child to say/gesture "all done" or for example, you could prompt the child to say/gesture "all done"; if needed, use hand signals to support the child with signing "all done"; then ignore inappropriate behavior and attend for longer periods of time to help the child learn the skill above Use the circle mini schedule for upcoming "fun activities" Ignore inappropriate behavior, and praise those participating 	What new skills should I teach? <ul style="list-style-type: none"> Teach child how to say he/she is "all done" with the activity above, using words, gestures, and/or with a picture Teach child how to sit and attend for longer periods of time to help the child learn the skill above Teach child how to follow circle mini schedule Teach child to make choices

Function of the Behavior	
Why might the child be doing this? Child is bored or doesn't like circle (wants to get out of circle)	

Prevention Strategies	
What can I do to prevent the problem behavior? <ul style="list-style-type: none"> Give the child a "job" during circle Embed preferences into circle Use circle mini schedule to show when favorite circle activities will occur Give choices (on a visual choice board, if needed) (see Sample Visuals): where to sit, song, activity, book, who to sit/interact with, order of mini-schedule within circle, activity items (puppets, instruments) Praise for participating Have the child sit front and center, directly facing teacher Have adult sit near and encourage with whispers/touches Arrange circle with little-to-no "escape" route for the child Include "hands-on" activities Predict when the child might use challenging behavior and prompt the child to say/gesture "all done" prior to use of challenging behavior 	

Response Strategies

What can I do if the problem behavior occurs?

- Catch the child just as he/she is about to get up and prompt to use the potty or wash hands, or for example, you could prompt the child to say, "all done". If needed, use hand-over-hand assistance to help with signing "all done"; then let the child leave circle for after circle time.
- Refer to look at **circle mini schedule** for upcoming "fun" activity*
- Ignore inappropriate behavior, and praise those participating

Replacement Skills

What new skills should I teach?

- Teach child how to say he/she is "all done" for an activity (verbally, sign language, and/or **with a picture**)
- Teach the child how to sit and attend for longer periods of time once the child learns the skill above
- Teach child how to follow **circle mini schedule**
- Teach child to make choices

Teacher's Support Planning Sheet

TEACHER'S SUPPORT PLANNING SHEET

What _____ (child's name) does during _____

Why I think he/she does it:

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

Ideas for sharing _____ "s _____ plan and helping the family provide support to the child at home:

TEACHER'S SUPPORT PLANNING SHEET

What _____ (child's name) does during _____ (routine):

Why I think he/she does it:

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

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

TEACHER'S SUPPORT PLANNING SHEET

What Dylan (child's name) does during circle time (routine):

Runs away, hides under writing center, yells at teachers who approach him

Why I think he/she does it:

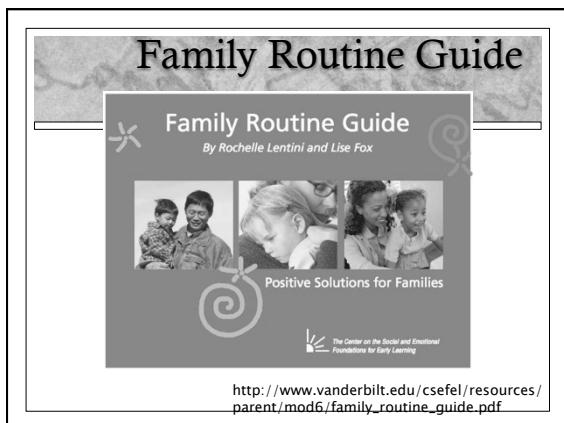
Wants to get out of circle because he's bored or doesn't like it

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

• Give visual choices	• Prompt "all done" sign, assist	• Teach Dylan how to say/sign "all done"
• Praise participation	• Use visual choices	• Teach Dylan how to use break area
• Prompt "all done" sign when cues arise	• Cross-talk enticing activity	

Ideas for sharing Dylan's circle time (routine) plan and helping the family provide support to the child at home:

Explain purpose of "all done" skill, provide supporting visuals to use at home



Family Routine Guide



- Getting Dressed/
Undressed
- Brushing Teeth/Hair
- Meals/Snacks
- Play
- Outside Play
- Clean-up
- Riding in the Car
- Shopping
- Restaurants
- Going to the Doctor
- Taking Medicine
- Taking a Bath
- Bathroom Time
- When Parents Can't Play
- Transitions

Using the Family Routine Guide

- Routine or activity during which your child has challenging behavior.
- Why your child might have challenging behavior during this routine.
- What do you think your child is trying to tell you?
- What can you do to try to prevent the challenging behavior?
- What do you do if the challenging behavior occurs?
- Is there a new skill your child can learn to replace the challenging behavior?

Family Planning Sheet

FAMILY PLANNING SHEET

What _____ (name) does during _____ (activity)

Why I think he/she does it:

What can I do to prevent the problem behavior?	What else do if the problem behavior occurs?	What new skills should I teach?

FAMILY PLANNING SHEET

What _____ (child's name) does during _____ (routine):

Why I think he/she does it:

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

Next Steps

- Gather the child's Team
- Conduct a Functional Behavior Assessment (FBA)
- Create a Behavior Support Plan (BSP)
- Make a plan for follow-up

Functional Behavior Assessment (FBA)

Challenging Behavior Tracking Form

What happens just before the behavior?	BEHAVIOR Describe exactly what the behavior looks like	What do adults/kids do when challenging behavior occurs?	Why might he/she be doing this?
Time: _____	Activity: _____	To get out of:	To get:
Time: _____	Activity: _____	To get out of:	To get:
Time: _____	Activity: _____	To get out of:	To get:
Time: _____	Activity: _____	To get out of:	To get:
Time: _____	Activity: _____	To get out of:	To get:
Time: _____	Activity: _____	To get out of:	To get:
Time: _____	Activity: _____	To get out of:	To get:

Behavior Support Planning Chart		
Trigger	Behavior	Maintaining Consequence
Setting Events (if applicable):	Function:	
Preventions	New Skills	New Responses
		To Challenging Behavior:
		To Use of New Skill:

Contact Information	
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