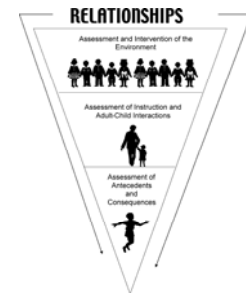


STEP 3: INTERVENTION BRAINSTORMING WORKSHEET
 CHILD SUPPORT PLAN (Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003)

SUMMARY STATEMENT (This should include information from BEAM Planning Guide and BEAM Information Tools)

What behavior is most concerning?
 What is the child communicating through the behavior?
 What are the child's relationship-based needs?



Directions: Use this form for **brainstorming** all possible intervention strategies across the levels of the triangle based on the Summary Statements above.

Strategies for **RELATIONSHIP**-building

Ways to change **ENVIRONMENT** to prevent challenging behavior

Ways to change **INTERACTIONS** to prevent challenging behavior

Ways to change **INSTRUCTION** to prevent challenging behavior

Ways to change what happens **BEFORE** challenging behavior

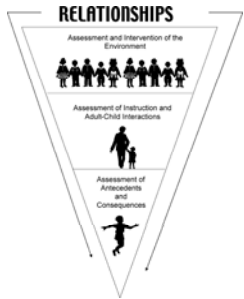
How should staff respond **AFTER** challenging behavior occurs?

Can we **TEACH** a new behavior? If so, what?

How should staff **RESPOND** to the new behavior?

**BRIDGING EDUCATION AND MENTAL HEALTH (BEAM)
 BUILDING A SUPPORT PLAN (adapted from O'Neill et al., 1997)
 INTERVENTION PLAN**

Directions: Using Planning Worksheet, identify specific interventions you will implement for the child and specify how you will implement on this form.



RELATIONSHIPS	
Intervention: When will you implement? Who will implement? How will you tell if the plan is working?	Steps for implementation:
ENVIRONMENTAL INTERVENTION	
Intervention: When will you implement? Who will implement? How will you tell if the plan is working?	Steps for implementation:
ALTERING INTERACTION/INSTRUCTION	
Intervention: When will you implement? Who will implement? How will you tell if the plan is working?	Steps for implementation:

MENU OF INTERVENTIONS

List of interventions to choose from to assist your team to create a plan for a specific child.

RELATIONSHIPS

Greeting

Adults being available to welcome children and support them in their transition everyday into the program

Validating children's feelings and behaviors

Adults recognizing and helping children verbalize their emotions throughout the day.

Providing positive attention/praise

The intentional use of positive attention with a solid ratio of 3 positive statements for every correction.

Teacher talk/therapeutic language

Adults using their language to reframe difficult situations for young children ((see *Therapeutic Language Tip Sheet* at

<http://education.umn.edu/ceed/publications/tipsheets/default.html#rbt>).

Cultural recognition/diversity

Culture is an integral part of one's self-concept. Adults can integrate the diversity represented in their classrooms and in the larger community into their classrooms.

ENVIRONMENT

Room arrangement

Classroom settings need to be well organized, everything should have a place and there should be well marked centers furnished with appropriate materials.

Classroom rules

Classroom rules need to be simple, kept to three to five rules, represented in a picture format for young children and stated in a positive format (e.g., "No running" instead of "Everyone will walk to be safe").

Schedules

A clear, well planned daily schedule that is posted in picture format, reviewed with the children daily, referred to throughout the day, and followed is integral to a successful early childhood program.

Transition cues and routines

Transitions need to be well planned and choreographed by adults. Visual (blinking lights) and auditory cues (bell) are helpful to signal a transition.

INSTRUCTION/INTERACTIONS

Inviting techniques

Using activities to invite the expression such as an art activity around a particular theme, sensory activities or dramatic play (see *Inviting and Containing Techniques Tip Sheet* at <http://education.umn.edu/ceed/publications/tipsheets/default.html#rbt>).

Containing techniques

Once a child begins to express their emotions they may have a difficult time containing them. Containing techniques such as having a quiet space, sensory activities, or individual forts can help to keep everyone safe (see *Inviting and Containing Techniques Tip Sheet* at <http://education.umn.edu/ceed/publications/tipsheets/default.html#rbt>).

Bibliotherapy

Using children's literature or home made stories that reflect a child's concerns, life experiences, or emotional dilemmas in a sensitive and developmentally appropriate manner to help a child work through a difficult situation.

Authors: Lillian Duran, MA; Lisa Cariveau, MSW, LGSW; Leah Hjelseth, MA; Shelley Neilsen-Gatti, Ph.D.; & Christopher Watson, MA.

Funding: BEAM is funded by the FY04 federal Early Learning Opportunities Act (ELOA) Grant provided to the Minneapolis Youth Coordinating Board.

Social skills curriculum

It is important to use a social skills curriculum to directly teach and coach all children to better support their social/emotional development.

Social skills curriculum such as: *Play Time Social Time, Skill Stream, Second Step*

Developmentally appropriate instruction

Instruction should meet the developmental needs and reflect the developmental levels of the children in the setting.

CHILD-SPECIFIC

Teaching children to ask for help/attention

Some children need to be taught how to ask for help or attention in socially appropriate ways.

Communicative alternatives

Teaching children how to use words, symbols or gestures, instead of the challenging behavior, to communicate their needs (see *Communicative Alternatives to Challenging Behavior Tip Sheet* at <http://education.umn.edu/ceed/publications/tipsheets/default.html#needs>).

Preferred item as a distractor

Using a favorite toy or item to help the child comply with a task demand, as long as it does not interfere with their participation in the activity (activities such as waiting in line or going to assemblies).

