

# **Preschool Intervention and Referral Team (PIRT) Handbook**

**2018-2019**



## **Camden City School District**

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# PRESCCHOOL

FATHERFULNESS - GOODNESS - KINDNESS - PATIENCE - PEACE - JOY - LOVE - CONTROL - GENTLENESS - FAITHFULNESS  
GENTLENESS - SELF CONTROL - LOVE - JOY - PEACE - PATIENCE - LOVE - JOY - PEACE - PATIENCE - KINDNESS - GOODNESS





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# Welcome



This handbook was designed to provide resources and information to all educational staff regarding the intervention and referral process for Camden City Public School Preschool students.

This handbook has been organized into 11 sections:

1. Introduction
2. Program
3. PIRT Procedures
4. Flow Chart
5. Forms
6. Developmental Milestones
7. Preventative Strategies
8. Social/Emotional
9. Intensive Interventions
10. Speech/Language
11. Resources

The Preschool Intervention and Referral Team is comprised of Early Childhood Special Educators, Social Workers, School Psychologists, and Speech Therapists. Our team strives to provide unparalleled support for classroom teachers with the goal of creating a successful classroom environment for all students.

# PROGRAM



# **Camden City Public School District**

## **Office of Early Childhood**

### **Mission Statement**

The Office of Early Childhood's mission is to provide an all-inclusive, high quality preschool education for 3 and 4 year old children who reside in Camden city.

We believe early childhood is a crucial time in development that requires positive experiences from which children can develop and grow. We will:

- Provide a safe and nurturing environment where children will play, explore, experiment, and develop a lifelong joy for learning
- Utilize developmentally-appropriate practice and proven research to guide instruction
- Implement a research-based curriculum with an aligned assessment system
- Intentionally plan lessons, activities, and experiences that promote high expectations, exceed standards, and build a strong academic and social-emotional foundation
- Promote acceptance and understanding of our unique and special attributes
- Provide an inclusive program with appropriate supports and individualized plans as needed for children with special needs or dual language learners
- Develop creative thinkers and problem solvers who make good choices and develop positive self esteem
- Collaborate and partner with families, health service providers, and community stakeholders
- Provide ongoing, comprehensive professional development to early childhood professionals who educate and support our children and families

# **Camden City School District**

## **Office of Early Childhood Preschool Intervention and Referral Team (PIRT)**

### **Mission Statement**

Our mission is to proactively improve the social-emotional growth and development of our preschool children in a diverse setting through high quality age appropriate interactions, by empowering and educating families, teachers, staff, and administrators.

### **Program Description**

The primary role of the Preschool Intervention and Referral Team (PIRT) is to provide support and suggest interventions to preschool staff so that all children can succeed in general education. PIRT provides learning, social, speech and language, motor and/or behavioral support through observations, ongoing records, screenings, interviews and other informal assessments. It is through a well-executed positive behavior support (PBS) plan that PIRT monitors student progress to assure fidelity and success of implementation. If interventions are fully implemented without success, a child study team (CST) referral may be warranted.

If a child's behavior becomes chronic and severe and does not respond to interventions, the crisis plan devised by each school or center should be followed. Please feel free to contact PIRT for assistance regarding agencies that assist with "crisis intervention."

# PIRT PROCEDURES



# Camden City School District

## Office of Early Childhood

### Referral Process

**ALL referral documentation MUST go through Educational Program Specialists.**

The following information explains the process and forms.

#### **FLOW CHARTS**

- **Flow Chart ESI-R**
  - Explains the procedure to follow before and after administering the ESI-R to a child
- **Flow Chart Request for Assistance (RFA)**
  - Explains the procedure for request for assistance from the PIRT team if the teacher has a concern with a child pertaining to academics, communicating, behavior, or health.
- **Flow Chart for Crisis**
  - Explains the procedure for a child in severe crisis

#### **FORMS**

**F-1E, F-1S, F-1V:** Teacher gives/sends to parent prior to administering the ESI-R.

**F-2 Parent Acknowledgement Form:** The parent signs and acknowledges that they have received the F1 letter. The parent will initial and date this form after receiving the F4 result.

**F-3 Preschool Participating List:** Teacher will record information on the child including the ESI-R scores then forward a copy of F-3 to PIRT one week after screening is completed. Revised forms are to be sent at the end of each month only if there has been a change in enrollment in the classroom.

**F-4 Result:** Teacher will send/give F-4 to parent to notify them of the results of ESI-R. Teacher will check (OK, Rescreen, or Refer), without putting down the actual score. Parent will initial and date F-2 to acknowledge that they have received the ESI-R Result.

**F-5 CST (A) and F5-CST (D) Parental Notification Form Referral to Child Study Team (CST):** If a child scores refer, the teacher shall have a conversation with parent recommending referral to the CST. The teacher will encourage the parent to attend the 20 day meeting. The parent will sign F-5 CST (A) if the parent agrees with the recommendation. If the parent does not agree, the parent must sign F-5 CST (D) with the understanding that the child will be monitored for eight to ten weeks and if there are recommendations from the teacher, Educational Program Specialists and PIRT, a referral may be sent to the Child Study Team.

**F-6 CST: Referral to Preschool Child Study Team.** The teacher will fill out this form if the child has scored **Refer** on the ESI-R and has conferred with the child's parent. The teacher will give this completed form to the Educational Program Specialist. All supporting documentation such as RFA, parent letter, teacher and Educational Program Specialist observations should be copied and submitted to PIRT. PIRT will keep a copy and forward to CST.

**F-7 RFA Request for Assistance:** The teacher will fill out the form completely, attaching all requested information, then forward to Educational Program Specialists. Educational Program Specialist will log, keep a copy then forward to PIRT.

**F-7M RFA Monitoring Request for Assistance:** The teacher will fill out the form completely, attaching all requested information, then forward to PIRT. PIRT will log information, keep a copy and then forward to the Inclusion Specialist.

**F-8 Intervention Implementation Form:** All information pertaining to any referrals should be logged on this form. Copies of all referrals are to be kept in a binder.

# Inclusion Overview

The Office of Early Childhood is committed to meeting the needs of each preschool-aged student, including those with special needs. Our goal is to ensure that every child eligible for special education services receives an appropriate education in the least restrictive environment. In most cases, this means placing special needs students in inclusive classrooms. We must continuously strive to prepare our classrooms to meet the needs of *all* students.



*"Inclusion works when teachers believe that all children can learn." Dayle Timmons*

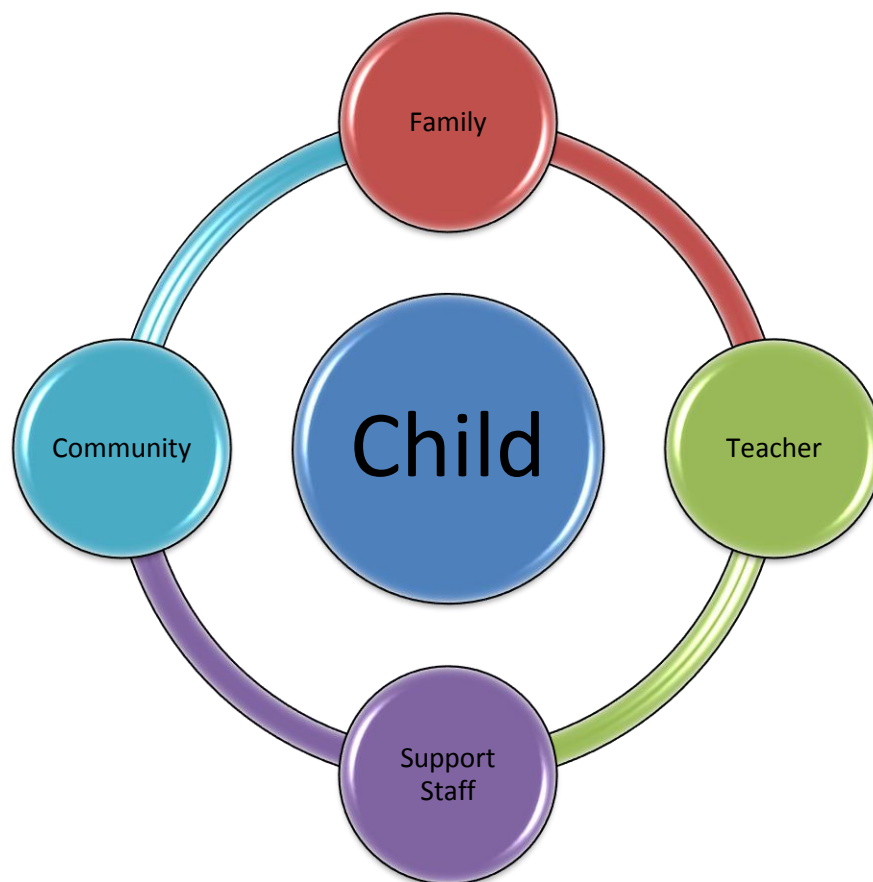
## Frequently Asked Questions...

- 1. Do I have to be special education certified to have a student in my room with an IEP?** No. Children with IEP's can be placed in regular classroom settings with teachers who are "regular education" certified. Related service providers such as *speech therapists, occupational and physical therapists*, will provide related embedded services in addition to "pull-out" methods of intervention, if warranted.
- 2. What is an IEP?** An "Individualized Education Program" (IEP) means a written plan which sets forth present levels of academic achievement and functional performance, measurable annual goals and short-term objectives or benchmarks and describes an integrated, sequential program of individually designed instructional activities and related services necessary to achieve the stated goals and objectives. This plan shall establish the rationale for the student's educational placement, serve as the basis for program implementation and comply with the mandates set forth in this chapter. (NJAC 6A:14)
- 3. Where do I obtain a copy of the IEP?** IEP's will be distributed by the designated resource teacher assigned to your building. If you receive a student with special needs and have not received the IEP, please contact the Office of Special Education which can be reached through the main switchboard at (856) 966-2000.
- 4. Where the IEP should be kept?** The IEP should be kept safely in a locked file cabinet within the building where the student is housed. A representative of special services, the classroom teacher or main office staff may assume responsibility for the document. If the document is to be reviewed by authorized personnel (as determined by (NJAC 6:16-1.5), a log requesting a signature, job title and purpose of review, must be included in the folder. The IEP **DOES NOT** belong in cumulative folders and should **NOT** be shared with individuals not directly servicing the student. (NJAC 6A:32-7.5)
- 5. How many students with an IEP can I have in my classroom with just one aide?** Preschool classrooms are composed of a possible 15 students with one aide. This environment may include eight children with special needs. If the number of children exceeds eight, an additional aide is required.
- 6. Is there a chance that I could have a child with autism in my classroom?** Yes. Autism is comprised of a wide range of functioning levels and abilities that may be addressed in general education classrooms. Ongoing professional development and support is available. You can contact your *Inclusion Education Program Specialist, Inclusion PIRT Member*, as well as the *Special Services Case Manager* assigned during the eligibility conference. The student's case manager can be reached by contacting the child study team servicing your school or center.
- 7. What is an Annual Review?** A yearly conference must be held for any student requiring an IEP to review and update the plan addressing student progress, placement and services. Although a conference to review the current IEP can be held at any time, as requested by authorized members of the IEP team, an annual review must be held prior to the completion of a full academic school year.
- 8. How do I prepare for the Annual Review?** The quality observations taken and recorded in *Teaching Strategies Gold* should address most of the goals and objectives outlined in the IEP and can be useful information for the annual review. In addition, providing a portfolio to the case manager, as well as informal teacher assessments throughout the year can also be helpful. Please protect the privacy of students by using initials when inputting data into *Teaching Strategies Gold*.



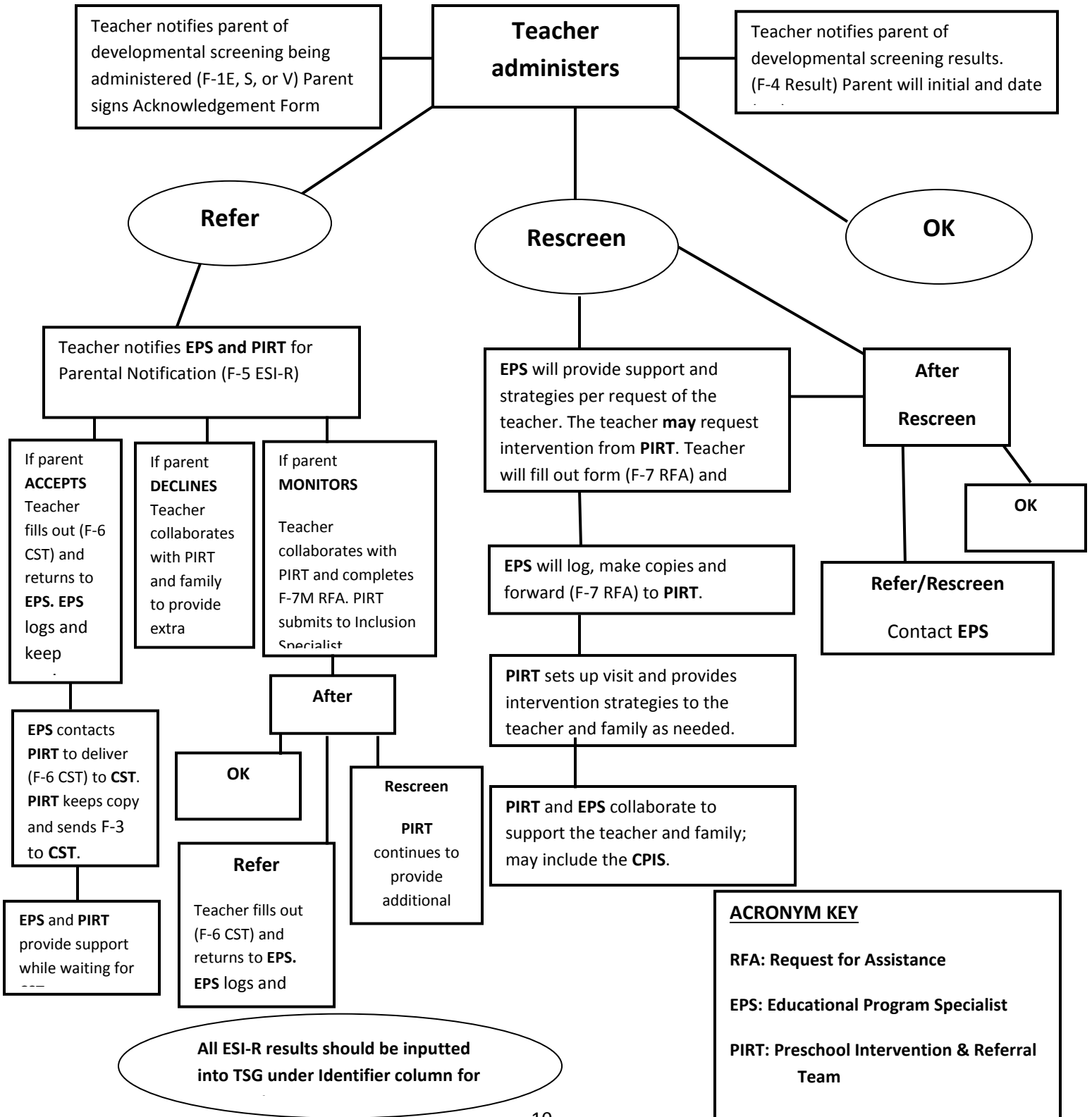
- 9. How can I ensure that I am following the IEP as prescribed?** In your daily lesson planning, please be sure to include the modifications and accommodations outlined in the IEP. It is recommended that teachers focus on two-three goals from the IEP that do not appear in Teaching Strategies Gold (Please see PIRT handbook for recommended **(IEP Data Tracking Form)**)
- 10. Who can I contact for information on how to make accommodations and modifications in the classroom?** The Inclusion Educational Program Specialist and your Inclusion PIRT member are available to assist with implementation of goals in the classroom. Also, professionals providing related services such as special education resource teachers, speech therapists, occupational therapists, physical therapists and students' CST case managers can provide specific strategies to use in the classroom.

# FLOWCHARTS

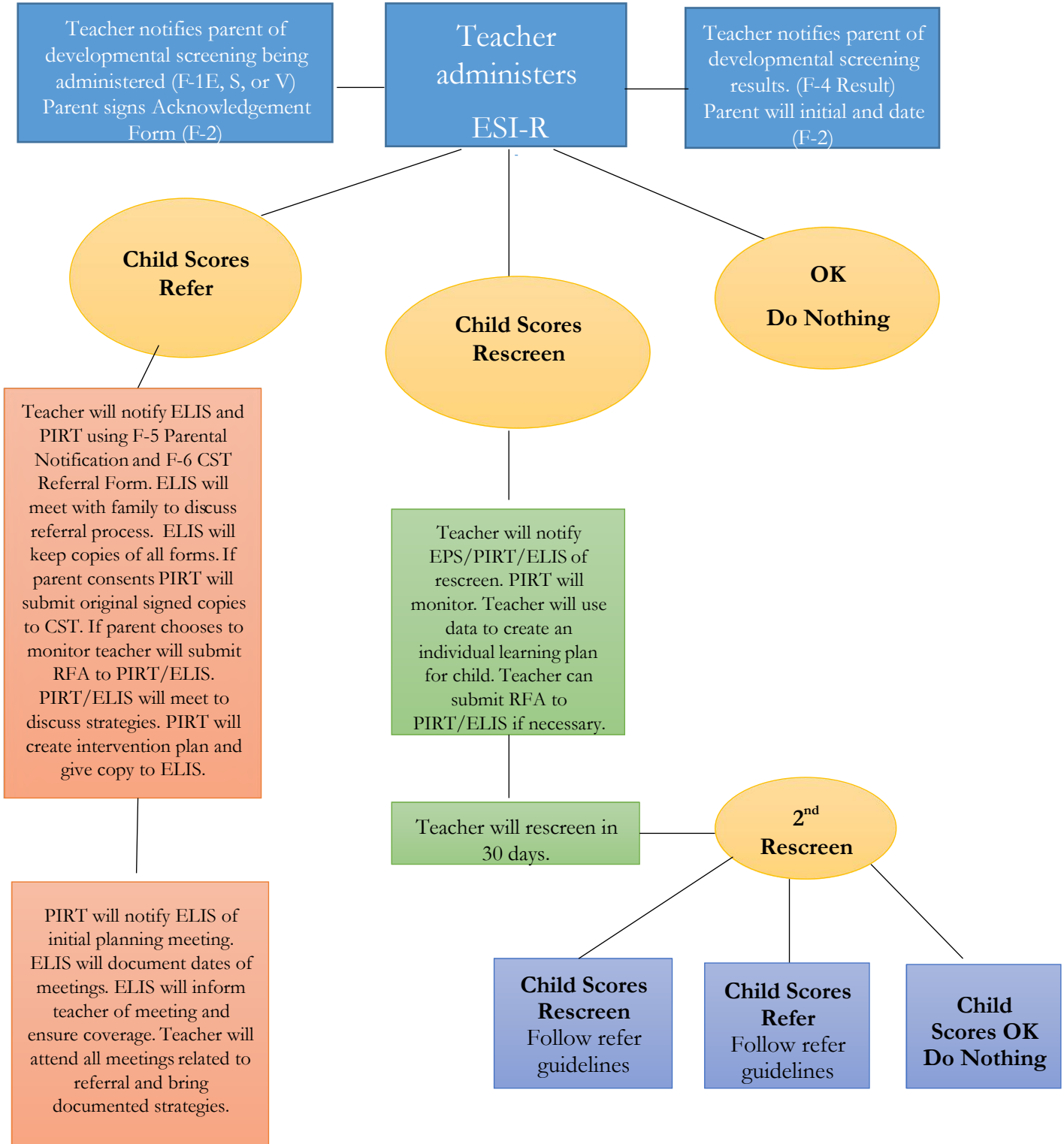


# FLOW CHART **ESI-R**

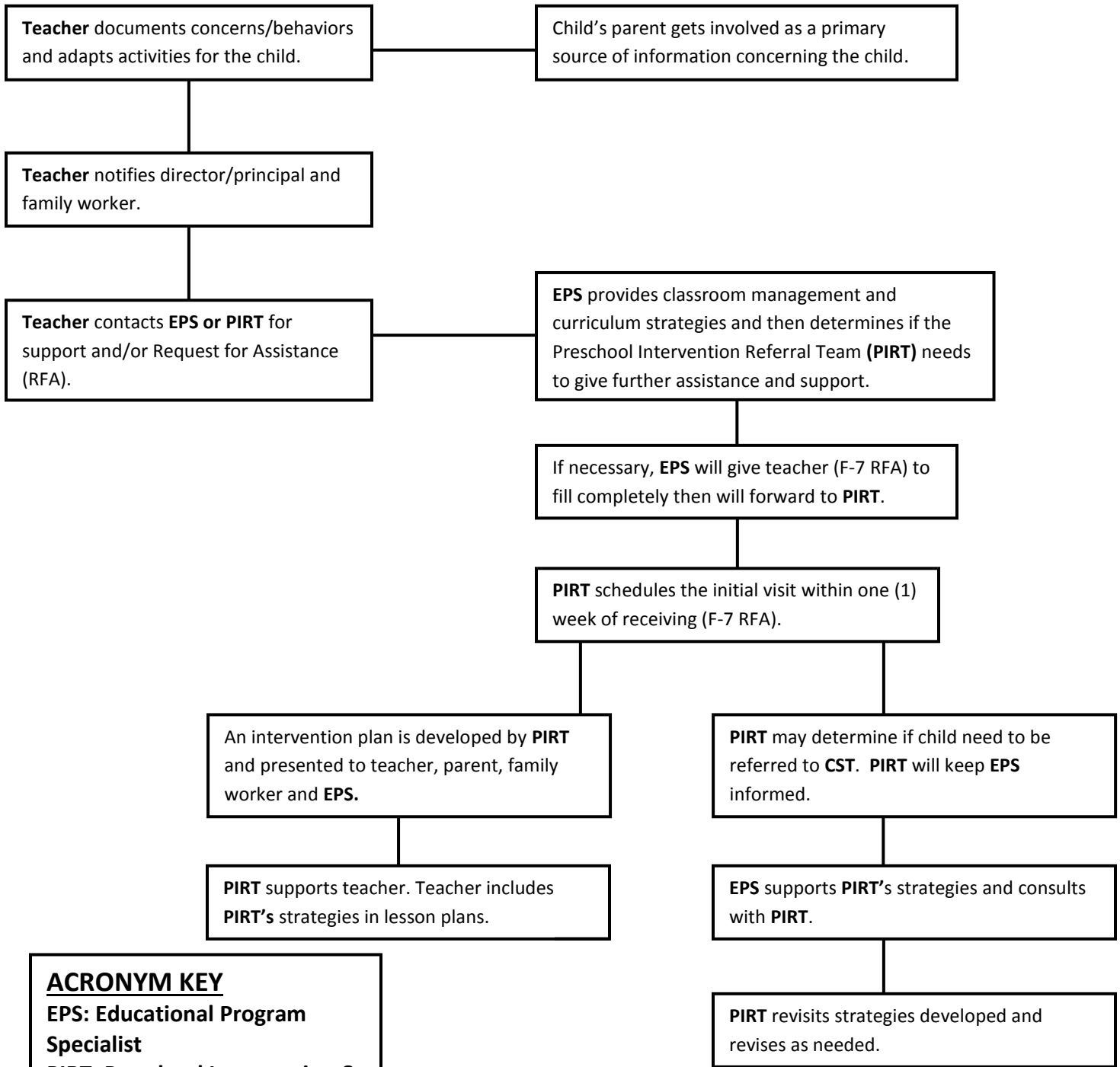
Early Screening Inventory-Revised (ESI-R) is a brief assessment procedure designed to identify children who might be at risk for a possible learning problem or delay. This screening looks at children by quickly sampling their skills across areas of language, reasoning, gross motor, fine motor, and social development. All new students should be screened within one month of program entry.



