

QUICK BEHAVIOUR LOCATOR

Execution of various gross motor movements

I want to help a child TO ...

- co-ordinate body parts C1-4 - C1-5
- maintain stability C1-4 - C1-5

Execution of various fine motor movements

I want to help a child TO ...

- use tools effectively C1-6 - C1-7
- use materials effectively C1-6 - C1-7

Adjustment of actions to the environment

I want to help a child TO...

- be aware of his/her environment C1-8 - C1-9
- control his/her movements within the environment C1-8 - C1-9

More specifically, I want to help a child WHO ...

- reacts very strongly when someone enters his/her personal boundaries/space, for example, pushes, screams, cries, paces C1-10 - C1-11
- does not seem to be aware of the personal boundaries of others, for example, is often observed leaning on or touching others, speaking too close to someone's face, etc. C1-10 - C1-11
- often engages in repetitive movements or actions; once started, will not stop until someone intervenes. For example: spins objects, rocks, paces, rubs, hand movements, keeps applying the glue even when there is none left, continues to colour despite having gone through the paper. C1-12 - C1-13

Recognition of factors that favour well-being (health and safety)

I want to help a child TO ...

- identify his/her needs C1-14 - C1-15
- adopt and maintain good posture C1-14 - C1-15
- begin to identify and apply relaxation techniques with guidance. C1-14 - C1-15
- respect classroom and school safety rules C1-16 - C1-17

More specifically, I want to help a child WHO ...

- constantly puts inappropriate objects in his/her mouth. C1-16 - C1-17
- sucks fingers, thumb or clothes. C1-16 - C1-17
- throws uncontrollable temper tantrums that could injure self and/or others. C1-18 - C1-19
- engages in activities that could cause bodily harm to self and/or others C1-20 - C1-21
- inflicts injury to others, for example, throws, hits, kicks, uses materials/tools to inflict injury. C1-20 - C1-21

Developmental Profile

In preschool education, children become increasingly aware of their bodies and senses, and discover their capacities through a variety of motor and sensory activities in different situations. They make increasingly precise movements, learn to use the tools and equipment available and acquire a sense of physical ease. They are made aware of the importance of taking care of their bodies, finding methods of relaxing and adopting good posture and healthy living habits. (QEP, 54)

Outcomes at the End of Preschool Education

At the end of preschool education, the children, having been placed in a variety of classroom situations that hold real challenges, have broadened their repertoire of actions. They adjust their actions to their physical and human environment and follow safety rules, performing in accordance with the task and their level of development. The ease of movement they have acquired prepares them for learning requiring greater coordination and dexterity. (QEP, 55)

This icon indicates that there are targeted related resources you can consult in the corresponding Resource Documents available on line.

This document and all its related resources are available on LEARN at
www.learnquebec.ca/special-needs-in-k

Evaluation Criteria:**Execution of various gross motor movements**

In order to encourage the children to execute various gross motor movements, I need to provide ample opportunity

- to broaden his/her repertoire of actions.
- to experiment with gross motor movement.
- to pay attention to his/her sensory and bodily reactions.

Kindergarten exit profile

By being given ample opportunities to take part in a variety of activities, the children strengthen their muscles and increase muscle tone, have better core muscle strength, stability, flexibility and good overall coordination and endurance.

For instance, by the end of the year, the children can be observed:

- running
- throwing
- catching
- crawling
- jumping
- sliding
- swinging
- climbing
- hopping
- balancing
- stretching
- skipping

If I want to help a child TO

**co-ordinate body parts,
for example:**

- climb stairs alternating feet on each step
- run in a fluid and co-ordinated manner
- hop forward and backward on both feet
- hop forward and backward on one foot
- throw a ball
- catch a ball
- act out movement while using language (poem, song, etc.)
- crawl
- jump
- slide
- use a swing on his/her own
- skip with a rope

First I would consider...

- What do I know about **gross motor development**?
- Am I expecting the children to sit too long?
- Am I creating opportunities for the children to be active participants as opposed to passive listeners?

If I want to help a child TO

**maintain stability,
for example:**

- stand on one foot
- walk for a distance on a line
- walk on a balance beam

First I would consider ...

