

# Strategies Worksheet

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To Structure The Environment For Success	Always					Never
Traffic patterns are not wide open spaces that allow children to run	5	4	3	2	1	
When I rearrange the environment, the child's behavior changes	5	4	3	2	1	
When I change the schedule, the child's behavior changes	5	4	3	2	1	
There are enough interesting and challenging materials for the child	5	4	3	2	1	
When I take some of the materials OUT of the environment, the child's behavior changes	5	4	3	2	1	
The majority of activities are child directed based on child interest	5	4	3	2	1	
I use visual (gestures, pictures) and auditory cues to communicate to the child, When	5	4	3	2	1	
Children decide when they are done with an activity and there are alternate choices available	5	4	3	2	1	
I give directions while music is playing	5	4	3	2	1	
The child has choices throughout the day such as _____	5	4	3	2	1	
I gain the child's attention. give warnings before a transition and check for comprehension of directions	5	4	3	2	1	
Wait times are treated as learning opportunities with activities.	5	4	3	2	1	
When I eliminate waiting time, the child's behavior changes	5	4	3	2	1	
Teachers use peer partner/buddies ( ie, clean-up partner, center partner ,etc.)	5	4	3	2	1	

Dealing With Unacceptable Behavior	Always					Never
I have visuals of rules/guidelines for behavior in the program	5	4	3	2	1	
These rules and guidelines are reasonable for the children -IE: Can two year olds walk in a straight line? This would not be a developmentally inappropriate rule	5	4	3	2	1	
I model how to deal with frustration ( when I am feeling sad and want to roar I take a deep breath and count to 4)	5	4	3	2	1	
When I give attention to the child the behavior stops	5	4	3	2	1	

When I ignore the behavior the behavior stops	5	4	3	2	1
I give natural consequences for behavior to help the child learn-IE: if a child is not sharing -isolating that child in time out is not teaching them to share, or if child spilling water at water table, a natural consequence is for them to clean up the water if they leave the water table they won't learn how to play in it	5	4	3	2	1
The teacher knows which children they need to be close to are certain children "shadowed" by staff as they learn how to manage behavior	5	4	3	2	1
I expect the child to work in large groups	5	4	3	2	1
I teach problem solving steps and appropriate behavior through social stories, pictures and dramatizations daily when children are not upset and calm enough to learn	5	4	3	2	1
Children are provided with visual supports to help change behavior	5	4	3	2	1
Children are not given attention (positive or negative) for inappropriate behaviors	5	4	3	2	1
I model in the classroom how I want children to behave (ex: I do not scream across the room)	5	4	3	2	1

To Resolve Problems When They Occur	Always					Never
I remind children of problem solving steps I taught when they were not upset	5	4	3	2	1	
I use a general intervention ( i.e. time out or sit for two minutes)	5	4	3	2	1	
I help the child get back on track when he disrupts a group activity	5	4	3	2	1	
I involve the family in the problem solving process	5	4	3	2	1	
I use other peers to help with problem solving	5	4	3	2	1	

Giving directions while music is playing, expecting children to work in large groups, and using one general intervention when behaviors occur are all ineffective practices. How can you adapt these practices?

Have you involved the parent(s)/legal guardian in your problem solving process? If yes, how?

What techniques have as each teacher tried?

How did you chose those techniques (techniques are based on the reason behind the behavior

How long have you tried them?

What was the result?

How has the entire classroom team used the techniques regularly?