## Head Start Referral Process Abbott Centers

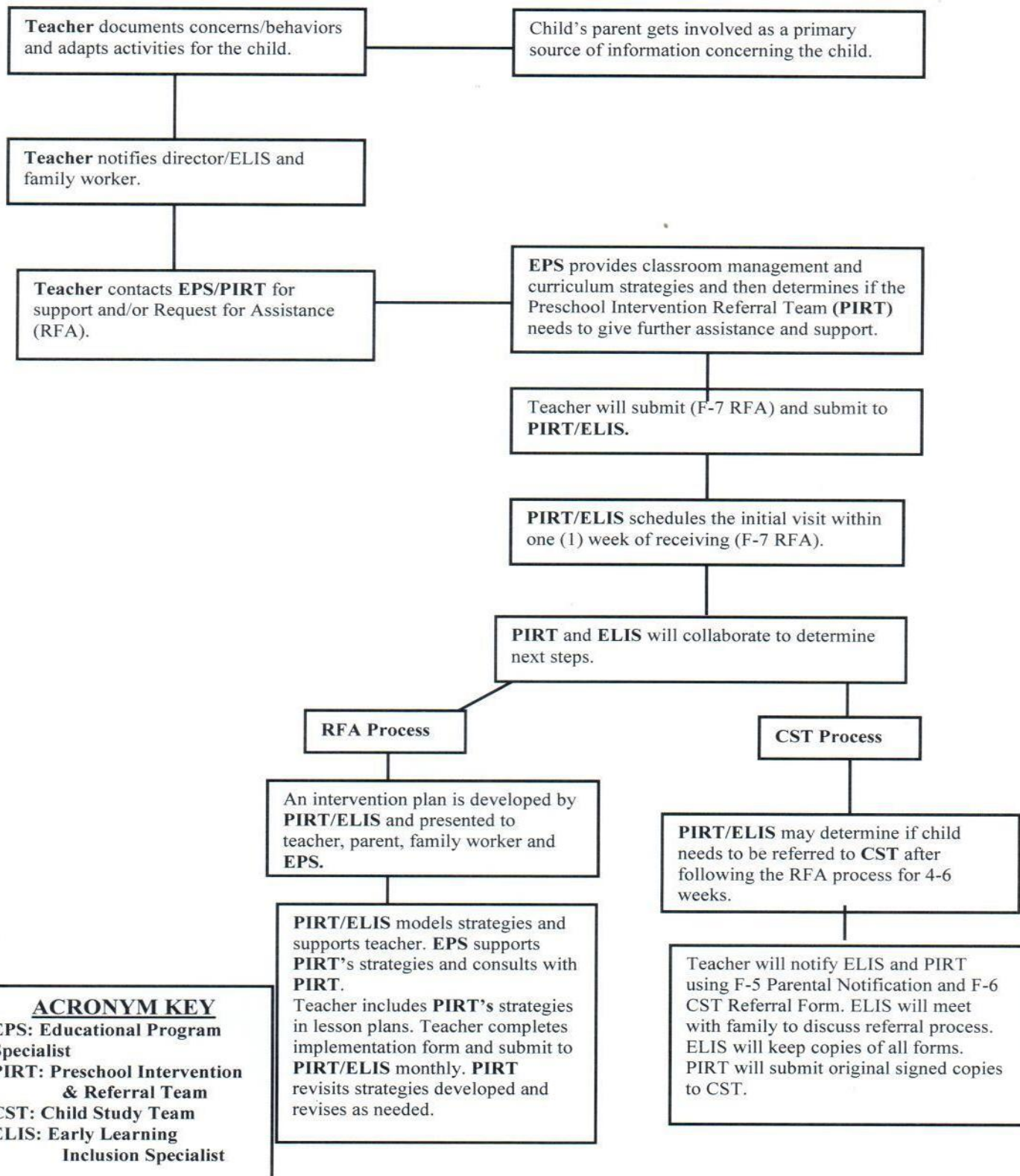


# FLOW CHART FOR REQUEST FOR ASSISTANCE (RFA)



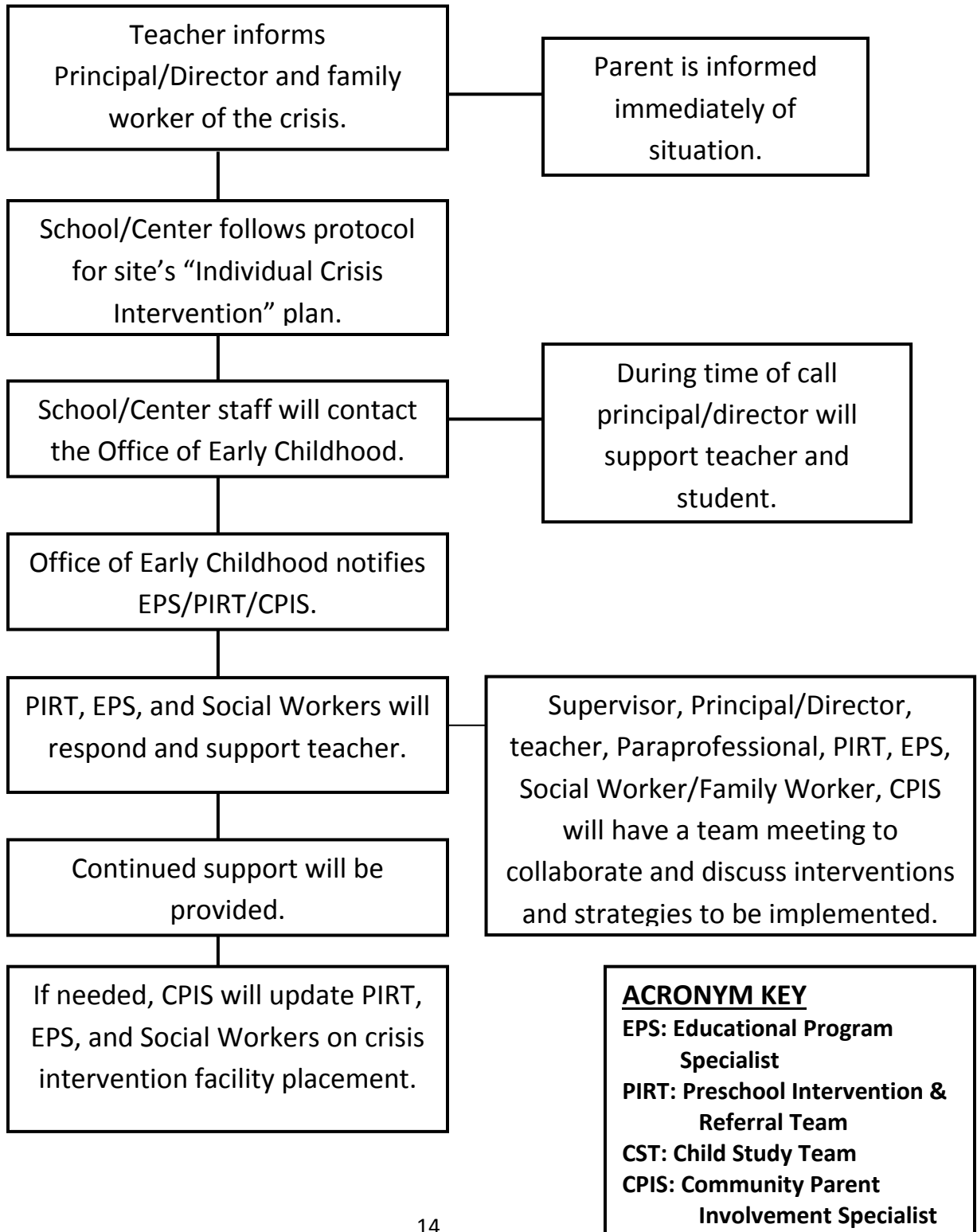
**ACRONYM KEY**  
**EPS: Educational Program Specialist**  
**PIRT: Preschool Intervention & Referral Team**  
**CST: Child Study Team**  
**CPIS: Community Parent Involvement Specialist**

# Acelero Head Start FLOW CHART FOR REQUEST FOR ASSISTANCE (RFA)

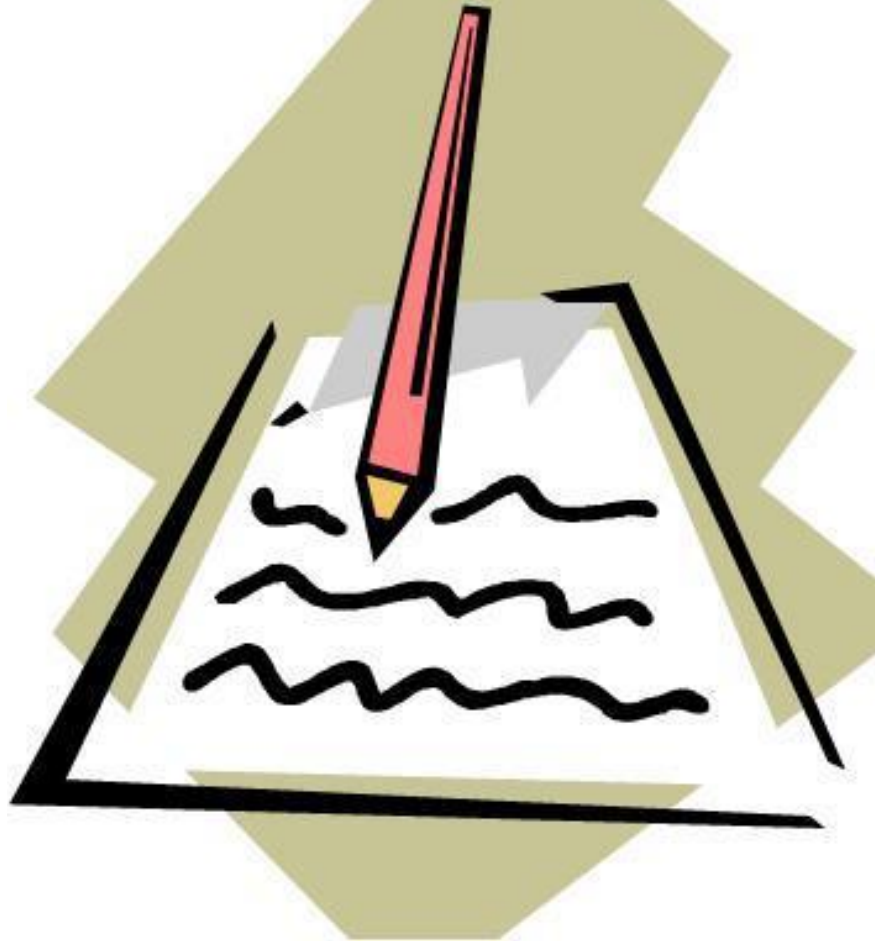


**ACRONYM KEY**  
**EPS: Educational Program Specialist**  
**PIRT: Preschool Intervention & Referral Team**  
**CST: Child Study Team**  
**ELIS: Early Learning Inclusion Specialist**

# FLOW CHART FOR HANDLING A CRISIS



# FORMS





**Camden City School District**

F-1E



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**KATRINA MCCOMBS**  
ACTING SUPERINTENDENT

**ESI-R**

**DIRECTOR**  
MARKEETA NESMITH

September \_\_\_\_\_

Dear Parents and Guardians,

**LEAD EDUCATORS**  
BARBARA ALLEY

Every year newly enrolled preschool children receive a developmental screening. In Camden, we use the Early Screening Inventory- Revised (ESI-R). This screening helps the teacher identify children who might be at risk for a possible learning difficulty. This screening is a tool to help teachers meet the needs of each child. The ESI-R looks at children by quickly sampling their skills across areas of language, reasoning, gross motor, fine motor, and social development. This screening is only the first step in the assessment process.

**SUPERVISOR**  
NICHOLE DESESSO

Thank You!

\



## Camden City School District

F-1 S

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1033 Cambridge Street  
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Fax: 856-536-3479

KATRINA MCCOMBS  
ACTING SUPERINTENDENT

## IDT

DIRECTOR  
MARKEETA NESMITH

Septiembre \_\_\_\_\_

Queridos Padres y Encargados,

LEAD EDUCATORS  
BARBARA ALLEY

Cada año todo niño matriculado en el programa preescolar recibe una breve prueba llamada “Inventario para la Detección Temprana” (IDT). Esta prueba, apropiada para niños de tres y cuatro años, ayudará al maestro a identificar si hay algún riesgo o posible problema de aprender. De esta manera el maestro podrá planificar estrategias para ayudar a cada niño.

SUPERVISOR  
NICHOLE DESESSO

La prueba es muy breve. IDT ayuda a identificar las destrezas del niño en lenguaje, razonamiento, destrezas físicas y desarrollo social. Como puede ver, el “Inventario para la Detección Temprana” es una prueba más para ayudar a los niños de la ciudad de Camden a desarrollar todo su potencial.

¡Gracias!



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KATRINA MCCOMBS  
ACTING SUPERINTENDENT

## Thư ESI-R

Tháng Chín Năm \_\_\_\_\_

Kính thưa phụ huynh và người dám hộ,

Mỗi năm thầy cô giáo sẽ làm bài kiểm tra cho các em học sinh. Ở Camden, chúng tôi sử dụng chương trình gọi là Early Screening Inventory-Revised (ESI- R). Bài kiểm tra này giúp đỡ thầy cô giáo xác định xem các em học sinh có điều khó khăn trở ngại về học tập.

Bài kiểm tra này là một công cụ cho thầy cô giáo để giúp đỡ cho mỗi trẻ em. Bài kiểm tra ESI- R quan sát các em mỗi mặt như là ngôn ngữ, lý luận, vật lý, khéo léo và sự phát triển. Bài kiểm tra này chỉ là một bước đầu tiên trong quá trình kiểm tra.

Cám ơn quý phụ huynh và người dám hộ!

DIRECTOR

MARKEETA NESMITH

LEAD EDUCATORS

BARBARA ALLEY

SUPERVISOR

NICHOLE DESOSSO

Camden City Public Schools  
Office of Early Childhood

ESI-R Parent Acknowledgement Form

By signing this form, I acknowledge receiving the letter about ESI-R screening.  
My initials serve as proof that I have received a report of my child's ESI-R results.

Mi firma en este impreso sirve como prueba de que recibí la carta sobre la prueba IDT-R.  
Mis iniciales confirman que recibí notificación de los resultados de IDT-R.

Ký vào mẫu đơn này, tôi xác nhận là tôi nhận được lá thư về việc kiểm khảo ESI-R.  
Tên viết tắt của tôi coi như là bằng chứng mà tôi đã nhận được một báo cáo kết quả ESI-R của con tôi.

	School/Center: _____	Teacher: _____	School Year: _____			
	Student's Name (print) Nombre del Estudiante Tên của học sinh (in)	Parent/Guardian's Name (print) Nombre del padre/encargado Tên phụ huynh/người giám hộ (in)	Signature Firma Chữ ký	Date Fecha Ngày tháng	Parent's Initial Iniciales de Padres Tên Tắt của phụ huynh	Date Fecha Ngày tháng
1						
2						
3						
4						
5						
6						
7						
8						
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10						
11						
12						
13						
14						
15						



# Camden City School District

F-4 E

Office of Early Childhood  
1033 Cambridge Street  
Camden NJ, 08105

Telephone: 856-966-2000

Fax: 856-536-3479

**KATRINA MCCOMBS**

**ACTING SUPERINTENDENT**

**DIRECTOR**

**MARKEETA NESMITH**

**LEAD EDUCATORS**

**BARBARA ALLEY**

**SUPERVISOR**

**NICHOLE DESESSO**

## Parent Notification of ESI-R Results

Dear Parent/Guardian,

\_\_\_\_\_ participated in a developmental screening on  
(Child's Name)

\_\_\_\_\_.  
(Date)

In the Camden City School District, the Early Screening Inventory – Revised (ESI-R) is used. This screening helps the teacher identify children who might be at risk for a learning difficulty.

Your child's score on the ESI-R placed him/her in the category of (please check one):

**Ok** \_\_\_\_\_

**Rescreen** \_\_\_\_\_

**Refer** \_\_\_\_\_

- If your child scored "ok", s/he is developing within normal limits.
- If your child scored "rescreen", s/he will be given the development screening again in eight to ten weeks.
- If your child scored "refer," per State mandates, s/he must be referred to the Child Study Team.

Please feel free to contact your child's classroom teacher if you have any questions or would like to review your child's screening results in more detail.

Thank you.



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KATRINA MCCOMBS
ACTING SUPERINTENDENT

Notificación a los Padres

Estimado Padre/Encargado,

\_\_\_\_\_ participó en una evaluación del desarrollo en

\_\_\_\_\_.

(fecha)

DIRECTOR
MARKEETA NESMITH

El distrito escolar de la ciudad de Camden utiliza la evaluación llamada Inventario para la Detección Temprana (IDT). Esta evaluación ayuda al maestro a identificar riesgos que pueden afectar el aprendizaje de algunos niños.

LEAD EDUCATORS
BARBARA ALLEY

El resultado de la prueba IDT ubica a su hijo/a en la categoría de:

OK \_\_\_\_\_

Re-evaluar \_\_\_\_\_

Referir \_\_\_\_\_

Leyenda:

- Si su niño resultado es "OK" significa que el desarrollo del niño/a cae en los parametros de desarrollo apropiados para su edad.
• Si su niño resultado es "Re-evaluar" significa que el niño/a necesita ser reevaluado en ocho a diez semanas.
• Si su niño resultado es "Referir" significa que el niño/a debe ser referido al "Child Study Team" para una evaluación más complete o sera observado por PIRT (Preschool Intervention and Referral Team).

Por favor comuníquese con el maestro de su hijo/a, si usted legutaria revisar los resultados de su niño a mas detalle o si tienes algunas preguntas.

Gracias.



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KATRINA MCCOMBS  
ACTING SUPERINTENDENT

### Thông Báo Kết Quả Thẩm Khảo của ESI-R

Kính thưa phụ huynh/người giám hộ,

\_\_\_\_\_ tham gia trong bài kiểm khảo phát triển thể chất vào ngày

(Tên của học sinh)

\_\_\_\_\_.

(Ngày tháng)

Trong khu vực trường học của thành phố Camden, thầy cô sử dụng chương trình thẩm khảo gọi là Early Screening Inventory-Revised (ESI- R). Bài kiểm khảo này giúp giáo viên xác định xem trẻ em nào có khó khăn về học tập.

Kết quả số điểm ESI-R của con em quý vị là (xin chọn một):

- \_\_\_\_\_ OK (Được)
- \_\_\_\_\_ Rescreen (cần thẩm khảo trở lại)
- \_\_\_\_\_ Refer (chuyển đến Giới Thiệu)

- Nếu kết quả số điểm của con em quý vị là "ok," thì em ấy đang phát triển trong giới hạn bình thường.
  - Nếu kết quả số điểm của con em quý vị là "rescreen," thì em ấy cần phải thẩm khảo trở lại trong tám đến mười tuần.
  - Nếu kết quả số điểm của con em quý vị là "refer," hội nghị sẽ được tổ chức với các giáo viên dạy lớp để xác định nếu họ đảm bảo giới thiệu cho con em đến Child Study Team (Nhóm Tổ Học Trẻ Em) hoặc theo dõi bởi Nhóm Preschool Intervention Referral Team.
- Xin liên lạc với thầy cô trong lớp học nếu quý vị có thắc mắc hoặc muốn xem lại chi tiết kết quả thẩm khảo của con em quý vị.

Cảm ơn.



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KATRINA MCCOMBS

ACTING SUPERINTENDENT

DIRECTOR

MARKEETA NESMITH

LEAD EDUCATORS

BARBARA ALLEY

SUPERVISOR

NICHOLE DESOSSO

ESI-R Parental Notification Form
Referral to Child Study Team

Student's Name: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

School/Center: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

The ESI-R was given to your child on \_\_\_\_\_. He/She
(Date of Assessment)
received a score of \_\_\_\_\_ which put him or her into the "Refer
(Child's Score)
to Child Study Team" category.

After a meeting with the parent/guardian, which was held on \_\_\_\_\_,
(Date)
the parental decision was made to: (Please check one of the following)

\_\_\_\_\_ accept Child Study Team referral.

\_\_\_\_\_ decline Child Study Team referral.

\_\_\_\_\_ monitor (case to be reviewed within six weeks)

(please choose appropriate reason(s) below)

\_\_\_\_\_ child new to environment/first school experience, etc.

\_\_\_\_\_ child's age

\_\_\_\_\_ conflicting parent/teacher reports

\_\_\_\_\_ other: \_\_\_\_\_

\_\_\_\_\_  
Parent's Signature Date

\_\_\_\_\_  
Teacher's Signature Date

Results of six week monitoring:

\_\_\_\_\_ Child to continue receiving PIRT services \_\_\_\_\_ Child forwarded to CST

\_\_\_\_\_ Declination of all services





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KATRINA MCCOMBS
ACTING SUPERINTENDENT

IDT-R Parental Notification Form
Referido al "Child Study Team"

DIRECTOR
MARKEETA NESMITH

Nombre de Estudiante: \_\_\_\_\_

Nombre del Padre o Encargado: \_\_\_\_\_

Escuela: \_\_\_\_\_

Nombre de la maestra: \_\_\_\_\_

LEAD EDUCATORS
BARBARA ALLEY

Su niño(a) recibió la prueba del Inventario para la detección Temprana (IDT-R) en
\_\_\_\_\_. La puntuación en este examen fue \_\_\_\_\_. Esta puntuación indica
que su niño(a) debe ser referido al "Child Study Team" (CST) para una evaluación mas completa. Por
favor indique su decisión sobre el referido al CST marcando una de las siguientes respuestas:

SUPERVISOR
NICHOLE DESESSO

\_\_\_\_\_ acepto la evaluación del "Child Study Team".

\_\_\_\_\_ no acepto la evaluación del "Child Study Team".

\_\_\_\_\_ Vigilar (Caso sera examinado entre seis semanas)

- \_\_\_\_\_ El ambiente es Nuevo para el niño
\_\_\_\_\_ La edad del niño
\_\_\_\_\_ Conflicto reportes de padres y maestro
\_\_\_\_\_ Otro: \_\_\_\_\_

\_\_\_\_\_  
Firma del Padre(s) Fecha

\_\_\_\_\_  
Firma del Maestro Fecha

Resultados de seis semanas de observación:

\_\_\_\_\_ Estudiante continuará recibiendo servicios de PIRT

\_\_\_\_\_ Referido al Child Study Team

\_\_\_\_\_ Declinar servicios



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KATRINA McCOMBS
ACTING SUPERINTENDENT

Thông báo ESI-R cho Quý Phụ Huynh
Thư giới thiệu đến nhóm Tổ Học Trẻ Em (Child Study Team)

Tên Học Sinh :
Tên của Phụ Huynh :
Trường Học :
Tên của Giáo Viên :

DIRECTOR
MARKEETA NESMITH

Con em của quý vị tham dự bài kiểm ESI-R vào ngày
(Ngày tháng thi cử)
nhận được số điểm vì thế em ấy sẽ được đưa vào loại "Giới Thiệu
(số điểm của con em)
đến Nhóm Tổ Học Trẻ Em."

LEAD EDUCATORS
BARBARA ALLEY

Sau buổi hội nghị với quý phụ huynh/người dảm vào ngày
(Ngày tháng)
quyết định của quý phụ huynh làm là: (Xin đánh dấu vào một trong hai thứ)

SUPERVISOR
NICHOLE DESESSO

- Chấp nhận sự giới thiệu của Nhóm Tổ Học Trẻ Em.
Từ chối sự giới thiệu của Nhóm Tổ Học Trẻ Em.
Giám sát (xem xét lại trong vòng sáu tuần)
(Xin vui lòng chọn lý do thích hợp dưới đây)
Trẻ em mới vào môi trường / kinh nghiệm trường học đầu tiên, vv.
Tuổi của trẻ em
Xung đột phụ huynh/giáo viên báo cáo
Khác :

Chữ ký của phụ huynh Ngày tháng

Chữ ký của giáo viên Ngày tháng

Kết quả theo dõi sáu tuần:
Trẻ em tiếp tục nhận sự đề cập của PIRT
Chuyển tài liệu trẻ em đến Nhóm Tổ Học Trẻ Em (CST)
Từ chối tất cả các dịch vụ



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KATRINA MCCOMBS

ACTING SUPERINTENDENT

DIRECTOR

MARKEETA NESMITH

LEAD EDUCATORS

BARBARA ALLEY

SUPERVISOR

NICHOLE DESOSSO

Parental Notification Form
Referral to Child Study Team

Student's Name: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

School/Center: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

After observing your child, utilizing Preschool Intervention and Referral Team (PIRT) strategies and/ or conferences with the classroom teacher; it is recommended that \_\_\_\_\_ be referred to the Child Study Team.

After a meeting with the parent/guardian, which was held on \_\_\_\_\_ (Date)

It was determined that the parent/guardian

\_\_ accepts Child Study Team referral.

\_\_ declines Child Study Team referral.

Parent/Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

PIRT Signature \_\_\_\_\_ Date \_\_\_\_\_



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KATRINA MCCOMBS
ACTING SUPERINTENDENT

Formulario de notificación de los padres
Referencia al equipo de Estudio de Niño

DIRECTOR
MARKEETA NESMITH

Nombre del Estudiante: \_\_\_\_\_

Nombre de Padre o Encargado: \_\_\_\_\_

Escuela: \_\_\_\_\_

LEAD EDUCATORS
BARBARA ALLEY

Nombre del Maestro: \_\_\_\_\_

SUPERVISOR
NICHOLE DESESSO

Después de observar a su hijo, utilizando estrategias de intervención preescolar y el equipo de referencia (PIRT) y / o conferencias con el maestro; se recomienda \_\_\_\_\_ ser contemplado para el equipo de Estudio del Niño.