- What do I know about **gross motor development**?
- Contact the parents to see whether they can shed some light on the situation, for example, are there medical reasons that could be contributing to the behaviour which need further investigation such as inner ear, sight, hearing, other physical conditions?
- Am I expecting the children to sit too long?
- Am I creating opportunities for the children to be active participants as opposed to passive listeners?

Then I could try to:

- find out more about **gross motor development**.
- adjust circle time and/or classroom activities to ensure the length is appropriate for the time of year.
- ensure there is a balance of movement to seated listening time during the day.
- provide exercises that strengthen core stabilizing muscles throughout the day such as crab walk, the plank, wheel barrow, bear crawl, etc.
- provide outdoor activities: climbing structures, jungle gym, running, catching, etc.
- play social physical games such as red light-green light, Mr. Wolf, tag, leapfrog, Red Rover, a version of Simon Says that incorporates stability and coordinating movements,
- use action songs with movement.
- play games with a variety of materials: balls, hula-hoops, skipping ropes, elastics, etc.
- encourage children to lie on their stomach while playing, doing puzzles, drawing, etc.
- provide adaptations for children who are experiencing difficulty staying in the same position for any length of time, for example, sitting in a chair rather than on the floor, using a stability ball, using bean-bag lizards, etc.

Then I could try to:

- find out more about **gross motor development**.
- adjust circle time and/or classroom activities to ensure the length is appropriate for the given time of year.
- ensure there is a balance of movement to seated listening time during the day.
- provide exercises that strengthen core stabilizing muscles throughout the day such as crab walk, the plank, wheel barrow, bear crawl.
- provide outdoor activities: climbing structures, jungle gym, running, catching, etc.
- play social physical games such as red light-green light, Mr. Wolf, tag, leapfrog, Red Rover, play Simon Says incorporating stability and coordination movements.
- use action songs with movements.
- play games with a variety of materials: balls, hula-hoops, skipping ropes, elastics, etc.
- encourage children to lie on their stomach while playing, doing puzzles, drawing, etc.
- provide adaptations for children who are experiencing difficulty staying in the same position for any length of time, for example, sitting in a chair rather than on the floor, using a stability ball, bean-bag lizards.

Evaluation Criteria: Execution of various fine motor movements

In order to encourage the children
to execute various fine motor movements,
I need to provide ample opportunity:

- to broaden his/her repertoire of actions.
- to experiment with fine motor movement.
- to pay attention to his/her sensory and bodily reactions.

Kindergarten exit profile

Fine motor skills are the last to develop in psychomotor development. From birth, psychomotor development occurs from head downward towards the feet and from torso out towards to hands. Over the course of the year, the children are given many opportunities to cut, trace, glue, fold, shape, tear, tie, zip, button, snap, use pencils, crayons, markers, and paint brushes in meaningful contexts.

For instance, by the end of the year, the children can be observed:

- writing their name with markers, pencils, pens, paint brushes
- cutting straight lines, corners and curved lines
- turning door knobs and faucets
- using utensils
- threading beads
- snapping buttons and zipping coats
- opening lunch boxes and bags
- working with assembly activities with ease (puzzles, connecting blocks)
- working with clay and plasticine
- tying together shoe laces, ropes or strings
- applying white glue

If I want to help a child TO

use tools effectively,
for example:

- manipulate a large marker/pencil
- manipulate a thin pen/marker/pencil
- manipulate paintbrushes of varying lengths and thickness
- colour within boundaries of own drawing
- print within a given space
- cut smooth edges
- use utensils

First I would consider ...

- What do I know about fine motor development?
- Have I provided enough opportunities for gross motor development?
- How much experience have the children had with the tools being used?
- Have the children established hand dominance at this time of the year?
- Is the task age appropriate for the children at this time of the year?
- Is the activity in question too long for the children at this time of the year? Are there too many steps involved?

If I want to help a child TO

use materials effectively,
for example:

- turn door knobs
- turn faucet on and off
- thread beads
- assemble inter-linking blocks, puzzles
- button
- zip coats
- tie laces, ropes or strings
- work with modeling clay and plasticine
- apply white glue
- open lunch box or bag

First I would consider...

- What do I know about fine motor development?
- Have I provided enough opportunities for gross motor development?
- How much experience have the children had with the materials being used?
- Have the children established hand dominance at this time of the year?
- Is the task age appropriate for the children at this time of the year?
- Is the activity in question too long for the children at this time of the year? Are there too many steps involved?