Tolerance for delay of reinforcement

This strategy focuses on helping children to either perform more of an activity or to wait for a few minutes before the activity ends (see *Tolerance For Delay of Reinforcement Tip Sheet* at <http://education.umn.edu/ceed/publications/tipsheets/default.html#needs>).

High-probability request sequences

This strategy helps children comply with a simple request that they may not like. Such as clean up time, coming to large group activities, or getting ready to go home. (See *High-Probability Request Sequences and Embedding Tip Sheet* at <http://education.umn.edu/ceed/publications/tipsheets/default.html#needs>).

Interpreting

Interpreting is used to help the child recognize and identify their feelings. Adults interpret by using phrases such as "I wonder if you are feeling... right now?" "Or I can see you are having such big feelings about this." (See *Interpreting Tip Sheet* at <http://education.umn.edu/ceed/publications/tipsheets/default.html#rbt>).

Collaboration

Adults can use their attention and support to help a child through activities or times of the day that are difficult for them. For example, if a child generally has a difficult time during clean up then an adult break up the activity into more manageable tasks by providing assistance. One example is to say, "You pick up the red ones and I'll pick up the blue ones."

Choice

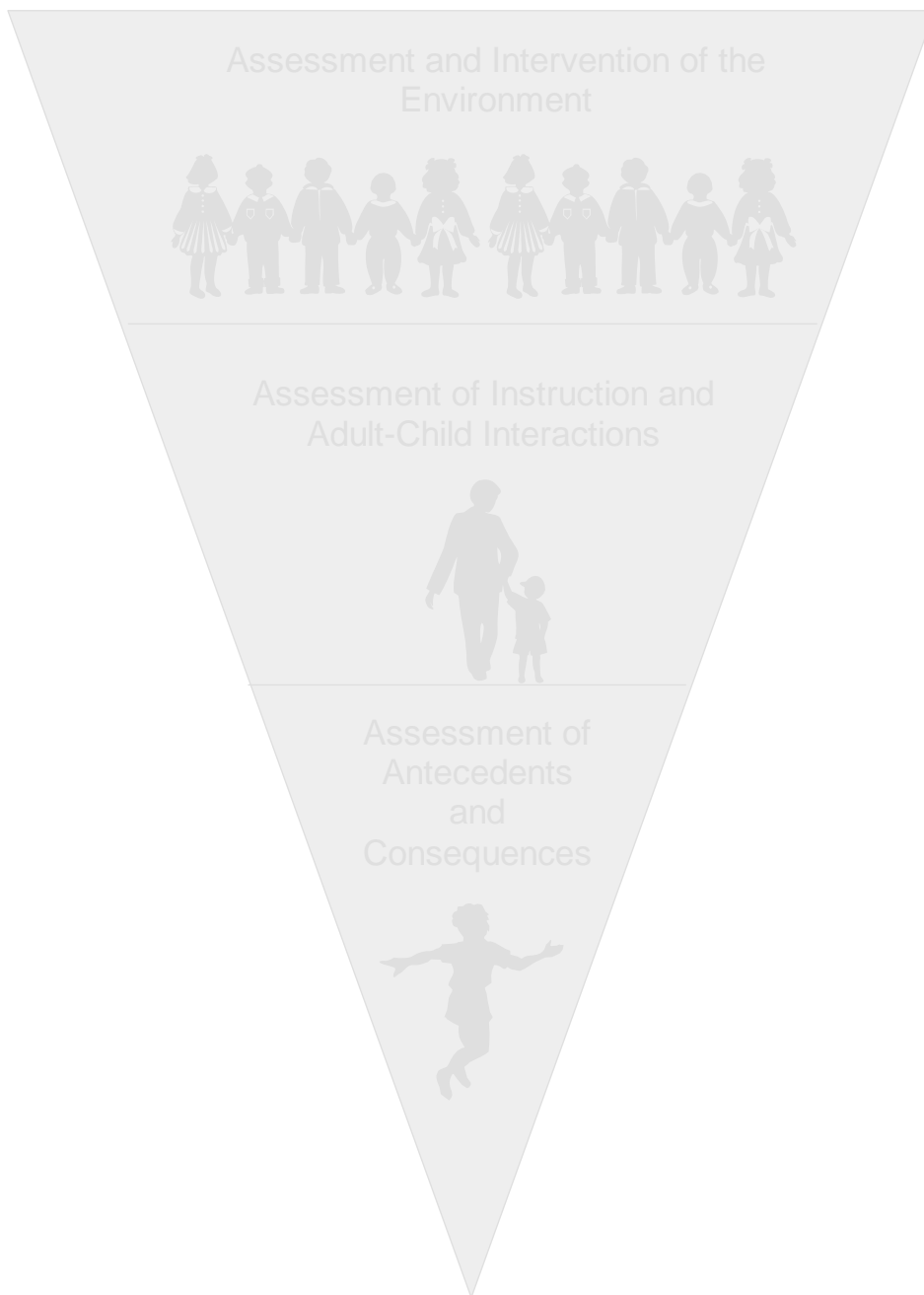
Intentionally using choice throughout the day is one of the most effective intervention strategies to avoid challenging behavior with all children (See *Choice-Making Tip Sheet* at <http://education.umn.edu/ceed/publications/tipsheets/default.html#needs>).

Teacher talk/therapeutic language

Adults using their language to reframe difficult situations for young children (see *Therapeutic Language Tip Sheet*: <http://education.umn.edu/ceed/publications/tipsheets/default.html#rbt>).

Pre-specified reinforcer

A specific reinforcer is offered to the child for the completion of a task or for participation in an activity. A common example is, "Everyone who listens to the story will get a sticker."



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