Después de una reunión con el padre, que se celebró en \_\_\_\_\_ (Fecha)

Se determinó que el padre:

\_\_\_\_\_ acepto la evaluación del "Child Study Team".

\_\_\_\_\_ no acepto la evaluación del "Child Study Team".

Firma del Padre o Encargado

Fecha

Firma del Maestro

Fecha

Firma de PIRT

Fecha



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KATRINA MCCOMBS

ACTING SUPERINTENDENT

DIRECTOR

MARKEETA NESMITH

LEAD EDUCATORS

BARBARA ALLEY

SUPERVISOR

NICHOLE DESESSO

**Thông báo ESI-R cho Quý Phụ Huynh  
Thư giới thiệu đến nhóm Tổ Học Trẻ Em (Child Study Team)**

Tên Học Sinh : \_\_\_\_\_

Tên của Phụ Huynh : \_\_\_\_\_

Trường Học : \_\_\_\_\_

Tên của Giáo Viên : \_\_\_\_\_

Sau khi quan sát trẻ em của bạn, sử dụng chiến lược can thiệp mẫu giáo và giới thiệu đội (PIRT) \_\_\_\_\_ và/hoặc hội nghị với giáo viên lớp học; đó khuyến cáo đó được gọi cho đội ngũ nghiên cứu trẻ em.

Sau buổi hội nghị với quý phụ huynh/người dảm vào ngày \_\_\_\_\_,

(Ngày tháng)

quyết định của quý phụ huynh làm là: (Xin đánh dấu vào một trong hai thứ)

\_\_\_\_\_ **Chấp nhận** sự giới thiệu của Nhóm Tổ Học Trẻ Em.

\_\_\_\_\_ **Từ chối** sự giới thiệu của Nhóm Tổ Học Trẻ Em.

\_\_\_\_\_  
Chữ ký của phụ huynh

\_\_\_\_\_  
Ngày tháng

\_\_\_\_\_  
Chữ ký của giáo viên

\_\_\_\_\_  
Ngày tháng

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**Specials Services Department  
Preschool Child Study Team Referral Form**

Child's Name: \_\_\_\_\_ DOB: \_\_\_\_\_ ID#: \_\_\_\_\_

Gender: \_\_\_\_\_ Ethnicity: \_\_\_\_\_ Home Language: \_\_\_\_\_ LAU: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Address: \_\_\_\_\_ APT# \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Telephone: \_\_\_\_\_ ESI Score: \_\_\_\_\_ ESI Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

School/Center: \_\_\_\_\_ Phone: \_\_\_\_\_

**Strengths:**

\_\_\_\_\_  
\_\_\_\_\_

**Weaknesses:**

\_\_\_\_\_  
\_\_\_\_\_

**Behaviors:**

\_\_\_\_\_  
\_\_\_\_\_

**Concerns:**

\_\_\_\_\_  
\_\_\_\_\_

**Reason for Referral to the Child Study Team:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Information Received by:

Ed. Specialist: \_\_\_\_\_ Date: \_\_\_\_\_

PIRT Team: \_\_\_\_\_ Date: \_\_\_\_\_

CST: \_\_\_\_\_ Date: \_\_\_\_\_

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**PRESCHOOL INTERVENTION and REFERRAL TEAM (PIRT)**

**REQUEST FOR ASSISTANCE (RFA)**

Student's Name: \_\_\_\_\_ D.O.B. \_\_\_\_\_ Gender: \_\_\_\_\_

Mother's Name: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Father's Name: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Student ID#: \_\_\_\_\_ Ethnicity: \_\_\_\_\_ Home Language: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ School/Center \_\_\_\_\_ Phone: \_\_\_\_\_

ESI-R Score: \_\_\_\_\_ ESI-R Date: \_\_\_\_\_ Circle One: **OK/Rescreen/Refer**

**Attendance:** \_\_\_ Good \_\_\_ Poor \_\_\_ Fair **Tardiness:** \_\_\_ Frequent \_\_\_ Infrequent

**Vision Screening Completed?** \_\_\_ Pass \_\_\_ Fail **Date:** \_\_\_ **Hearing Screening Completed?** \_\_\_ Pass \_\_\_ Fail **Date:** \_\_\_

**WHAT ARE YOUR CONCERNS?**

Academic: \_\_\_\_\_

Communication: \_\_\_\_\_

Behavior: \_\_\_\_\_

Health: \_\_\_\_\_

Student's strengths: \_\_\_\_\_

Student's weaknesses: \_\_\_\_\_

---

Please describe your conference with this student's parents: \_\_\_\_\_

---

Date parent was notified of **Request for Assistance (RFA)**: \_\_\_\_\_

**Based upon child observations and documentation, under what circumstances is the problem situation likely to occur (environment, activity, person(s) or type of instruction)?** \_\_\_\_\_

List all of the interventions you have tried to assist this student in your classroom (i.e. talked to child at eye level, changed the type of class work, one-on-one with teacher/paraprofessional, notes home, etc.). **You must fill out this section of the form.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**List what you would like to see changed. Describe what an improved situation would look like. (Please use the back, if necessary.)** \_\_\_\_\_

**What additional circumstances do you feel are important for us to know in order to assist you and make school a positive experience for this child?** \_\_\_\_\_

---

**Teacher's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Educational Program Specialist's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**PIRT Member's Signature:** \_\_\_\_\_

**Date received:** \_\_\_\_\_

**\*Note: Failure to complete any part of this form will cause the form to be returned. Please attach a copy of your daily schedule.**

Telephone: 856-966-2000

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**PRESCHOOL INTERVENTION and REFERRAL TEAM (PIRT)  
REQUEST FOR ASSISTANCE (RFA)**

Student's Name: Juan Phillips D.O.B. 4/26/07 Gender: Male  
Mother's Name: Tina Phillips Address: 32 Pine Street, Camden Phone: 856-966-0000  
Father's Name: Juan Phillips Address: 32 Pine Street, Camden Phone: 856-966-0000  
Student ID#: 111111 Ethnicity: Hispanic Home Language: Spanish  
Teacher's Name: Teacher School/Center: Your School Phone: 856-966-0001  
ESI-R Score: 18 ESI-R Date: 10/15/10 Circle One: **OK/Rescreen/Refer**  
Attendance: X Good    Poor    Fair Tardiness: X Frequent    Infrequent  
Vision Screening Completed? X Pass    Fail Date: 9/15/10 Hearing Screening Completed? X Pass    Fail Date: 9/15/10

**WHAT ARE YOUR CONCERNS?**

Academic: I have no concerns regarding Juan's academic development. He masters new concepts easily.

Communication: Juan's speech and language skills are age-appropriate. When he gets upset, he often refuses to communicate with his teachers and peers.

Behavior: Juan has difficulty with transitions. He refuses to move from one activity to the next and will often throw items when asked to do so.

Health: There are no health concerns.

Student's strengths: Juan is extremely intelligent and is able to stay focused on academic tasks that peak his interest. He is kind to his peers and is able to share and take turns with little prompting.

Student's weaknesses: When Juan is unable to select a preferred activity, he can be destructive. He refuses to participate and in doing so, misses out on learning and social opportunities.

Please describe your conference with this student's parents: Juan's parents report that he has difficulty transitioning at home. He will often run into his room and slam the door when asked to share the computer with his siblings.

Date parent was notified of **Request for Assistance (RFA)**: 9/1/11

**Based upon child observations and documentation, under what circumstances is the problem situation likely to occur (environment, activity, person(s) or type of instruction)?** Whenever Juan is on the computer, he refuses to leave. He also refuses to finish lunch and set up his blankets.

List all of the interventions you have tried to assist this student in your classroom (i.e. talked to child at eye level, changed the type of class work, one-on-one with teacher/paraprofessional, notes home, etc.). **You must fill out this section of the form.**

1. I have asked Juan's parents to speak to him about his behavior in the classroom.

2. I have given Juan extra time to complete activities he likes.

3. I have read him stories about school and what activities take place during the school day

**List what you would like to see changed. Describe what an improved situation would look like. (Please use the back, if necessary.)** I would like Juan to be able to move through the school day without having tantrums. I would like him to be able to participate in all learning activities.

**What additional circumstances do you feel are important for us to know in order to assist you and make school a positive experience for this child?** Juan's parents are going through a difficult divorce, and they feel that this situation has impacted Juan's behavior.

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Educational Program Specialist's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

PIRT Member's Signature: \_\_\_\_\_

Date received: \_\_\_\_\_

**\*Note: Failure to complete any part of this form will cause the form to be returned. Please attach a copy of your daily schedule.**



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Fax: 856-536-3479

**PRESCHOOL INTERVENTION and REFERRAL TEAM (PIRT)  
REQUEST FOR MONITOR (ESI-R Refer)**

Student's Name: \_\_\_\_\_ D.O.B. \_\_\_\_\_ Gender: \_\_\_\_\_  
Mother's Name: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
Father's Name: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
Student ID#: \_\_\_\_\_ Ethnicity: \_\_\_\_\_ Home Language: \_\_\_\_\_  
Teacher's Name: \_\_\_\_\_ School/Center \_\_\_\_\_ Phone: \_\_\_\_\_  
ESI-R Score: \_\_\_ ESI-R Date: \_\_\_\_\_ Date parent was notified of **results**: \_\_\_\_\_  
Date of Conference with Parents: \_\_\_\_\_

**Reason for Monitoring:**

**First time in school** \_\_\_ Yes \_\_\_ No **New to environment** \_\_\_ Yes \_\_\_ No \_\_\_ Age **Conflicting Parent\Teacher Reports** \_\_\_ Other: \_\_\_\_\_

**Attendance:** \_\_\_ Good \_\_\_ Poor \_\_\_ Fair **Tardiness:** \_\_\_ Frequent \_\_\_ Infrequent

**Vision Screening Completed?** \_\_\_ Pass \_\_\_ Fail **Date:** \_\_\_\_\_ **Hearing Screening?** \_\_\_ Pass \_\_\_ Fail **Date:** \_\_\_\_\_

**Please give a description of concerns in the following areas:**

Academic: \_\_\_\_\_

Communication: \_\_\_\_\_

Behavior: \_\_\_\_\_ Health: \_\_\_\_\_

Student's strengths: \_\_\_\_\_

Student's weaknesses: \_\_\_\_\_

Please describe your conference with this student's parents: \_\_\_\_\_

List all of the interventions you have tried to assist this student in your classroom (i.e. talked to child at eye level, changed the type of class work, one-on-one with teacher/paraprofessional, notes home, etc.). **You must fill out this section of the form.**

1. \_\_\_\_\_
2. \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Educational Program Specialist's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**PIRT Member's Signature:** \_\_\_\_\_ **Date received:** \_\_\_\_\_

**\*Note: Failure to complete any part of this form will cause the form to be returned. Please attach a copy of your daily schedule.**

Telephone: 856-966-2000

Fax: 856-536-3479

### PIRT Intervention Implementation Form

Date of Implementation: \_\_\_\_\_ Today's Date: \_\_\_\_\_  
Student Name: \_\_\_\_\_ D.O.B. \_\_\_\_\_ ID # \_\_\_\_\_  
Center/School: \_\_\_\_\_ Teacher Name: \_\_\_\_\_  
PIRT Member: \_\_\_\_\_ Ed. Program Specialist: \_\_\_\_\_

Long-Term Goal: \_\_\_\_\_

Short-Term Goal: \_\_\_\_\_

Intervention/Strategies(s):

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_

**Week 1: Intervention #**

- Significant improvement noted
- Moderate improvement noted
- Inconsistent improvement noted
- No improvement noted

Week of \_\_\_\_\_ Setting: \_\_\_\_\_

Example: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Week 2: Intervention #**

- Significant improvement noted
- Moderate improvement noted
- Inconsistent improvement noted
- No improvement noted

Week of \_\_\_\_\_ Setting: \_\_\_\_\_

Example: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Week 3: Intervention #**

- Significant improvement noted
- Moderate improvement noted
- Inconsistent improvement noted
- No improvement noted

Week of \_\_\_\_\_ Setting: \_\_\_\_\_

Example: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Week 4: Intervention #**

- Significant improvement noted
- Moderate improvement noted
- Inconsistent improvement noted
- No improvement noted

Week of \_\_\_\_\_ Setting: \_\_\_\_\_

Example: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ongoing Concerns: \_\_\_\_\_

Telephone: 856-966-2000

Fax: 856-536-3479

PIRT Intervention Implementation Form (Sample)

Date of Implementation: 8/31/11 Today's Date: 9/8/11  
Student Name: Juan Phillips D.O.B. 4/26/07 ID # 111111  
Center/School: Your School Teacher Name: Your Name  
PIRT Member: PIRT Member Ed. Program Specialist: Ed. Specialist

Long-Term Goal: To develop Juan's ability to transition from a preferred activity to a less preferred activity.

Intervention(s):

- 1) Use first/then rule (ex. "First we will have morning meeting and then computer time").
- 2) Create a computer sign-up sheet. Allow Juan to sign first for the next day if he leaves the center appropriately.
- 3) Have a trusted adult in close proximity to Juan during difficult transitions to provide encouragement.
- 4) Give verbal/visual warnings of impending transitions. Utilize a timer when appropriate.

Week 1: Intervention # 2

- Significant improvement noted  
 Moderate improvement noted  
 Inconsistent improvement noted  
 No improvement noted

Week of 9/5/11- 9/9/11 Setting: Choice Time(a.m.)

Example: Juan ignored my request to leave the computer center at the end of choice time. I called his attention to the computer sign-up sheet. He looked at it for 5 minutes and then pushed in his chair and joined the group. I allowed him to sign his name on the sheet.

Week 2: Intervention # 3,4

- Significant improvement noted  
 Moderate improvement noted  
 Inconsistent improvement noted  
 No improvement noted

Week of 9/12/11-9/16/11 Setting: Nap Time

Example: I sat down next to Juan as lunch time was ending and reminded him that it was almost nap time. Juan threw his cup at me. I accompanied Juan to his cubby and asked him if he would like me to help him with his blankets. He threw them at me.

Week 3: Intervention # 1

- Significant improvement noted  
 Moderate improvement noted  
 Inconsistent improvement noted  
 No improvement noted

Week of 9/19/11-9/23/11 Setting: Arrival

Example: Juan came in and asked me if he could use the computer. I told him that first we would eat breakfast, then he could use the computer. He said, "Okay" and sat down at the table.

Week 4: Intervention # 4

- Significant improvement noted  
 Moderate improvement noted  
 Inconsistent improvement noted  
 No improvement noted

Week of 9/26/11-9/30/11 Setting: Music

Example: Music time was almost over. I told Juan that we had ten more minutes and showed him the timer. He nodded and said, "Ten more minutes." I repeated the process at five minutes and he nodded and said, "Five minutes. When it was time to clean-up, he refused to put away instruments.

Ongoing Concerns: Juan throws items at staff in before and after-care.

## Camden Board of Education Home Language Survey

Student's Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

Street Address: \_\_\_\_\_ City: \_\_\_\_\_

School/Center: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

Child's Date of Birth: \_\_\_\_\_ Country of Birth: \_\_\_\_\_

Parent 1/Guardian's Name: \_\_\_\_\_  Female  Male Country of Origin: \_\_\_\_\_

Parent 2/Guardian's Name: \_\_\_\_\_  Female  Male Country of Origin: \_\_\_\_\_

**Directions: Write in the blank and check one response for each question**

1. What language(s) did the child learn when he/she first began to speak? \_\_\_\_\_

2. What language(s) do family members use when speaking to the child in the home?

<input type="checkbox"/> 1. only English	<input type="checkbox"/> 2. mostly English	<input type="checkbox"/> 3. both equally	<input type="checkbox"/> 4. mostly home language but some English	<input type="checkbox"/> 5. only home language (not English)
--	--	--	---	--

Home Language 1: \_\_\_\_\_

Home Language 2: \_\_\_\_\_

3. What language(s) does the Parent 1 (Guardian) speak to the child most of the time?

<input type="checkbox"/> 1. only English	<input type="checkbox"/> 2. mostly English	<input type="checkbox"/> 3. both equally	<input type="checkbox"/> 4. mostly home language but some English	<input type="checkbox"/> 5. only home language (not English)
--	--	--	---	--

Home language: \_\_\_\_\_

4. What language(s) does Parent 2 (Guardian) speak to the child most of the time?

<input type="checkbox"/> 1. only English	<input type="checkbox"/> 2. mostly English	<input type="checkbox"/> 3. both equally	<input type="checkbox"/> 4. mostly home language but some English	<input type="checkbox"/> 5. only home language (not English)
--	--	--	---	--

Home language: \_\_\_\_\_

5. What language(s) does the child use when speaking to family members in the home?

<input type="checkbox"/> 1. only English	<input type="checkbox"/> 2. mostly English	<input type="checkbox"/> 3. both equally	<input type="checkbox"/> 4. mostly home language but some English	<input type="checkbox"/> 5. only home language (not English)
--	--	--	---	--

6. What language(s) does the child use when speaking to other children?

<input type="checkbox"/> 1. only English	<input type="checkbox"/> 2. mostly English	<input type="checkbox"/> 3. both equally	<input type="checkbox"/> 4. mostly home language but some English	<input type="checkbox"/> 5. only home language (not English)
--	--	--	---	--

7. What language(s) does the child use when speaking to other adults outside of the home?

<input type="checkbox"/> 1. only English	<input type="checkbox"/> 2. mostly English	<input type="checkbox"/> 3. both equally	<input type="checkbox"/> 4. mostly home language but some English	<input type="checkbox"/> 5. only home language (not English)
--	--	--	---	--

8. In what language would you like to receive school notices?

<input type="checkbox"/> English	<input type="checkbox"/> home language: _____
----------------------------------	---

Parent's/Guardian's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Bộ Giáo Dục của Thành Phố Camden**  
**Bản Thăm Khảo Ngôn Ngữ Thường Dùng ở Nhà**

Tên họ của học sinh: \_\_\_\_\_ Điện Thoại: \_\_\_\_\_  
 Địa chỉ: \_\_\_\_\_ Thành Phố: \_\_\_\_\_  
 Tên trường học: \_\_\_\_\_ Lớp: \_\_\_\_\_ Tuổi: \_\_\_\_\_  
 Ngày tháng năm sinh của học sinh: \_\_\_\_\_ Nơi Sinh: \_\_\_\_\_  
 Tên Phụ huynh 1/người giám hộ: \_\_\_\_\_  Nữ  Nam Nguồn gốc: \_\_\_\_\_  
 Tên Phụ huynh 2/người giám hộ: \_\_\_\_\_  Nữ  Nam Nguồn gốc: \_\_\_\_\_

**Chỉ Dẫn: Viết vào chỗ trống và đánh dấu vào mỗi câu hỏi**

1. Con em của quý vị tập nói ngôn ngữ nào đầu tiên? \_\_\_\_\_

2. Gia đình của quý vị thường nói ngôn ngữ nào ở nhà?

<input type="checkbox"/> 1. chỉ tiếng Anh	<input type="checkbox"/> 2. chủ yếu là tiếng Anh	<input type="checkbox"/> 3. cả hai đều dùng	<input type="checkbox"/> 4. ngôn ngữ ở nhà là chủ yếu nhưng một số tiếng Anh	<input type="checkbox"/> 5. chỉ ngôn ngữ ở nhà (không phải tiếng Anh)
Ngôn ngữ ở nhà 1:			Ngôn ngữ ở nhà 2:	

3. Phụ huynh 1/người giám hộ thường nói ngôn ngữ nào với con em?

<input type="checkbox"/> 1. chỉ tiếng Anh	<input type="checkbox"/> 2. chủ yếu là tiếng Anh	<input type="checkbox"/> 3. cả hai đều dùng	<input type="checkbox"/> 4. ngôn ngữ ở nhà là chủ yếu nhưng một số tiếng Anh	<input type="checkbox"/> 5. chỉ ngôn ngữ ở nhà (không phải tiếng Anh)
Ngôn ngữ ở nhà:				

4. Phụ huynh 1/người giám hộ thường nói ngôn ngữ nào với con em?

<input type="checkbox"/> 1. chỉ tiếng Anh	<input type="checkbox"/> 2. chủ yếu là tiếng Anh	<input type="checkbox"/> 3. cả hai đều dùng	<input type="checkbox"/> 4. ngôn ngữ ở nhà là chủ yếu nhưng một số tiếng Anh	<input type="checkbox"/> 5. chỉ ngôn ngữ ở nhà (không phải tiếng Anh)
Ngôn ngữ ở nhà:				

5. Con em thường nói ngôn ngữ nào với gia đình ở nhà?

<input type="checkbox"/> 1. chỉ tiếng Anh	<input type="checkbox"/> 2. chủ yếu là tiếng Anh	<input type="checkbox"/> 3. cả hai đều dùng	<input type="checkbox"/> 4. ngôn ngữ ở nhà là chủ yếu nhưng một số tiếng Anh	<input type="checkbox"/> 5. chỉ ngôn ngữ ở nhà (không phải tiếng Anh)
---	--	---	--	---

6. Con em thường nói ngôn ngữ nào với trẻ em khác?

<input type="checkbox"/> 1. chỉ tiếng Anh	<input type="checkbox"/> 2. chủ yếu là tiếng Anh	<input type="checkbox"/> 3. cả hai đều dùng	<input type="checkbox"/> 4. ngôn ngữ ở nhà là chủ yếu nhưng một số tiếng Anh	<input type="checkbox"/> 5. chỉ ngôn ngữ ở nhà (không phải tiếng Anh)
---	--	---	--	---

7. Con em thường dùng ngôn ngữ nào để nói chuyện với những người lớn khác khi ở bên ngoài?

<input type="checkbox"/> 1. chỉ tiếng Anh	<input type="checkbox"/> 2. chủ yếu là tiếng Anh	<input type="checkbox"/> 3. cả hai đều dùng	<input type="checkbox"/> 4. ngôn ngữ ở nhà là chủ yếu nhưng một số tiếng Anh	<input type="checkbox"/> 5. chỉ ngôn ngữ ở nhà (không phải tiếng Anh)
---	--	---	--	---

8. Quý vị muốn nhận được những thông tin của trường học trong ngôn ngữ nào?

<input type="checkbox"/> chỉ tiếng Anh	<input type="checkbox"/> Ngôn ngữ ở nhà: _____
--	--

Chữ ký của phụ huynh/người giám hộ \_\_\_\_\_

Ngày tháng \_\_\_\_\_

**Junta de Educación de Camden  
Censo del Idioma Natal**

Nombre del alumno: \_\_\_\_\_ Teléfono: \_\_\_\_\_  
 Dirección: \_\_\_\_\_ Ciudad: \_\_\_\_\_  
 Escuela/Centro: \_\_\_\_\_ Grado: \_\_\_\_\_ edad: \_\_\_\_\_  
 Fecha de Nacimiento (Niño): \_\_\_\_\_ País de Nacimiento: \_\_\_\_\_  
 Nombre de Padre/Encargado 1: \_\_\_\_\_ femenina masculino País de Origen: \_\_\_\_\_  
 Nombre de Padre/Encargado 2: \_\_\_\_\_ femenina masculino País de Origen: \_\_\_\_\_

**Indicaciones: Escribir en blanco y comprobar una respuesta para cada pregunta**

- ¿Qué idioma(s) aprendió el niño/a cuando empezó a hablar? \_\_\_\_\_
- ¿Qué idioma(s) miembros de la familia utilizan cuando hablan con el niño en el hogar?

<input type="checkbox"/> 1. sólo inglés	<input type="checkbox"/> 2. mayoría en inglés	<input type="checkbox"/> 3. ambos igualmente	<input type="checkbox"/> 4. mayoría de origen lenguaje pero algo de inglés	<input type="checkbox"/> 5. sólo lenguaje origen (no inglés)
Idioma habitual 1:		Principal idioma 2:		

- ¿Qué idioma(s) el **padre (encargado) 1** habla al niño la mayoría del tiempo?

<input type="checkbox"/> 1. sólo inglés	<input type="checkbox"/> 2. mayoría en inglés	<input type="checkbox"/> 3. ambos igualmente	<input type="checkbox"/> 4. mayoría de origen lenguaje pero algo de inglés	<input type="checkbox"/> 5. sólo lenguaje origen (no inglés)
Idioma de origen:				

- ¿Qué idioma(s) el **padre (encargado) 2** habla al niño la mayoría del tiempo?