Then I could try to:

- find out more about **fine motor development**.
- provide additional and continued opportunities to support **gross motor development**.
- use blackboard with chalk or sponges/large paint brushes and water to draw and/or write using **gross motor** movement.
- use the interactive white board to draw and/or write using **gross motor** movement
- provide ample opportunities for the child to explore, manipulate, experiment and eventually master the given tools.
- during free play, always provide a **fine motor** centre or activity.
- provide peer-pairing for support and peer modeling when the task is too long or difficult for a child.
- scaffold tasks by breaking them down into smaller steps to make them manageable.
- provide both right and left-handed scissors to allow hand dominance to emerge.
- provide a larger version of the given tool, for example, large markers before small ones.
- provide a variety of pencil grips.
- provide larger pieces of paper for children to write/draw/paint on.
- provide games that encourage children to practice fine motor skills using a variety of actions that encourage pinching, squeezing, gripping. For example, use tweezers to fill a container with pompoms; have cotton ball races using turkey basters; during water free play, provide different sizes and types of sponges, turkey basters, eye droppers, etc.

Then I could try to:

- find out more about **fine motor development**.
- provide additional and continued opportunities to support **gross motor development**.
- use blackboard with chalk or sponges/large paint brushes and water to draw and/or write using **gross motor** movement.
- use the interactive white board to draw and/or write using **gross motor** movement
- provide ample opportunities for the child to explore, manipulate, experiment and eventually master the given materials.
- during free play, always provide a **fine motor** centre or activity.
- provide peer pairing for support and peer modeling when the task is too long or difficult for a child.
- scaffold tasks by breaking them down into smaller steps to make them manageable.
- provide both right and left-handed scissors to allow hand dominance to emerge.
- provide larger pieces of paper for children to write/draw/paint on.
- provide opportunities to thread, tie, button, zip, snap, open and close faucets and doors.

Evaluation Criteria:**Adjustment of actions to the environment**

In order to encourage the children to adjust their actions to the environment, I need to provide ample opportunity

- to adjust his/her actions to the demands of the environment.
- to situate himself/herself in the physical environment and experiment with sequences of actions.
- to use tools and materials for an explicit purpose.

Kindergarten exit profile

As children develop better gross and fine motor movements, they become more adept at adjusting their actions to suit the requirements of the situation or environment. They are able to move with ease in their environment without infringing on others or bumping into objects. They are better able to carry out tasks with precision in a confined space. They are able to situate themselves in their environment and to perform accordingly with better control over their actions.

For instance, by the end of the year, the children can be observed:

- putting their materials away in a confined space
- getting dressed and undressed within their personal space
- respecting the personal boundaries of others
- using movement and rhythm to express themselves
- moving in co-ordination with music and/or words
- walking and running while avoiding obstacles
- adjusting their movements according to the environment (walk in hallway, run in gym)

If I want to help a child TO

be aware of his/her environment, for example:

- position/situate himself/herself without infringing on others in a variety of situations (standing in line, table activity, sitting together)
- adjust his/her movements to suit the requirements of the environment (walk in hallway, run in gym)

First I would consider ...

- Am I helping the children become aware of their actions and their environment?
- Am I providing enough physical activities throughout the day?
- Am I expecting the children to sit too long?
- Am I creating opportunities for the children to be active participants as opposed to passive listeners?
- Have I considered structuring the situations differently for a student in order to limit undesirable behaviours?

If I want to help a child TO

control his/her movements within the environment, for example:

- use movement and rhythm to express himself/herself
- move in co-ordination with music and/or words
- walk and run avoiding obstacles
- dress and undress within his/her personal space
- put toys and materials away in a confined space
- respect the personal boundaries of others

First I would consider ...

- What do I know about **gross motor development**?
- How much experience have the children had with these actions or movements?
- Can I organise the activity or the use of space differently?
- Have I considered structuring the learning situations differently for a student, for example, taking into account where he/she sits or stands, who is next to him/her, etc?

Then I could try to:

- play games that require the children to position themselves or an object in reference to another child or an object, for example, stand behind, sit beside, crawl under, put on top of, etc.
- play social games that require the children to be aware of and adjust to their environment, for example, action songs, Simon Says, Duck Duck Goose, etc.
- provide a cuing system (verbal, non-verbal, visual, auditory) to make the children aware of where they are in order to help them adjust their actions to the environment until they learn to self-regulate.
- ensure there is a balance of movement to seated listening time during the day.
- create boundaries to help a child become aware of personal boundaries: use a hula-hoop, masking tape to create a square on the floor, a small carpet, arm's-length apart in line, skip a tile when standing in line or in a group, etc.
- provide a specific task for the child who experiences difficulties during transitions.
- if possible, provide and teach structured activities/games during unstructured times such as recess: ball games, elastics, chalk, hopscotch, social games, tag, etc.
- in some cases, consider using social stories to describe the situation and desired behaviours.

Then I could try to:

- find out more about **gross motor development**
- contact the parents to determine whether they can shed some light on the situation: inquire about development history and possible medical issues.
- encourage children to lie on their stomach while playing (puzzles, drawing, etc.) to strengthen core muscles.
- provide exercises that strengthen core stabilizing muscles throughout the day: crab walk, the plank, wheel barrow, bear crawl.
- provide outdoor activities: climbing structures, jungle gym, running, catching, etc.
- play social physical games such as red light-green light, Mr. Wolf, tag, leapfrog, Red Rover, Simon Says incorporating stability and coordination movements, etc.
- use action songs with movement and carry them out more slowly or with exaggerated movements.
- play games with a variety of materials: balls, hula-hoops, skipping ropes, elastics, etc.
- stagger activities to provide more time and or room as needed. For example, allow some children to dress and undress in a different area with more space.
- create boundaries to help the child control his/her movements and respect personal boundaries: use a hula-hoop, masking tape to create a square on the floor, a small carpet, arm's-length apart in line, skip a tile when standing in line or in a group, etc.
- place the child strategically in relation to others, for example, sit at the end of a row, sit close to you at circle time, stand at the front of the line, etc., so that he/she can be more successful at managing the behaviour.

If I want to help a child WHO

reacts very strongly when someone enters his/her personal boundaries/space, for example, pushes, screams, cries, paces

First I would consider ...

- Have I discussed and explored the issue of personal boundaries with the class using a variety of resources and strategies?
- Have I discussed and explored different ways to react when a child feels someone has entered his/her personal space?
- Have I considered structuring the learning situations differently for the student: where he/she sits or stands, who is next to him/her, etc?
- Does this behaviour happen at specific times in the day, with specific children or in specific situations, for example, whole class activities?

If I want to help a child WHO

does not seem to be aware of the personal boundaries of others for example, is often observed leaning on or touching others, speaking too close to someone's face, etc.

First I would consider ...

- Have I discussed and explored the issue of personal boundaries with the class using a variety of resources and strategies?
- Have I discussed and explored different ways to react when a child feels someone has entered his/her personal space?
- Have I considered structuring the learning situations differently for that child: where he/she sits or stands, who is next to him/her, etc?
- When do I see this happening? Do I see a pattern over a period of time: specific times in the day, with specific children or in specific situations, for example, whole class activities?

Then I could try to:

- organise an activity to explore/demonstrate personal boundaries and varying comfort zones. Use a hula-hoop, arm's-length apart, or other concrete examples to demonstrate.
- discuss and model strategies the other children could use when their personal space has been invaded, for example, give a clear message like "Please back up one step", "Everybody has a rainbow; step out of my rainbow". Provide actions they can take such as arm's-length apart or step back. Provide opportunities for the children to practice them in variety of playful situations such as puppet play and role play.
- if needed, create boundaries for the child: use a hula-hoop, masking tape to create a square on the floor, a small carpet, arm's-length apart in line, skip a tile when standing in line or in a group, etc.
- during free play or activity time, limit the number of partners or playmates for the child. Start with one partner and build up throughout the year.
- in group situations, find ways to give the child more space: place him/her at the end of the line, on the outer part of the circle, etc.
- encourage and facilitate cooperative games, limiting the number of partners for the child. Start with one and build up throughout the year.
- introduce coping strategies and support/help the child to apply them when needed.
- help the other children in the class understand the personal space needs of that child.
- contact the parents to determine whether they can shed some light on the situation: what strategies do they use that could be used in school?
- begin documenting behaviours and interventions. Look for a pattern over time.