<input type="checkbox"/> 1. sólo inglés	<input type="checkbox"/> 2. mayoría en inglés	<input type="checkbox"/> 3. ambos igualmente	<input type="checkbox"/> 4. mayoría de origen lenguaje pero algo de inglés	<input type="checkbox"/> 5. sólo lenguaje origen (no inglés)
Idioma de origen:				

- ¿Qué idioma(s) usa el niño/a con los miembros de la familia en el hogar?

<input type="checkbox"/> 1. sólo inglés	<input type="checkbox"/> 2. mayoría en inglés	<input type="checkbox"/> 3. ambos igualmente	<input type="checkbox"/> 4. mayoría de origen lenguaje pero algo de inglés	<input type="checkbox"/> 5. sólo lenguaje origen (no inglés)
---	---	--	--	--

- ¿Qué idioma(s) usa el niño al hablar a otros niños?

<input type="checkbox"/> 1. sólo inglés	<input type="checkbox"/> 2. mayoría en inglés	<input type="checkbox"/> 3. ambos igualmente	<input type="checkbox"/> 4. mayoría de origen lenguaje pero algo de inglés	<input type="checkbox"/> 5. sólo lenguaje origen (no inglés)
---	---	--	--	--

- ¿Qué idioma(s) usa el niño al hablar a otros adultos fuera del hogar?

<input type="checkbox"/> 1. sólo inglés	<input type="checkbox"/> 2. mayoría en inglés	<input type="checkbox"/> 3. ambos igualmente	<input type="checkbox"/> 4. mayoría de origen lenguaje pero algo de inglés	<input type="checkbox"/> 5. sólo lenguaje origen (no inglés)
---	---	--	--	--

- ¿En qué idioma desea recibir avisos de la escuela?

<input type="checkbox"/> Inglés	<input type="checkbox"/> Lenguaje Origen: _____
---------------------------------	---

**Firma del Padre/Encargado:** \_\_\_\_\_ **Fecha:** \_\_\_\_\_



# Camden City School District

Office of Early Childhood  
1033 Cambridge Street  
Camden NJ, 08105

Telephone: 856-966-2000

Fax: 856-536-3479

KATRINA MCCOMBS  
ACTING SUPERINTENDENT

DIRECTOR  
MARKEETA NESMITH

LEAD EDUCATORS  
BARBARA ALLEY

SUPERVISOR  
NICHOLE DESOSSO

## Preschool CST Referral Form: School Nurse

Child's Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Date Requested: \_\_\_\_\_

ID #: \_\_\_\_\_ DOB \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Address \_\_\_\_\_

*This information is needed for referral to the Child Study Team as required by NJAC 6A:14-3.3 (g) (h).*

Vision: \_\_\_\_\_ Hearing: \_\_\_\_\_

List Medications: \_\_\_\_\_

List Allergies: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
School Nurse Signature

\_\_\_\_\_  
Date

.....

PIRT Team Member: \_\_\_\_\_

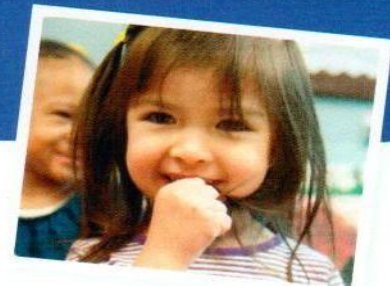
Date Provided to CST: \_\_\_\_\_

# Developmental Milestones





# Your Child at 3 Years



Child's Name \_\_\_\_\_

Child's Age \_\_\_\_\_

Today's Date \_\_\_\_\_

How your child plays, learns, speaks, acts, and moves offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 3rd birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

## What Most Children Do at this Age:

### Social/Emotional

- Copies adults and friends
- Shows affection for friends without prompting
- Takes turns in games
- Shows concern for a crying friend
- Understands the idea of "mine" and "his" or "hers"
- Shows a wide range of emotions
- Separates easily from mom and dad
- May get upset with major changes in routine
- Dresses and undresses self

### Language/Communication

- Follows instructions with 2 or 3 steps
- Can name most familiar things
- Understands words like "in," "on," and "under"
- Says first name, age, and sex
- Names a friend
- Says words like "I," "me," "we," and "you" and some plurals (cars, dogs, cats)
- Talks well enough for strangers to understand most of the time
- Carries on a conversation using 2 to 3 sentences

### Cognitive (learning, thinking, problem-solving)

- Can work toys with buttons, levers, and moving parts
- Plays make-believe with dolls, animals, and people
- Does puzzles with 3 or 4 pieces
- Understands what "two" means
- Copies a circle with pencil or crayon
- Turns book pages one at a time
- Builds towers of more than 6 blocks
- Screws and unscrews jar lids or turns door handle

### Movement/Physical Development

- Climbs well
- Runs easily
- Pedals a tricycle (3-wheel bike)
- Walks up and down stairs, one foot on each step

## Act Early by Talking to Your Child's Doctor if Your Child:

- Falls down a lot or has trouble with stairs
- Drools or has very unclear speech
- Can't work simple toys (such as peg boards, simple puzzles, turning handle)
- Doesn't speak in sentences
- Doesn't understand simple instructions
- Doesn't play pretend or make-believe
- Doesn't want to play with other children or with toys
- Doesn't make eye contact
- Loses skills he once had

**Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to [www.cdc.gov/concerned](http://www.cdc.gov/concerned) or call 1-800-CDC-INFO (1-800-232-4636).**

Adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shelov and Tanya Remer Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics. This milestone checklist is not a substitute for a standardized, validated developmental screening tool.

[www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly)

1-800-CDC-INFO (1-800-232-4636)



Learn the Signs. Act Early.

# Help Your Child Learn and Grow



You can help your child learn and grow. Talk, read, sing, and play together every day. Below are some activities to enjoy with your 3-year-old child today.

## What You Can Do for Your 3-Year-Old:

- Go to play groups with your child or other places where there are other children, to encourage getting along with others.
- Work with your child to solve the problem when he is upset.
- Talk about your child's emotions. For example, say, "I can tell you feel mad because you threw the puzzle piece." Encourage your child to identify feelings in books.
- Set rules and limits for your child, and stick to them. If your child breaks a rule, give him a time out for 30 seconds to 1 minute in a chair or in his room. Praise your child for following the rules.
- Give your child instructions with 2 or 3 steps. For example, "Go to your room and get your shoes and coat."
- Read to your child every day. Ask your child to point to things in the pictures and repeat words after you.
- Give your child an "activity box" with paper, crayons, and coloring books. Color and draw lines and shapes with your child.
- Play matching games. Ask your child to find objects in books or around the house that are the same.
- Play counting games. Count body parts, stairs, and other things you use or see every day.
- Hold your child's hand going up and down stairs. When she can go up and down easily, encourage her to use the railing.
- Play outside with your child. Go to the park or hiking trail. Allow your child to play freely and without structured activities.

[www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly)

1-800-CDC-INFO (1-800-232-4636)



Learn the Signs. Act Early.

# Your Child at 4 Years



Child's Name \_\_\_\_\_

Child's Age \_\_\_\_\_

Today's Date \_\_\_\_\_

How your child plays, learns, speaks, acts, and moves offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 4th birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

## What Most Children Do at this Age:

### Social/Emotional

- Enjoys doing new things
- Plays "Mom" and "Dad"
- Is more and more creative with make-believe play
- Would rather play with other children than by himself
- Cooperates with other children
- Often can't tell what's real and what's make-believe
- Talks about what she likes and what she is interested in

### Language/Communication

- Knows some basic rules of grammar, such as correctly using "he" and "she"
- Sings a song or says a poem from memory such as the "Itsy Bitsy Spider" or the "Wheels on the Bus"
- Tells stories
- Can say first and last name

### Cognitive (learning, thinking, problem-solving)

- Names some colors and some numbers
- Understands the idea of counting
- Starts to understand time
- Remembers parts of a story
- Understands the idea of "same" and "different"
- Draws a person with 2 to 4 body parts
- Uses scissors
- Starts to copy some capital letters
- Plays board or card games
- Tells you what he thinks is going to happen next in a book

### Movement/Physical Development

- Hops and stands on one foot up to 2 seconds
- Catches a bounced ball most of the time
- Pours, cuts with supervision, and mashes own food

## Act Early by Talking to Your Child's Doctor if Your Child:

- Can't jump in place
- Has trouble scribbling
- Shows no interest in interactive games or make-believe
- Ignores other children or doesn't respond to people outside the family
- Resists dressing, sleeping, and using the toilet
- Can't retell a favorite story
- Doesn't follow 3-part commands
- Doesn't understand "same" and "different"
- Doesn't use "me" and "you" correctly
- Speaks unclearly
- Loses skills he once had

**Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to [www.cdc.gov/concerned](http://www.cdc.gov/concerned) or call 1-800-CDC-INFO (1-800-232-4636).**

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[www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly)

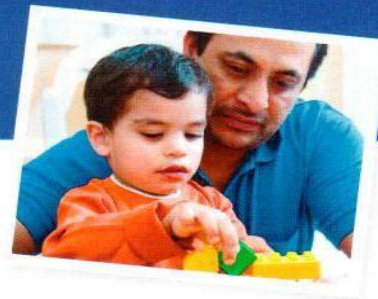
1-800-CDC-INFO (1-800-232-4636)



Learn the Signs. Act Early.

# Help Your Child Learn and Grow

You can help your child learn and grow. Talk, read, sing, and play together every day. Below are some activities to enjoy with your 4-year-old child today.



## What You Can Do for Your 4-Year-Old:

- Play make-believe with your child. Let her be the leader and copy what she is doing.
- Suggest your child pretend play an upcoming event that might make him nervous, like going to preschool or staying overnight at a grandparent's house.
- Give your child simple choices whenever you can. Let your child choose what to wear, play, or eat for a snack. Limit choices to 2 or 3.
- During play dates, let your child solve her own problems with friends, but be nearby to help out if needed.
- Encourage your child to use words, share toys, and take turns playing games of one another's choice.
- Give your child toys to build imagination, like dress-up clothes, kitchen sets, and blocks.
- Use good grammar when speaking to your child. Instead of "Mommy wants you to come here," say, "I want you to come here."
- Use words like "first," "second," and "finally" when talking about everyday activities. This will help your child learn about sequence of events.
- Take time to answer your child's "why" questions. If you don't know the answer, say "I don't know," or help your child find the answer in a book, on the Internet, or from another adult.
- When you read with your child, ask him to tell you what happened in the story as you go.
- Say colors in books, pictures, and things at home. Count common items, like the number of snack crackers, stairs, or toy trains.
- Teach your child to play outdoor games like tag, follow the leader, and duck, duck, goose.
- Play your child's favorite music and dance with your child. Take turns copying each other's moves.

[www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly)

1-800-CDC-INFO (1-800-232-4636)



Learn the Signs. Act Early.

# Your Child at 5 Years



Child's Name \_\_\_\_\_

Child's Age \_\_\_\_\_

Today's Date \_\_\_\_\_

How your child plays, learns, speaks, acts, and moves offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 5th birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

## What Most Children Do at this Age:

### Social/Emotional

- Wants to please friends
- Wants to be like friends
- More likely to agree with rules
- Likes to sing, dance, and act
- Is aware of gender
- Can tell what's real and what's make-believe
- Shows more independence (for example, may visit a next-door neighbor by himself [adult supervision is still needed])
- Is sometimes demanding and sometimes very cooperative

### Language/Communication

- Speaks very clearly
- Tells a simple story using full sentences
- Uses future tense; for example, "Grandma will be here."
- Says name and address

### Cognitive (learning, thinking, problem-solving)

- Counts 10 or more things
- Can draw a person with at least 6 body parts
- Can print some letters or numbers
- Copies a triangle and other geometric shapes
- Knows about things used every day, like money and food

### Movement/Physical Development

- Stands on one foot for 10 seconds or longer
- Hops; may be able to skip
- Can do a somersault
- Uses a fork and spoon and sometimes a table knife
- Can use the toilet on her own
- Swings and climbs

## Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't show a wide range of emotions
- Shows extreme behavior (unusually fearful, aggressive, shy or sad)
- Unusually withdrawn and not active
- Is easily distracted, has trouble focusing on one activity for more than 5 minutes
- Doesn't respond to people, or responds only superficially
- Can't tell what's real and what's make-believe
- Doesn't play a variety of games and activities
- Can't give first and last name
- Doesn't use plurals or past tense properly
- Doesn't talk about daily activities or experiences
- Doesn't draw pictures
- Can't brush teeth, wash and dry hands, or get undressed without help
- Loses skills he once had

**Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to [www.cdc.gov/concerned](http://www.cdc.gov/concerned) or call 1-800-CDC-INFO (1-800-232-4636).**

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Learn the Signs. Act Early.

# Help Your Child Learn and Grow



You can help your child learn and grow. Talk, read, sing, and play together every day. Below are some activities to enjoy with your 5-year-old child today.

## What You Can Do for Your 5-Year-Old:

- Continue to arrange play dates, trips to the park, or play groups. Give your child more freedom to choose activities to play with friends, and let your child work out problems on her own.
- Your child might start to talk back or use profanity (swear words) as a way to feel independent. Do not give a lot of attention to this talk, other than a brief time out. Instead, praise your child when he asks for things nicely and calmly takes "no" for an answer.
- This is a good time to talk to your child about safe touch. No one should touch "private parts" except doctors or nurses during an exam or parents when they are trying to keep the child clean.
- Teach your child her address and phone number.
- When reading to your child, ask him to predict what will happen next in the story.
- Encourage your child to "read" by looking at the pictures and telling the story.
- Teach your child time concepts like morning, afternoon, evening, today, tomorrow, and yesterday. Start teaching the days of the week.
- Explore your child's interests in your community. For example, if your child loves animals, visit the zoo or petting farm. Go to the library or look on the Internet to learn about these topics.
- Keep a handy box of crayons, paper, paint, child scissors, and paste. Encourage your child to draw and make art projects with different supplies.
- Play with toys that encourage your child to put things together.
- Teach your child how to pump her legs back and forth on a swing.
- Help your child climb on the monkey bars.
- Go on walks with your child, do a scavenger hunt in your neighborhood or park, help him ride a bike with training wheels (wearing a helmet).

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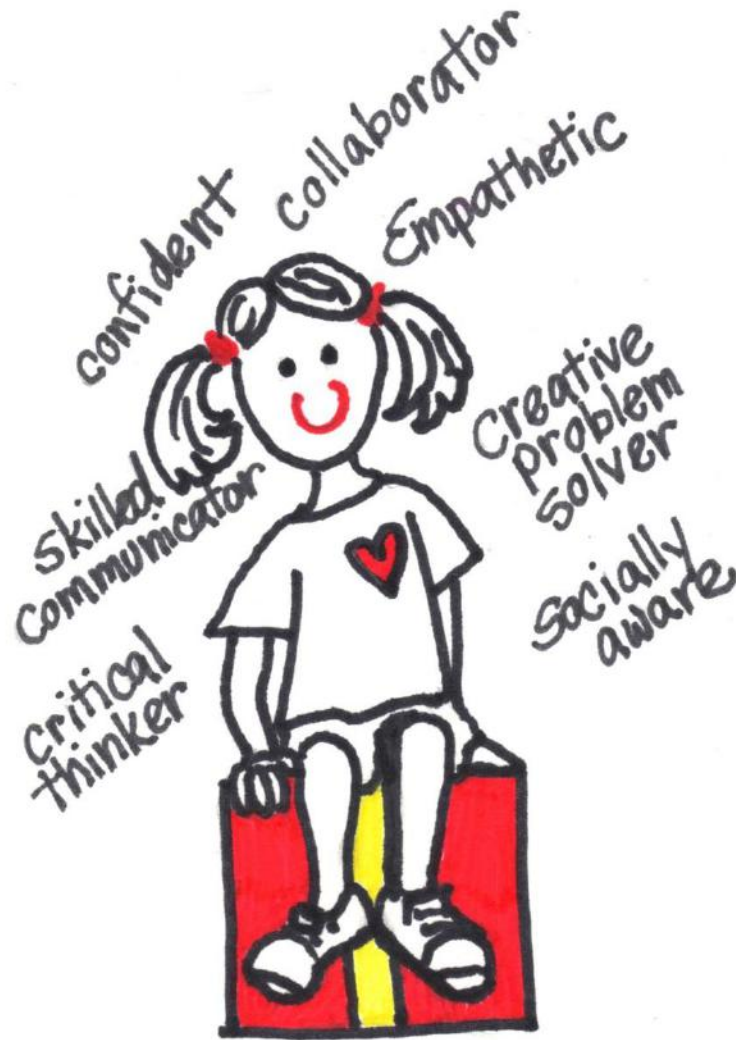
Learn the Signs. Act Early.

## Stages of Learning

1. **Acquisition** – When children learn how to do something new, they acquire new skills or concepts. To support children’s acquisition of new skills, we need to explain and demonstrate the skill/concept and encourage children as they attempt to learn the skill. Skills can easily be lost at this stage – so encourage, encourage, encourage!
2. **Fluency** – Once children acquire a new skill, they need to be able to use the skill proficiently or fluently. We need to provide multiple opportunities for them to practice and master this skill/concept, as well as prompt children to use their new skills in new situations.
3. **Maintenance** – Once children are fluent with their new skills, they need to be able to use the skills (or “maintain” the skills) without support or prompting from an adult.
4. **Generalization** – When children apply their new skills to new situations, people, activities, and settings they demonstrate generalized use of these skills. For example, a child might learn a new skill at child care and then generalize that skill by using it at home (a different setting) or a child might learn a new skill with a grandparent and generalize it by using it with their aunt (different people). Remember that each learning stage requires intentional, purposeful planning on our part. This means that we need to plan “**when**” (during our daily schedule) we will teach new skills in order for children to have opportunities to acquire new skills and to become fluent with their new skills. But, we can’t stop at that point! We also need to continue to plan opportunities for children (and encourage them) to practice using their new skills throughout the day without “us” so they can show maintenance and generalization. Being more aware of supporting learning also “tunes” us in to being purposeful and direct as well as not missing opportunities to encourage children when they are spontaneously learning and using their new skills. We want to take advantage of both planned and unplanned opportunities!



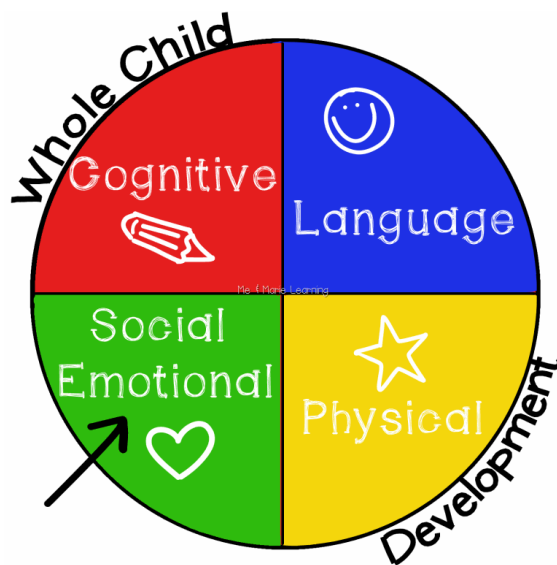
# Social / Emotional Development





## What Is Social Emotional Development?

- A sense of confidence and competence
- Ability to develop good relationships with peers and adults (make friends/get along with others)
- Ability to persist at tasks
- Ability to follow directions
- Ability to identify, understand, and communicate own feelings/emotions
- Ability to constructively manage strong emotions
- Development of empathy



*The Center on the Social and Emotional Foundations for Early Learning*

## The Importance of Teaching Social Emotional Skills

Children need to master social emotional skills in order to be more successful and to prevent challenging behavior—not only in early care and education settings, but also in future educational settings. While we tend to be very thoughtful and intentional about teaching literacy, cognitive, and other skills, we need to be just as intentional about teaching social emotional skills.

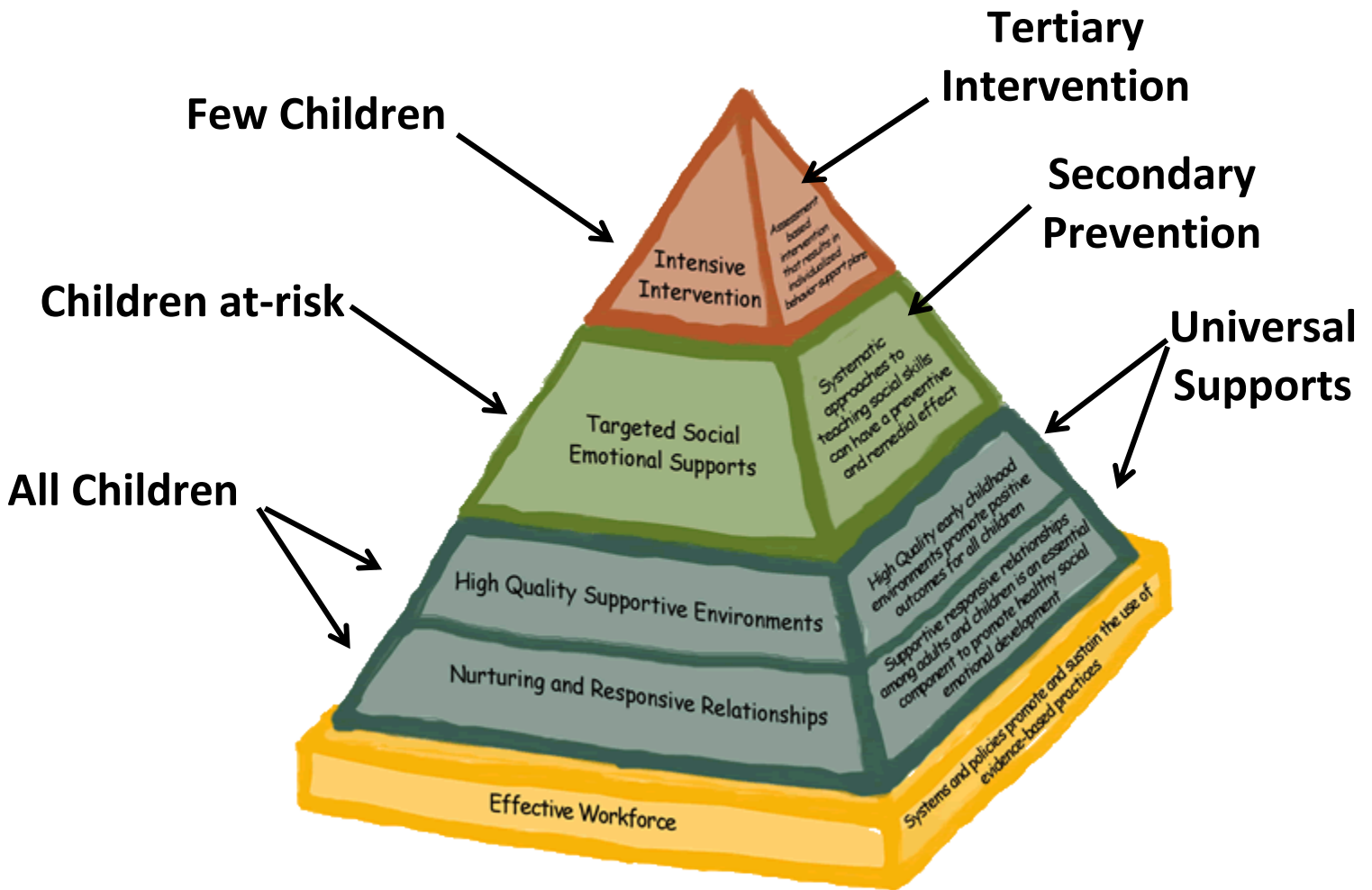
### When, Why, and How to teach Social Skills

Social skills can be embedded into almost any part of the daily schedule, both intentional, planned times, as well as naturally occurring moments throughout the day. However, we want to make sure that social skills are not only taught in “crisis moments”.

When we think about “**when**” to teach social emotional skills, we also need to consider stages of learning that should affect “**how**” we teach these skills.



# The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children



## ***The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children***

Social emotional development is an important part of early childhood programming. Research has shown that children who have persistent and challenging behavior problems at a young age will continue to exhibit problems in the areas of socialization, academics, and mental health into adolescence and adulthood (Fox & Hemmeter, 2009). The Teaching Pyramid is a model that seeks to provide positive behavioral supports in an early childhood setting to prevent the development of chronic problems and promote social competence (Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003; Fox & Hemmeter, 2009; Fox & Lentini, 2009).

The inspiration for the Pyramid Model comes from the public health model of promotion, prevention, and intervention. Similar to the public health model, we describe the need for universal, secondary, and tertiary interventions. At the universal level we include the practices needed to ensure the promotion of the social development of all children. At the next level, the prevention level includes the provision of targeted supports to children at risk of challenging behavior. Finally, the tertiary level of the pyramid describes the need to provide individualized and intensive interventions to the very small number of children with persistent challenges.