Then I could try to:

- organise an activity to explore/demonstrate personal boundaries and varying comfort zones. Use a hula-hoop, arm's-length apart, or other concrete examples to demonstrate.
- discuss and model strategies the other children could use when their personal space has been invaded, for example, give a clear message like "Please back up one step", "Everybody has a rainbow; step out of my rainbow". Provide actions they can take such as arm's-length apart or step back.
- provide opportunities for the children to practice the strategies in variety of playful situations such as puppet play and role play.
- in group situations, find ways to give the child more space: place him/her at the end of the line, on the outer part of the circle, etc.
- if needed, create boundaries for the child: use a hula-hoop, masking tape to create a square on the floor, a small carpet, arm's-length apart in line, skip a tile when standing in line or in a group, etc.
- during free play or activity time, limit the number of partners or playmates for that child. Start with one partner and build up throughout the year.
- encourage and facilitate cooperative games, limiting the number of partners for the child. Start with one partner and build up throughout the year.
- introduce self-regulating strategies and provide time for the child to practice them in order to prepare himself/herself to apply them when needed.

If I want to help a child WHO

often engages in repetitive movements or actions; once started, will not stop until someone intervenes. For example: spins objects, rocks, paces, rubs, hand movements, keeps applying the glue even when there is none left, continues to colour despite having gone through the paper

First I would consider ...

- Have the parents consulted a paediatrician?
- When do I see this happening? Do I see a pattern over a period of time?
- Have I considered structuring/scaffolding the activity differently for the child?
- Can I identify a trigger or stressor such as loud or high pitched sounds, crowding, bright lights, time of day (before lunch or in daycare), etc?
- Do I have any control over the stressor, i.e. can it be removed or avoided? How can I plan accordingly?

Then I could try to:

- begin documenting behaviours, keeping track of my observations and interventions over a period of time, looking for patterns.
- if a pattern emerges, plan accordingly to reduce the onset of the behaviour.
- try redirecting his/her attention to another activity.
- provide visual, verbal or non verbal prompts to help the child self-regulate.
- in general, try to provide a consistent daily routine.
- use an hour glass or timer to help alert the children of upcoming transitions and draw that child's attention to it.
- generally, when possible, prepare the children in advance for any changes in the daily routine.
- provide enough time for the children to transition from one activity to another especially at the beginning of the year and plan to give more time to that child.
- provide a quiet area in the class, enclosed or not, where the child can retreat to manage his/her emotion while engaging in something of interest to him/her such as a favourite toy, book, chair, music, etc.
- consider using a calming object the child can take along like a fidget toy, portable music, etc., for situations outside the classroom
- use the child's interests to my advantage to prevent the onset of a given behaviour. Give direction, not choice, for example, "First you clean up, then you can have your snack."
- avoid using the word "no" in some cases. Instead, rephrase my intervention with "I need you to ...". For example: rather than saying "No running" say, "I need you to walk". Always keep it short and direct.
- contact the parent(s) to determine whether they observe the same behaviour at home? What strategies do they use that could be used in school?
- observe to determine whether there is a trigger.
- knowing the trigger, plan accordingly to **minimize its effects**, for example:
 - **sounds:** for certain activities, provide the child with "head sets" that muffle sound;
 - **touch:** find ways to limit contact with the materials that are problematic such as popsicle sticks when finger painting or tongs when digging objects out of the sand;
 - **light:** turn lights down or keep them off;
 - **proximity:** create boundaries to give the child space: use a hula-hoop, masking tape to create a square on the floor, a small carpet, arm's-length apart in line, skip a tile when standing in line or in a group, etc.
- **avoid the trigger** altogether when possible, for example:
 - avoid crowd situations such as general assemblies until the child has developed coping strategies like the calming effect of a fidget toy, or until his/her sensitivity threshold has changed.
 - modify the environment: change the seating arrangement, remove trigger objects, provide an enclosed space where the child can retreat, etc.

Evaluation Criteria:**Recognition of factors that favour well-being (health and safety)**

In order to encourage the children to recognize ways to ensure his/her well-being,

I need to provide ample opportunity

- to recognize ways to ensure his/her well-being.
- to adopt good posture and practise relaxation.
- to identify healthy living habits and respect safety rules.

Kindergarten exit profile

By the end of kindergarten, the children are more aware of their body and their needs. They become increasingly autonomous in satisfying their basic needs. They are better able to identify their senses and can use them to better understand the world around them and help them make good decisions. They are able to make healthy eating choices during snack and lunch time. They understand the need for safety rules and can be observed respecting them most of the time.

For instance, by the end of the year, the children can be observed:

- asking to go to the bathroom
- washing hands when needed
- blowing their nose when needed
- taking off their sweater when hot
- using calming activities
- explaining or reminding another child of a safety rule, for example, "Don't run with your scissors!"

If I want to help a child TO

identify his/her needs,

for example:

- go to the bathroom when needed
- wash hands when necessary
- blow nose when necessary
- temperature, for example, take off sweater when hot.
- recognise healthy eating choices in snacks or lunch

First I would consider ...

- Are the children aware of their needs and/or behaviours?
- Could the bathroom facilities be posing a problem, for example, its location, a noisy flush, too many people?
- How autonomous are the children at home?

If I want to help a child TO

adopt and maintain good posture,

for example:

- stand up straight when upright
- sit in a chair with straight back and feet on floor, i.e. without slouching

First I would consider ...

- What do I know about **gross motor development**?
- Am I expecting the children to sit too long?
- Am I creating opportunities for the children to be active participants as opposed to passive listeners?

If I want to help a child TO

begin to identify and apply relaxation techniques with guidance,

for example:

- identify relaxation strategies with guidance
- select a relaxation strategy with guidance
- use a relaxation technique with support

First I would consider ...

- Have I taught relaxation techniques and calming strategies?
- Do I refer to relaxation or calming strategies throughout the day when needed?

Then I could try to:

- provide verbal or non-verbal cues to help a child realize he/she has a need, for example, point to nose when child needs to blow his/her nose, ask "Do you need to ...?"
- establish a bathroom routine.
- pair the child with a peer to go to the washroom if the child is afraid. If noise is an issue, is there another bathroom the child can use?
- use a step by step procedure supported by verbal and visual aids to help a child achieve the desired behaviour.
- introduce self-regulating strategies and provide time for a child to practice them.
- contact the parents to determine whether they can shed some light on the situation. Have they consulted a paediatrician?

Then I could try to:

- find out more about **gross motor development**.
- provide exercises that strengthen core stabilizing muscles: crab walk, the plank, wheel barrow, bear crawl, stability balls, etc.
- provide outdoor activities to strengthen muscles: climbing structures, jungle gym, running, etc.
- provide opportunities for a child to change position.
- adjust circle time and/or classroom activities to ensure the length is appropriate for the time of year: incorporate movement, allow chairs, limit seated time, limit listening required from the children.
- ensure there is a balance of movement to seated time during the day.
- provide adaptations for children who are experiencing difficulty staying in the same position for any length of time: sitting in a chair rather than on the floor, standing rather than sitting, using a stability ball, lying on bean-bag lizards, etc.

Then I could try to:

- provide a relaxation time during the day such as quiet time, book time, puzzle time, etc.
- introduce a variety of relaxation techniques, for example, a counting strategy such as count to 10 with eyes closed, a breathing strategy such as smell the flower - blow out the candle, a physical strategy such as kneed a squeezey ball, a visualization strategy such as imagine you're on a beach.
- provide time for the children to practice each.
- refer to the relaxation techniques during the day whenever needed.
- include relaxation techniques in transition activities to make transitions a relaxation moment.
- adapt relaxation activities according to the time of the year and plan to transition them out over time.

If I want to help a child TO

respect classroom and school safety rules,
for example:

- follow the safety rules
- explain or remind another child of a safety rule, for example, "Don't run with your scissors"

First I would consider ...

- Do the children understand the rules?
- Are there too many rules?

If I want to help a child WHO

constantly puts inappropriate objects in his/her
mouth

First I would consider ...

- Does the behaviour happen frequently throughout the day? Is there a pattern?

If I want to help a child WHO

sucks fingers, thumb or clothes

First I would consider ...

- Is it just a habit?
- Does the behaviour happen frequently throughout the day? Is there a pattern?

Then I could try to:

- develop the rules together with the students.
- make sure each rule is clear for the students. They should know what it looks like and what it sounds like. Always provide concrete examples.
- limit the number of classroom rules.
- provide children who have difficulty with unstructured or transition periods with a job, task or responsibility.
- prioritize rules and identify non-negotiable ones.
- use a step by step procedure supported by visual aids to help a child achieve the desired behaviour.
- use visual cues as reminders.
- make consequences clear for a child and follow through.