The Pyramid Model includes evidence-based teaching practices and intervention approaches that promote children's social development and are effective in addressing challenging behavior. You will notice that the model is supported at the foundation by an effective workforce. This is an important focus of the Technical Assistance Center on Social Emotional Intervention for Young Children or TACSEI. It is our goal to provide technical assistance and training to establish the systems and policies needed to adopt and sustain the implementation of the Pyramid Model with a particular focus on supporting the social development and relationships of young children with or at risk for delays or disabilities. The Pyramid Model that we are describing is the same model that is used by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) TACSEI works in partnership with CSEFEL to promote the adoption of this framework by all early education and care providers.





## Technical Assistance Center on Social Emotional Intervention



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

### THE TIERED FRAMEWORK OF THE PYRAMID MODEL

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](http://www.vanderbilt.edu/csefel)} and the Technical Assistance Center on Social Emotional Interventions for Young Children {[www.challengingbehavior.org](http://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](http://www.challengingbehavior.org)**





## Teaching Pyramid Observation Tool (TPOT)

The Teaching Pyramid Observation Tool (TPOT) for Preschool Classrooms, is an instrument designed to measure practitioners' implementation of teaching and behavior support practices associated with the Pyramid Model for promoting Social Emotional Competence in Infants and Young Children (Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003; Hemmeter, Ostrosky, & Fox, 2006).

The Teaching Pyramid Observation Tool (TPOT) has been organized in three subscales: Key Practices; Red Flags; and Responses to Challenging Behavior. There are 14 Key practice items which include a set of practice indicators that are scored based on observation, interview, or both. The Red Flags include practices that reflect poor structural or process environmental quality or negative environment. Red flags are often associated with incidences of challenging behavior and poor learning outcomes for children. Response to Challenging Behavior includes indicators that represent essential strategies to responding to challenging behaviors.

The Camden City School's Early Childhood Departments Preschool Intervention and Referral Team (PIRT) will use the Teaching Pyramid Observation Tool as the foundation to increase the confidence in the teachers' ability to decrease the number of challenging behaviors and promote a successful environment for all children.

The data gathered from the observations will be used to monitor progress related to implementation of Teaching Pyramid practices and identify professional development needs' of teachers.



## RED FLAGS

NOTE: Research findings of a study on classrooms who implemented the Teaching Pyramid Model reported the following in their classrooms:(A tiered Model for Early Childhood; adoption, implementing & scoring: Fox & Hemmeter)

- **Positive relationships**
- **Supportive environments**
- **Changes in children’s challenging behavior and social skills**
- **Children in need are provided individualized supports**
- **Decrease in teacher burn-out**



## RED FLAGS!

The following Teaching Pyramid Model criteria are considered preventative strategies to avoid “Red Flags”. According to the Pyramid Model, “Red Flags” are an alert for additional training and support. However, adhering to the criteria is vital for achieving the above outcomes in the classroom and for assuring school success for each student. The criteria, as well as the recommendations to follow; can also be used for self-assessment to identify areas of improvement and professional development.

## Red Flags

#	Practices	Yes	No
15	The majority of the day is spent in teacher-directed activities		
16	Transitions are more often chaotic than not*		
17	Teacher talk to children is primarily giving directions, telling children what to do, reprimanding children*		
18	During group activities, many children are NOT engaged*		
19	Teachers are not prepared for activities before the children arrive at the activity		
20	Children are reprimanded for engaging in disruptive or problem behavior (frequent use of “no,” “stop,” “don’t”)*		
21	Children are threatened with an impending negative consequence that will occur if disruptive or problem behavior persists*		
22	Teacher reprimands or admonishes children for expressing their emotions*		
23	Emotions are never discussed in the classroom*		
24	Teacher rarely encourages interactions between children during play or activities *		
25	Teacher gives directions to all children in the same way without giving additional help to children who need more support*		
26	Teacher tells children mostly what not to do rather than what to do*		
27	Learning centers do not have clear boundaries		
28	There are large, wide open spaces in the classroom where children can run		
29	Teacher reports asking for the removal of children with persistent challenging behavior from the classroom or program*		
30	Teacher makes comments about families that are focused on the challenges presented by families and their lack of interest in being involved*		
31	Teacher restrains a child when engaging in challenging behavior or secludes the child in an area separate from the classroom where the child cannot see the activities of the classroom*		

**\*Scoring a “yes” on the Red Flag signifies a problematic practice in need of immediate attention.**

## Tips for Avoiding Red Flags

### Positive Relationships in the Classroom Environment

- Teacher greets/calls most children by name during the day.
- Throughout the day, teacher uses descriptive praise for children's skills, behaviors, and activities.
- Teacher individualizes instruction on emotions based on children's developmental needs.
- Children are told the expected behavior in positive terms; (eg., what exactly to do).
- Teacher responds to problem behavior by using it as an opportunity to teach new skill.
- Teacher encourages children to interact with each other.
- Teacher provides positive attention to the child when the child begins behaving appropriately.
- Teacher states and follows through with stated consequences when children persist in problem behavior.
- In addition to newsletter, open house, & parent conferences; teacher has a system for regular communications with families that includes celebration of the child's accomplishments.
- Teacher involves families in the process of developing a intervention/support plan for addressing challenging behavior.
- Communication systems with families are bi-directional, offering families a mechanism to share information about the family or child with the teacher.
  - In an effort to build collaborate team relationships with other adults; the teacher includes both people who work in the classroom and people who are in the room on a less frequent basis; when recognizing support and assistance received.

- Teacher asks for input from other team members when making decisions about the classroom because their input is valued.

## **Supportive Environments**

### **Classroom Lesson Planning:**

- The majority of the day is spent in child directed activity which is initiated by the child and allows many opportunities for child choice and expression. Examples: center time or a free art project.

### **During transitions:**

- Teacher tells students what to do, teaching them the steps & expectations of transitions; There is a whole-class warning for one or more transitions as well as individual warnings to students who require it. During the transition, all children are actively engaged. Examples of transition strategies may include songs, games, etc.

### **Supportive conversations with children:**

- Teacher responds to children's comments and ideas by asking questions and making comments. Teacher not only joins in children's play to support their conversation but also during the daily routine and activities. Alternative strategies are used for nonverbal or DLL students.

(Note: Conversations are defined as a back and forth social exchange that involves a statement, a response, and a counter-response).

### **Promoting Children's engagement:**

- Teacher offers general guidance to assure that all children are engaged most of the time.
- Teacher is down on child's level most of the time.
- Teacher assists individual children who need more support to become engaged.
- Teacher modifies instruction or activity when the child loses interest.

### **Preparation for center and other activities:**

- Upon entry into a center or activity, the child is able to become immediately engaged; and does not have to wait for materials and activity to be set up.
- Example of center or activity not prepared: The children go to the art center and must wait for the teacher to get paint supplies together.

(Children may be included in assisting in the preparation of materials)



## Social/Emotional Teaching Strategies

- Teacher uses directions that are not only simple and short, but they tell the student what to do rather than what not to do.
- Teacher consistently provides positive, descriptive praise to children who follow directions (eg., “Good job cleaning up the blocks).
- Teacher checks in with children to make sure they understand the directions.
- Teacher individualizes directions for children who need more support (eg., visual prompts, picture communication system).
- Teacher teaches about a variety of both positive and negative emotions.
- Teacher uses a variety of strategies to teach children how to recognize emotions in themselves, other children, or adults.
- Teacher validates children’s emotions by labeling them and helping children talk about emotions.
- Teacher models appropriate ways to express emotions.
- Teacher provides children with calm-down strategies to use when they are angry.

## Individualized Supports and Interventions

- Teacher participates in the development of an intervention/behavior support plan by providing necessary information and data (RFA’s, observations, etc.) to team members.
- Teacher implements individualized intervention/behavior support plans as recommended.

# Building Positive Relationships







## Establishing Positive Relationships

1. Relationships form the foundation of the pyramid and are necessary for everything else we do.
2. Well-designed environments support children's appropriate behaviors and make it less likely that children will need to engage in challenging behavior. In addition, environments can be designed to teach children expectations and promote their engagement and interactions.
3. It is important to teach children the skills that they need so they don't have to use challenging behavior. When we do all of this, children are less likely to engage in challenging behavior. Thus, we are less likely to need to design intensive, individualized interventions. The success of individualized interventions depends on the extent to which the other levels of the pyramid have been addressed.



## **The Importance of Building Positive Relationships**

1. The relationships that we build with children, families, and colleagues are at the foundation of everything we do. It is important to build these relationships early on rather than waiting until there is a problem.
2. Children learn and develop in the context of relationships that are responsive, consistent, and nurturing.
3. Children with the most challenging behaviors especially need these relationships, and yet their behaviors often prevent them from benefiting from those relationships.
4. Adults' time and attention are very important to children, and we need to be sure that we are giving them that time and attention at times other than when they are engaging in challenging behavior.
5. Parents and other colleagues (such as mental health providers and therapists) are critical partners in building children's social emotional competence. We should all work together to ensure children's success and prevent challenging behavior.





## Tips for Building Positive Relationships

- Greet every child at the door by name.
- Post children's work around the room.
- Have a "star" of the week who brings in special things from home and gets to share them during Circle Time.
- Call a child's parent in front of them to say what a great day she is having, or send home positive notes.
- Call a child after a difficult day and say, "I'm sorry we had a tough day today. I know tomorrow is going to be better!"
- Give hugs, high fives and thumbs up while accomplishing tasks.
- When a child misses school tell him how much he was missed.
- Write on a t-shirt all the special things about a given child and let him/her wear it.
- Find time to read to individual children or a few children at a time.
- Acknowledge children's efforts.
- Find out what a child's favorite book is and read it to the whole class.
- Give compliments liberally.
- Play with children; follow their lead.
- Let children make "All About Me" books and share them at Circle Time.



# Building Positive Teacher-Child Relationships

## HANDOUT

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### **Positive teacher-child relationships are important because:**

- ✓ They influence a child's emotional, cognitive, and social development
- ✓ They help children develop secure relationships with other adults
- ✓ They help children develop good peer relationships
- ✓ They help reduce the frequency of behavior problems (e.g., tantrums)
- ✓ They help children develop positive self-esteem
- ✓ They can result in higher rates of child engagement



### **When interacting with young children, remember to:**

- ✓ Engage in one-to-one, face-to-face interactions
- ✓ Get on the child's level for face-to face interactions
- ✓ Use a pleasant, calm voice and simple language while making eye contact
- ✓ Provide warm, responsive physical contact
- ✓ Follow the child's lead and interest during play
- ✓ Help children understand classroom expectations
- ✓ Redirect children when they engage in challenging behavior
- ✓ Listen to children and encourage them to listen to others
- ✓ Acknowledge children for their accomplishments and effort



### **Positive teacher-child relationships include:**

- ✓ Consideration of the individual needs and interaction styles of young children
- ✓ Consideration of the children's and families' cultural, linguistic, and ethnic backgrounds

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# Designing Supportive Environments



**Supporting Tier 1 of the Pyramid Model**

## Creating Environments in which Children Can Be Successful:

There are a variety of things we can do to prevent challenging behaviors and to teach children appropriate behaviors. As adults, we must first focus on prevention before we focus on changing children's inappropriate behaviors.

We must focus on:

1. Ensuring that the classroom is a place children want to be.
2. Designing environments that promote engagement.
3. Teaching children the skills they need to be successful.



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## Designing the Physical Environment

When we consider the design of the physical environment, we are trying to do two things: promote engagement and prevent challenging behavior.

Two sets of strategies related to the physical design of the environment are traffic patterns and designing learning centers.



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## Tips for Designing Supportive Environments

### Classroom Arrangement and Design: Traffic Patterns

- Minimize large open spaces
- Minimize obstacles and other hazards
- Consider the needs of children with physical and sensory disabilities

### Classroom Arrangement and Design: Learning Centers Physical Design

- Clear boundaries
- Visibility
- Visual prompts when centers are not an option
- Adequate number of centers
- Size and location of centers
- Number of children in centers
- Organization of materials
- Preparation of centers





## **Create Meaningful and Engaging Learning Centers**

- Relevant to children's needs, interests, and lives
- Highly engaging and interesting
- Variety of materials in each center
- Changed and rotated on a regular basis

## **Create Meaningful and Engaging Learning Areas**

- Is there a clear entry to each center?
- Is each center inviting?
- Are there enough materials (3 units of play per child allowed in center)?
- Is there a system in place for entering and exiting centers?
- Are centers and materials/shelves labeled?
- Is there a rotation of materials?
- Are materials highly engaging?
- Are the activities relevant to children's needs, interests and lives?





## Using Environmental Strategies to Promote Positive Social Interactions

This *What Works Brief* is part of a continuing series of short, easy-to-read, "how to" information packets on a variety of evidence-based practices, strategies, and intervention procedures. The Briefs are designed to help teachers and

other caregivers support young children's social and emotional development. They include examples and vignettes that illustrate how practical strategies might be used in a variety of early childhood settings and home environments.

Painting at an easel, playing a game on a classroom computer, doing a puzzle, and playing on a swing are all examples of preschool activities that young children enjoy. But these activities have something else in common. They are all primarily done individually, limiting the child's opportunities for positive peer social interactions. However, teachers and other caregivers can make many adaptations to the environment to encourage positive social interactions between children in the classroom.

One advantage of environmental strategies is that they require little adult intervention once the planning and organization are complete.

*It's 15 minutes before the children arrive at the Douglas County Early Childhood Center, and Mr. Ron and the other caregivers are busy preparing the room for the day. Because it's Monday and the start of a new storybook and theme, the teachers are busy putting away materials from the past two weeks and getting out new materials. They have planned ahead and know that during center time the block and art centers are going to be open. Because the art center has been closed for the past two weeks, they are expecting it to be very popular. The block center, however, was open last week, so to try and maintain the children's interest in playing there, the teachers have replaced the cars and the garage that the children were using with the blocks with all kinds of animals, another favorite accessory in the block center. In addition, for the next two weeks, the caregivers are going to exchange the bikes and tricycles they've been using outside for two wagons that parents have donated.*

*The caregivers' last task before the children arrive is to plan where the children are going to sit at circle time and at snack time. They talk about seating Angel, a child with poor social skills, next to Leah, a very social peer. The caregivers plan to have Leah help pass out the snack, and knowing that Angel likes snack, they count on at least a few good social interactions between the two children. They also know that Leah will be a good model for motor actions and finger-plays for Angel during circle time, and they know that she can help pass out and collect props that they plan to use.*

### What Are Environmental Strategies to Increase Positive Social Interactions?

Environmental strategies are changes and adaptations that can be made to a classroom's physical environment, schedule, activities, and materials to encourage positive social interactions between children in the classroom. One advantage of environmental strategies is that they require little adult intervention once the planning and organization are complete.

Some of the changes and adaptations that teachers and other caregivers can make to maximize and promote positive social interactions include examining:

- ✦ Group Composition,
- ✦ Classroom Activities, and
- ✦ Classroom Materials.

The most important way that caregivers can influence group composition is to make certain that children with good social skills are always "grouped" or encouraged to be involved in activities with peers who are less skilled socially. Providing access to socially competent peers, while a necessity, is not enough to promote positive social behaviors.

Arranging the physical environment and selecting activities and materials can also encourage peer interactions. For example, caregivers can:

- ✦ **Limit the number of "centers" available in the classroom.** By limiting the number of centers open and rotating or changing them periodically (e.g., weekly or every other week), caregivers can increase the chances that peer interactions will take place. For example, if a classroom has 10 open centers and 14 children, on average only 1 or 2 children will be in a center at a time. By closing 2 or 3 of those centers, caregivers can increase the number of children per center, and they can then rotate the centers that are open, keeping them novel and interesting.
- ✦ **Use interesting and novel toys and materials.** Although children enjoy their familiar toys and materials, new or novel items in the environment can increase social interactions. An excellent cost-efficient way to maintain "newness" of materials is to use a toy rotation system. A toy rotation system simply involves changing and rotating the materials available to the children. Caregivers can rotate whole centers as described above or simply change the materials available

# TOGETHER WE LEARN BETTER: INCLUSIVE SCHOOLS BENEFIT ALL CHILDREN

June 10, 2015



The journey to becoming an Inclusive School may be long and challenging at times, but ultimately this journey can strengthen a school community and benefit ALL children. "Inclusion" does not simply mean the placement of students with disabilities in general education classes. This process must incorporate fundamental change in the way a school community supports and addresses the individual needs of each child. As such, effective models of inclusive education not only benefit students with disabilities, but also create an environment in which every student, including those who do not have disabilities, has the opportunity to flourish. Here are some ways in which inclusive educational practices build a school's capacity to educate all learners effectively.

## **Differentiated instruction increases student engagement.**

One of the most important principles of inclusive education is that no two learners are alike, and so inclusive schools place great importance on creating opportunities for students to learn and be assessed in a variety of ways. Teachers in inclusive schools therefore must consider a wide range of learning modalities (visual, auditory, kinesthetic, etc.) in designing instruction. Certainly this enhances the way in which educators provide supports and accommodations for students with disabilities, but it also diversifies the educational experience of all students.

## **Academic supports help each student access the full curriculum.**

In this age of accountability and high-stakes testing, it is important for educators to ensure that every student is addressing the appropriate standards and objectives across the curriculum. As such, inclusive schools provide academic supports (flexible pacing and grouping, reading and literacy specialists, tutoring, etc.) that create a supportive environment for all learners. It is immediately clear how these supports help students with disabilities and English Language Learners, but inclusive schools can also better challenge and engage gifted and talented learners by building a more responsive learning environment.

### **Behavioral supports help maintain a positive learning environment for everyone.**

Another important factor in effective inclusive education is the implementation of consistent behavioral supports throughout the learning environment. This consistency is essential for the success of students with emotional or behavioral disabilities in the general education environment, but school-wide behavioral supports also help to establish high expectations throughout the school community as a whole.

### **Respect for diversity creates a welcoming environment for all.**

Inclusive education for students with disabilities can only be successful when those students feel that they are truly a part of the school community. This requires open and honest discussion about difference, and an institutional respect for people of all backgrounds and abilities. In inclusive schools, the establishment of such a climate benefits everyone by fostering an environment where students and their families are valued for who they are.

### **Inclusive practices make effective use of a school's resources.**

In the past, special education often involved the segregation of students with disabilities for the purpose of specialized instruction. Not only does that model of special education in a separate setting deprive students with disabilities of interaction with their peers and full access to the curriculum, it can also involve duplicate systems and resources that are costly for schools to maintain. Inclusive education can make more efficient use of a school's resources by maximizing the availability of staff and materials for all students.=

To read more about benefits of inclusive education for all students, check out [Improving Education: The Promise of Inclusive Education](#). This paper is an excellent resource for educators looking to improve and expand inclusive educational practices in their schools. It was developed by the National Institute for Urban School Improvement, a project funded by the United States Office of Special Education Programs (OSEP), and it includes examples of inclusive educational environments, assessment and observation tools, and guidelines for supporting inclusive practices.

# ELEMENTS OF INCLUSIVE EDUCATION FOR EARLY CHILDHOOD PROGRAMS

August 19, 2015



High quality early childhood programs form the foundation for high quality inclusive programs from which all children benefit. According to the The Early Childhood Research Institute on Inclusion (ECRII), parents of children without disabilities participating in inclusive programs report positive changes in their children's confidence, self-esteem, and understanding of diversity.

The following elements of inclusive education for early childhood programs list a selection of effective practices that should be in place to provide high-quality services for all students (Source: [Stetson & Associates, Inc.](#)).

## Element 1. Environment, Engagement and Inclusion

- The classroom is divided into well-defined areas with adequate workspace for individual students, and large/small groups of students.
- There is a wide variety of real and representational materials reflecting student interests, learning levels, and cultures. Materials/shelves are labeled and can be accessed by students.
- All students follow classroom routines without dependence upon adults. Transition signals are given and students respond to engage in transition routines.
- Students are observed independently moving their schedule icons and schedule task strips to reflect current activities. Schedules are portable and accompany students to different locations as appropriate.
- Throughout the daily routine there's a balance of large/small group and individual instruction as well as active/outdoor and reflective/indoor activities.

- Students are observed actively engaged with materials, peers, and adults the majority of the time throughout the day.
- All students receive instruction with their peers according to their individual strengths and needs based on the least restrictive curriculum and environment.
- General education and special education service providers collaboratively plan the implementation of services within the least restrictive environment based on individual student strengths and needs.

## Element 2. Communication and Technology Support

- A weekly schedule designates both staff/student locations and activities are visible and consistently followed.
- All students observed using an individual daily schedule to direct to classroom activity/location without adult assistance.
- Students are observed using visually based work systems, which are individualized per student learner characteristics, moving from left to right and from top to bottom.
- Students are observed using their individual work system that visually tells them what work to do, how much work, when they are finished, and what to do next.
- Students are observed using individual schedules and work systems in other settings outside of the classroom.
- Communication systems are used by students throughout their daily routine that support engagement, choice, and language with peers and adults.

## Element 3. Behavioral Support and Social Skills

- Environmental accommodations that prevent or minimize problematic behavioral patterns are observed such as: boundary markers, visual schedules, labeling, choice/communication boards, transition/activity completion signals, etc.
- All team members contribute to functional behavioral assessment that results in holistic interventions used to decrease challenging behavior patterns.
- All service providers implement the least intrusive positive behavior supports to decrease the target behavior and increase the replacement behavior.
- Instruction is observed to support student acquisition of social skills as students use these skills with adults and peers for a range of occasions/environments.

# Schedules & Routines



## Establishing Schedules and Routines

### A. Schedules should be designed to promote child engagement.

1. Balance activities so there is a mix of small group and large group activities and a mix of teacher-directed and child-directed activities.
2. Teaching children the routine: We can't expect children to follow the routine if we don't teach it to them. Schedules and routines provide some security and a sense of what comes next; children are able to anticipate what will happen, and thus feel more secure. This is especially important for children whose primary language differs from that spoken in the classroom.

### B. Talk about different ways you can teach children to follow routines or schedules.

1. Teach it during circle using visual cues that all children understand.
2. Reinforce children as they go through the schedule of the day.
3. Provide individual instruction to children who need more assistance, and use individualized picture cues.
4. Be consistent with your schedule and routines. Children will be more likely to learn to follow a schedule if it is implemented consistently.
5. Post your schedule visually, and refer to it frequently throughout the day so children learn what will happen next.
6. When changes are necessary, prepare children for those changes. You can prepare children by making announcements at opening circle, using visual prompts on a posted schedule indicating a change (e.g., a stop sign on top of an activity that is not going to happen as planned), and reminding children about the changes as often as possible.

• For some children with disabilities (e.g., autism), changes in the schedule or routine can be a trigger for challenging behaviors.





## Teach with Visual Schedules



## Photograph Visual Schedule



## Morning Meeting Mini-Schedule



## Hand Washing Schedule



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## Helping Children Understand Routines and Classroom Schedules

### HANDOUT

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#### **Schedules and routines are important because:**

- ✦ They influence a child's emotional, cognitive, and social development.
- ✦ They help children feel secure and comfortable.
- ✦ They help children understand the expectations of the environment.
- ✦ They help reduce the frequency of behavior problems (e.g., tantrums).
- ✦ They can result in higher rates of child engagement.



#### **Remember:**

- ✦ A schedule that is followed consistently helps make settings more predictable for children and adults.
- ✦ When planning activity schedules, caregivers should consider the balance of activities (outside vs. inside, active vs. passive, teacher directed vs. child directed, the pace of activities, and the length of young children's attention span).
- ✦ Longer play periods can result in higher levels of play behaviors.
- ✦ Teachers and caregivers should include blocks of time where children have choices between different activities and materials.
- ✦ At the beginning of the school year, caregivers should discuss the classroom schedule using a picture or object chart to help children understand what will come next.



#### **A routine is an event that is completed on a regular basis, frequently involving a series of responses (such as a bedtime routine involving having a snack, bathing, reading a book, and cuddling).**

- ✦ During routines children learn about the sequence of activities, they begin to anticipate what will happen next, and they work on becoming more independent (e.g., learning to dress and undress).
- ✦ Children are less likely to engage in challenging behavior when they are aware of and can anticipate changes in the routine.

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## Transitions

Challenging behaviors often occur during transitions, especially when all children are expected to do the same thing at the same time and then end up waiting with nothing to do. We know from research that children often spend a significant portion of their preschool day making transitions between activities. Our goal should be to:

1. Minimize the number of transitions that children have during the day.
2. Plan transitions so that there is a minimal amount of time spent in transition and children are highly engaged during the transition.
3. Give children a warning before a transition occurs.
4. Minimize those transitions during which every child has to do the same thing at the same time (Does every child have to go to the bathroom at the same time? Could snack be part of center time?). Structure the transition so that children have something to do while they are waiting (e.g., finger plays, songs, guessing games). Provide some children with chores, and give children helping roles during transitions (e.g., handing out the paper towels, holding the door, helping a friend).
5. Teach children about the expectations for transitions. This instruction can occur during a group time and should be reinforced throughout the day.
6. Individualize the instruction and cues provided to children. Some children will make the transition with a minimal amount of support, while others may need a picture schedule, verbal prompt, adult assistance, or some other type of cue.