Then I could try to:

- provide the child with verbal or non verbal cues to help him/her become aware of his/her behaviour.
- contact the parents to determine whether they can shed some light on the situation. What strategies do they use that could be used at school?
- because of safety and health concerns, suggest parents consult their paediatrician.
- begin documenting my interventions and consider requesting a consultation with a professional if no progress is made over time. Refer to my school board's policy on "Organisation of Educational Services for At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties".

Then I could try to:

- discuss the issue with the child and agree to provide a non-verbal cue to help him/her become aware of his/her behaviour.
- provide a fidget toy, to occupy him/her differently.

If I want to help a child WHO

throws uncontrollable temper tantrums that could injure self and/or others

First I would consider ...

- Could this be a learned strategy?
- Could my expectations, classroom management or time management be a contributing factor?
- Does this behaviour happen at specific times in the day, with specific children or in specific situations, for example, whole class activities, gym, transitions?
- What are the child's language capabilities? Is the child able to express him/herself verbally in other contexts?
- Do I support the child in applying relaxation or calming strategies throughout the day when needed?
- Do I know why the child is doing this, i.e. is there a trigger/stressor such as loud or high pitched sounds, crowding, bright lights, time of day (before lunch or daycare), etc?
- Do I have any control over that stressor? Can it be removed or avoided? How can I plan accordingly?

Then I could try to:

- make sure the child is in a secure place to have the tantrum if I suspect tantrums are a learned strategy; let the child have the tantrum but ignore it. Let the child know that when he/she has calmed down, I will talk to him/her. In the end, bring across that the emotion is acceptable but the behaviour is not.
- teach the other children in the classroom how to respond to that child's behaviour, for example, walk away, tell a teacher.
- role play appropriate verbal/non verbal reactions.
- make sure there is an area in the classroom that holds something of interest where the child can retreat to manage his/her emotion, for example, the child's favourite area, toy, book, chair, music, etc.
- consider using a calming object the child can take along such as a fidget toy, portable music, etc., in order to offset the behaviour in situations outside the classroom.
- establish, together with the child, a step by step procedure supported by visual aids, to help the child achieve the desired behaviour. For example: "When you are angry you can: - 1- Use your words; 2- Go to the cozy corner; 3- Go get a drink of water."
- provide time and opportunity for the child to practice using the procedure.
- be consistent in order for this behaviour to slowly diminish. In the meantime, I will have a plan of action in place to help the other children in the classroom respond to the child's tantrum such as walk away, tell a teacher.
- observe to determine whether there is a trigger.
- knowing the trigger, I could plan accordingly to reduce its intensity, limit its occurrence or avoid it altogether. For example:
 - in some cases, avoid using the word "No". Rephrase my intervention with "I need you to ...". For example: rather than saying "No running" say, "I need you to walk." Always keep it short and direct.
 - **sounds:** for certain activities provide the child with "head sets" that muffle sound.
 - **touch:** find other ways to limit contact with the materials that are problematic for the child such as popsicle sticks when finger painting or tongs when digging objects out of the sand.
 - **light:** turn lights down or keep them off.
 - **proximity:** create boundaries to give the child space: use a hula-hoop, masking tape to create a square on the floor, a small carpet, arm's-length apart in line, skip a tile when standing in line or in a group, etc.
 - modify the environment to offset the trigger, for example, the seating arrangement.
 - use the child's interests to my advantage to prevent the onset of a tantrum. Give direction, not choice, for example, "First you finish your snack, then you can [*something the child likes*]."
 - avoid crowd situations like general assemblies until the child has developed coping strategies such as using the calming effect of a fidget toy, or until his/her sensitivity threshold has changed.
- be proactive rather than reactive with the strategies, for example, "I see you're getting anxious. Do you need to go sit with your teddy?"
- take observations (pictures, videos, notes) and email the school board's special education consultant to ask for additional strategies.
- in more extreme cases, I would
 1. have an evacuation plan to remove the other children if their safety is in question.
 2. call for assistance.
 3. bring my observations and concerns immediately to the principal.
 4. with the principal, establish a plan of action to support the child in question.

If I want to help a child WHO

engages in activities that could cause bodily harm to self and/or others

First I would consider ...