It is important to provide visual cues and reminders for young children—especially young children with special needs and Dual Language Learners. Visual cues and reminders are useful to help children learn the routines of the classroom, to help them learn the expectations or “classroom rules,” to help children anticipate making transitions between activities, and to assist children in knowing what to do during these transitions.

As adults, we use visual cues constantly. For example, (1) we look at our watches or the clock to see when a meeting will end or when it is time for lunch; (2) when we go into a new building, we look at signs to find places we need to go such as the elevator, restroom, or location of a conference room; and (3) when we go to vote, we look at the visual directions provided to see how to use the voting machine (and we pray that it will work!).



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### Transition with Visual and Timer



### Transition with Visual Cues



### Transition with Center Necklaces



### Transition with Visual Choice



## Large Group Activities

- Planning the activity
  - Consider the length
  - Be clear about the purpose and goals of the activities
  - Use circle time to teach new things
- Implementing the activity
  - Provide opportunities for all children to be actively involved
  - Assign jobs to children
  - Vary your speech and intonation patterns
  - Have children lead activities
  - Pay attention to children's behavior

## Small Group Activities

- Importance of small group activities
  - Skill building
  - Individualized attention
- Planning and implementing
  - Be clear about the goal
  - Use peers as models
  - Ensure participation by all children
  - Make them fun
  - Provide feedback throughout



# Helping Children Make Transitions between Activities

## HANDOUT

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### **Prepare children to move from one activity or setting to another.**

Provide verbal cues before transitions (e.g., “5 minutes ‘til snack,” “it’s almost clean-up time”).

Use nonverbal cues (e.g., showing pictures of the next activity, ringing a bell).



### **Plan your daily schedule to include transition times, and consider what the children and adults in the setting will do during these times.**

Sing songs, play word or guessing games, recite rhymes, or do finger plays with children so that the time passes more quickly when they have to wait for long periods of time for new activities to begin.

Plan a gradual increase or decrease in the level of activity (e.g., outdoor play followed by snack) and a good balance of active and quiet play (e.g. center time followed by story time).

Limit transitions between activities.

Allow children adequate time to finish projects or activities.



### **Individualize transition strategies.**

Provide support or different types of support to children during transitions (e.g., photos to help anticipate what activity is next, directions given in a child’s home language or sign language, an individual warning to a child that soon it will be time to clean up and begin a new activity).



### **Help children become more independent across the year as they make transitions from one activity to another.**

Allow children to move individually from one area to another area when they complete an activity (e.g., as children finish snack, they are encouraged to go to the carpet and choose a book).

Teach children to help others (e.g., have children move as partners from one activity to another or ask one child to help another child gather his/her back pack).

Help children self-monitor during transitions (e.g., children can be asked to think about how quietly or quickly they moved from one activity to another).



### **Provide positive attention to the children following the transitions that go smoothly (e.g., the times that children pick up the toys without much prompting).**

Give very specific positive feedback after transitions (e.g., “Nicholas and Jorge did a great job cleaning up the block area and moving to the carpet.”).

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## Giving Directions

- Make sure you have the children's attention before you give the direction.
- Minimize the number of directions given to children.
- Individualize the way directions are given.
- Give clear directions.
- Give directions that are positive.
- Give children the opportunity to respond to a direction.
- When appropriate, give the child choices and options for following directions.
- Follow through with positive acknowledgment of children's behavior.



## Developing Rules

### General Guidelines for Rules

- Have a few simple classroom rules (fewer than five).
- Involve the children in developing the rules.
- Post the rules visually.
- Teach the rules systematically.
- Reinforce the rules at high rates initially and at lower rates throughout the year.

### Involving Children in Developing the Rules

- Have children help generate the rules.
- Name the rule and have a child demonstrate the rule.
- Name the rule and have the children identify the visuals that might go on a poster.
- Have children help decorate a rule poster.

### Rules Should Address

- Safety
- Respecting rights of others
- Hurting the feelings of others
- Caring for the classroom





## Circle Time Rules



## Program-wide Rules



## Classroom Rules



## Playground Rules



## **Fun Ways to Reinforce the Rules**

- Rules Bingo!
- Make a big book about school rules
- Homework– what are your rules at home?
- Play “rule charades”

## **Ongoing Monitoring and Positive Attention**

- Give children attention when they are engaging in appropriate behaviors.
- Monitor our behavior to ensure that we are spending more time using positive descriptive language and less time giving directions or correcting inappropriate behavior.

## **Using Positive Feedback and Encouragement**

- Remember to use nonverbal forms of positive feedback and encouragement.
- Individualize use of positive feedback and encouragement based on children’s needs and preferences.
- Encourage other adults and peers to use positive feedback and encouragement.



## Some Starters for Giving Positive Feedback and Encouragement

- "You do a dynamite job of..."
- "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..."
- "It really pleases me when you..."
- "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..."
- "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. It's like you have eye-ball glue!!!"



### Your favorites here...

- "
- "
- "
- "

# Supporting Tier 2 Targeted Social & Emotional Supports



## Targeted Social and Emotional Supports

Tier II (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 systematic and focused instruction to teach children discrete 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.

As a result, during the school year, all preschool classrooms will officially implement the Second Steps for Early Learning Program to meet this need.



# Social Skills Curriculum

## Second Step: Social-Emotional Skills for Early Learning



## **Second Step: Social-Emotional Skills for Early Learning**

The Second Step early learning program is a universal, classroom-based program designed to increase children's school readiness and social success by building their social-emotional competence and self-regulation skills. It supports skill development in four key areas of social-emotional competence: empathy and compassion, emotion management, friendship skills and problem solving, and Skills for Learning. Equipping children with Second Step skills helps ease their transition to kindergarten and sets them up for success in school and life.

Camden City Early Childhood Department has adopted the curriculum to support the social-emotional development of our preschool students. Young children who can listen, pay attention, remember directions, and control their behavior will benefit more from preschool and be better prepared for kindergarten.

Visual Review of Research

**The Second Step Early Learning program promotes:**

- Success in the Early Learning setting
- School readiness
- Social and life success

**By** directly teaching children the skills that strengthen their ability to:

- Learn
- Have empathy
- Manage emotions
- Make friends
- Solve problems

**Skills for Learning**

- Children who can self-regulate are better able to participate in and benefit from learning.<sup>1,2</sup>
- The program promotes development of children's self-regulation skills. It provides practice through Brain Builder games and instruction in skills for learning.
- Skills for learning are foundational to having empathy, managing emotions, and solving problems. They are woven into all other units.

**Empathy**

- Children with high levels of empathy tend to make better progress in school and be less aggressive, better liked, and more socially skilled.<sup>3-6</sup>
- The program introduces children to the skills necessary for developing empathy, such as identifying emotions in themselves and others and understanding others' points of view.
- Children who can feel or understand what another person is feeling are prepared to manage their own strong emotions and solve problems with others.<sup>4,5</sup>

**Emotion Management**

- Children who can recognize strong emotions and calm them down cope better and are less likely to be aggressive.<sup>7</sup>
- The program teaches children strategies that help them prevent strong emotions from turning into negative behaviors.
- Children who can stay calm are better able to use other skills, such as problem solving, to help them get along better with others and make good choices.<sup>4</sup>

**Friendship Skills and Problem Solving**

- Children who can solve conflicts with peers are less likely to be impulsive or aggressive.<sup>2</sup> Impulsive or aggressive behavior can affect their success in school and life.<sup>8</sup>
- The program teaches children two steps for solving interpersonal problems with peers and skills for making and keeping friends.
- Children who can solve problems and interact positively with peers will have a more successful transition to school.<sup>2</sup>

**The Second Step Early Learning program prevents:**

- Problem behaviors
- Peer rejection
- Impulsivity
- Antisocial behavior
- Aggression

**By** developing children's:

- Self-regulation skills
- Social-emotional competencies



## Second Step Early Learning Program-at-a-Glance



### Brain Builder Games: Executive Function Skills

Executive function skills are the foundation for self-regulation and social-emotional competence. Brain Builder games played daily throughout the program focus on developing these skills by teaching children to pay attention, use memory, and control behavior.

	Skills Taught in Unit	Weekly Themes
<b>UNIT 1</b> Skills for Learning	Listening Focusing attention Using self-talk Being assertive	Week 1: Welcoming Week 2: Listening Week 3: Focusing Attention Week 4: Self-Talk Week 5: Following Directions Week 6: Asking for What you Need or Want
<b>UNIT 2</b> Empathy	Identifying one's own and others' feelings Taking others' perspectives Showing care and concern for others	Week 7: Identifying Feelings (Happy, Sad) Week 8: More Feelings (Surprised, Scared) Week 9: Identifying Anger Week 10: Same or Different Feelings Week 11: Accidents Week 12: Caring and Helping
<b>UNIT 3</b> Emotion Management	Understanding strong feelings Identifying one's own strong feelings Calming down strong feelings	Week 13: We Feel Feelings in Our Bodies (Worried) Week 14: Strong Feelings (Frustrated) Week 15: Naming Feelings Week 16: Managing Disappointment Week 17: Managing Anger Week 18: Managing Waiting
<b>UNIT 4</b> Friendship Skills and Problem Solving	Making and keeping friends Calming down and using problem-solving steps	Week 19: Fair Ways to Play Week 20: Having Fun with Friends Week 21: Inviting to Play Week 22: Joining In with Play Week 23: Saying the Problem Week 24: Thinking of Solutions Week 25: Speaking Assertively
<b>UNIT 5</b> Transitioning to Kindergarten	Reviewing program skills and concepts Thinking about how program skills will help in kindergarten	Week 26: Learning in Kindergarten Week 27: Riding the Kindergarten Bus Week 28: Making New Friends in Kindergarten



**Alignment with the Objectives for Development and Learning from the *Creative Curriculum for Preschool*, fifth edition (*Teaching Strategies GOLD* Observational Assessment System)**

The *Second Step* early learning program offers teachers many opportunities to observe and document key aspects of children’s individual development, including social-emotional, language, and cognitive skills. Teachers using the *Second Step* early learning program often ask how it aligns with the objectives for development and learning from the *Creative Curriculum for Preschool*, also known as the *Teaching Strategies GOLD* Observational Assessment System.

The charts below illustrate alignment between the *Second Step* early learning program and objectives for development and learning as outlined in the *Teaching Strategies GOLD* Observational Assessment System. For full details on the objectives for development and learning, go to [www.teachingstrategies.com](http://www.teachingstrategies.com)

<b>Second Step Teaching Strategies</b>	<b>GOLD Objectives for Development and Learning</b>
<p><b>Puppet Script, Story and Discussion:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Focusing attention</li> <li>• Interpreting dramatic scenes</li> <li>• Interpreting stories</li> <li>• Interpreting photos</li> <li>• Responding to questions</li> <li>• Rules of conversation</li> <li>• Group discussion</li> <li>• Recalling prior learning</li> </ul>	<ul style="list-style-type: none"> <li>1b. Follows limits and expectations</li> <li>2b. Responds to emotional cues</li> <li>8a. Comprehends language</li> <li>9a. Uses an expanding expressive vocabulary</li> <li>9b. Speaks clearly</li> <li>9c. Uses conventional grammar</li> <li>9d. Tells about another time and place</li> <li>10b. Uses social rules of language</li> <li>11a. Attends and engages</li> <li>11d. Shows curiosity and motivation</li> <li>12b. Makes connections</li> <li>18a. Interacts during read-aloud</li> <li>29. Demonstrates knowledge about self</li> </ul>
<p><b>Brain Builder games:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Focusing attention</li> <li>• Using self-talk (private speech)</li> <li>• Remembering directions</li> <li>• Controlling behavior and/or actions</li> <li>• Moving in different ways</li> <li>• Recognizing symbols and signs</li> <li>• Recognizing patterns</li> </ul>	<ul style="list-style-type: none"> <li>8a. Comprehends language</li> <li>8b. Follows directions</li> <li>11a. Attends and engages</li> <li>11d. Shows curiosity and motivation</li> <li>35. Explores dance and movement concepts</li> </ul>

<b>Second Step Teaching Strategies</b>	<b>GOLD Objectives for Development and Learning</b>
<p><b>Feelings Cards and Feelings poster:</b></p> <ul style="list-style-type: none"> <li>• Identifying feelings using visual cues</li> <li>• Naming feelings</li> <li>• Recognizing similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>2b. Responds to emotional cues</li> <li>8a. Comprehends language</li> <li>9a. Uses an expanding expressive vocabulary</li> <li>9b. Speaks clearly</li> <li>9c. Uses conventional grammar</li> <li>9d. Tells about another time and place</li> <li>10a. Engages in conversations</li> <li>10b. Uses social rules of language</li> <li>12b. Makes connections</li> <li>29. Demonstrates knowledge about self</li> </ul>
<p><b>Songs:</b></p> <ul style="list-style-type: none"> <li>• Learning to sing a melody</li> <li>• Learning lyrics to songs</li> <li>• Recognizing different musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>34. Explores musical concepts and expression</li> </ul>
<p><b>Skill-Practice Activities:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Focusing attention</li> <li>• Responding to questions</li> <li>• Rules of conversation</li> <li>• Group discussion</li> <li>• Recalling prior learning</li> </ul>	<ul style="list-style-type: none"> <li>1b. Follows limits and expectations</li> <li>2a. Forms relationships with adults</li> <li>8a. Comprehends language</li> <li>9a. Uses an expanding expressive vocabulary</li> <li>9b. Speaks clearly</li> <li>9c. Uses conventional grammar</li> <li>11a. Attends and engages</li> <li>11d. Shows curiosity and motivation</li> </ul>

Two *Second Step* early learning program skill-practice activities each week offer additional opportunities for observing specific GOLD objectives.

Weekly Theme	GOLD Objectives: Skill Practice 1	GOLD Objectives: Skill Practice 2
1. Welcoming	10a	8b
2. Listening	29	12a
3. Focusing Attention	21b, 36	12a
4. Self-Talk	8b, 5	23
5. Following Directions	8b, 21a	8b
6. Asking for What You Need or Want	8b	36
7. Identifying Feelings	2b	2b, 9d, 10b
8. More Feelings	12a	2a
9. Identifying Anger	2a	2a, 9d, 10b
10. Same or Different Feelings	13	13
11. Accidents		3b
12. Caring and Helping	3b	10b
13. We Feel Feelings in Our Bodies	2b, 29	10b
14. Strong Feelings	2b	8b
15. Naming Feelings	2b	8b
16. Managing Disappointment	29	8b
17. Managing Anger	35	
18. Managing Waiting	26	20a
19. Fair Ways to Play	3a	3a
20. Having Fun with Friends	2b	10b
21. Inviting to Play	10b	35
22. Joining In with Play	10b	36
23. Saying the Problem		3b
24. Thinking of Solutions	3b	11c
25. Speaking Up Assertively	36	36
26. Learning in Kindergarten	1b	8b
27. Riding the Kindergarten Bus	2b	36
28. Making New Friends in Kindergarten	3a	36



# Friendship Skills



## **Teaching Strategies and Ideas for Promoting Friendship Skills**

When children are successful at making friends, they have opportunities to learn and practice many social skills such as cooperation, sharing, turn taking, problem solving, and conflict resolution. There are several discreet behaviors that young children engage in during play with each other that seem to be directly related to having friends (Tremblay et al.,1981). That is, children who do more of these behaviors are more likely to have friends. When teaching friendship skills, teachers should remember to include the following social skills:

### **1. Play Organizers**

Children who are able to organize play situations can create play opportunities for themselves and others.

### **2. Sharing**

Children who are able to share toys and materials often have more positive experiences interacting with peers. In turn, since having this skill allows them opportunities to practice and experience positive social interactions, they also begin to learn how to better handle situations when they don't want to share what they are playing with. As adults, we often expect young children to share without helping them understand what it means to do so (Kemple, 2004).

### **3. Being Helpful/Team Players**

Being helpful or a team player is another skill that makes it easier for children to play and respond to others.

### **4. Taking Turns**

In addition to engaging in the afore-mentioned behaviors, the formation of friendship is equally dependent upon two patterns of interaction:

- a. First, it is necessary for children to be reciprocal in their interactions (each has a turn).

Reciprocity has two dimensions. Initially, children need to be responsive to the social

requests of others. Also, over a period of time (say several months), it is important that there be a relatively equal number of occasions that each member of a friendship dyad starts an interaction.

- b. In addition to reciprocity, friendship patterns of interaction are also characterized by the length of interaction occurrences. That is, friendship pairs engage in gradually longer play episodes and interactions.

## **5. Giving Compliments**

Although these behaviors do not often occur among preschoolers, they tend to have a powerful effect on the formation of friendships.

## **6. Knowing How and When to Give Apologies**

Learning when and how to give apologies, just like learning how to give compliments, can have positive effects on the formation of friendships. Children begin to learn how to pay attention and be more responsive to their friends' feelings as well as how their behavior affects others.



## Sample Social Skills Plan

### Sharing

A) **Describe the skill** – Sharing takes many forms among preschoolers. Children might offer to share materials they are playing with, respond to requests from other children to share (“Can I have some of your paint?”), ask others to share what they are playing with as well as refuse to share what they are playing with.

B) **Demonstrate** – Discuss how you can build children’s “sharing” skills by demonstrating or role playing ways to share toys and materials as well as ways to respond to requests from other children to share. It is also important to discuss (and include in demonstrations/role plays) that sometimes they might not want to share what they are playing with, and that is okay. Discuss what the children might say or do in those situations.

C) **Practice** – Again, it is really important for us to provide opportunities for children to practice sharing, with both direct and indirect teaching situations. For example, before children leave large group, ask them what they might share during center time and who they might share with, or set up an activity where children can work together and share materials.

D) **Promote** – Promote, support, and encourage children as they share. When you see children sharing—comment. Have a “sharing” day where everyone (including adults) tries really hard to share all day! Discuss ahead of time the ways that children might share across the different parts of the daily schedule.





## **Setting the Stage for Friendship**

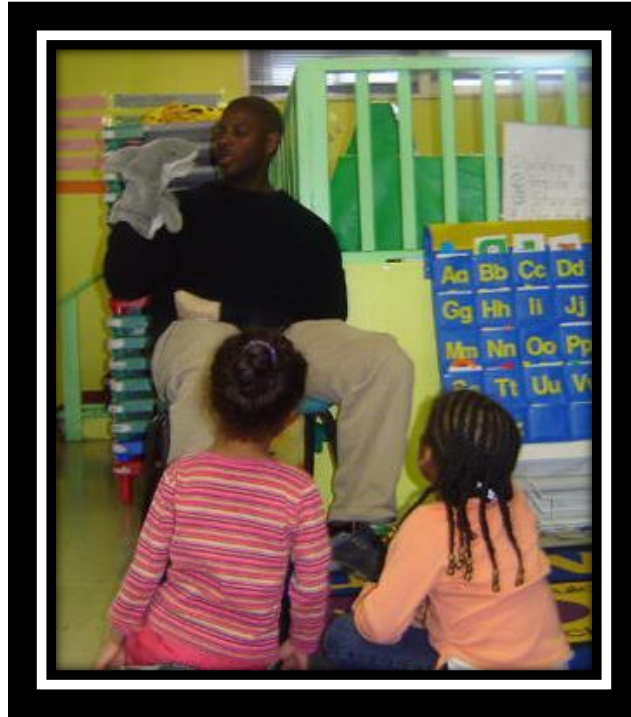
Prior to “teaching” friendship skills, adult caregivers need to set the stage by including the following five elements in their early childhood settings.

- a. An inclusive environment where all children are meaningfully included in natural proportions is critical to setting the stage for friendships (Guralnick, 1990).
- b. Having cooperative use toys and materials increases the opportunities for social interaction. Cooperative use toys are those that naturally lend themselves to two or more children playing together. Some examples of cooperative use toys are balls, puppets, wagons, two telephones, dramatic play materials, rocking boats, and board games.
- c. Examine daily routines and embed friendship and social interaction instruction and practice opportunities throughout the day (refer back to the stages of learning discussed earlier).
- d. In order to ensure that friendship and social interaction instruction gets the necessary attention, teachers and caregivers need to include related goals and objectives on a child’s IEP/IFSP. Although these goals are likely to be the most critical for the child’s later development, they often do not appear on IEPs or IFSPs (McConnell, McEvoy, & Odom, 1992), perhaps because many assessments do not include these skills as test items.



## Strategies for Developing Friendship Skills

- Modeling
- Modeling with video
- Modeling with puppets
- Preparing peer partners
- Buddy system
- Priming
- Direct modeling
- Reinforcement



## ***Embedding Friendship Skills Throughout the Day***

**Arrival** – assign a child to be the “greeter” who greets the children by name as they arrive; find a “buddy” to walk with from the bus.

**Circle Time** – Select a child to pass out the circle time props to each classmate. As the child progresses around the circle, he calls each child by name and says “pick a \_\_\_\_.” Each child responds with, “Thanks (child’s name)”. Children identify a friend to play with at center time and then decide together where they will play first.

**Center Time** – watch for friendly behavior, comment and encourage.

**Small Group** – plan cooperative art projects; teach children to play board games (examples: Barnyard Bingo, Candy Land, Don’t Spill the Beans).

**Outside** – pre-select cooperative use toys for outside play (wagons, tricycles, balls, etc.); adults organize peer play (Duck, Duck, Goose; Red Rover; tag).

**Snack** – have each child in charge of different snack items, children have to ask each other for the snack items.

**Story Time** – read books about friends; discuss what friendship skills the characters in the book used; write a classroom friendship book.

**Good-bye Circle** – have a compliment circle (children have a chance to give each other a compliment as they pass around the compliment bear); one child can pass out back packs; one child can say good-bye to each child as he or she leaves.

**Transition** – During Center Time instead of transitioning to a new center – transition to a new friend (could use a friend picture schedule); children can hold hands going from one activity to another.

# Strategies for Increasing Peer Social Interactions: Prompting and Acknowledgment

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### **Look for opportunities throughout the day to prompt children to engage in positive social interactions. Specific prompting strategies include:**

- ✓ *Behavioral Momentum*—Using several easy requests or tasks followed by a more difficult request to build the child's confidence and increase the likelihood that he or she will respond to the more difficult task.  
*For example: If a child is willing to share with a teacher but has difficulty sharing with a peer, you could take turns with the child using a preferred toy for several exchanges before requesting that the child share the toy with a peer.*
- ✓ *Priming*—Giving a child an idea of what to do or how to participate (in this case, regarding a social interaction) before the child begins the play situation.  
*For example: Before the child goes to the housekeeping area, you suggest to the child that he or she ask the children already in the housekeeping area if they want to have a birthday party. Meanwhile, you get out the box of birthday party materials.*
- ✓ *Correspondence Training*—Asking a child what he will do (regarding a social skill or behavior) before he enters into a play situation and then following up with the child to see whether he did in fact do what he said he would.  
*For example: As a child transitions to the messy table where another child is already playing, you stop him and ask him what he is going to do with the other child when he gets there. You then go with the child to the messy table and wait to see whether the child follows through with what he told you.*

### **Use acknowledgment or positive feedback after positive social interactions to increase the likelihood that they will happen again.**

- ✓ Once targeted behaviors are learned, you can fade to intermittent reinforcement, only reinforcing the behavior occasionally.
- ✓ Types of reinforcement or acknowledgment should be individualized for each child to ensure that it is meaningful for the child.

### **When reinforcing interactions, be sure not to interrupt the children while the interaction is taking place.**

- ✓ Adults should wait until interactions between children have completed before providing praise or acknowledgment.

### **Greatest intervention benefits will be realized by combining prompting and acknowledgment strategies with the strategies outlined in the other What Works Briefs on social interactions:**

- ✓ *Using Classroom Activities and Routines as Opportunities to Support Peer Interaction*
- ✓ *Environmental Strategies to Promote Positive Social Interactions*
- ✓ *Promoting Positive Peer Social Interactions*

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March 2005

# Promoting Positive Peer Social Interactions

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### **Teach peers positive social interactions during daily large group activities.**

Circle time or story time usually provides good opportunities to take a few minutes to teach these skills. Skills are taught by:

- ✓ Explaining the skill
- ✓ Demonstrating the correct way to use it
- ✓ Demonstrating an incorrect way and letting the children figure out what step was missing
- ✓ Letting a child practice a skill with an adult
- ✓ Letting a child practice a skill with another child
- ✓ Providing positive feedback and attention on use of the skills

The target social skills are:

- ✓ Getting a friend's attention
- ✓ Sharing objects
- ✓ Asking peers to share objects
- ✓ Providing a play idea to a peer
- ✓ Saying something nice to a friend



### **Monitor playtime for naturally occurring positive peer social interactions.**

Teachers should be actively moving around the classroom, interacting with children during play, and looking for children using the targeted social skills. Additionally, teachers should be ready to provide assistance to children as needed so they can interact successfully with their peers.



### **Provide cueing as needed by reminding children to:**

- ✓ Play together
- ✓ Share with their friends
- ✓ Be persistent



### **Provide additional assistance to children as needed to ensure that peer social interactions are successful. For example:**

- ✓ Modeling
- ✓ Specific verbal cues (e.g., *Remember to tap him on the shoulder*)
- ✓ Physical assistance



### **Provide positive attention to children who are using targeted social skills naturally with:**

- ✓ Positive feedback and attention
- ✓ Superstar System

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# Emotional Literacy



## What is Emotional Literacy?

*Emotional literacy is the ability to identify, understand, and express emotions in a healthy way.*

### **Children with a Strong Foundation in Emotional Literacy:**

- Tolerate frustration better
- Get into fewer fights
- Engage in less destructive behavior
- Are healthier
- Are less lonely
- Are less impulsive
- Are more focused
- Have greater academic achievement

### **Ways to Enhance Emotional Literacy**

- Direct Teaching
- Indirect Teaching
- Use of Songs and Games
- How would you feel if...?
- Checking In
- “Feeling Dice” and “Feeling Wheel”
- Use of Children’s Literature



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## Activities to Enhance Emotional Literacy

### Use of Songs and Games

#### Sample Song

- If you are happy and you know it...add new verses to teach feelings
  - If you're **sad** and you know it, cry a tear. "boo hoo"
  - If you're **mad** and you know it, use your words "I'm mad"
  - If you're **scared** and you know it ask for help, "help me"
  - If you're **happy** and you know it, hug a friend
  - If you're **tired** and you know it, give a yawn.

#### Sample Game



Sad



Happy



Frustrated

Make a \_\_\_\_\_ face.

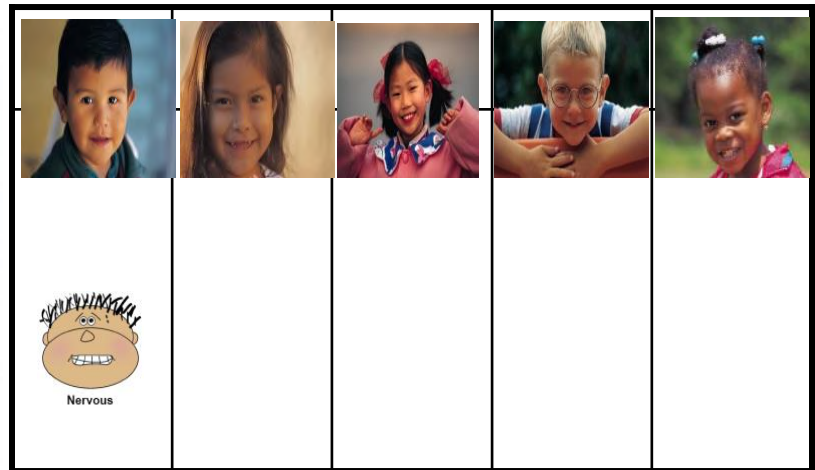




# Feelings Check-In

Teachers and children can “check in” each morning by choosing a feeling face that best describes their affective state and putting it next to their name. Children can be encouraged to change their feeling faces throughout the day as their feelings change.

**How do you feel today?**



# Feelings



Happy



Sad



Surprised



Scared



Angry



Worried



Frustrated



Disappointed



Excited



Calm

## **Characteristics of Classrooms that Foster Emotional Literacy**

- Books about feelings are read and are available in the Story Center.
- Photos of people with various emotional expressions are displayed.
- Teachers label their own feelings.
- Teachers notice and label children's feelings.
- Activities are planned to teach and reinforce emotional literacy.
- Children are reinforced for using feeling words.
- Efforts occur daily.

# Fostering Emotional Literacy in Young Children: Labeling Emotions

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### Points to Remember

- ✓ Children who have a strong foundation in emotional literacy are healthier, have more friends, are less impulsive, remain more focused, and demonstrate greater academic achievement.
- ✓ The development of feeling words is considered to be of critical importance in a child's emotional development because it makes it possible for children to better understand their emotional experiences.
- ✓ The ability to name feelings allows children to discuss and reflect with others about their personal experiences of the world.
- ✓ The larger a child's emotional vocabulary, the finer discriminations he or she can make between feelings and the better he or she can communicate with others about his or her emotions and possible problems.
- ✓ While several underlying processes contribute to a child's ability to understand and regulate his emotions, parents and caregivers can make a meaningful difference by emphasizing emotions throughout daily routines.



### Things to Do

- ✓ Label your own feelings throughout the day in front of children.
- ✓ Observe children and label their feelings as they experience them.
- ✓ Talk about feelings displayed by characters in children's books, on television, or in videos.
- ✓ Allow children to feel a range of emotions, but teach them healthy ways to express them.
- ✓ Play games and sing songs involving feelings, such as "If you're happy and you know it."
- ✓ Reinforce children's efforts to express their feelings in healthy ways.

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# ***Identifying Feelings in Self and Others***

- Learning words for different feelings
- Empathy training
- Learning to recognize how someone else is feeling
  - Facial cues
  - Body language
  - Tone of voice
  - Situational cues
- Learning how to control anger, relax, and calm down

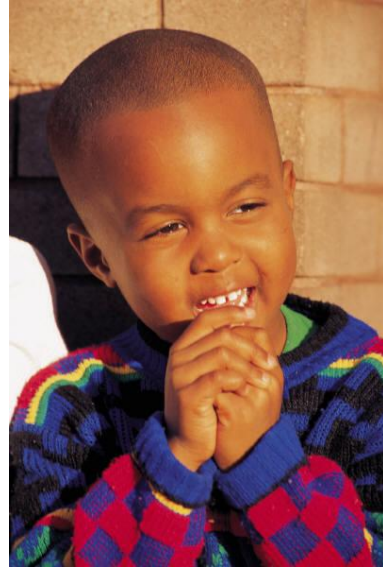


## What is Empathy?

Empathy is the identification with, and understanding of, another's feelings and situation.

## Teaching Empathy

- Model empathy
- “Alike” & “different” activities
- Draw children’s attention to how others are feeling
- Role plays and role reversals
- Reinforce empathy behaviors



## Key Concepts with Feelings

- Feelings change
- You can have more than one feeling about something
- You can feel differently than someone else about the same thing
- All feelings are valid – it is what you do with them that counts



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# Controlling Anger & Impulse

## Recognizing Anger in Self and Others

Anger can interfere with thinking. Children need to learn how to recognize anger in themselves and others, and understand appropriate ways to express anger.

- Recognizing that anger can interfere with problem solving
- Learning how to recognize anger in oneself and others
- Learning how to calm down
- Understanding appropriate ways to express anger

## Teaching Children How to Handle Anger

It is important to teach young children effective ways to control their anger and impulse in conflict situations because:

- a. Aggression and inadequate impulse control are perhaps the most potent obstacles to effective problem solving and successful relationships in childhood.
- b. Aggressive children are more likely to experience peer rejection and continued social problems for years afterwards.
- c. Evidence also suggests that aggressive children are more likely to misinterpret another peer's or person's intentions as hostile or threatening.



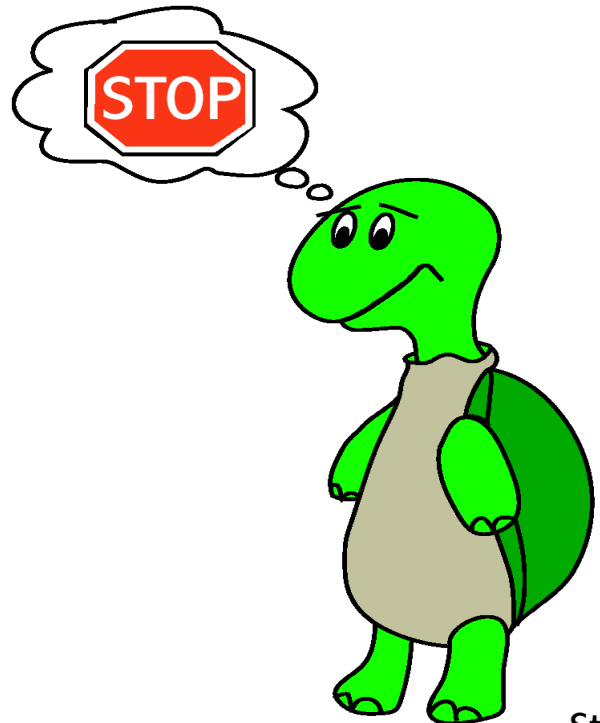
## ***Teach Children to Control their Anger by using the “Turtle Technique”***

The turtle technique was originally developed to teach adults anger management skills and later was successfully adapted for school-age children (Schneider, 1974).

Since then, the turtle technique has been adapted and integrated into social skills programs for preschoolers (Kusche & Greenberg, 1994, Webster-Stratton, 1990).

### **Basic Steps**

- a. Recognizing that you feel angry.
- b. Thinking “stop.”
- c. Going into your “shell,” 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.”
- d. Coming out of your “shell” when calm and thinking of some solutions to the problem.



**Step 2**

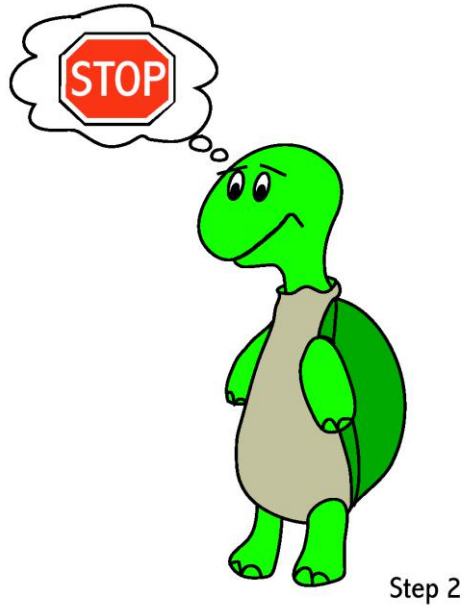
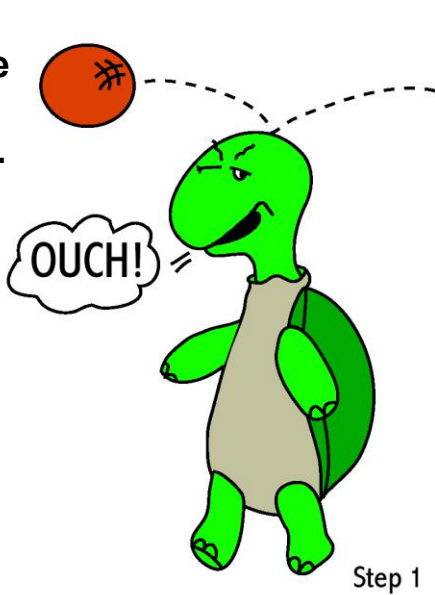


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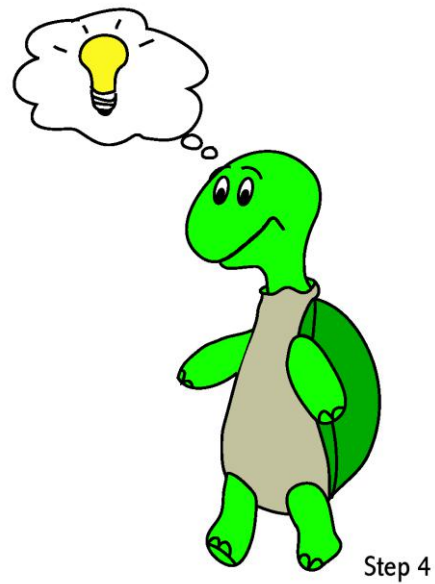
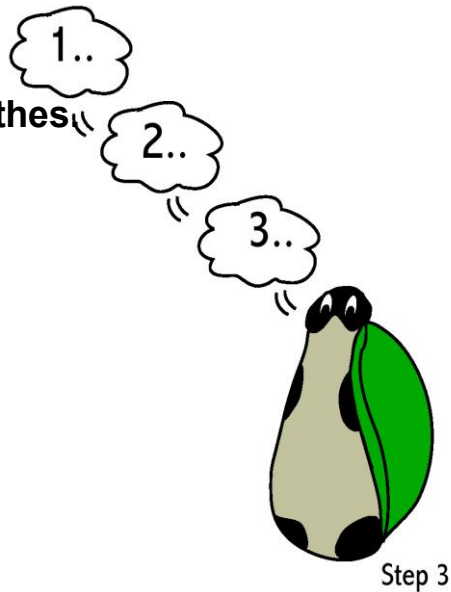


# Turtle Technique

Recognize that you feel angry.



Go into shell.  
Take 3 deep breathes,  
And think calm,  
coping thoughts.



# 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 predictable 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; Schneider, 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.

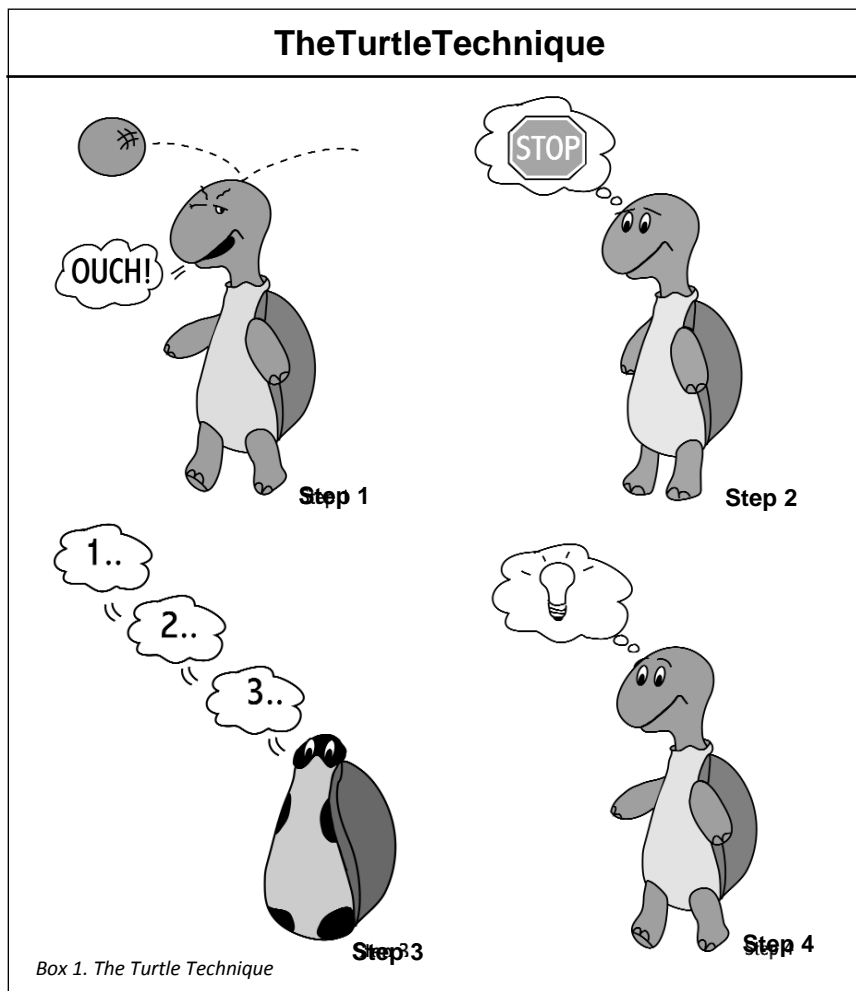
Posting pictures of the turtle technique (see Box 1 ) can remind children of the steps to calming down. These can be posted in several places around the room. Visual cues can be particularly helpful for very young children, children who are easily distracted, and children with communication delays. Strategically 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.



## 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

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

## 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

### 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:*

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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# Developing Problem Solving Skills



## Recognizing When You Have a Problem

1. When children are presented with interpersonal problem situations, some children, or all young children in some situations, find it difficult to think of alternative responses. We want children to learn problem solving steps, to be able to think of alternative solutions, and to learn that solutions have consequences.
2. Preschool-age children can effectively be taught problem-solving skills (Shure & Spivack, 1980, 1982; Webster-Stratton & Hammond, 1997).
3. Children learn problem-solving skills step by step. Some published problem-solving curricula have as many as 11 steps, which can be too many steps for young children.





## Essential Problem-Solving Steps for Young Children

**1. What is my problem?** Children should be taught to pay attention to their feelings as a first step in problem solving. When children are experiencing a negative emotion (e.g., anger or frustration), this feeling is the cue that they have a problem. This is why teaching young children an emotional vocabulary is an essential prerequisite skill to being an effective problem solver (see Joseph & Strain, 2003; Webster-Stratton, 1999).

**2. Recognizing the problem:** After children recognize that they have a problem, they next need to describe the problem. Adults and/or puppets can model the problem for children. Children can practice by looking at cards, depicting a problem, and describing what the problem is. Initially, children will need guidance to reframe, defining the problem as the other person's problem ("They won't let me play.") to their problem ("I want to play with them."). This reframing, although subtle, will help children generate a more appropriate solution.

**3. Solutions:** Young children need help generating multiple alternative solutions to interpersonal problems. A lot of time should be spent directly teaching children alternative solutions to common problems and having children generate solutions independently. At this point in the instructional process, the key is to teach children to generate as many solutions as they can think of, rather than thinking of a solution that will work best.

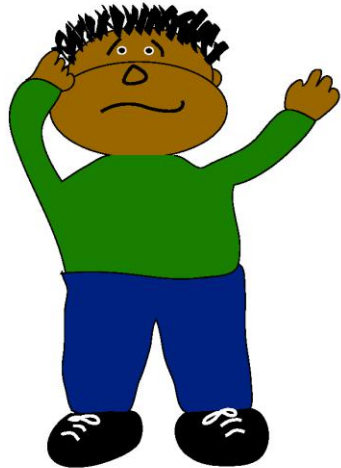
**4. Consequences:** After children have experienced generating multiple alternative solutions to problems, they can begin to evaluate consequences. This strategy can be communicated to children in terms of "What would happen next?" Three questions can guide a child's decision to determine if the consequences would be good or bad:

- Is the solution safe?
- Is the solution fair?
- How would everyone feel?

1. Understanding consequences can best be taught to children through role-plays. Children can generate a solution to a problem and then act it out with a puppet. The teacher can then prompt the child to think: Did anyone get hurt? Was it fair? How did you feel? How did the other person feel?
2. Give it a try! At this step, children are taught to act on the best solution that they generated. They are also taught what to do when a solution doesn't work. When a pro-social solution doesn't work, children can draw upon the other solutions they generated earlier that they believe will have positive consequences.

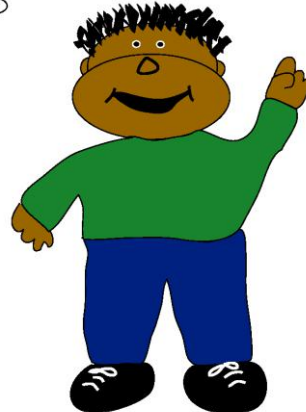
# Problem Solving Steps

What is my problem?



Step 1

Think, think, think of some solutions.



Step 2

What would happen?



Step 3

Give it a try!

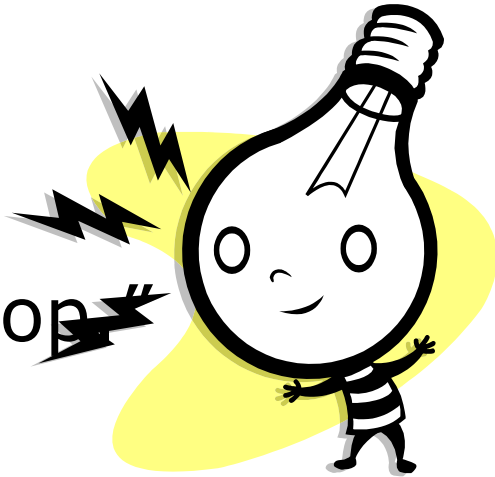


Step 4

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

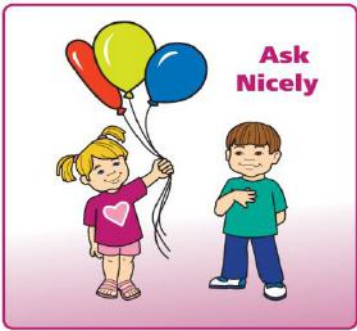
## Help the Child Think of a Possible Solution:

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





# Solution Tool Kit





**Problem Solving Activities:** Activities can be planned to reinforce skills.

1. Adults can “strategically sabotage” or “problematize” activities throughout the day and encourage children to generate solutions. For example, the teacher can bring one apple to the table for snack and say, “Oh my goodness! We have a problem. There is only one apple and five kids—what can we do?” The teacher can then encourage the children to generate as many different solutions as possible.
2. Adults can play “What Would You Do” with children. To play, the teacher thinks of and writes down several problems on slips of paper. These slips are then put in a bag and passed around the circle until the music stops. The child who is holding the bag when the music stops selects a problem that an adult can read for the child. The child can then think of as many solutions as possible. He or she may even consult the “Solution Kit” if necessary.
3. Children can make their own solution kits by drawing different solutions to problems they have had. Some children may want to color pre-drawn solution cards.
4. Adults can select children’s books that feature characters who are having some kind of problem. The teacher can pause when reading and ask children to generate solutions

to the problem. Then, as the teacher continues reading and the children learn how the character solved the problem, they can determine if it is a good or bad solution. Children can also create their own story (written by the teacher), where a character in the story has a problem and comes up with solutions to solve the problem.

# Tier 3

# Intensive

# Interventions





## **Intensive Individualized Instruction**

Intensive individualized instruction and interventions are used with children who have very persistent and severe challenging behavior. These students do not respond to the typical preventive practices, child guidance procedures, or social emotional teaching strategies that would normally work with most children.

This section will help you identify a challenging behavior:

- why children exhibit these behaviors
- approaches used by PIRT to address these behaviors
- ways in which children communicate these behaviors
- causes and triggers for the behavior

However, if there is a need for an intensive individualized instruction, it will be collaboratively determined by PIRT, teacher, and/or families. If the initial interventions that have been put into place do not prove effective in giving the student the ability to self-regulate their behavior, PIRT will use the Positive Behavior Support Approach (PBS) to develop an individualized behavior plan.



## ***Challenging Behavior***

- Any repeated pattern of behavior that interferes with learning or engagement in pro-social interactions with peers and adults.
- Behaviors that are not responsive to the use of developmentally appropriate guidance procedures.
- Prolonged tantrums, physical and verbal aggression, disruptive vocal and motor behavior (e.g., screaming), property destructions, self-injury, noncompliance, and withdrawal.



**“If a child doesn’t know how to read, we *teach*.”**

**“If a child doesn’t know how to swim, we *teach*.”**

**“If a child doesn’t know how to multiply, we *teach*.”**

**“If a child doesn’t know how to drive, we *teach*.”**

**“If a child doesn’t know how to behave, we...  
... *teach?... punish?*”**

**“Why can’t we finish the last sentence as automatically as we do the others?”**

*-Tom Herner (NASDE President ) Counterpoint 1998, p.2*



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# Facts About Young Children with Challenging Behaviors

## What is the SIGNIFICANCE of the issue?

- These children have a tremendous risk of school failure and adult lives characterized by violence, abuse, loneliness, and anxiety (McCord, 1978; Olweus, 1991).
- The developmental course is predictably negative for those who are “non-treated” or “poorly-treated” (Lipsey & Derzon, 1998; Patterson & Fleishman, 1979; Wahler & Dumas, 1986).
- Early appearing behavior problems in a child’s preschool career are the **single best predictor** of delinquency in adolescence, gang membership, and adult incarceration (Dishion, French, & Patterson, 1995; Reid, 1993).
- If challenging behaviors are not altered by the end of the third grade, it appears that they should be treated as a chronic condition, hopefully kept somewhat in check by *continuing and ever more costly* intervention (Dodge, 1993).
- The absence of one comprehensive service delivery system dictates the need for systems of care – weaving together multiple existing services or programs into a cohesive, collaborative system. Evidence exists to show that interlocking and interconnected systems of care have been effective with older children and adults (Smith & Fox, 2003).
- The database on service utilization is sparse making it difficult to compare and contrast different approaches to identification, screening, referral and access to service (Fixsen, Powell & Dunlap, 2003).