- Could this be a learned strategy: impulsive, reactive?
- Do I support the child in applying conflict resolution strategies throughout the day when needed?
- Can I identify a trigger or stressor such as loud or high pitched sounds, crowding, bright lights, time of day (for example, before lunch or daycare), etc?
- Do I have any control over that stressor, can it be removed or avoided? How can I plan accordingly?
- Have I considered whether my classroom management style could be contributing to the behaviour?

If I want to help a child WHO

inflicts injury to others, for example, throws, hits, kicks, uses materials/tools to inflict injury

First I would consider ...

- When do I see this happening? Do I see a pattern over a period of time?
- Can I identify a trigger or stressor such as loud or high pitched sounds, crowding, bright lights, time of day (for example, before lunch or daycare), etc?
- Do I have any control over that stressor, i.e. can it be removed or avoided? How can I plan accordingly?
- Have I considered whether my classroom management style could be contributing to the behaviour?

Then I could try to:

- let the child know that the emotion is acceptable but the behaviour is not, if I suspect it is a learned strategy. Together with the child, I could establish a step by step procedure, supported by visual aids, to help the child achieve the desired behaviour. I would also provide time and opportunity for the child to practice using them.
- make sure there is an area in the classroom that holds something of interest where the child can retreat to manage his/her emotion, for example, the child's favourite area, toy, book, chair, music, etc.
- consider using a calming object the child can take along such as a fidget toy, portable music, etc. in order to offset the behaviour in situations outside the classroom.
- teach the other children in the classroom how to respond to that child's behaviour, for example, walk away, tell a teacher. In extreme cases, have the children leave the classroom for their safety.
- observe to determine whether there is a trigger.
- knowing the trigger, I could plan accordingly to minimize its effects. For example:
 - In some cases, avoid using the word "No". Rephrase my intervention with "I need you to ..." For example: rather than saying "No running" say, "I need you to walk." Always keep it short and direct.
 - **sounds:** for certain activities provide the child with "head sets" that muffle sound.
 - **touch:** find other ways to limit contact with the materials that are problematic for the child such as popsicle sticks when finger painting or tongs when digging objects out of the sand.
 - **light:** turn lights down or keep them off.
 - **proximity:** create boundaries to give the child space: use a hula-hoop, masking tape to create a square on the floor, a small carpet, arm's-length apart in line, skip a tile when standing in line or in a group, etc.
 - modify the environment to offset the trigger, for example, change the seating arrangement.
 - use the child's interests to my advantage to prevent the onset of a tantrum. Give direction, not choice, for example, "First you finish your snack, then you can [*something the child likes*]."
 - avoid crowd situations like general assemblies until the child has developed coping strategies such as the calming effect of a fidget toy, or until his/her sensitivity threshold has changed.
- be proactive rather than reactive with the strategies, for example, "I see you're getting anxious. Do you need to go sit with your teddy?"
- take observations (pictures, videos, notes) and email the school board's special education consultant to ask for additional strategies.
- in more extreme cases, I would
 1. have an evacuation plan to remove the other children if their safety is in question.
 2. call for assistance.
 3. bring my observations and concerns immediately to the principal.
 4. with the principal, establish a plan of action to support the child in question.

Then I could try to:

- use a step by step procedure supported by visual aids to help the child achieve the desired behaviour.
- make sure there is an area in the classroom that holds something of interest where the child can retreat to manage his/her emotion, for example, the child's favourite area, toy, book, chair, music, etc.
- use adaptations to modify some of the strategies already in place in the class, such as:
 - working with fables to help practice solving social problems.
 - role playing to find ways to fix the problems by acting them out.
- teach the other children in the classroom how to respond to that child's behaviour, for example: walk away, tell a teacher. In extreme cases, have the children leave the classroom for their safety.
- knowing the triggers, I could plan accordingly to reduce its intensity, limit its occurrence or avoid it altogether, for example:
 - in some cases, avoid using the word "No". Rephrase my intervention with "I need you to ..." For example: rather than saying "No running" say, "I need you to walk." Always keep it short and direct.
 - modify the environment to offset the trigger, for example, change the seating arrangement.
 - use the child's interests to my advantage to prevent the onset of a tantrum. Give direction, not choice, for example, "First you finish your snack, then you can [*something the child likes*]."