## What are the COSTS of failing to address these challenging behaviors?

- Children who grow into adolescence with challenging behaviors are likely to drop out of school, be arrested, abuse drugs and alcohol, have marginalized adult lives, and die young (Lipsey & Derzon, 1998; Walker, Colvin, & Ramsey, 1995).

- There is evidence to show that young children with challenging behavior are more likely to experience:
  - expulsion from preschool programs at 3.2 times the rate of K-12 students (Gilliam, 2005)
  - early and persistent peer rejection (Coie & Dodge, 1998);
  - mostly punitive contacts with teachers (Strain et al., 1983);
  - family interaction patterns that are unpleasant for all participants (Patterson & Fleishman, 1979);
  - school failure (Tremblay, 2000; Kazdin, 1993), and;
  - high risk of fatal accidents, substance abuse, divorce, unemployment, psychiatric illness, and early death (Coie & Dodge, 1998; Kazdin, 1985).

## What POSITIVE OUTCOMES can be expected from early intervention services that address these challenging behaviors?

- Decreased risk of withdrawal, aggression, non-compliance, and disruption (Strain & Timm, 2001).
- Treatment impact on fears, phobias, depression, anxiety, hyperactivity, conduct, and obsessive-compulsive disorders.
- Positive peer relationships including understanding of friendship, cooperation, and sharing (Denham & Burton, 1996).
- Increased self-control, self-monitoring, and self-correction and improved social-emotional health (Webster-Stratton, 1990).
- Academic success (Walker et al., 1998).
- Reduced risk for teen pregnancy, juvenile delinquency, and special education placement (Strain & Timm, 2001).



[www.challengingbehavior.org](http://www.challengingbehavior.org)

November, 2004

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## Identifying Challenging Behaviors:

<b>Typical VS Atypical Behaviors</b>	
<b>Typical</b>	<b>Atypical</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Crying/fussing</li> <li><input type="checkbox"/> Leaving Circle</li> <li><input type="checkbox"/> Exploring centers without purposeful play</li> <li><input type="checkbox"/> Difficulty Transitioning</li> <li><input type="checkbox"/> Lacking friendship skills</li> <li><input type="checkbox"/> Aggressive behaviors/protect themselves</li> <li><input type="checkbox"/> Not Listening/Following Directions - Pushing Limits</li> <li><input type="checkbox"/> Defiance/ testing boundaries</li> <li><input type="checkbox"/> Lacking expressive language</li> <li><input type="checkbox"/> Rough housing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Destroys property for no apparent reason</li> <li><input type="checkbox"/> Withdrawn and unresponsive</li> <li><input type="checkbox"/> Frequent or intense tantrums</li> <li><input type="checkbox"/> Obsesses about a particular detail or item</li> <li><input type="checkbox"/> Plays with feces</li> <li><input type="checkbox"/> Forces vomiting</li> <li><input type="checkbox"/> Eats items that are clearly not food</li> <li><input type="checkbox"/> Kills or tortures animals</li> <li><input type="checkbox"/> Unusual emotions (laughing when hurt)</li> <li><input type="checkbox"/> Excessive pushing/hitting</li> <li><input type="checkbox"/> Suicidal</li> </ul>

## ❖ Typical Behaviors are Exacerbated first 6-8 Weeks



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## **Positive Behavior Support (PBS)**

- An approach for changing a child's behavior
- Is based on humanistic values and research.
- An approach for developing an understanding of why the child has challenging behavior, and teaching the child new skills to replace challenging behavior.
- A holistic approach that considers all of the factors that impact on a child, and the child's behavior

## **Research on PBS**

- Effective for all ages of individuals with disabilities 2-50 years.
- Effective for diverse groups of individuals with challenges: mental retardation, oppositional defiant disorder, autism, emotional behavioral disorders, children at risk, etc.
- PBS is the only comprehensive and evidence- based approach to address challenging behavior within a variety of natural settings.



<b>Old Way</b>	<b>New Way</b>
<ul style="list-style-type: none"><li>• General intervention for all behavior problems</li><li>• Intervention is reactive</li><li>• Focus on behavior reduction</li><li>• Quick Fix</li></ul>	<ul style="list-style-type: none"><li>• Intervention matched to purpose of the behavior</li><li>• Intervention is proactive</li><li>• Focus on teaching new skills</li><li>• Long term interventions</li></ul>

### **The Function of Challenging Behavior**

- Communicates a message when a child does not have language.
- Used instead of language by a child who has limited social skills or has learned that challenging behavior will result in meeting his or her needs.

### **How Challenging Behavior Works**

- Children engage in challenging behavior because “it works” for them.
- Challenging behavior results in the child gaining access to something or someone (i.e., obtain/request) or avoiding something or someone (i.e., escape/protest).



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## Dimensions of Communication

Every communicative behavior can be described by the form and function.

- **Form:** the behavior used to communicate
- **Function:** the reason or purpose of the communicative behavior

Forms of Communication	Functions of Communication
<ul style="list-style-type: none"> <li>• Words</li> <li>• Sentences</li> <li>• Eye gaze</li> <li>• Pulling adult</li> <li>• Crying</li> <li>• Biting</li> <li>• Tantrums</li> </ul>	<ul style="list-style-type: none"> <li>• Request object, activity, person</li> <li>• Escape demands</li> <li>• Escape activity</li> <li>• Escape a person</li> <li>• Request help</li> <li>• Request social interaction</li> <li>• Comment</li> </ul>



	<ul style="list-style-type: none"><li>• Request information</li><li>• Request sensory stimulation</li><li>• Escape sensory stimulation</li></ul>
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## **Behavior Equation**

Often, people feel that children engage in challenging behavior for "no reason at all" or that the behavior "came out of the blue". If we really look at what is happening around behavior, we can often discover causes or triggers for the behavior. However, that some of the reasons children (or adults) behave the way that they do may not be as apparent as one would hope.

- Sometimes a past event or medical condition can increase the likelihood that a behavior will occur.
- There are triggers in the environment that affect behavior.

## Setting Events

In addition to the basic equation, sometimes children are more likely to have challenging behavior because of some other event (e.g., they are tired or don't feel well). These events are called setting events.



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Sample Behavior Equation			
Setting Event	Trigger	Behavior	Maintaining Consequence

<p><i>Quan was up most the night with an asthma attack. He arrives at school looking sleepy and with dark circles under his eyes.</i></p>	<p><i>Quan approaches computer and sees child working on program.</i></p>	<p><i>Quan hits child and pushes his body on the child's chair.</i></p>	<p><i>Child leaves computer and Quan sits down and begins working.</i></p>
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<h2>Observation Card</h2>		
<p><b>Name:</b></p>	<p><b>Observer:</b></p>	<p><b>Date:</b></p>

<b>General Context:</b>	<b>Time:</b>
<b>Social Context:</b>	
<b>Challenging Behavior:</b>	
<b>Social Reaction:</b>	
<b>Possible Function:</b>	



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<b>Sample Observation Card</b>
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<b>Name:</b> Karen	<b>Observer:</b> Teacher	<b>Date:</b> 1/22
<b>General Context:</b> Choice time/art		<b>Time:</b> 10:00
<b>Social Context:</b> <i>Playing alone in house. Teacher comes over to Karen and asks her to come to the art table for art. When she doesn't respond, the teacher tries to assist her by taking her arm to nudge her to stand.</i>		
<b>Challenging Behavior:</b> <i>Karen pulls away and begins to protests, saying "No! I not go to art!" as she pulls away from the teacher.</i>		
<b>Social Reaction:</b> <i>The teacher walks away and says, "I will be back in a few minutes to see if you are ready."</i>		
<b>Possible Function:</b> <i>Escape Art</i>		



## Sample Behavior Support Plan

<b>Trigger</b>	<b>Behavior</b>	<b>Maintaining Consequence</b>
<ul style="list-style-type: none"> <li>• Group play: centers and outside play with peers</li> </ul> <p><b>Setting Events</b> (if applicable):</p>	Verbal aggression (threats), physical aggression (hit, push, kick, punch), property destruction	<ul style="list-style-type: none"> <li>• Peers give up toys/items</li> <li>• Peers leave area</li> <li>• Adults intervene with negative attention to Tim</li> </ul>
<b>Preventions</b>	<b>New Skills</b>	<b>New Responses</b>
<ul style="list-style-type: none"> <li>• Pre-teach skills by role playing via scripted story</li> <li>• Use visual cards to help him remember lessons when in difficult situation</li> <li>• Self-monitoring form to work on new skills</li> </ul>	<ul style="list-style-type: none"> <li>• Asking to play</li> <li>• Everyone can play with the toys</li> <li>• Asking for teacher's help</li> </ul>	<p><b>To Challenging Behavior:</b></p> <ul style="list-style-type: none"> <li>• Anticipate &amp; cue to use new skill: asking to play/help</li> <li>• Intervene to prevent harm by providing attention/support to child who is attacked</li> </ul> <p><b>To Use of New Skill:</b></p> <ul style="list-style-type: none"> <li>• When asks, respond</li> <li>• Provide certificate and acknowledge positive behavior. Fade certificate.</li> </ul>



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# Speech/Language



## **The Difference between speech and language**

### **What is the difference between speech and language?**

Language is made up of socially shared rules that allows for the composition of exchange. This can include the understanding and use of semantics, which is the study of word meanings and forms, signs, symbols and what they represent. In addition, syntax is included in language that focuses on the ordering and arrangement of words for constructing sentences for the purposes of communication.

Speech, however, is the actual communicating of words or to express thoughts feelings and actions. Within speech, articulation/phonology, voice, and fluency are the aspects that can help to improve or hinder the quality of speech.

### **What is the difference between articulation, voice and fluency?**

Articulation and phonology which is the system that governs it, is the “*how*” of how speech sounds are produced. Within articulation, phonemes when not articulated appropriately can be due to being substituted, omitted, distorted or added to other sounds that may hinder clarity. However, voice refers to the “*quality of sound*” that the voice is produced due to vocal fold vibrations combined with breathing. Voices can be altered due to misuse or overuse which can lead to hoarseness and loss of voice. In addition pathological and biological factors may impact it as well with growths, infectious diseases and other entities. Lastly, fluency describes the rhythm and rate of speech which can be affected by stuttering, hesitations, and other factors such as brain injuries and disorders. While all of them have differences, all of them are important for communication and when one lags, one possesses the problem of suffering from intelligible speech.

### **What is the difference between receptive and expressive language?**

Receptive language is the understanding of what is communicated through listening and understanding. This would include pointing to pictures in a book when named and following commands and answering questions appropriately. Expressive language, however, is the speaking and the use of language. This would include being able to put words together and formulating questions.

### **What is the difference between a language disorder and speech disorder?**

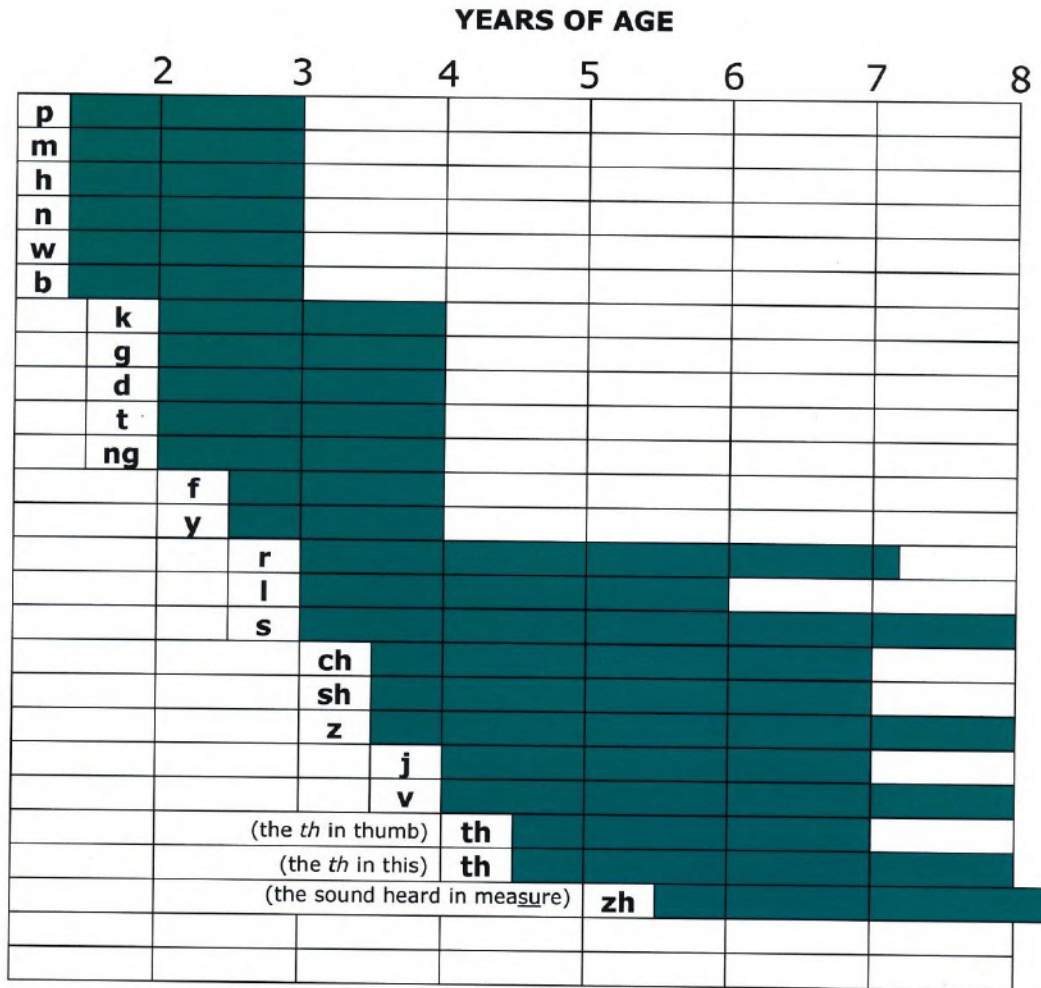
When a person has difficulty understanding others and/or expressing language, one may have a language disorder. Some may be as a result of a delay; others may be as a result of hearing or other physiological issues. Having a language disorder may signal



other issues, as does a speech disorder which focuses primarily on the inability to produce sounds with clarity or the inability to produce speech with a consistent flowing rhythm, or with quality voice tone and/or pitch.

# Speech Sound Development Chart

Horizontal bars indicate a range of typical sound development in children.



Source: Sander, Eric K. "When Are Speech Sounds Learned?" JSHD, 37 (February 1972).

## Child Language Development

Approximate Age	Expressive Language	Auditory Comprehension
2 to 4 months	Verbal play through cooing, gooing and laughing. Vowel sounds heard such as ooohh, eee, and ahhh.	Turns head toward sounds and can begin to discriminate one sound from another.
4 to 8 months	Babbling begins. Some Consonant sounds can be heard.	Anticipates an event (e.g. peek-a-boo) and follows a line of regard (e.g. visually follows toy moving across floor) as well as joint attention (i.e. is capable of visually attending to object with caregiver).
8 to 12 months	Syllable variation (e.g. badugatadudah). First word approximations (e.g. dada for daddy). Non-verbal communication. Jargon (i.e. unintelligible speech) is present.	Relates words with physical objects (e.g. understands that the word “ball” actually means the object ball). Responds to simple phrases such as “no”.
1 to 2 years	10-15 words at 18 months, 40-50 words at 24 months. Uses mostly nouns and pronoun me/mine. Jargon (i.e. unintelligible speech) still present.	Increased attention to toys. Changes behavior in response to comments made to him/her. Knows a few simple commands with gestures needed at times. Understands simple questions. Points to simple pictures.
2 to 3 years	150 words at age 2; 300-400 at age 3 years. Uses two-three word phrases frequently. Asks simple questions. Fluency can be poor. Jargon (unintelligible speech) mostly gone. Vowel sounds intact.	Comprehension shows rapid increase. Responds to more 2 step commands with prepositions (e.g. Pick up the ball and put it on the table).
3 to 4 years	Uses 600-1000 words and 3-4 word sentences. Pronouns and adjectives are used as well as some adverbs, prepositions, past tense and plurals. Answers what, where and when questions.	Understands 1500 words. Recognizes gender differences, plurals, pronouns, adjectives, and colors.
4 to 5 years	Vocabulary increases to 1000-1600 words and 4-6 word sentences. 3-4 syllable words are being used. Articles appear. Uses more adjectives, adverbs and conjunctions. Fluency improving.	Comprehends 1500-2000 words. Understands if, because, why and when. Follows complex directions.
5 to 6 years	Vocabulary of 1500-2100 words. Uses complete 5-6 word sentences. Fluent speech. Many multi-syllabic words are used.	Understands 2500-2800 words. Understands more complicated sentences.

It is important to note that this information depicts a general range of development, and should only be used as a guide. If you have any concerns regarding your child’s speech development, we recommend that you contact a pediatrician or speech-language pathologist.



## Tips for talking with your child

- 1 **Speak with your child in an unhurried way, pausing frequently.** Wait a few seconds after your child finishes speaking before you begin to speak. Your own slow, relaxed speech will be far more effective than any criticism or advice such as "slow down" or "try it again slowly."
- 2 **Reduce the number of questions you ask your child.** Instead of asking questions, simply comment on what your child has said.
- 3 **Use your facial expressions and other body language to convey to your child that you are listening to the content of her message and not to how she's talking.**
- 4 **Set aside a few minutes at a regular time each day when you can give your undivided attention to your child.** This quiet, calm time can be a confidence-builder for younger children.
- 5 **Help all members of the family learn to take turns talking and listening.** Children, especially those who stutter, find it much easier to talk when there are few interruptions.
- 6 **Observe the way you interact with your child.** Try to increase those times that give your child the message that you are listening to her and she has plenty of time to talk.
- 7 **Above all, convey that you accept your child as he is.** The most powerful force will be your support of him, whether he stutters or not.

Compiled by Barry Guitart, Ph.D., University of Vermont, and Edward G. Conture, Ph.D., Vanderbilt University

For more in-depth information, see publications and DVDs on back panel. →

"...this is perhaps the best buy in the nation for information on children and stuttering."

ASHA JOURNAL REVIEW



Stuttering: Straight Talk for Teachers 20-minute DVD and book No. 0126	\$10
If Your Child Stutters: A Guide for Parents* 64 pages English 8th ed. No. 0011	\$3
Spanish translation No. 0015	\$3
Stuttering and Your Child: Help for Parents and La Tartamudez y Su Niño 30-minute English & Spanish DVD No. 0073	\$10
Stuttering and Your Child: Q&A* 64 pages English 4th ed. No. 0022	\$3
The School-Age Child Who Stutters 38-minute DVD No. 1079	\$5
Stuttering for Kids by Kids English & Spanish 12 minute DVD No. 9172	\$10
<i>I enclose a donation for this worthwhile cause \$</i>	
Total Enclosed \$	USA Funds Only

Send to:  
**The Stuttering Foundation**  
 P.O. Box 11749, Memphis, TN 38111-0749

Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 City/State/Zip \_\_\_\_\_  
 Phone ( ) \_\_\_\_\_ E-mail \_\_\_\_\_

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 800-992-9392

www.StutteringHelp.org www.tartamudez.org



# If You Think Your Child Is Stuttering...



A Nonprofit Organization  
 Since 1947—Helping Those Who Stutter

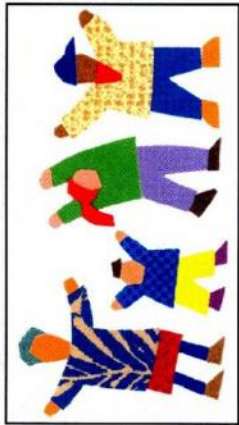


www.StutteringHelp.org  
 www.tartamudez.org

Compiled by  
 Dr. Barry Guitart, University of Vermont, and  
 Dr. Edward G. Conture, Vanderbilt University

## Is It Stuttering?

If your child has difficulty speaking and tends to hesitate on or repeat certain syllables, words, or phrases, he may have a stuttering problem. Or he may simply be going through periods of normal disfluency that most children experience as they learn to speak. This pamphlet will help you understand the difference between stuttering and normal language development.



## The normally disfluent child

1. The normally disfluent child occasionally repeats syllables or words once or twice, li-li-like this. Disfluencies may also include hesitations and the use of fillers such as "uh," "er," "um."
2. Disfluencies occur most often between ages 1 1/2 and 5 years, and they tend to come and go.

They are usually signs that a child is learning to use language in new ways. If disfluencies disappear for several weeks, then return, the child may just be going through another stage of learning.

## The child with milder stuttering

1. A child with milder stuttering repeats sounds more than twice, li-li-li-like this. Tension and struggle may be evident in the facial muscles, especially around the mouth.

2. The pitch of the voice may rise with repetitions, and occasionally the child will experience a "block"—no airflow or voice for several seconds.
3. Disfluencies may come and go but are now present more often than absent.
4. Effortless repetitions or prolongations of sounds are the healthiest form of stuttering. Anything that helps your child stutter like this instead of stuttering tensely or avoiding words is helping.

## How to Help Right Away

- Try to model slow and relaxed speech when talking with your child, and encourage other family members to do the same. Don't speak so slowly that it sounds abnormal, but keep it unhurried, with many pauses. Television's Mr. Rogers is a good example of this style of speech.
- Slow and relaxed speech can be the most effective when combined with some time each day for the child to have one parent's undivided attention. Set aside a few minutes at a regular time when you are doing nothing else but listening to your child talk about whatever is on his mind.
- When your child talks to you or asks you a question, try to pause a second or so before you answer. This will help make talking less hurried, more relaxed.
- Try not to be upset or annoyed when stuttering increases. Your child is doing his best as he copes with learning many new skills all at the same time. Your patient, accepting attitude will help him.
- If your child is frustrated or upset at times when her stuttering is worse, reassure her. Some children respond well to hearing, "I know it's hard to talk at times...but lots of people get stuck on words...it's okay." Other children are most reassured by a touch or a hug when they seem frustrated.

Some factors may indicate that your child is more at risk for stuttering. Knowing these factors will help you decide whether or not your child needs to see a speech-language pathologist. See the chart, above right.



## Risk Factor Chart

Risk factor	More likely in beginning stuttering	True for my child
Family history of stuttering	A parent, sibling, or other family member who still stutters	
Age at onset	After age 3 1/2	
Time since onset	Stuttering 6-12 months or longer	
Gender	Male	
Other speech-language concerns	Speech sound errors, trouble being understood, difficulty following directions	

## The child with more severe stuttering

1. If your child stutters on more than 10% of his speech, stutters with considerable effort and tension, or avoids stuttering by changing words and using extra sounds to get started, he will profit from having therapy with a specialist in stuttering. Complete blocks of speech are more common than repetitions or prolongations now, and disfluencies tend to be present in most speaking situations.
2. The Stuttering Foundation at 800-992-9392 and [www.StutteringHelp.org](http://www.StutteringHelp.org) will provide you with the names of speech-language pathologists who specialize in stuttering.
3. The suggestions for parents of a child with mild stuttering are also appropriate when the child has a severe problem. Try to remember that slowing and relaxing *your own speaking style* is far more helpful than telling the child to slow down.
4. Don't be afraid to talk to your child about stuttering. Show patience and acceptance as you discuss it. Overcoming stuttering is often more a matter of losing fear of stuttering than a matter of trying harder.

# Resources



## Websites

### Speech and Language

<http://www.stutteringhelp.org>

<http://www.stammering.org/> (Be sure to click on link for children under five. It gives you strategies for bilingual students who stammer and other really good research about preschoolers who stammer and what to do).

<http://www.tartamudez.org/> (Spanish-stuttering foundation)

### Oral Motor Practice

<http://www.schoolhealth.com/display.do?ruleID=101260&itemID=5&itemType=LANDING>

<http://www.superduperinc.com/Handouts/Handout.aspx> ( Sign up for free emails and free handouts, many of them in Spanish and English. Includes tips for parents and teachers).

<http://www.angelfire.com/nj/speechlanguage/Onlineactivities.html> (Good for building language and reinforcing articulation).

### Social/Emotional Development and Behavior

#### **Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI )**

<http://challengingbehavior.org/> (information and resources regarding which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities).

#### **Center on the Social and Emotional Foundations for Early Learning (CSEFEL)**

<http://csefel.vanderbilt.edu/> (information and resources regarding promoting the social emotional development and school readiness of young children birth to age 5).

***\*As of June 2014 the CSEFEL website has been updated with new modules and interventions.***

### **New Jersey Preschool Standards**

<http://www.nj.gov/education/ece/guide/>



## **Students with Disabilities**

<http://www.snjreic.org/> (A resource for providers and families with young children with disabilities, birth through five).

## **DLL**

Language Castle LLC <http://www.languagecastle.com/>

Colorín Colorado | A bilingual site for educators and families of English language learners <http://www.colorincolorado.org/>